



September 2018

Dear Parents,

Thank you for your interest in Elizabeth Garrett Anderson School. I do hope you will visit us on one of our open mornings or evening, or indeed, at any other time if the designated mornings and evening are not convenient. Please contact us if you would like to arrange a different time.

However, if you are unable to visit, I would like to use this letter to highlight some of the things I will be speaking about to our visitors.

We are aware that choosing a secondary school is an extremely important decision and that you are quite rightly concerned that you have as much information as possible to ensure that you make the right choice for your daughter. Not all schools are right for all students so it is important that you are aware of the particular strengths and ethos of each school.

At EGA, we are determined that not only should every girl reach her potential in terms of academic achievement, but also that she has a range of other opportunities which will enrich and enhance her experience. All girls are specifically encouraged to learn to play an instrument and develop their talents in whatever field they choose.

Our outcomes for students are exceptional. Every year some girls achieve the highest grade in every single subject. This clearly shows that, given the right support and encouragement, our students can and do achieve results as good as those of students at any school in the country. It points to excellence in teaching and learning and knowledge about what is needed in order to be successful in examinations; no girl leaves EGA without qualifications.

In addition to academic success, girls at EGA have the opportunity to take part in a huge range of other activities to explore their talents in the arts, sports or to enrich their curriculum. It is quite likely that your daughter will work with a professional musician or

artist during her time here and might even perform at the Almeida or other venues. There really is something for everybody.

What contributes to this success is a very positive atmosphere where girls are encouraged to take responsibility and to work with others. We are committed to maintaining our ethos of social harmony in the knowledge that no one can learn when they feel uneasy or unsafe. Girls are rightly proud of their school and enjoy being here. They come to school in the knowledge that we have the highest of expectations and that they can achieve more than ever seemed possible on entry to the school.

I always say to parents that, in all the schools in which I have worked, and they've all been very different, the one thing which has characterised those students who are successful is that they are the students whose parents work in partnership with the school; the ones whose parents are interested, who attend parents' evenings and work collaboratively to ensure the best possible educational experience for their children.

There really is no substitute for visiting the school and meeting the remarkable young women who attend EGA. I know you will be impressed by their commitment to learning and their very high standards both in terms of behaviour and achievement.

I look forward to meeting you.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Jo Dibb', with a horizontal line underneath it.

JO DIBB

Executive Headteacher



Parent Guide 2018

These guides are to inform you about a range of policies and procedures.

If you require any further information about the school, please look at our website:

www.egaschool.co.uk

You will find links to our most recent OFSTED Report (December 2014) and information about the achievement of our students.

Open Mornings for 2018:

Monday 24th September 2018 - 9.15am

Tuesday 25th September 2018 - 9.15am

Wednesday 26th September 2018 - 9.15am

Thursday 27th September 2018 - 9.15am

Friday 28th September 2018 - 9.15am

Tuesday 9th October 2018 - 9.15am

Thursday 11th October 2018 - 9.15am

Open Evening for 2018:

Wednesday 3rd October 2018 - 6.00pm

(The Executive Headteacher will speak at 6.30 pm and 7.15pm)

At EGA we are preparing our students to live well balanced, healthy and successful lives. We are committed to ensuring all students achieve in whatever field they choose regardless of starting point and background. This includes:

- ensuring students are safe; both in and out of school
- maximising academic progress and outcomes
- ensuring students flourish socially, morally, spiritually and culturally.

To achieve this we use information about students. We also have information about staff. To ensure information about our community is kept safe we have a rigorous set of procedures and policies that ensure we are GDPR compliant

Exam Results 2018



EXAM RESULTS 2018

This year, once again, EGA students are celebrating outstanding exam results. Students met the challenge of new, tougher, exams and results show an astonishing number of the top grades. The results of the 2018 cohort show we continue to provide the highest quality of education for our students.

In the new external measures we have:

- ❖ Attainment 8 = 52.3

(This is the average points of the best 8 GCSE grades for all students)

- ❖ English and Maths at grade 4+ = 66%
- ❖ English and Maths at grade 5+ = 49%

(A grade 4 is called a standard pass and a grade 5 is called a strong pass. Old GCSE grade C is considered to be the new grade 4)

Students achieved more highly than their achievement at primary would predict.

- ❖ 150 girls (89%) achieved grade 4+ in English Literature
- ❖ 140 girls (80%) achieved grade 4+ in English Language
- ❖ 119 girls (69%) achieved grade 4+ in Maths
- ❖ 131 girls (74%) achieved grade 4+ in a creative subject
- ❖ 138 girls (78%) achieved grade 4+ in Science

- ❖ 40% achieved the English Baccalaureate (based on grade 5+)

(This means students passed English, Maths, two Sciences, a Language and Humanities GCSE)

- ❖ 40% of girls achieved 3 or more top grades (7+ A/A*)
- ❖ 16% of girls achieved at least 1 grade 9 (nationally the figure was 4.5%)

No girls left EGA without qualifications.

Well done to all.

Uniform and Equipment

We are a uniform school and ask parents to ensure that their daughter leaves for school looking smart in the correct uniform. Where there are valid reasons for a student missing an item of uniform, we expect parents to write a note in the diary explaining this. If students do not have a note, they will be sent to reception to borrow some uniform or may be sent home to change.

Our uniform offers the following choices:

- EGA grey skirt or EGA grey trousers from Rough Cuts. Alternatively, straight legged grey school uniform trousers are also acceptable (not stretchy material or leggings);
- Either the white or pink EGA shirt with logo or a plain white shirt;
- A choice of EGA sleeveless jumper, zipped top, long sleeved jumper or cardigan - all with logo;
- Plain grey, white or black socks or tights or EGA socks;
- Plain black sensible shoes;
- Alternatively, girls may wear the EGA Shalwar Kameez;
- Girls who wear a headscarf should wear either, a plain black or white headscarf or the black or white EGA logo scarf. No patterns, fringing or additional designs are allowed;
- Outdoor jackets should be plain and dark coloured. No hoodies or non-school uniform cardigans, jumpers or sweatshirts are allowed to be worn;
- Optional EGA hats, scarves and gloves are available for cold weather.

| <u>FOR PE</u> | <u>FOR DANCE</u> |
|--|---|
| EGA grey jogging bottoms with logo EGA pink t-shirt with logo | Plain black leggings or jazz pants Plain black t-shirt |

All items except for shoes, plain socks, shirts, trousers and dance kit must be purchased from **Rough Cuts on Chapel Market** as all items must have the EGA logo

Tel: 0207 837 7924

Students will also need a sensible school bag to carry their books and equipment in.

Essential equipment students must have: pencil case containing black or dark blue pens, pencils, green pen, highlighter, eraser, sharpener, ruler, calculator, protractor and compass.

Useful equipment: coloured pens/pencils, glue stick.

The school cannot take responsibility for the loss of or damage to any personal possessions. Students are advised to leave valuables and money at home. The only jewellery allowed is a watch and small sleeper or stud earrings. **Make up, nail varnish and false nails are not permitted in school and students will be asked to remove these.**

Attendance and Punctuality

Outstanding attendance and punctuality, to school and lessons, are vital if your daughter is to learn and achieve her best. Absences disrupt learning and it is very difficult to catch up on what has been missed. Parents/Carers have a legal duty to ensure their daughter attends school on time every day.

As a school we will ensure that:

- Students are registered accurately and efficiently in every lesson to enable us to monitor attendance and punctuality;
- Attendance targets are set for individual students, tutor groups, year groups and for the whole school;
- Parents/Carers are contacted when reasons for absence are unknown or unauthorised. Parents can also track attendance online using the "Parent Link" tab on the school's website or via the school's MyEd app;
- The attendance team will intervene when a student's attendance or punctuality fall below the levels required for outstanding progress;
- Students are rewarded for improving and maintaining outstanding attendance and punctuality;
- Support is offered to students and parents/carers to encourage good attendance and punctuality;
- A free Breakfast is available to every student from 8.00am as well as study spaces.

Students will be encouraged to:

- Attend school regularly and on time;
- Communicate with staff if there is an issue that may affect their attendance or punctuality;
- Report to the school attendance team if their attendance or punctuality fall below the levels required for outstanding progress;
- Actively engage with support provided to improve attendance and punctuality.

Parents/Carers are legally obliged to:

- Encourage good attendance and punctuality;
- Ensure that their daughter does not miss school unless they are seriously ill;
- Inform the school on the first day of non-attendance giving a suitable explanation and provide a letter explaining the absence on the student's return to school;
- Not take students away from school during term time.

The school and governors will not authorise any holidays in term time. If your daughter goes on holiday her place at EGA could be lost and parents/carers will be issued with penalty notices under Section 444A and 444B of the Education Act 1996.

If your daughter has to miss school you must:

Telephone the school office immediately on 020 7689 9311 and provide a letter giving the reasons for your daughter's absence to the school reception when she returns.

Curriculum at EGA

Key Stage 3: Years 7 and 8:

All girls study a broad and enriching curriculum which enables them to build their core knowledge and skills, as well as discovering and exploring new interests and talents in:

| | | |
|-------------------|------------------|-----------|
| English | Music | History |
| Maths | Dance | Geography |
| Science | Art | Drama |
| French or Spanish | Textiles | PSHE |
| PE | Computer Science | Skills |
| RE | Food Technology | |

Key Stage 4: Years 9, 10 and 11:

All students work towards GCSEs in the core curriculum subjects of:

- English Language and English Literature;
- Mathematics;
- Biology, Chemistry and Physics separately OR Combined Science;
- French or Spanish (in Year 9).

Personalisation:

Girls can also study up to **5 optional GCSEs**: one in Year 9, two in Year 10 and two in Year 11. All subjects studied at KS3 are available as GCSE options, plus we offer additional GCSE only subjects including Economics, Sociology, Media Studies, Business Studies, Film Studies, Print and Photography and Psychology. Students can also follow the foundation learning pathway which enables them to take a variety of BTECs and alternative literacy and numeracy qualifications.

Benefits of our GCSE option model:

- Mixed option groups mean girls from year 9 to year 11 work together and act as role models and mentors to each other;
- Students with a range of interests and strengths can study a wider range of subjects than is possible in many schools;
- Girls learn valuable lessons from their experience of taking some exams in year 9 and 10, which ultimately pays off in year 11 – but they will only be entered if they are ready;
- Higher proportions of students achieve the English Baccalaureate (strong passes in English, Maths, Science, a Modern Foreign Language and History or Geography);
- Girls can choose to spend more time studying for their core subjects or pursue more vocational routes instead of taking so many GCSE options.

Teaching and Learning at EGA

Teaching and learning at EGA is outstanding. Our teachers are subject specialists and build excellent relationships with students. However, we are not complacent and have a strong culture of continually striving to improve and refine our teaching to best challenge and support our students to achieve outstanding results.

Homework and Independent Study - Our policy on homework is that it should:

- Be recorded on Show My Homework;
- Tangibly add value to a student's learning. This is explained to students explicitly;
- Be meaningful, engaging and interesting;
- Have an appropriate level of challenge for the student;
- Have a clear value in the next lesson, e.g. it contributes to the next lesson's learning;
- Be provided with meaningful and timely feedback – this can be in a range of forms.

Students are set regular homework but are also expected to take increasing levels of responsibility for managing their own learning outside school. We provide suggested study timetables for each year group so that both students and parents are aware of how much they should be doing at home. Expectations will increase steadily each year. Parents can see what homework has been set by logging on to Show My Homework.

Online learning

We encourage all of our students to develop and support their independent learning using a range of digital learning tools. Many departments use online teaching resources to help our girls develop subject specific skills and knowledge. These include:

- Maths Watch and My Maths;
- Educake (Science);
- Vocab Express (Languages);
- Kerboodle (online textbooks for a range of subjects).

We also use Google Classroom – a set of tools that allow students and teachers to communicate and collaborate effectively to enhance learning. Every student is given an EGA Google Account and this is often used to set/submit assignments, work collaboratively on projects, and store their work.

Helping your daughter to learn - You can really help your daughter by:

- Talking to her about her day and what she has learned;
- Encouraging a growth mindset towards her learning in all subjects –the belief that we can all improve at anything if we are willing to be challenged, put in the effort, take on board feedback, use helpful strategies and practise;
- Asking to see her diary, checking what homework has been set and signing it weekly;
- Helping your daughter to organise her work and checking that deadlines are met;
- Developing her independence by encouraging her responsibility for private study;
- Encouraging your daughter to ask for help from the teacher when it is needed;

- Encouraging your daughter to use the library and attend additional classes and activities.

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Clubs, Activities and Additional Learning

We run an extensive programme of Out of Hours Learning activities which includes before school, lunchtime, after school, weekend and holiday activities. There are also trips abroad, trips to outdoor activity centres around Britain and trips to theatres and galleries, both to perform and watch the arts. The Library and ICT spaces are open before school, at lunchtimes and after school. Breakfast is available for every student in the morning. The programme aims to cater for the different needs of the student population. It reflects curriculum led activities, such as homework clubs and drop in sessions for GCSE students that extend and enable a student, but also offers interest led or new activities that enrich a student's experience.

Examples of enriching activities are the Art, Maths and English clubs which are run by EGA staff and visiting tutors. Others include a range of sports, arts, drama and music clubs. These clubs contribute to the programme of school events, such as performances and Sports Day. Many of these clubs are supported by organisations such as Hogan Lovells Law Company, The Cubitt Gallery and the Almeida Theatre.

There are GCSE revision sessions offered throughout the year in half term, school holidays and on Saturdays. We finish school at 3.05pm on a Thursday to enable younger students to attend an enrichment activity. We ask that all Year 7s attend at least one club.

Please encourage your daughter to take part in extra activities.

Some of the clubs that run after school and/or at lunchtimes are listed below:

| | |
|--|---------------------------|
| GCSE English/Maths/ Science Revision | Food Technology |
| Textiles | Games and Puzzle |
| French/Spanish/Italian | Badminton |
| Junior Sports Leaders Award | Netball |
| Jazz Band | Football (with Arsenal) |
| Drama Production | Athletics |
| Creative Writing | Basketball |
| Food Coursework | Volleyball |
| Music GCSE ICT | Swimming |
| Dance GCSE Technique | Booked-Up |
| Step Into Dance | Photoshop |
| Reading | Cricket |
| Rock Challenge (Dance) | Trampoline |
| EGA Internationals (Languages) | Table Tennis |
| Psychology | Running |
| Creative Writing | Film |
| Science KS3 | Choir (Junior and Senior) |
| Homework | KS3 Drama |
| Maths KS3 Booster | Table Tennis |
| Coursework/Homework Catch-up for students new to English | Duke of Edinburgh Award |
| | Art/Maths |

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Pastoral Support at EGA

At EGA we believe that pastoral systems and form tutoring play a vital role in supporting our students' personal development and academic progress. Form tutoring complements, but is distinct from, the academic curriculum and enrichment opportunities. Through form tutoring, students will enjoy developing a sense of individual and group identity. They will forge a meaningful connection with a member of staff who will pick up on specific concerns, provide targeted pastoral and academic guidance, and support students to review their own progress. Students will have the opportunity to discuss topical and often challenging issues in a safe environment and practise learning habits, for example resilience and organisational skills.

Houses

All students at EGA are part of one of four houses – Aquila, Cygnus, Orion, or Pegasus – which have their own unique character, whilst promoting our whole-school ethos of 'Without Limits'. Each house is led by a Head of House and dedicated, non-teaching, Pastoral Manager, who are responsible for leading the overall strategic direction of the house and providing personalised support for students within their house. Many enrichment and student leadership activities are offered through the house structure, as well as opportunities for healthy competition!

Vertical tutoring

In addition to academic subjects, students at EGA also benefit from four 20-minute tutor periods per week. Tutoring at EGA takes place in 'vertical groups' where students of different ages are mixed together. 'Key Stage 3' tutor groups are a mix of year 7 and year 8 students; in year 9, students graduate to 'Key Stage 4' tutor groups, which are a mix of year 9, 10, and 11 students. Tutor groups are made up of approximately 18 students. This is much smaller than in most schools, allowing us to build stronger connections between students and their tutor.

Benefits

There are many benefits to vertical tutoring and our house structure, these include:

- Smaller tutor groups mean more individual attention for each student and stronger bonds between tutor and tutee;
- Closer collaboration between students and sharing of experiences across year groups;
- Creates more opportunities for student leadership for all;
- Enhanced sense of community and positive identity beyond year groups;
- Opportunities for ethos-building competitions and enrichment between houses. All siblings are in the same house, reducing the number of different points of contact for parents and carers.

Post 16 Options/Courses

City & Islington is our Sixth Form College and, as such, guarantees a place for all EGA students post-16 – the level, of course, will depend on GCSE results.

Why City and Islington?

- **Study at the top further education college in London:** Beacon award for excellence in post-16 education and training and inspection results confirm this position;
- **Excellent exam results** – 99% pass rate at A-Levels;
- **Strong links with local universities and employers:** More than 1,000 students go on to university each year and you could be one of them;
- **Plenty to choose from:** 40+ AS-Levels, 50+ vocational courses;
- **Five centres – the best college buildings in London** with the latest specialist equipment, facilities and IT. As OFSTED said, students are offered an “excellent learning environment”;
- **Individual attention and the highest quality support:** Rated outstanding for supporting students in their OFSTED inspection. A vast range of support services including counselling and advice, careers and extra English and Maths are on offer;
- **More information on courses at City and Islington can be found on their website:** www.candi.ac.uk

We have also supported students to secure places at many colleges including:

- BSix Brooke House College;
- Barnet College;
- City of Westminster College;
- Enfield College;
- Hackney Community College;
- La Swap 6th Consortium;
- Leyton Sixth Form College;
- London College of Fashion & Cordwainers At London College of Fashion;
- London College of Communication;
- Newham College of FE;
- Newham Sixth Form College;
- The College of North East London;
- Sir George Monoux College;
- Tower Hamlets College;
- Southgate College;
- Southwark College;
- Waltham Forest College;
- Westminster Kingsway;
- Woodhouse College.

Promoting Reading

Students must learn to read fluently with enjoyment and confidence if they are to make progress in their education, in their career and in life in general. The demands of the latest GCSE specifications require students to have high reading ages and the skill of reading is a passport to future work and leisure.

We test students' reading ages on arrival in Year 7 and at regular intervals across their time with us to check whether their reading age is progressing in line with their actual age.

What we do to promote reading:

- Fortnightly library lessons with English teachers to encourage and monitor students' reading at home;
- The library is open throughout the week, before school, at break and lunch, and after school. There are books to suit all students and new books are regularly added. Our librarian is a published Young Adult author and regularly organises visiting writer workshops, as well as running various reading groups;
- Reading interventions for students identified as needing extra support on entry;
- Ensure all teachers in all subjects are aware of students' reading ages, teaching key vocabulary related to their subject and modelling appropriate reading strategies.

How can parents help?

- Encourage a growth mindset towards reading – even if your daughter finds it difficult, she needs to understand that this is ok and that she needs to persevere through the challenges. If she finds it easy, she should be reading more challenging books!
- Make time to listen to your daughter read. Twenty minutes a day (or 20 pages) is a good start. It is also really beneficial when older siblings read with their younger siblings;
- Encourage your daughter and praise the effort and progress that she is making - encourage her to talk about what she has read;
- Ensure that your daughter is continually challenging herself with her reading choices – discuss options from the reading lists provided by the school;
- Read newspapers together and share articles which may be of interest to your daughter;
- Ensure that she attends any additional support clubs if invited;
- Your daughter's teachers will give her lists of key words to learn. Help her with these;
- Get her a card to your local library and encourage her to visit often;
- As your daughter gets older, she may want to spend more time on her mobile phone than on reading – please help her to find an appropriate balance! Even more importantly, set a good example to your daughter by regularly reading yourself.

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Starting in Year 7

We want each pupil to feel part of EGA as soon as possible and we do everything we can to reassure students and parents during the move from primary to secondary.

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| <p>Shortly after you have received an offer of a place at EGA for your daughter, she will be invited to take some cognitive attainment tests, which will enable us to offer her the right level of challenge and support as soon as she starts in September.</p> <p>You and your daughter will be invited to school for an interview in June. During this interview, you will be given a pack of details about the school, the uniform and asked to sign the EGA pledge, which explains what is expected of EGA students and how you can support the work of your daughter.</p> <p>The Assistant Headteacher in charge of transition and SENCO liaise with primary schools regarding each student's needs.</p> <p>We visit as many feeder primaries as possible to meet the girls coming to EGA in a small group and answer all their questions, bringing along some of our current year 7s to help them feel excited.</p> <p>The Assistant Headteacher in charge of transition will then decide which students go into which teaching group and tutor groups, taking advice from primary teachers and ensuring that each group has a balance of different levels of achievement.</p> <p>In July, students are invited to spend a morning at school to meet their tutors, classmates, the Executive Headteacher and other key staff. They will also sample some lessons.</p> <p>Parents are invited to a special parents' evening which gives you the chance to meet Heads of House, Pastoral Managers and Subject Leaders, and to ask any questions you might have. We also share information about the Year 7</p> | <p>curriculum and how you can support at home.</p> <p>Our Summer School runs in the last few days of the holidays. This allows girls to make new friends, meet some of their future teachers and get to know their way around the building.</p> <p>The first day of school in September is only for Year 7s, allowing them to settle in and learn their way around before the older girls arrive.</p> <p>Each student will be given a student planner that they should bring and use every day to record homework. Parents and teachers can also use the planner to send notes. You are asked to check and sign planners every week.</p> <p>The most important person for each new student is their tutor. Students meet their tutor four days a week at registration and they are the best person to contact about any problems. You should not hesitate to contact your daughter's tutor or make an appointment to see them whenever there is something you wish to discuss. The Head of House or Pastoral Manager will also be happy to speak to parents should the need arise.</p> <p>After students have been at EGA for a month, you will be invited in the evening to meet your daughters' tutor and to ask questions about progress so far. Information will be given regarding baseline assessments and students' commitment to learning.</p> <p>You will also be emailed a weekly newsletter from school keeping you up to date on school events and successes. The newsletter is also available to read on the school website and hard copies can be collected from reception. You can also download the EGA app to receive and send key information and messages.</p> |
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EGA is an inclusive school which caters for a diversity of educational needs. We are committed to providing educational opportunities for all students whatever their particular needs.

The school is fully accessible for students with physical disabilities and provides a welcoming and caring environment for all students.

Students may have special educational needs if they have:

- Sensory and/or physical needs;
- Social Emotional and Mental Health difficulties;
- A medical condition which may impact on learning;
- Cognition and Learning difficulties;
- Communication and Interaction difficulties.

We have a whole school approach to removing the barriers to learning.

Our aim is to ensure:

- All students experience success;
- All students achieve GCSE, or alternative qualifications.

We aim to respond flexibly and imaginatively to a wide range of needs and may employ a variety of strategies.

These might include:

- Differentiating the curriculum;
- Providing additional in class support;
- Involving other agencies to work with us;
- Withdrawal lessons to enhance literacy and numeracy skills to help students learn effectively;
- Providing specialised equipment and resources;
- Providing supported after school homework clubs;
- Mentoring through our pastoral system;
- Access to a range of computer software both within lessons and at other times.

If you have any questions about your daughter's needs, please contact our Special Needs Co-ordinator – **Ms. J. Goss**.

“The higher achieving students do exceptionally well at EGA”

At EGA we offer a rich, broad balanced curriculum with a wealth of enrichment activities so that our students have opportunities to discover and develop their abilities and talents.

At EGA, students learn in classes set by achievement in Maths from Year 7. In English, a mixture of setting and mixed ability groups are used from Year 7 and in Science from Year 8. All of our students commence GCSE courses in Year 9, giving our high achieving students the opportunity to study a wide range of option courses.

Stretch and Challenge is one of our core teaching principles and, regardless of prior attainment and starting points, your daughter will be challenged academically in every subject area.

If your daughter is identified as higher achieving in a particular subject area we will:

- Let you know that she is considered to be higher achieving through our parents' data sheets;
- Monitor her progress to ensure that she is being stretched and meeting her potential;
- Find opportunities for her to engage in additional activities which will help her develop her particular talents and broaden her horizons;
- Arrange immersion visits to top universities.

Examples of extra activities include:

- Sports Clubs - including competitive matches with other schools;
- Subject Clubs - extension sessions;
- Working with professional musicians, actors and artists;
- University visits;
- Higher Achieving Student Masterclasses, including visits from external speakers;
- Music Ensembles for all years.

Students achieving at all levels have the opportunity to take part in additional learning activities.

Our Commitment

At EGA, any type of bullying is unacceptable. If your daughter is being bullied, we have policies and procedures to support both you and your daughter.

What do we mean by bullying?

Bullying is where one or more students set out to hurt another student. This hurt can be caused by physical contact, verbal taunting or threat of aggression. It also includes sending messages by text, e-mail or social media. We recognise this and aim to deal with every incident that is reported to us.

What do we do about it?

- We make it very clear that bullying is not tolerated at EGA;
- We encourage students to talk to teachers, or other professionals working in the school, about any problems they have. If we don't know, we can't do anything to help. Our message to all students is "Tell someone";
- We have lessons where we help students to learn how to keep safe online;
- We run small group sessions for students to build confidence and communication skills;
- We run workshops for parents on e-safety and student personal safety;
- We look out for any bullying behaviour. There are staff on duty before and after school, at break and lunchtimes;
- We take action. We inform parents if their daughter is being bullied or is bullying;
- We write down every incident that is reported to us. By recording every incident we build up a picture over time and adjust our work to prevent future incidents.

Our advice for a student who is being bullied would be:

- Tell an adult you trust what is happening;
- Stay with groups of people;
- Follow advice given about keeping safe online;
- Don't show you're upset;
- If you are in real danger, get away;
- Fighting back may make matters worse.

All students in Years 7 – 11 have the right to Careers Education and Guidance about the pathways and choices which are open to them.

This means students will be offered:

- A programme of careers lessons at different times during Years 7 – 11;
- Open, honest and impartial advice about all the routes open in education, work and training;
- Help to understand what will suit them best, how to make sensible decisions and what action they need to take;
- The opportunity to learn skills and gain knowledge needed for their future;
- Access to a variety of work related learning opportunities.

This will be provided by:

- The PSHE/Careers Teacher;
- The Work Related Coordinator;
- Their Form Tutor and Head of Year;
- External agencies (such as our business partners);
- City and Islington College.

All the above staff will help them to think about their hopes and ambitions and offer impartial advice on how to move forward.

Post 16 Options

As part of the guidance given to students, they will follow a comprehensive programme dedicated to post 16 education employment and training options. This will be delivered during PSHE/Careers lessons and assemblies.

It will include:

- Advice on effective application and interview skills;
- Impartial careers guidance interview;
- College interview preparation;
- References;
- Academic achievement forecasts (based on school assessments);
- Personal statement and CV preparation.

Information and Guidance support can be found on our website and in the pupil diaries.

Policy

Elizabeth Garrett Anderson School Careers Education Policy and Work Related Learning is in line with current statutory guidelines.

The internet and modern technology have revolutionised communications at such a pace that often it is the younger people who are more knowledgeable than the adults. The internet is a fantastic educational tool but must be used responsibly.

In order to ensure your daughter's safety online, it is important that she follows certain rules:

- Never give a password to anyone else - you will be giving away your identity;
- Never disclose personal information such as your address or telephone number in any email or on a website;
- Be very careful what photographs or information you publish on the Internet. They will always be there and could prove very embarrassing when you are older;
- Never arrange to meet someone as a result of e-mail correspondence or through social networking sites, such as Facebook, Instagram, whatsapp;
- Never write offensive things about others. It is as unacceptable as if you were saying these things to someone.

In school we have a very clear code of behaviour for use of the Internet.

We have a very sophisticated filtering system to prevent access to illegal, offensive and inappropriate material. However, things change very quickly and girls must take responsibility for their own use.

We run a program called Securix which monitors computer usage onsite, helping to protect all members of the school community.

At home and on her phone, make sure you know what your daughter is doing on-line in the same way you would monitor what she watches on television.

[Here are some examples of the most commonly used apps that teenagers use and what parents should know about them.](#)

Parents are asked to sign to give permission for internet access when girls join the school and misuse of the internet will result in the withdrawal of internet access.

At EGA we encourage students to be outstanding members of our community.

Students are expected to:

- Engage in lessons and take up enrichment appointments;
- Show outstanding commitment to learning - demonstrate a growth mindset;
- Speak kindly to all members of the school community;
- Follow the instructions of staff;
- Ensure the environment is looked after;
- Keep themselves, and others safe in school, online and beyond;
- Show outstanding commitment to community;
- Be on time for school and lessons;
- Move quietly around the school.

Staff will:

- Model expected behaviour and support all students to meet our expectations;
- Challenge where behaviour does not meet expectations.

If expectations are not met:

If a student is not meeting expectations then a member of staff will call you and talk about the situation and what changes are needed to show improvement.

Other sanctions can be used including short detentions on the day. For longer detentions parents will be alerted beforehand.

Our approach to conflict is restorative – students need to acknowledge how a situation arose, recognise their part and take responsibility for the resolution.

Any student who has any concerns about the behaviour of another person should seek support initially from the Tutor, Pastoral Manager, Head of House or Child Protection Team. However any member of staff will listen to a student and signpost support.

At EGA, we take our commitment to ensuring the safety and well-being of the students very seriously.

In order to ensure that your daughter is safe, we do the following:

- Keep entrances and exits locked. Entry to the school by visitors is through the controlled reception;
- Ensure that all visitors are wearing identification tags;
- Have a clear Health and Safety Policy which includes:
 - Evacuation procedures in case of fire or other emergencies;
 - The Administration of medicines and first aid;
 - Safety procedures when taking part in activities away from the school site;
- Have a Behaviour Policy that promotes a culture where bullying is unacceptable, including on social media;
- Issue specific guidance on e-safety (see our website for more detailed advice);
- Have leaflets available for parents on safeguarding and e-safety;
- Run workshops for parents on Keeping Students Safe Online;
- Have a Safer Schools' Police Officer on site;
- Make sure that all staff working at the school have been thoroughly vetted before they are allowed to work with students;
- Have a team of staff who students can go to for support for themselves or for others;
- Have close links with external organisations who can provide additional support.

If you ever have any concerns about our safeguarding procedures, please do not hesitate to contact us.

Sex and Relationships Education is taught as part of Personal, Social and Health Education (PSHE) and also as part of the National Curriculum Science courses. The programme runs throughout Years 7 to 11 with topics appropriate to the students' level of maturity. Students are given the facts which are relevant to the topic being covered and an opportunity to discuss issues as they occur. Lessons are delivered by your daughter's PSHE teacher and qualified external agencies. A number of approaches are used including discussion, role play, research, presentations, digital material and other media. We also endeavour to utilise theatre in education performances and workshops with visiting speakers.

Year 7: Students will consider the physical and emotional aspects of puberty and adolescence. This unit introduces the stages of human reproduction, but also focuses on the importance of managing risk and maintaining healthy relationships. Students are also taught about the importance of a balanced diet, exercise and good personal hygiene. Sessions on issues such as FGM and potentially abusive relationships are delivered by an experienced Islington borough facilitator.

Year 8: Students are encouraged to consider responsibilities and decisions in families and future partnerships with an emphasis on self-esteem and mutual respect in relationships. Students are starting to develop a greater awareness of positive relationships and the maintenance of good sexual health throughout their lifetimes. The SRE programme explores methods of contraception and where to go for advice and guidance. Diversity and inclusion is taught with a focus on acceptance of all communities and cultures including LGBT.

Year 9: We look at HIV/AIDS and sexual health in a world where millions of young people are being infected with the HIV virus and the incidence of other sexually transmitted infections is increasing. Students will consider the issues around safer sex and will look at how we form our sexual identity and an awareness of sexual fluidity. Students have the opportunity to discuss topics such as grooming, coercion and control in relationships and are encouraged to think critically about the relationships that they form - be they sexual or non-sexual. We look at the influence of the internet and social media on self image and self perception. These sessions are supported by The Young Person's Sexual Health Team.

Year 10/11: We continue the work of the previous years which aims to help students be able to make responsible, healthy, safe and informed decisions in their relationships. Students think about lifestyles and relationships including family life and parenthood. The issue of teenage parenthood is covered. Students will learn about services available to young people and how to access them. There is a focus on the importance of consent and resilience, and we work with external facilitators to enable us to deliver relevant and impactful sessions for our students.

Should you require a more detailed breakdown of the programme or wish to review any of the resources used please do not hesitate to contact the school. The topics and issues will be discussed openly and objectively in a sensitive and supportive environment. Sex and sexuality are central to human life and we aim to approach the issues in a positive way so as to help students come to a full understanding of themselves and others.