



# Year 10 Information Pack

Head: Mr R Booth



## Contact Information

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## Year 10 Pastoral Leadership Team

Assistant Headteacher     Mrs M German             mgerman@wallingtongirls.org.uk

Head of Year 10             Miss L Finnigan             lfinnigan@wallingtongirls.org.uk

## Welcome from Year 10 Pastoral Leadership Team

I am pleased to be back as Head of Year, and am looking forward to ensuring that all students have a successful year at the start their GCSE courses. To this end, the priority focus for the beginning of this year will be to settle into GCSE subject choices and to be realistic about what the year ahead will involve. With student mental health being a key focus of the School we must start the year looking at how students can maintain positive mental health, balanced with a healthy and determined approach to their work throughout the next two years.

### Focus

The emphasis on focus is most relevant to maintaining focus on the end goal of their GCSE work, as anxiety about exam performance may begin to build for some students it is important to remind them that the GCSE courses are a two year process. Equally, for some students it may take longer for them to gain confidence and this is where focus on the big picture will be necessary; focusing on what they need to do, how to achieve it and remembering that they do have time to develop their confidence and skills over the year.

### Respect

The emphasis on respect is in regards to parents, staff, peers and themselves. It is fundamental to their success and well-being over the next two years that students maintain a respectful attitude to those who are supporting them in their studies. Respect for themselves will also play a key role; knowing what they can achieve, being confident about their achievements and also recognising when they are struggling or would benefit from additional support and responding proactively to this.

### Mindfulness

Finally, it will be important for students to be mindful as their GCSEs start; this will include maintaining a positive and productive work-life balance and recognising what they can do to achieve this. We want our students to have a healthy attitude towards their own academic achievement and to gain perspective on how to cultivate and maintain this over the year. In order to promote a positive work-life balance, students will also be encouraged to continue or take up individual interests and shown the benefits of such activities.

I hope that these are all messages that you will support and reinforce with your child at the start of this important year.

## Year 10 Form Tutor Team

10 Athena	Mr C Bermudez Caro	<a href="mailto:cbermudezcaro@wallingtongirls.org.uk">cbermudezcaro@wallingtongirls.org.uk</a>
10 Bronte	Mrs J Webster	<a href="mailto:jwebster@wallingtongirls.org.uk">jwebster@wallingtongirls.org.uk</a>
10 Curie	Mr S Breed	<a href="mailto:sbreed@wallingtongirls.org.uk">sbreed@wallingtongirls.org.uk</a>
10 Johnson	Mrs K Bochenski	<a href="mailto:kbochenski@wallingtongirls.org.uk">kbochenski@wallingtongirls.org.uk</a>
10 Pankhurst	Ms C Muir	<a href="mailto:cmuir@wallingtongirls.org.uk">cmuir@wallingtongirls.org.uk</a>
10 Seacole	Ms E Olulari	<a href="mailto:eolulari@wallingtongirls.org.uk">eolulari@wallingtongirls.org.uk</a>
10 Sharman	Ms S Lloyd	<a href="mailto:slloyd@wallingtongirls.org.uk">slloyd@wallingtongirls.org.uk</a>

## Term Dates for the Academic Year 2019 – 2020

### Autumn Term 2019

Term begins	Wednesday	4 September 2019
INSET day	Tuesday	17 September 2019
Half-term	Monday – Friday	21 October – 25 October 2019
Term ends	Thursday	19 December 2019

### Spring Term 2020

Term begins	Monday	6 January 2020
Half-term	Monday – Friday	17– 21 February 2020
INSET Day	Thursday	23 January
INSET Day	Monday	24 February 2020
INSET Day	Friday	27 March 2020
Term ends	Friday	3 April 2020

### Summer Term 2020

Term begins	Monday	20 April 2020
Half-term	Monday – Friday	25 May - 29 May 2020
Term ends	Friday	17 July 2020

## Key Dates for your Diary

Mock exams	Monday 22 June – Friday 26 June 2020
Wallington Weekend	22-26 November 2019
Grade reports	Wednesday 18 December 2019
Grade report and written report	Thursday 9 July 2020
INSET days	Tuesday 17 September 2019 Thursday 23 January Monday 24 February 2020 Friday 27 March 2020
Enrichment Days	Wednesday 6 November 2019 Thursday 12 March 2020 13 – 15 July 2020
Parents Information Evening	Tuesday 10 September 2020
Parents Evening	Thursday 23 April 2020

**We would also love to have your support for the following whole school events:**

Christmas Concert	Thursday 12 December	7pm
Dance Show Case	Tuesday 17 December	7pm
School Production	Tuesday 4 – Thursday 6 February	7pm
Gym and Dance Display	Wednesday 25 – Thursday 26 March	7pm
Spring Music Concert	Tuesday 31 March	7pm
GCSE & A Level Art Exhibition	Thursday 11 June	5pm



## Frog: Our Online Learning Platform

All students in school have access to our online learning platform, where they can access resources and information, upload work or communicate with teachers and fellow students. This is often referred to as the VLE (Virtual Learning Environment) or Frog (the name of the company that hosts it). Some students will be familiar with the idea of a VLE from primary school. All students will have login details issued to them in their first few weeks at school (the same credentials they use to log into school computers) and we would encourage students to login and show you what it looks like.

Frog can be accessed via the school website, where there is a link for students, or by typing [vle.wallingtongirls.org.uk](http://vle.wallingtongirls.org.uk) into a web browser.



Frog acts as a portal to a wide range of subject sites, which students can access from the first screen they see, known as the Student Dashboard (see above). From here there are links to all the department sites, where they will find resources they can use or download. Students also have the opportunity to access and edit documents they have saved at school or documents staff have made available to them via the Network tab at the top.

Teachers may set specific tasks as homework or students may choose to access materials that have been used in class to consolidate their understanding. There may also be support materials or links to useful websites to help with particular aspects of the curriculum. If students have been absent, they can access materials used in class, and so catch up, and if the school has to close for any reason (i.e. snow) work may be set via Frog.

The VLE is also used for extra-curricular activities and groups. Please encourage your child to access the VLE and to make use of the materials so they can start to be an independent learner.

## Care, Guidance and Support

We pride ourselves on our outstanding pastoral care throughout the school. The following services ensure that every student is well cared for:

Form Tutor – every student is in a form group with a tutor who will stay with them throughout their time at the school. **The Form Tutor is the first point of contact for parents and someone who will know your child very well both emotionally and academically.**

If you wish to speak to your child's Form Tutor, please phone reception and leave a message and your contact details.

Heads of Year oversee all the students within a Year Group to ensure that they are able to progress as well, if not better, than expected. They oversee all aspects of care, guidance and support within their year group.

### **Student Support Services:**

**First Aid Room** – The school has a first aid room and a rota of first aiders to see students. There is a drop in service available once a week from the Sutton School's Nursing Service.

**ELSA (Emotional Literacy Support Assistant) Mrs Michael** – via referral from the Heads of Year, and on a drop-in basis, the ELSA works with students who might need a helping hand with organization, friendships, bereavement and anxiety.

**School Counsellor (Ms Nwankwo)** – Via referral from the Heads of Year, the Counsellor will provide emotional support and guidance for any student who is in need of it.

**Pastoral Support Assistant (Mrs M Andrews)** - has responsibility for monitoring attendance and punctuality and supporting parents in maintaining excellence in these areas.

**Student Support Assistant (Mrs Cuxton)** – has responsibility for supporting students who may need additional input to access the curriculum, for example due to a special educational need.

**SENDCo (Dr Wallis)** – manages provision for students who have special educational needs (SEN).

We also have a team of students currently in training (the Wellbeing Mentors) who will be available to support and advise students on a range of matters related to emotional wellbeing.

There can also be referrals to external support services like the Educational Psychologist, CAMHS, Jump Start and the sensory impairment service.

## Attendance and Punctuality

This year, excellent attendance will be of utmost importance. For every day missed, your child will essentially incur an additional 5 hours' worth of catch-up, plus the homework set in that lesson, although in practice there is no substitute for contact time with the class teacher



- a) Punctuality – All students should be in registration by 8:25am
  - b) A minimum of 96% attendance is expected.
  - c) Absence during school time cannot be authorised unless there are very exceptional circumstances.
  - d) Requests for authorised absence must be made in writing in advance to the Headteacher.
- e) In the case of illness or absence from school, parents / carers should follow these procedures:
- Use our dedicated mailbox to report and explain absences – [attendance@wallingtongirls.org.uk](mailto:attendance@wallingtongirls.org.uk)
  - Using this mailbox instead of phoning into our attendance line, means that a follow up letter is no longer necessary.
  - If your child has to leave school for a hospital, doctor or dental appointment, please send an email to the school giving 24 hours' notice. We are unable to let a student in Years 7 – 11 leave school without prior knowledge as it is a safe-guarding issue.
  - Please advise in your email whether your child is being collected by a parent or carer. If you are not collecting your child, **please give your permission for them to leave school on their own in the email.**
- f) No student in Years 7 - 11 may go out of school during the lunch break.

## Parental support

As ever, you will play an important role in the academic success and wellbeing of your child. Parental support is **eight times** more important in determining a child's academic success than social class, according to a new study. The good news is that you don't need to be an expert in any of the subjects your child chooses in order to make a difference. The secret to good exam results is to be aware of what can go wrong at each stage and take action to pre-empt this.

### **STAGE 1: Learning the content the first time around**

What can go wrong:

- A lack of interest in the subject
- Finding the work difficult and giving up
- Deciding they are no good at the subject
- Take advantage of the time to mess around
- Getting behind with homework
- Not attending school or lessons

**Tips for parents to help motivate and encourage persistence:**

All students will fall behind, feel demotivated or overwhelmed, or struggle with the balance of social, work and school demands at times. When your child feels like this, berating and threatening them will have a negative effect. Talk to them about the issues, acknowledge their feelings and adopt a sensible attitude in wanting to find a solution. Help them prioritise and if necessary, talk to their tutor/class teacher.

If your child becomes anxious or withdrawn, encourage them to talk to you or a trusted adult and let them know you are there for them, and proud of them. Talk about their successes and avoid damaging their self-esteem by always talking about **behaviour** rather than **them** (e.g. avoid “you’re lazy” and talk about “the way you always leave things to the last minute”).

If your child asks for more support, encourage them by helping them to see the difficulties in perspective. Teenagers often take an all or nothing ‘catastrophic’ approach to difficulties.

**STAGE 2: Revision**

What can go wrong:

- Not doing any...!
- Leaving it all until the last minute
- Not having a plan
- Not being sure what to revise
- Being unrealistic about what can be done
- Revising the right things but in the wrong ways
- Becoming overwhelmed – not knowing where to start
- Not making the most of the revision lessons and teachers at school

**Tips for parents to support your child in setting up for revision:**

Talk to your child about how you can support them and what would be helpful.

The simplest things can often get in the way of starting revision – weeks can be lost whilst students ‘are going to get some folders soon’. Get around these by simply providing the files, dividers, wall-charts, etc.

Encourage your child to empty their bag and file hand-outs and information from lessons at the end of each day. They won’t seem important until they need them, at which point they are likely to be on study leave.

Help your child to plan their revision timetable. It will be an investment of your time (probably several hours), but it is the single thing that will make the biggest difference to the effectiveness of the revision, and therefore the outcome.

Support your child in sticking to their revision plan and keeping to the start and finishing times they have agreed. Praise them when they do it, and if necessary agree a reward structure. Don’t make treats dependent on certain results- it will only add to their feelings of disappointment and failure if they don’t do as well as expected.

Keep up with regular check-ins and don’t nag in-between times. Show an interest in how the revision is going, talk through any difficulties and be prepared to help them reschedule their planning as necessary.

Keep things in perspective – your child may not be doing things the way that you would do them, or as often as you would like, but they are doing the best they can in the way that works for them at the stage they are at.

### **STAGE 3: The exam itself**

Things that can go wrong:

- Getting the wrong time or place for the exam
- Arriving late
- Being unfamiliar with the exam structure
- Not having the correct materials
- Panicking during the exam
- Answering the wrong section or questions
- Not reading the questions carefully
- Spending too long on one section and too little time on others

#### **Tips for parents to ensure a calm and successful exam period:**

The exam period can be very stressful for students. Encourage your child to keep a positive perspective – soon they will be on the other side of the ‘exam mountain’.

Try not to add to stress levels at home by rising to the bait when your child pushes the limits. None of us are at our best under stress and it is possible that a child’s behaviour will be challenging during this time. Pick your battles carefully, shelving any issues that are not of immediate importance.

Ensure that your child is prepared for the exam and talk through where and when it is, what they need to take, etc. On the day of the exam, make sure they have the correct materials, including a watch and a bottle of water.

Try to keep to routines and not to introduce any instability unless it is absolutely necessary. On exam days, try to ensure they have a good breakfast, or suggest they take a banana or cereal bar if they struggle to eat first thing in the morning.

After an exam, ask how it went, but don’t insist on a long post-mortem. Be available but respect your child’s wishes to deal with their feelings in their own way. Try to adopt an attitude of ‘tomorrow is another day’ if things have gone badly.

### **DEALING WITH STRESS**

A degree of stress is normal and actually necessary for successfully tackling exams. If you or your child feels that they are becoming too stressed, encourage them to talk about the underlying issues. Some of the symptoms of stress are listed below. However, you know your child best so any marked changes in behaviour are worth checking out:

- Difficulty getting to sleep or waking up
- Tiredness
- Poor appetite
- Loss of interest in things they used to enjoy
- Headaches and other unexplained aches and pains
- Irritability and frequent angry episodes
- 

If your child is stressed, try to encourage them to talk some time out away from work, doing something they enjoy. Exercise promotes hormones that actively counter stress, so try to encourage this. Ensure your child eats well and let them know that you are always there to listen. Try not to offer immediate solutions to worries or to give advice unless they ask for it – what stressed people most need is somebody to listen and empathise with the feelings they express.

Try asking your child ‘what’s the worst that can happen’ and then work backwards to rationalise their thoughts. Remind your child that they have overcome difficulties in the past. Get them to focus on what they have achieved, despite this ‘blip’ and point out that little is achieved without hard work and mistakes being made – it’s part of life and learning and adults frequently make mistakes too.

Some other sources of advice for dealing with stress are:

[www.familylives.org.uk](http://www.familylives.org.uk)

[www.bbc.co.uk/radio1/advice](http://www.bbc.co.uk/radio1/advice) offers advice on a whole range of issues that might worry your child.

In tutor time this year we will be focusing on 'mindfulness' as a tool to combat stress and take control of our own thoughts. You may like to support this by reading about mindfulness at

[www.mindful.org](http://www.mindful.org) or downloading a mindfulness app. We particularly recommend the articles:

<http://www.mindful.org/four-steps-to-freedom-from-negative-thinking/>

<http://www.mindful.org/7-things-mindful-people-do-differently-and-how-to-get-started/>

## Communication

Our pastoral system is created to ensure every student is supported with any specific needs. The pastoral system begins with the form tutor; should your child require any additional support or if an issue has arisen which may affect your child, please inform your child's form tutor by email. Please do not attend school without an appointment.

Our aim is to ensure that we communicate with parents in a clear, timely and efficient way, through a range of our communication channels:

Weekly "Wallington Week" newsletter	For up-to-date information and reminders
Schoolcomms/texts	For electronic communication, texts, important alerts, school reports and reminders
School Website	For documents and policies, important alerts as well as a gallery page of all our recent visits and events
Parents' Information Evening	Once a year
Grade Reports	Twice a year

## Text system:

As part of our commitment to provide effective communication between school and home, there are occasions when we find it useful to send out text messages to parents' mobiles. This is a very convenient form of communication for short messages. We use the contact information you have given us for our SIMS system for this, so you do not need to do anything to sign up. However, you will need to let us know if your details change – please email Mrs Margaret Andrews ([mandrews@wallingtongirls.org.uk](mailto:mandrews@wallingtongirls.org.uk)).

Examples of when we have used this service include:

- school closure due to snow
- cancellation of events
- reminders about the time to meet for a visit
- reminders just before school events

This has proved a very popular facility and has allowed us almost instant communication of short messages, particularly in the case of snow events.

## How you Can Give Feedback

At specific times during the year we may ask you for feedback on new systems, changes or general whole school evaluation. Feedback can include:

- An independently evaluated survey– this helps the school reflect on its overall effectiveness
- An Ofsted survey via [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk) -You will need to register for this survey and can update your views throughout the year.

## Enrichment Programme

At Wallington High School for Girls we recognise the importance of learning outside of the classroom and the impact these experiences have on students' development. We therefore have five dedicated Enrichment Days each year, one in the Autumn term, one in the Spring term and three days in the Summer term. During this time, all students will be off timetable and will therefore be able to enjoy the activities on offer, knowing they will not be missing any lessons. We aim to provide an Enrichment programme which covers a wide range of skills and experiences balancing off-site visits with exciting activities in school.

Parents will be asked to cover any additional costs of an event or visit which the school may incur; any cost for a visit is kept to a minimum, taking into consideration best value for money, established reputations and wherever possible using Transport for London's free school travel for pre-arranged small group bookings. Should we receive insufficient funds the visit or event may not go ahead and therefore to secure all bookings please adhere to the payment schedule. If there are any financial difficulties, please refer to our Charges and Remissions Policy on the school website.

There will also be a range of other visit opportunities throughout the year, details of which are released to the students when appropriate.

## Careers and Future Pathways

We are fully committed to supporting your child's future choices. Our Careers and Work related learning programme is designed to ensure all students experience an insight into the world of work and the range of career paths and choices available to them. Careers advice will be delivered through PSHCE lessons and with the support of our independent careers advisor Yvonne Fearnside.

## WHSG Behaviour policy

### **Code of Conduct**

#### **Communication**

1. We treat others with good manners and respect - keep our voices down, avoiding intentionally hurtful comments and questions.
2. The classroom is a positive language zone - no swearing, cursing, insulting, put downs or bullying.
3. We accept teachers' requests - when they ask us to move seats, to get back to work, bring homework or equipment to class.
4. We think before we speak and wait for others to finish.
5. We have respect for school property and equipment

#### **Learning**

1. We must bring books, homework, planner and equipment to class.
2. We must be on task and allow others to do their work.
3. We must be on time and move quietly to our seats.
4. Planners are checked and signed weekly by our parents/carers.

### **Movement and Safety**

1. We move quietly and safely in and out of the classroom.
2. We carry items with care.
3. We must visit lockers at break and lunch time only.
4. We use the toilet out of lesson time.
5. On corridors, we walk on the left and hold doors for others.
6. We use marked paths on the school grounds.
7. We enter and leave the school from the correct entrance or exit.
8. If arriving late to school we sign in at reception and, if leaving during the school day, we sign out.

### **Appearance and Personal Standards**

1. We respect property belonging to others.
2. We do not eat in classrooms.
3. We put all litter in the bin.
4. Mobile phones/iPods/MP3 players are not used during lessons unless required for our learning.
5. We wear the correct uniform at all times.
6. We know that cigarettes, alcohol and chewing gum are forbidden on school premises. The possession in school of any illegal substance, article, or weapon (e.g. knife) will be dealt with by the school in accordance with its behaviour policy and the school may also refer the matter to the Police, or other appropriate authority.
7. We keep our personal property secure at all times. The school is not responsible for our personal property.

### **Break and Lunchtime**

1. Our form room door must be kept open
2. We sit on chairs, not on tables
3. We do not touch any classroom equipment
4. We don't shriek, shout or make other unnecessary loud noises
5. We do not take hot food or hot drinks from the canteen or covered way
6. We never consume food or drink in the school corridors
7. We dispose of litter in the bins provided
8. We do not sit on corridor floors, the lower field or any area marked as out of bounds

Students who do not respect the form room as a working environment will be banned from their form room.

### **BYOD**

1. When devices are in use within lessons, students are allowed to use them only for the task set by the teacher.
2. Students ARE NOT allowed to use their devices, or have headphones in, while walking through corridors of the school and around the buildings, or whilst in the canteen.
3. Devices are allowed to be used at break/lunch times and before/after lesson hours in classrooms, the Hall and the top field; and at all times in the library, Sixth Form study area and Sixth Form common room.

## Uniform

All items of school uniform may be purchased from our second-hand sale organised by the PFA or the school outfitters, Cladish & Company Ltd., 29-31 Woodcote Road, Wallington, Surrey, SM6 0LH – Tel: 020 8647 1013.

The school logo is embroidered onto all appropriate clothing by Cladish, who also offer a name embroidery service. Should you wish to name the uniform yourself, please ask where it should be embroidered when you buy the uniform. All items of uniform or personal property must be clearly named.



Compulsory Uniform:

Blazer	Navy blue with school badge and house badge. Students will be given a House badge on Induction Day, which is to be sewn onto their blazer pocket. Apart from during PE lessons, or with a teacher's permission, the blazer must be worn at all times.	Cladish & Company Ltd
Skirt OR trousers	Kilt skirt (navy / green / blue) should be worn on or below the knee. School trousers in the WHSG tartan. The only alteration permitted is shortening.	Cladish & Company Ltd
Woollen top	Green cardigan with navy-blue trim <b>or</b> green v-necked pullover with navy-blue trim.	Cladish & Company Ltd
Blouse	Long-sleeved (Trutex D.554) or short-sleeved (Trutex D.754) plain blue, reverse collar in polyester / cotton The blouse should be tucked in at all times and should not be buttoned to the neck.	Cladish & Company Ltd
Socks / Tights	White, black or navy ankle, knee-high or over-knee socks. Navy, black or beige tights – plain knit. No socks to be worn over tights	Any retailer
Shoes	Plain black, brown or navy leather (or synthetic leather) with flat heels and no decoration or brand label. They must not be above the ankle bone and they should not be in the style of trainers or plimsolls. For safety reasons, canvas shoes, mules, platforms, fabric, sling-back and open-toed shoes are not permitted.	Any retailer

Overall	Green and long-sleeved for Art.	Cladish & Company Ltd
Apron	Navy pinafore style - for Food Technology.	Any retailer

**PE Uniform:**

**PE Rules:** If you cannot take part in PE due to injury or being unwell, you will need to provide a parental letter as evidence and must still get changed into your PE kit.

All of the PE items below may only be worn during PE activities. Neither PE Kit nor PE Hoodies should be worn during travel between school and home.



Games Shirt	Black – name embroidered in lilac*	Cladish & Company Ltd
Games Skort	Black – name embroidered in lilac*	Cladish & Company Ltd
Games Shorts	Black – name embroidered in lilac*	Cladish & Company Ltd
Games Hoodie	Black – name embroidered in lilac*	Cladish & Company Ltd
Games Tracksuit Trousers	Black – name embroidered in lilac*	Cladish & Company Ltd
T-Shirt	Black with school logo – name embroidered in lilac*	Cladish & Company Ltd

Leggings	Black – footless	Any retailer
Sports Socks	White – 2 pairs	Any retailer
Football Socks	Purple	Cladish & Company Ltd
Trainers	White (or mainly white) (with white soles)	Any retailer
Football Boots	Black	Any retailer
PE Bag	Black – name embroidered in lilac*	Cladish & Company Ltd
*The school outfitter offers a service for embroidering students’ names onto the PE kit.		

Optional Uniform:

Winter Coat	Plain navy-blue or black topcoat. No fur trimming, denim, logos or decorations.
Gloves	Black, navy-blue or dark green
Scarf	Black, navy-blue or dark green
Headscarf or Hijab	Lightweight (for religious reasons) - black or navy-blue – fastened with safety pins only
Boots	In bad weather black or brown boots may be worn to and from school – students must always change into shoes in school
Sports Fleece	Black
Leotard	Black lycra (worn under black T-shirt)
Pursebelt	Navy-blue

Other Information:

BAGS:	We recommend that students have a rucksack for carrying books and equipment.
LOCKERS:	Each student will be allocated a locker in which to keep their belongings. New students in Year 7 will need to purchase a school padlock (available to purchase on Induction Day) to keep their things safe within the locker. Lockers must not be defaced in any way.
JEWELLERY:	A watch and one small pair of <u>plain</u> gold or silver ear studs in the lobe of the ear are the only jewellery allowed. We recognise the diversity of our community;

	discrete, visible religious or cultural symbols will be individually considered on request by the parent / carer, in writing, to the Headteacher.
HAIR:	Hair should be a student's natural colour and worn in a neat and tidy style for school. Long hair must be tied up in practical lessons. Hair accessories should be in school colours and plain – no flowers, bows, etc.
CCF HOODED TOPS:	Hooded tops may be worn to and from school by members of the CCF when in uniform.
MAKE-UP:	Make-up, nail varnish, gel nails or false nails should not be worn. Students will be asked to remove make-up and / or nail varnish using hypo-allergenic make-up removal wipes.

## Home – School Agreement

### Working Together

Staff and Governors are looking forward to your child joining Wallington High School for Girls. We are confident your child will enjoy their time with us if there is an effective partnership between home and school. We believe that your child will gain maximum benefit from what we offer. Our aim is to provide first class care, guidance, support and development so that everyone enjoys a positive experience during their time at the school and leaves well prepared for life beyond it.

To support your child, we ask parents/carers to:

- take an interest in what your child is doing at school and to attend parents' meetings;
- ensure your child attends school regularly (holidays during term time cannot be authorised), on time and properly equipped;
- support your child to catch up with work on return from an absence;
- support school rules and school policies, in particular on behaviour and homework;
- ensure your child respects school equipment and school environment;
- ensure your child complies with school regulations on appearance and dress;
- provide suitable conditions for your child to do their homework;
- read communications (paper and electronic) from school and, where appropriate, to respond to them;
- notify the school promptly of any change of circumstance, e.g. address, emergency contact;
- notify the school if there are personal circumstances which may affect your child;
- monitor your child's planner.

In return the school will do its best to provide:

- a well-disciplined, safe and caring learning environment;
- a stimulating and broad academic curriculum;
- suitable books and equipment
- regular monitoring of your child's progress which will include a full report, two grade reports, and a parents' evening annually;

- opportunities and support for your child to develop their individual skills to the full;
- a wide range of enrichment activities, for example sport, drama, music and visits;
- ready access to school personnel on any matter of concern;
- school dates distributed at least a year in advance.

## 'Bring Your Own Device'

### BYOD Network Protocols

**The principles from the school's Behaviour Policy, particularly the Anti-bullying Policy, apply to the use of the BYOD network.**

**Students should keep mobile devices and earphones in their blazer pockets or bags unless given permission in a teaching class (and for learning purposes only), or they are in an area at a time when use of them is permitted.**

**Photography or filming is not allowed at any time without the express permission of a member of staff.**

**Devices must not be connected to any mobile data networks while on site (3G, 4G etc), only filtered use of the BYOD network is authorised.**

**Phones should be kept on silent at all times.**

### **Network Rules**

- Whilst they are allowed to connect to the BYOD network, students are only allowed to use their devices when instructed to or in the designated areas.
- The students bring their devices into school on the understanding that it is at their own risk and they are responsible for their own device.
- The BYOD will be filtered so that certain websites and apps are inaccessible; use of the network is also monitored.
- Confiscation of devices and withdrawal of access to the BYOD network can be applied as a sanction for misuse, as outlined in the Behaviour Policy.

### **Lesson Time**

- In delivering the curriculum, there can be no expectation that students will have a device/smart phone. If it is a necessity then an IT suite should be used or the school tablets booked.
- Mobile/portable devices are only to be used within lesson time for learning purposes and permitted by the teacher in charge of the lesson.
- Students are not allowed to use cameras to film footage, capture photos or record audio of staff or fellow pupils without the express permission of a member of staff.

- When devices are in use within lessons, students are allowed to use them only for the task set by the teacher.

### Break/Lunch Times (and before/after lesson hours)

- Devices are allowed to be used at break/lunch times and before/after lesson hours in classrooms, the Hall and the top field. And at all times in the library, Sixth Form study area and Sixth Form common room. However, it is still the case that no photography or filming is allowed without express permission of a member of staff.
- Students **ARE NOT** allowed to use their devices, or have headphones in, while walking through corridors of the school and around the buildings, or whilst in the canteen.
- Audio from devices should be through headphones only.

### School Fund

School Fund benefits all our students by providing those little extras which help to make an education at Wallington High School for Girls that special experience.

Over the past few years, money from School Fund has been used in the following ways:

- New Learning Resource Centre built from scratch
- Resources for the new LRC
- Refurbishment of the hall;
- New Drama Studio
- Science IT suite;
- School production costumes and set design;
- Improvements to classrooms and IT facilities in the Music block

In common with most schools, we kindly request parents to make a voluntary contribution in order that we can continue to provide similar 'extras' for your child during her time at the school. Future plans for the use of the school fund are:

- Creation of three new Science Labs which are due to be completed by October 2018

This year the Governors are asking parents / carers if they would contribute just £30 per month (£360 per annum) or £20 per month (£240 per annum) if you already have a child at the school. This amount will remain constant throughout your child's time at the school.

Contributions can be made either annually, on 7th September, by cheque or standing order, quarterly, on 7th September, 7th December, 7th March and 7th June, by standing order, or a monthly standing order.

From an administrative point of view, the school would prefer annual or quarterly standing orders.

If you wish to contribute by standing order, please complete, sign and return to the school, the School Fund – Bankers Standing Order Form, which can be found in below.

**Please note that this is a voluntary contribution.** If you are unable to contribute, please notify the Headteacher, Mr Booth, to avoid receiving reminders.

## Gift Aid

If you pay Income Tax please consider Gift-Aiding your School Fund Donation as it costs you no more than your original donation.

To gain maximum benefit for the school, we ask you to Gift Aid your donation in order that we can reclaim the tax from the Inland Revenue. Once we have reclaimed the tax, your £360 donation will be worth almost £400 to the school!

To Gift Aid your donation, please complete, sign and return to the school, the School Fund – Gift Aid Form which can be found at the end of this pack.

## School Fund Form

16a	SCHOOL FUND – BANKERS STANDING ORDER FORM	
To: (name of your Bank / Building Society)		
Address: (of your Bank / Building Society)	Postcode:	
Sort Code:		
Account Name:		
Account No.:		
Reference (Student's name)	/ GA	
Please pay to Lloyds Bank plc, 49/53 High Street, Sutton, Surrey, SM1 1DT, Sort Code 30-98-36 for the credit of the account of Wallington High School for Girls, Account Number: 40132768.		
Amount:	£	
	(amount for each instalment in figures and word)	
Commencing on:	(date of first instalment)	
and the same date	Monthly / Quarterly / Annually.	
	(frequency of instalments)	
and thereafter until further notice, and debit my account accordingly.		
Signature:		Date:
Your Name:		
Student's Name:		
Your Address:	Postcode:	

## Gift Aid Form

16b	WALLINGTON HIGH SCHOOL FOR GIRLS - SCHOOL FUND - GIFT AID DECLARATION FOR PAST, PRESENT AND FUTURE DONATIONS	
Donor Title:	Mr / Mrs / Miss / Ms / Other:	
Donor Full Forenames:		
Donor Surname:		
Donor Address:		
		Postcode:
Reference (Student's name)	/ GA	
<p>Please treat as Gift Aid Donations all qualifying gifts of money made</p> <p style="text-align: center;">             Today: <input type="checkbox"/>      In the past 4 years: <input type="checkbox"/>      In the future: <input type="checkbox"/> </p> <p style="text-align: center;"><i>Please tick all boxes you wish to apply.</i></p> <p>I confirm I have paid, or will pay, an amount of Income Tax and/or Capital Gains Tax for each tax year (6 April to 5 April) that is at least equal to the amount of tax that all the charities or Community Amateur Sports Clubs (CASCs) to which I donate will reclaim on my gifts for that tax year. I understand that other taxes such as VAT and Council Tax do not qualify. I understand the charity will reclaim 28p of tax on every £1 that I gave up to 5 April 2008 and will reclaim 25p of tax on every £1 that I give on or after 6 April 2008.</p> <p>Please notify the charity or CASC if you:</p> <ul style="list-style-type: none"> <li>• Want to cancel this declaration.</li> <li>• Change your name or home address.</li> <li>• No longer pay sufficient tax on your income and/or capital gains.</li> </ul> <p style="text-align: center;"><i>If you pay Income Tax at the higher or additional rate and want to receive the additional tax relief due to you, you must include all your Gift Aid donations on your Self-Assessment tax return or ask HMRC to adjust your tax code.</i></p>		
Donor Signature:		Date:

## PFA – welcome from the Chair

Dear Parents and Carers

Welcome to Wallington High School for Girls from the Parents and Friends Association (PFA). We are a group who are committed to helping the school fundraise. One of our main aims is to introduce your child to our school and try and encourage new parents to come and volunteer for the events we organise. We hope that this will help you feel a sense of the community spirit within the school. Our main aim is to raise funds for our school by hosting family events throughout the year.

The PFA contribute greatly to help our school in many ways, for example by providing funds for projects like the Learning Resource Centre and supporting the Year 11 Prom. The PFA aims to bring together parents, staff and students in an enjoyable way which will help our children to achieve their best in a pleasant and thriving learning environment.

We hope that you will join us to build on our success and we look forward to welcoming many of you at our social events in the new academic year.

If you would like to contact us please email us at [pfa@wallingtongirls.org.uk](mailto:pfa@wallingtongirls.org.uk)

**Nadia Ahmed**  
**Chair**