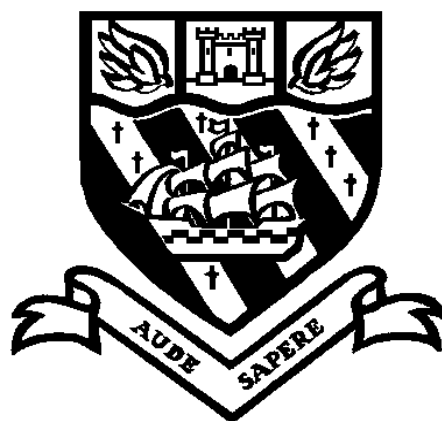


TORQUAY BOYS' GRAMMAR SCHOOL



**PARENT INFORMATION
BOOKLET
2023/24**

PASTORAL CARE

The Pastoral Care System supports both the academic work of the student and his/her social and personal development. We understand that a happy student, enjoying a settled caring atmosphere, will be well integrated, more secure and better motivated.

At the heart of our pastoral structure is the **House system**. The main objectives of the House System are:

- To help students stay safe, be healthy, enjoy school and achieve their potential.
- To foster greater involvement in the life of the school
- To enrich the school's sporting and cultural life
- To develop a greater sense of community
- To provide senior students with greater opportunity to take responsibility and to develop qualities of leadership.

At times, specific or targeted support may be needed, both in and out of the classroom, in order for your son/daughter to continue to thrive. This support may be provided by us, or in conjunction with external agencies. For more information on the range of support available please visit the '**Pastoral Care**' section of our school website and click on the tabs for more information.



Key Members of Staff

Tutor

Each day the Tutor will meet all of the boys in his or her Tutor Group and will get to know them well. It cannot be stressed enough how important this relationship can be; each student has at least one member of staff whom he/she knows more deeply than just as a teacher. It is imperative that each student has someone to whom he/she can relate quickly, informally and unobtrusively.

The Tutor is the first point of contact between home and school. Tutors can be contacted for important matters on their email address which follows the format initialsurname@tbgs.torbay.sch.uk (e.g. jsmith@tbgs.torbay.sch.uk). Staff contact details are located on our school website.

Head of House

Each Head of House will lead his or her team of Tutors, and oversee the welfare and discipline of all his or her students in close liaison with subject teachers, Pastoral Support Tutors, and the Senior Management Team. He or she will get to know all the students in the House as well as possible. Our aim is for the Head of House to be someone to whom your son can turn for guidance in addition to his Tutor.

SEND Coordinator (SENDCo)

Mrs Munns coordinates learning support for our students who have a special educational needs and disabilities. Some of her responsibilities include:

- Co-ordinating provision for children with SEND.
- Liaising with parents of children with SEND.
- Liaising with other providers, educational psychologists and external agencies.

School Counsellor/Pastoral Liaison Officer

Mrs Vaughan is a qualified counsellor who can offer support to students and parents. Alongside this role, she helps coordinate pastoral care by linking with outside agencies and working within the safeguarding team.

Deputy Headteacher

Mr Lyne-Ley oversees and coordinates the pastoral care within the school. He works with students, staff, parents/carers and outside agencies on all matters regarding, academic progress, mental health & well-being, behaviour, attendance, child protection and safeguarding.

Mr Lyne-Ley oversees the rewards and sanctions systems offering a wider perspective of student's progress, development and well-being. He holds regular meetings with Heads of House and encourages positive student involvement in all the affairs of the school.

ACADEMIC ARRANGEMENTS

The academic structure is one of Departments. These consist of Art; Computing; English; Geography; History; Mathematics; Modern Languages; Music; PE; Philosophy & Applied Ethics; Science; Technology.

The following gives details of subjects studied at Key Stage 3. During Year 9 there will be an Options Evening to give details of courses offered in Key Stage 4.

CURRICULUM OVERVIEW

(BASED ON A FORTNIGHTLY TIMETABLE OF 50 ONE-HOUR PERIODS - 25 PERIODS PER WEEK)

YEAR 7:	ENGLISH	6	HISTORY	3
	MATHS	7	MUSIC	2
	SCIENCE	6	P.E.	1
	ART	2	PHILOSOPHY & APPLIED ETHICS	3
	COMPUTING	2	TECHNOLOGY	4
	GEOGRAPHY	4	GAMES	4
	SPANISH	6		
YEAR 8:	ENGLISH	6	GERMAN/SPANISH	4
	MATHS	7	HISTORY	3
	SCIENCE	6	MUSIC	2
	ART	2	P.E.	1
	COMPUTING	2	PHILOSOPHY & APPLIED ETHICS	3
	FRENCH/MANDARIN	4	TECHNOLOGY	3
	GEOGRAPHY	3	GAMES	4
YEAR 9:	ENGLISH	6	HISTORY	4
	MATHS	6	MUSIC	2
	SCIENCE	6	P.E.	1
	ART	2	PHILOSOPHY & APPLIED ETHICS	3
	COMPUTING	2	TECHNOLOGY	3
	FRENCH/MANDARIN	4	GAMES	4
	GEOGRAPHY	3		
	GERMAN/SPANISH	4		

DAILY ROUTINE

Monday to Friday

8.45-9am	Registration
9.05 – 10.05am	Period 1
10.05-10.10 am	5 min Changeover
10.10 – 11.10am	Period 2
11.10-11.30 am	Break
11.30-12.30 am	PERIOD 3
12.30-1.25 pm	Lunch
1.25-2.25 pm	PERIOD 4
2.25-2.30 pm	5 min changeover
2.30-3.30 pm	PERIOD 5

ATTENDANCE

In order for a student to gain maximum benefit from his/her time with us, it is imperative that regular attendance is maintained throughout his/her school career where at all possible. At times, unavoidable absence may occur and any work that has been missed should aim to be completed upon their return to school – he/she will need to check with their teachers what needs to be completed. If an absence is prolonged, then a work package may be assembled, where appropriate, under the supervision of the student's tutor.

The Department for Education requires that Torquay Boys' Grammar School, as with every other school in the land, carefully investigates all absences and then attaches one of two labels to them - **authorised** and **unauthorised**.

- Authorised absences represent times off school which TBGS acknowledges as being justifiable, e.g. illness supported by telephone call/parental note, medical/dental appointments, special occasions, family bereavements, interviews, school trips, work experience and other off-site activities, etc.
- Unauthorised absences represent times off school where no satisfactory explanation has been forwarded.

Parents/carers are asked to inform the school as early as possible on the morning of the first day of an unexpected absence – please phone the school number (01803) 615501 and leave a message on the automated service or by email, attendance@tbgs.torbay.sch.uk.

Parents/carers are encouraged to give some indication of the likely length of absence where this is possible. On the day that your child returns to school, please use one of the following methods to confirm the dates on which your child has been absent, and provide a brief explanation of the reason for the absence (please remember to give your child's name and tutor group):

- Telephone the school
- Send an email to attendance@tbgs.torbay.sch.uk
- Write and sign a letter which the student should hand to his/her form tutor

It would be appreciated if parents could phone in at regular intervals, e.g. every three days, if the absence continues for a length of time.

From the 1st September 2013 amendments to the Education (Pupil Registration) (England) Regulations 2006^[1] came into force. The amendments make clear that head teachers may not grant any leave of absence during term time unless there are exceptional circumstances.

- It is the policy of the Governing Body not to grant permission for term time absence due to family holidays, except in exceptional circumstances.
- Parents may request a leave of absence during term time, but these must be made in writing to the headteacher as far in advance of any absence as is reasonably possible **(NB - An Absence request form can be found within our Attendance policy)**

In order to maximise a boy's opportunities at the school, we actively seek the full co-operation of parents/carers in the process of his learning and development. The partnership of school, pupil and parent/carer is a recipe for educational success in the broader sense. Regular attendance will underpin the highest possible levels of performance.

For more guidance on attendance issues, please access our policy at <http://www.tbgs.co.uk/policies/178.html>

MID TERM REVIEW GRADES

Throughout the year, your son will receive feedback on their classroom performance in each subject. Alongside information on academic progress, staff will report on the following two reporting categories:

1. Behaviour For Learning (BFL)

This grade indicates the extent to which the student's **behaviour** positively supports their own learning and that of other students.

Grade	What it means	BFL
Exceptional (Exc)	Exceptional	Outstanding behaviour and your son often goes 'above and beyond' expectations.
2	Good	Behaviour is good at all times.
3	Requires improvement from the pupil	There are specific issues which will have been indicated by staff and need to be resolved by the student taking responsibility for his own behaviour.
4	Serious cause for concern	Intervention will be required in order to get your son's behaviour back on track.

These grades establish clear expectations for classroom behaviour and allow us to identify and support concerns should they arise.

*For grades 3 and 4, staff will use a code to indicate a specific problem. Examples of this are persistent talking, being distracted, distracting others, or not following instructions.

***The full criteria for performance grades are available to parents on the 'reporting' section of our school website.**

2. Attitude To Learning (ATL)

This grade indicates the extent to which the student is actively demonstrating positive attitudes within the subject which support their own learning and progress.

Grade	What it means	ATL Example Descriptor
Exceptional	Exceptional	Your son has a very positive attitude towards his learning. He uses mistakes to help him progress. He is independent and puts in a great deal of effort to overcome learning obstacles.
2	Good	Your son has a good attitude towards learning. With encouragement, he learns from his mistakes. He is becoming more resilient and more willing to challenge himself in class.
3	Requires improvement from the pupil	Your son is working towards learning from his mistakes in class, but still finds this difficult. He is aware that his effort levels need to be higher, and should take strides to address this. He needs to challenge himself more in lessons.
4	Serious cause for concern	Intervention will be required in order to set your son's resilience and effort levels back on track.

These grades incorporate growth mindset principles that focus on how individuals respond when making mistakes in lessons; and how resilient and independent they are when learning.

*For grades 3 and 4, staff will use a code to indicate a specific problem, or provide some additional information. Examples of this are your son needing to be more resilient in his learning; needing to take responsibility for his organisation, learning and homework, or improving his effort levels.

*The full criteria for performance grades are available to parents in the 'reporting' section of our school website.

TRACKING ACADEMIC PROGRESS

Setting targets

When your son joins the school in Year 7 the government normally provides us with evidence of his performance at primary school. This forms the basis of his baseline target (see the left-hand column on the diagram below). We will also set our own test to check whether the baseline is correct so that he has targets in each subject by the end of Year 7.

The baseline target predicts what grades he might expect to achieve in his GCSE exams in Year 11 (see the right-hand column on the diagram below) as long as he works hard and makes normal progress.

The baseline target can vary from subject to subject.

In exceptional cases it may be necessary to adjust a baseline target upwards or downwards, but this is very rare.

Tracking your flightpath

If your son works hard and makes expected progress his grades should follow a consistent flightpath from year to year. On the diagram below you can see an example of a student on a green flightpath in an unnamed subject: he comes into Year 7 with a baseline target of 5 and gets a B in years 7, 8 and 9. At GCSE he achieves a grade 5 which is the equivalent of a B grade in the old-style GCSEs.

If he makes better than expected progress his flightpath will change upwards and this will be indicated by the green changing to purple. The colour remains purple however high above target he remains. In the example below the student would be doing better than originally expected if he achieved a B+ in Year 9 and went on to get a grade 6 at GCSE.

If his progress starts to dip below expectations this will be indicated by the green changing to amber or, if it drops significantly below expectations, by the green changing to red. This would trigger further investigations and may lead to support to get him back on track. In the example below, the student's progress would be a cause for concern if he dipped to a C grade in Year 8 and stayed at a C grade in Year 9. If he dropped to a D grade in Year 9 this would be a significant concern.

Baseline target	Year 7	Year 8	Year 9	GCSE
				9 (A*)
				8 (A*)
			Y9A+	7 (A)
		Y8A+	Y9A	6 (B+)
9 (A*)	Y7A+	Y8A	Y9B+	5 (B)
8 (A*)	Y7A	Y8B+	Y9B	4 (C)
7 (A)	Y7B+	Y8B	Y9C	3 (D)
6 (B+)	Y7B	Y8C	Y9D	2 (E)
5 (B)	Y7C	Y8D	Y9E	1-2 (F)
4 (C)	Y7D	Y8E	Y9F	1 (G)
3 (D)	Y7E	Y8F	Y9G	U
2 (E)	Y7F	Y8G	U	
1-2 (F)	Y7G	U		
1 (G)	U			

Please note also that the target grades for languages are derived from a test of potential which generates a common target for all languages.

THE REWARDS SYSTEM AT TBGS

Staff encourage students as much as possible, not only in the customary ways of verbal approval and complimentary/supportive marking and profiling but also through the system of commendations and other awards which are in current use. These formal awards are as follows:

- **Commendations** can be gained in any subject and beyond (for any noteworthy activity). Staff issue commendations at any time during the school year and these credits translate into letters home, a variety of certificates ranging from bronze to platinum. There is a centurion reward for those who reach 100 commendations in a year and also reward pens. Each department has its own criteria to determine when a pupil is eligible for a commendation.
- **Certificates of Merit** (Subject) are presented towards the end of the academic year in any subject where consistently high marks have been scored.
- **Certificates of Merit** (House/General), are presented at any time during the year for assuming roles of responsibility and exercising initiative within the House or School, including community service, or for participation in extra-curricular activities where time and energy (rather than excellence in achievement) are the major criteria.
- **Colours** - Full and half are presented at the end of the academic year for outstanding performance in sport or extra-curricular activities.
- **Trophies** - These are presented for exceptional academic and non-academic achievements.
- **Student of the Week** Is awarded for a plethora of reasons, but centred around individual **excellence, integrity** or **leadership**. Students are presented with a certificate during the Headteacher's assembly and this is displayed in the main school corridor throughout the term.
- **An Evening Of Celebration** to recognise exceptional **Progress, Endeavour** and **Personal Success** with a select group of prize winners. Staff and parents are invited to share this special occasion held in our Centenary Hall.

HOMework

Homework is an essential part of the curriculum. Not only does it consolidate and extend work done in the classroom but it also helps a boy to develop the ability to work on his own.

To foster close links between home and school in this important area, all boys in Years 7 to 11 are issued with a student planner each year. Parents are asked to check the homework entries in the diary.

Normally for Years 7 to 11, homework is set in two or three subjects per night. The time allocation increases from 30 minutes per subject in Years 7 to 9 to 40 minutes per subject in Years 10 and 11. These timings can only be approximate; what will take one boy 30 minutes may take another 40 minutes or even an hour.

Torquay Boys' Grammar School is committed to encouraging each one of its pupils to reach his full academic potential. Homework forms an integral part of his education and generates a variety of worthwhile learning exercises additional to those provided in school so he can discipline his mind, research, revise, manage time and prepare. With this in mind it is incumbent upon the teaching staff to ensure that such work is completed and is handed in on time. It goes without saying that we expect students to complete homework to a standard which demonstrates that the task set by the subject teacher has been given due attention. Any teacher who is unhappy with a student's homework will contact parents immediately if there is a problem. A homework default will be issued and placed on your son's SIMS profile. Email notification will be sent home and shared with your son's tutor and Head of House. Your son's tutor will discuss this default during the registration period. If three parental contacts are made in a term, regardless of subject(s), then the student will be placed in a three-hour Saturday morning detention (or equivalent).

What follows are the circumstances which would usually lead to parental contact occurring:

All subjects

- poor quality homework where minimal effort has been expended.
- failure to hand in a piece of work after two requests.
- two late submissions of work per half term.

LIBRARY RESOURCE CENTRE

The Centre is open for student use between 8.00am – 4.30pm and has a total seating capacity for 75 students. A wide range of resources is available for students to borrow and use within the Centre including books, dvds, networked multi-media computers with Internet access, photocopier, magazines, project material.

Throughout the school day the Centre is available to satisfy the demands of cross-curricular resource based learning and is used by students from all years for private study. The Library is also used by Years 7 – 9 for reading lessons once a fortnight.

Resources

Students and staff are able to borrow resources at any time, the loan period for books being for two weeks for Years 7-11, four weeks for Years 12 and 13 and eight weeks for staff. Dvds may be borrowed for a period of four days. Reference books are available for consultation whilst the Centre is open.

Magazines

Magazines include: Top Gear, Four Four Two New Scientist Stuff, Focus, BBC History.

Project Materials

These are available for use within the Centre and include scissors, sellotape, glue, stapler and paper guillotine. Project binding and laminating are available at a charge.

Careers Library (Situated in The Stables)

Resources in the Careers Library are boxed as follows: University and College information in grey; general careers information in red; Gap Year and study/work abroad in blue; and alternative Sixth Form in yellow. Literature denoted by a yellow or orange sticker cannot be taken from the Centre but can be photocopied free of charge upon request. In addition there is a range of relevant software packages available on the Centre's computers, e.g. KUDOS and KEYCLIPS.

Stationery/Book shop

The shop operates from 8.00am – 4.00pm selling most items of stationery and English set texts.

Reprographics

Photocopying is available from 8.00am – 4.00pm. Black and white 5p per A4 and colour 10p. Each academic year students will be given £5.00 (250 pages) of printing credit. Once this has been exhausted students will have to pay by cash to Reprographics.

CAREERS EDUCATION

Careers Education begins in Year Seven as part of the PSHE curriculum. Considerable use is made of guest speakers, videos and IT resources such as CareerPilot. The aim of the course is to prepare pupils for the choices, changes and transitions affecting their future education, training and life as adult members of society. Objectives are:

- to provide information about career opportunities.
- to help boys develop their powers of self-awareness so that they may come to a mature appraisal of their interest in and their suitability for any particular career.
- to enable students to make informed choices at key turning points in their school life.
- to foster the development of the social and personal skills required in an adult environment.
- to develop an understanding of the world of work.

Within this framework advice is given on the selection of GCSE subject options during Year Nine and AS/A2 level choices during Year Eleven. Students are strongly encouraged to arrange a work experience placement following their GCSE exams. In Year Twelve, the Sixth Form curriculum includes a compulsory enrichment module on the transition to work and education beyond the Sixth Form. There are also registration activities in place to help inform and educate pupils about the opportunities available to them after school. Students have access to a range of online resources to assist in research, and the school's Independent Careers Advisor, Caroline Shimmin, is available to counsel students on an individual basis. Her advice is guaranteed to be independent, impartial and confidential. As well as having deep expertise in the Higher Education choices open to our students, Caroline can advise students on work experience, volunteering opportunities, and non-academic career paths such as apprenticeships. Individual careers interviews can always be arranged by contacting the school or sending an e-mail to cshimmin@tbgs.torbay.sch.uk

RELIGIOUS EDUCATION

Arrangements are made for children to attend acts of worship and periods of religious education, but it is open for parents to request that their child should be wholly or partly excused from either or both of these activities. Any such request should be made to the Headmaster.

Religious Education at Torquay Boys' Grammar School is given in accordance with a syllabus agreed by the Authority on the recommendation of SACRE which includes representatives of the various denominations of the Christian Church and multi ethnic groups in Devon, as well as representatives of the Authority and the teaching profession.

Year Group	Subject	Exam Board	Topics
GCSE Year10/11	Religious Studies	Eduqas	Philosophy and Ethics
A Level	Philosophy	AQA	Philosophy and Ethics

PSHE

The ethos of PSHE at TBGS, in line with guidance from the PSHE Association and the Ofsted Inspection framework, encourages students to make informed choices about Personal, Social, Health and Economic matters. In all areas students are taught to think critically and consistently evaluate their own values and beliefs along with those of others. This is achieved through the whole-school ethos as noted in the school's prospectus:

"Staff, students and parents of Torquay Boys' Grammar School contributed to formulating a new vision for the school. A consensus emerged about the values which should inform the school's new mission statement. This has now been incorporated as below to:

- enable students to enjoy learning for its own sake, to develop their creative talents and to fulfil their intellectual potential.
- provide individuals with the skills to respond to a changing world with confidence and humility.
- encourage each person to be reflective, open-minded and principled so they can make a positive contribution to their community and the wider world."

As a result, PSHE is not taught as a discrete timetabled subject as it is felt that this compartmentalises a programme that, by its very nature, crosses all subject areas. Instead, PSHE is understood as being imbedded across the whole school.

PSHE at TBGS is coordinated by the Philosophy & Applied Ethics (P&AE) Department with many areas being taught within the framework of the P&AE curriculum. However, PSHE in its very nature concerns the holistic development of each student and, as a result, areas of PSHE are also covered in all subjects. Time is also given to special days in which students are taken off their normal timetable to focus specifically

on certain areas of PSHE; namely, Safeguarding, Well-being, Drugs and Alcohol and Sex and Relationships education and the wider issues raised within these topics.

It is the aim of PSHE that all students should be equipped with the necessary knowledge and skills to think through issues and ideas in an informed, confident and creative way. Throughout the curriculum and in the broader life of the school, Torquay Boys' Grammar School actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Students are encouraged to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. Students are viewed as holistic life-learners and their behavior is seen to be symptomatic of their thinking. Therefore, the root of their decisions and actions is explored and discussed.

Students undertake a journey of learning and discovery where they are empowered to become independent thinkers who can make ongoing cross-curricular links and develop their own worldview as well as becoming sensitive to the ideas and opinions of others.

A graduate from TBGS should feel equipped to take on the challenges of living in our modern-day global society and have an understanding of their own identity on an individual, local, national and international level. It is hoped that they will fulfil their potential in all areas of their life and truly live life to the full.

Key areas of focus:

- Health and Well-Being
- Relationships
- Living in the wider world

Personal, learning and thinking skills important to PSHE

- Independent enquiring
- Creative thinking
- Reflective learning
- Team work
- Self-managing
- Effective participation

EXTRA CURRICULAR ACTIVITIES

THIS IS AN EXAMPLE OF THE EXTRA CURRICULAR ACTIVITIES WHICH MAY BE AVAILABLE AND IS
SUBJECT TO CHANGE

SOCIETY	MON	TUES	WED	THURS	FRI	SAT/SUN
ACF Army Cadet Force			7pm – 9pm			
Art (DER/MT/VG)	Daily - Lunchtimes and after school sessions as required					Masterclasses as arranged
Astronomy	1.10pm PL1 GCSE		1.10pm PL1	7.30 – 9.30pm as arranged		
Athletics Summer Term ONLY			Lunchtime			
ATC Air Training Corps		6.45pm – 9pm		6.45pm – 9pm		
Badminton * Sports Hall		After School			Lunchtime	
Basketball Sports Hall				U15 Lunchtime	U14	
Biology Club Years 7-9					Week A + B Lunchtime	
Chess					12.45-1.45pm LA8	
Choir	1.00 – 1.30 p.m. MR					
Christian Union		All years RE2				
Cinema Club	After school visits to various venues to see Foreign films (TBGS and TGGS Sixth Forms)					
Climbing			4.00 – 5.30			
Computing	Every Lunchtime except Tuesday and after School - BOOKING REQUIRED					
Cookery – Year 7		4 – 5.30 JAL / AJM		Occasional sessions on Thursdays		
Creative Writing Club		12.45-1.45pm Years 10-13				
Cricket Summer Term ONLY		Year 8	Yr 7/Yr 10 Lunchtime	Yr 9 Lunchtime	Year 7 Lunchtime	
Dartmoor Society	Various break and lunchtimes as advertised					See calendar
Design & Tech	Lunchtime and after school sessions					
Drama Years 7/8			Week A + B 12.40-1.10pm D3			
Dramatic Society TBGS/TGGS						10am - 12noon Most Saturdays
Duke of Edinburgh		12.40 - 1.10pm CL3	Those who cannot make Tuesday	As arranged		Weekends as arranged
Economic Society				Lunchtime BE1		
Electronic Noticeboard	Students to organize - Daily - Breaktimes and Lunchtimes					
Electronics Shop				12.35-1.05pm		
English Extension Group					1.00 p.m.	
Expressive Arts Magazine	Autumn Term only [on a need to meet basis] - mainly Yrs 12/13					
Fantasy Football League		League Updates				
Film Club	Years 7 and 8 - Lunchtimes - D7 - as arranged Fridays Years 7 – 9 ER4 NAM/VH					
Film Society	Years 12 and 13 - Lunchtimes - D7 - as arranged					
Fitness		Senior				
Food Hygiene Certificate	Year 10 - As arranged					
Football *	U14 & U15	1st XI & 2nd XI		U13 & U12	1st XI, 2nd XI, U16	
History Club			1.00 – 1.35 p.m. (Week A)			
Hockey (Seniors Autumn) (Juniors : Autumn/Spring) (AJL: Autumn/Spring)	4 - 5.30pm Yrs 10 - 13 Astro/Sports Hall	12.45-1.30pm 1st XI practice U12 12.45-1.20pm	4 - 5.15pm Yrs 7 - 9 Astro/Sports Hall			
ICT Lunch Club		12.40 – 1.15 p.m. IT2	12.40 – 1.15 p.m. IT2		1.00pm	

TORQUAY BOYS' GRAMMAR SCHOOL

Jazz Band					1.00pm	
LANGSOC	Week A Lunchtimes					
Languages Club	12.40 IT3					
Life Saving/First Aid	Lunchtimes					
Maths Competition Club					12.35pm	
Maths Masterclass						As arranged
Mountain Bike Club	4.00 – 6.00					
Musical Production	4pm Cast - Hall	1.10pm Principals - MR		4pm Cast - Hall Orchestra - MR		As arranged
Music Tech	By arrangement					
Music Theory			1.00pm			
Netball Club					12.40 – 1.30 p.m.	
Orienteering	Year 7 4.00 – 7.00	Senior Students 4.00 – 7.30				
Philosophy			1.05 – 1.35 RE2			
Photography	Lunchtimes as called					
Public Speaking	As required					
Quiz - Junior & Senior		Years 7 – 9 1.05-.135 RE3				
Rugby Autumn/ Spring	Ist XV & U16 Lunchtime	U15 Lunchtime	U13 & U12 Lunchtime	U14 Lunchtime	Ist XV Lunchtime	
Running Club			Lunchtime			
Sailing Summer (+ Sept)	Variable days as arranged					
Student Council				12.40 - 1.10pm SL1 ALL		
Science Club - Yr 7					Week A Lunchtimes	
Scouts			Venture Unit 7.00 - 9.00pm		7.00 - 9.00pm	
Senior Quiz Club	1.05 – 1.35 p.m. RE4					
Skiing	4 - 6pm Wessex Ski Club					
STEM Club				IT5 Lunchtime		
String Group		1.00 – 1.30 p.m. - MR				
Surf Life Saving						Sundays 3.00 – 5.00 p.m.
Swimming Plainmoor		Lunchtime				
Table Tennis	Lunchtime					
Technology	Lunchtimes as required					
Tennis Summer Term ONLY				Lunchtime Team practice	Lunchtime Yrs 7 - 9	
Ten Tors	SEE DARTMOOR SOCIETY					
Theatre Visits	Various visits – locally (Plymouth, Exeter etc.) and Bristol, London as arranged					
TQM Junior Journalists		Years 7 – 9 Manor	Years 7 – 9 Manor			
Water Polo		Lunchtime				7 - 8.30 am Plainmoor
Wind Band				1.00pm		
Young Enterprise	Year 12 Tuesday/Thursday Evenings - On and Off site					

* Autumn/Spring Term ONLY

Subject to change

SCHOOL RULES

Show **respect** for others and property as well as yourself. Take **responsibility** for your actions.

Key Areas:

- **Conduct**

Always behave well whether through your actions, appearance, attitude or language.

- **Health and Safety**

Always behave in a safe and responsible manner.

- **Boundaries and Access**

Only use allocated areas and stay within the school grounds during the school day.

- **Punctuality**

Always endeavour to be on time.

- **Attendance**

Always be present at school where possible - attendance is a legal requirement.

- **Food and Drink**

Only eat and drink in designated areas.

Only water is allowed in lessons, but must be contained in a clear drinks bottle.

- **Property**

Always treat school and individual property with respect.

- **School Work and Learning**

Always do your best and never hinder the progress or learning of others.

- **Computer Use**

Computers should only be used for academic reasons. Computer abuse is a serious offence.

SCHOOL RULES

SCHOOL RULES

All members of TBGS are expected to comply with the rules relating to the eight categories listed below. These are based on the twin ideals of **RESPECT** and **RESPONSIBILITY**.

1. Conduct

Actions Aggressive behaviour is to be avoided.
Physical and verbal abuse will not be tolerated.
There is a student-negotiated Anti-Bullying Code (ABC).

Appearance The Dress Code gives the details of the School's uniform requirements.
It identifies what clothing and footwear must be worn.
Extremes of fashion are unacceptable.

Attitude Have a positive attitude both to yourself and to others.
Everyone is entitled to respect.
People's differences should be accepted not ridiculed.

Language There is no place at TBGS for bad language.

2. Health and Safety

- No one should be put at risk because of foolish or thoughtless behaviour.
- Always keep to the left along corridors and on stairs.
- Walk in an orderly and responsible manner around the school.
- Be patient in congested areas and do not push.
- Carry and store bags thoughtfully and safely.
- In case of illness or accident, report to the office.
- Chewing gum, tobacco and any form of intoxicant and illegal substance are strictly forbidden.
- Everyone should be familiar with fire regulations.
- Report any hazards.

Transport

- Students should observe the basic rules of conduct to and from school.
- All cyclists must wear a crash helmet.
- To bring a car on site sixth formers must obtain a permit from the Head of Sixth Form. Any such vehicle must be insured for at least third party liability.
- In normal circumstances, parents are asked not to bring their cars on to site.
- Maximum speed on site is 5 mph.

3. Boundaries and Access

- There are well-defined outdoor areas for different year groups to meet and play games.
- Years 7- 8 exclusive use of the side field
- Years 10-13 exclusive use of the fenced astroturf.
- All years - top playing fields (summer term)
- Years 11-13 - Paddock - social (but no games) area.

- Access to some of the areas described above may be restricted in wet weather.
- Years 7-11 have right of access to their own tutor rooms out of lesson time, providing they behave responsibly, time but not those of other students.
- There is no access to workshops, labs, prep rooms and the medical room unless under direct staff supervision.
- No one should leave the site during school hours without permission (see Attendance).

4. Punctuality

- If late it is VITAL to report immediately to Reception - then go to lessons/registration etc.
- Sixth Formers should report to Sixth Form Reception.
- Be on time for lessons.
- The five-minute movement times (between Period 1 & 2 and 4 & 5) are NOT breaks.

5. Attendance

Signing Out/In

- A student should always report to Reception before leaving the school site during the day eg for a medical appointment.
- A Parental note or evidence of the reason for leaving school must be shown at Reception.
- If returning to school a student must sign in at Reception upon return.
- A student must sign out at reception when attending a school based activity or appointment. For example, leaving a lesson for a sports fixture, or music lesson. They must remember to sign back in whenever possible.

6. Food and Drink

- Food and drink should only be consumed in the HSBC Block Courtyard, Millennium Garden, Bistro and the sandwich room, unless specific permission has been given by a member of staff to eat elsewhere.
- Always put litter in bins provided - take a pride in tidy surroundings.

7. Property

- All property should be clearly marked.
- No expensive items should be brought to school.
- The school cannot accept responsibility for students' personal property.
- All property should be treated with care and consideration.
- All books and equipment on issue remain school property.
- Computers, TV and video equipment in classrooms are only to be operated by staff.
- Computers should only be used for academic reasons.
- Electronic devices & mobile phones are not to be used, seen or heard on site during school time.

8. School Work and Learning

- Everyone's main aim should be to get the most out of his education at TBGS.
- Homework should be completed in accordance with the homework policy.
- All deadlines must be met.
- Never hinder the progress and learning of others.

ANTI-BULLYING CODE

- Everyone has the right to feel safe and enjoy their time at TBGS free from intimidation.
- Our school community will not tolerate any unkind acts whether they are
 - physical
 - cyber
 - verbal
 - emotional
 - HBT.

Such behaviour will be regarded as bullying.

- Bullying is too important not to report it – we as a community should support each other by reporting all incidents of bullying - you can talk to anyone.
- TBGS has a zero-tolerance attitude to bullying
- TBGS will take firm and decisive action to deal with any incident of bullying which is witnessed by, or reported to, any member of staff.

SEE IT – REPORT IT – STOP IT

Anti- Bullying Support & Help

Your tutor and Head of House can support you with any bullying concerns, they are here to help you.

If you wish to remain anonymous, you could use the confidential school email address BeSafe@tbgs.torbay.sch.uk, or the confidential text messaging service (school hours only)

If you do not feel comfortable speaking to someone you know, contact Childline on 08001111

SEE IT – REPORT IT – STOP IT

UNIFORM

All students are expected to wear school uniform and to be smart in appearance. **It would be sensible for all clothing to be marked clearly with the owner's name.** Extremes of fashion, such as very wide or very narrow trousers and pointed shoes, as well as excessively long (or short) hair, are not acceptable. In bad weather, boys should protect their clothing from getting wet by adequate covering, and should where necessary change into uniform on arrival. The School expects all students to accept full responsibility for their personal possessions, including money, and they are advised to take out the necessary insurance themselves to cover the risks involved. The following list shows the items of school uniform.

Years 7 - 11

Navy Blazer

Main School House Badge and Tie

Black V-necked pullover without emblem – jumpers should only be worn under blazers and ***not instead of blazers.***

Years 12 & 13

Black Blazer (Navy Blazer may continue to be worn until replacement is necessary)

Sixth Form House Badge and Tie

Black V-necked pullover without emblem - jumpers should only be worn under blazers and ***not instead of blazers.***

White laboratory coat for those studying chemistry or biology at Advanced Level (a coat is also recommended for those studying physics)

Whole School (Years 7 - 13)

Black or Charcoal Grey Trousers

White School Shirt NOT Fashion or sports shirt

Black Shoes – no branded trainers, or canvass shoes

Dark Socks

Belts, if worn should be plain black with no fashion buckles.

Hair is clean, well groomed and of one natural colour. Extremes of fashion are to be avoided.

Pullovers are V-NECKED

Blazers are to be worn around the school - that is the norm. Teachers may well allow their removal during lesson time.

NB OUTDOOR COATS must be taken off when inside the school building (including the lunch hall). Simple rule: WHEN IN - COATS OFF

P.E. Kit

Games and PE kit should be brought to the school on the days required and taken home the same day.

Indoor/Summer Kit - Polo shirt, badged with TBGS School Logo. Navy shorts, school hooped socks, gym shoes/trainers with non-marking sole. Plain black swimming trunks to be brought to ALL P.E. and Games lessons, to follow showering policy. A correctly fitting mouthguard is required for some sports.

Outdoor Games Kit (e.g. Football and Rugby) – Waterproof training top, ¼ zip midlayer, tracksuit bottoms, blue shorts, red reversible school jersey, school hooped socks, boots. When buying boots, it is important to ensure that they have moulded soles or screw-in rubber or aluminium studs.

SAFEGUARDING

Torquay Boys' Grammar School takes seriously its responsibility to safeguard and promote the welfare of all of the students and young people in its care. To this end we work in partnership with parents/carers and agencies to share information and coordinate support where necessary.

Statements about or allegations of abuse or neglect made by adults or children will always be taken seriously and acted upon promptly. Our school will also support all of our students by:

- encouraging the development of self-esteem and resilience in every aspect of school life whilst tackling bullying.
- promoting a caring, safe and positive environment.
- promoting e-safety.

Where possible, concerns about children are discussed with parents and carers in the first instances unless to do so would place the pupil at increased risk of significant harm.

The name of the Senior Designated Lead with overall responsibility for safeguarding is Mr S Lyne-Ley (Deputy Headteacher) who can be reached on 01803 615501 Extension 250 or on slyneley@tbgs.torbay.sch.uk. Please feel free to contact him to discuss any safeguarding issue.

In the event of Mr Lyne-Ley being uncontactable concerns should be referred to the Deputy Designated Lead, Mr Kosmaczewski (Deputy Safeguarding Lead) or any other member of the teaching staff.

If there is an allegation about adults who work in Torquay Boys' Grammar School this should be directed to Mr P Lawrence (Headteacher).

In the event of an allegation being made about the Headteacher this should be directed to the Chair of Governors.

Further details about the school's safeguarding policies and procedures can be found on the school's website.

E-SAFETY ADVICE

With ownership of smartphones and other internet-enabled devices such as Ipods or Kindles now more widespread amongst our students, there is an ever greater need to manage the content that they can access so they are not, either deliberately or inadvertently, exposed to material you would not want them to see.

We have received requests from parents for help in tackling this issue – with concerns raised over the risk of inappropriate content being shared at school or on the journey between home and school.

The good news is that there are some straightforward (and cost-free) measures that can be taken to restrict access to inappropriate material on smartphones and other internet-enabled devices. There is of course no guarantee that this will mean your child will never be exposed to such material, and it is worth taking some time to discuss this issue with your child. However, the measures listed below will very significantly reduce the ease of accessing inappropriate content – and the more parents that implement these measures, the greater the protection for our school community.

1. Filtering content over your home network

There are two main ways to provide filtering for all devices connecting to the internet over your home wireless (wifi) network:

- 1) Replace your router with a model that offers automatic content filtering (sometimes called 'live parental controls'). Although there is obviously a cost associated with this option, the advantage is that certain routers allow different levels of control for each family member (different aged children etc).
- 2) A cost-free alternative to option 1 is to switch to an internet service provider (ISP) that offers free parental controls. The four big internet providers in the UK (BT, Sky, TalkTalk and Virgin Media) provide parental controls which can be activated at any time. You may already be with one of these providers – **BUT** you would need to ask for the controls to be turned on.

Note that programs like NetNanny that run on single computers are not effective if children can connect to the internet wirelessly with their personal devices.

2. Filtering content over the mobile 4G network

This applies to devices such as smartphones which access the internet over the mobile phone network when out of the home.

Most (or possibly all) mobile phone providers offer optional, free parental control services which limit the content that children can access via the mobile network to items suitable for under 18s. **BUT** - these controls are often only switched on by request, so you would need to call your child's service provider.

Content filtering can be frustrating when legitimate pages are filtered out for the wrong reason. But the filter services suggested above are managed centrally and have an element of learning attached to them – i.e. sites blocked incorrectly will be reported by other users and the filter operator will remove the block, if appropriate. So as time goes by, these services can be expected to improve.

Useful links

<http://www.saferinternet.org.uk>

<https://www.thinkuknow.co.uk/parents>

For further information, support and guidance please see the E-Safety section of our website <http://www.tbgs.co.uk/esafety-advice/4391.html>