

Caldeian Handbook

2018-2019

Information for students
and parents



Calday Grange

Grammar School

Founded 1636

The information contained within this handbook was valid on the date of publication and will be updated regularly when necessary.


Parents and students will be advised of any major updates made during the academic year.

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1.1 Welcome

The purpose of the Caldeian Handbook is to provide essential information for you to support your child during his/her education at Calday Grange Grammar School. The handbook is updated when necessary and is applicable to all students in all year groups as some aspects of our school policy and procedure change from time to time.

This is an exciting time for students joining us and we are delighted to welcome you to Calday Grange Grammar School. We understand that there may be a little apprehension for students and parents and we want to work with you to make the transition and the learning experience that follows as safe, enjoyable and positive as possible.

Our results demonstrate that we offer an education that will help young people to aspire to and achieve their dreams academically, but this is only a start. What we offer in addition is a range of extra-curricular activities that are outstanding; a full range of sports teams and clubs, diverse alternatives ranging from the choir through to the Christian Union and chess club and an exceptional range of opportunities for enrichment through visits trips and exchanges.

Our aim is to create and maintain a community in which we all thrive; students, parents and staff. We can only do that if we work at being a community which means talking to each other, learning to listen to each other and working together to respond to the challenges that we face.

Calday Grange is a large school but we do not lose sight of the individual, for us every child matters. For the difficult times we have a support system which is both sensitive and effective and we have well qualified and truly dedicated staff that are here to work with you. There is great strength in the partnership between home and school.

Should you have any questions then contact the school and we can put you in touch with the right people to help you.

We look forward to meeting you, welcoming you and working alongside you.



1.2 Mission

Ambition, Respect and Pride

At Calday Grange Grammar School we are clear about the achievement – academic and personal – we aim to foster in our students.

First, every student must master a range of core subjects to a high level – including critically mathematics, English, the sciences and – increasingly – effective use and understanding of computer science. These are core because only when young people have reached a sufficient standard in them can they make substantive progress in their studies and wider life. They furnish the essential scaffolding for gaining other knowledge and skills, whether in the classroom or a workplace.

Secondly, there are what we term the ‘enabling subjects’ – those that expand and enhance the core subjects – including humanities, languages, arts, technical and practically-based subjects. The range of these and the extent of specialisation in their study will vary according to interest and design. These are the subjects that equip a young person to move on – either to university, or to an apprenticeship or vocational qualification. Every student will do a different mix of these, but all routes will be rigorous and stretching.

Finally, there is a set of behaviours and attitudes, a kind of social literacy that we must foster. An exclusive focus on subjects for study would fail to equip young people with these, though rigour in the curriculum does help. These personal behaviours and attributes – sometimes termed character – play a critical role in determining personal effectiveness in their future lives, and should be part of our vision. Developing a pattern of behaviour, thinking and feeling based on sound principles, integrity and resilience involves using curricular and non-curricular activities to help bring out those qualities in young people.

These personal behaviours and attributes that we seek to develop are;

A confident person who has a strong sense of right and wrong, is adaptable and resilient, knows themselves, is discerning in judgment, thinks independently and critically, and communicates effectively.

A self-directed learner who takes responsibility for their own learning, who questions, reflects and perseveres in the pursuit of learning.

An active contributor who is able to work effectively in teams, exercises initiative, takes calculated risks, is innovative and strives for excellence.

A concerned citizen who has a strong civic consciousness, is informed, and takes an active role in bettering the lives of others around them.

The school mission statement is encapsulated on a daily basis by promoting and celebrating...

- Personal and Professional Excellence
- Ambition
- Respect
- Individual Responsibility
- Potential
- Success and Achievement

2.1 Home-School agreement

Calday Grange Grammar School seeks to show sensitivity to the different needs, lives and circumstances of its students, their families and the community. We wish to promote the effective education of students through the involvement, co-operation and partnership of school and home.

We firmly believe that students' interests are best served by parents and professionals working together in partnership. We therefore seek to develop a three-way partnership between school, parents and students based on clear principles.

The hallmarks for a successful home-school relationship are:

To the best of their ability parents and teachers:-

- seek to gain the co-operation of the student at every stage of his school career;
- involve the student as much as possible, especially in his assessment of his own worth;
- act upon any reasonable request for support, so that the student can overcome any temporary problems;
- involve him in overcoming any difficulty which he may have, in meeting the required standard, in work and behaviour;
- help students to be sensitive to the feelings of others and act accordingly;
- recognise the importance of regular and punctual attendance and keep each other informed of student absence, both short term and long term;
- recognise the significant role of regular homework for the progress of the student;
- discuss the student's progress at regular intervals;
- support each other in their attempts to promote the progress of students, including the full exchange of information appropriate to the students;
- recognise that the standard to strive for is whatever level represents the extended grasp of the student;
- approach all situations cordially to ensure the best working relationship;
- recognise that the aim of all home - school contacts is to smooth the way for students to make straightforward progress as they mature throughout their school career.

All parents and students will be asked to sign the home-school agreement.

2.2 Sixth Form

We expect all our Year 12 and 13 students to be self-motivated and aim to fulfil their potential. Personal planning is essential and we will do our best to ensure that students are prepared for this.

Post-sixteen courses are very demanding and students will need to be fully committed. Please be aware:-

- Students are expected to remain on site all day apart from lunch or break.
- There is a uniform policy detailed on page 45.
- Parents must contact school to explain an absence, **not** the student.
- During study periods students can use either the Library, Quiet Study or common room to study.

Students will be expected to spend something in the region of 15-18 hours on study each week. Wherever possible every effort should be made to avoid taking time off in term time.

We have high expectations of our students expect our students. Over 90% of students enter higher education after their two year course including a number of entries to Oxford and Cambridge.

2.3 Role models

Courtesy, tolerance and respect for others are expected at all times and we expect our older students to support the younger members of our school community, acting as role models.

Sixth Form students are expected to set a good example, particularly with regard to dress and appearance. We encourage Sixth Form students to participate in various whole school activities and, in particular, take responsibility for activities involving younger students.

Ambassadors

Prefects are sometimes asked to show visitors around the school and help at school functions.

3.1 The Calday Community

Leadership and Management Team

Headteacher	Mr M Rodaway
Deputy Head	Mr M Twist
Deputy Head	Mr P Adamson
Director of Finance and Operations	Mr A Eckford
Director of Achievement	Mr A Procter
Director of Student Services	Mrs V Storey

Faculty Leaders

Business and Logic	Mr D Mortimer
Communication and Understanding	Mrs S Hayes
Sciences	Mr C Cunningham
Wider World	Mrs A Dailey

Heads of Year

Head of Year 7	Mr P Douglass
Head of Year 8	Mr R Hayes
Head of Year 9	Mr C Lamprey
Head of Year 10	Mrs K Riley
Head of Year 11	Mrs H Yeates
Head of Year 12	Mrs N Magee
Head of Year 13	Mrs K Owen

Heads of House

Head of Bennett House	Mr P Marsh
Deputy Head of Bennett House	Mrs G Williamson
Head of Glegg House	Mr A Cliffe
Deputy Head of Glegg House	Mr D Holmes
Head of Hollowell House	Miss C Trotter
Deputy Head of Hollowell House	Mr M Lakey

A list of all staff, their responsibility and email address is available on the school website under [Contact Us](#)

3.2 The Governing Body

The Chair of the Governing Body can be contacted in writing via the school address.

Mrs Caroline Ashcroft	Trust Governor (Chair)
Mr Denis Mahony	Trust Governor (Vice-Chair)
Mr Mark Rodaway	Headteacher
Dr Andy Bates	Parent Governor
Mrs Angela Cross	Trust Governor
Mr Dan Meigh	Staff Governor
Mrs Sheila Clark	Parent Governor
Mr Alan Roberts	Trust Governor
Mr Michael Fletcher	Trust Governor
Mrs Tracy Atherton	Staff Governor
Mr John Wylie	Co-opted Governor
Mr Martin Underwood	Parent Governor
Professor Callum Youngson	Parent Governor
Mrs Debbie Ellis	Clerk to the Governing Body

3.3 Alumni

When students finish their studies at Calday Grange Grammar School they automatically become an Old Caldeian and remain part of the Calday community for life – we want our alumni to be an integral part of the future of our school, not just our past. As we reach out to our alumni we are excited to find out the different journeys that people have taken since leaving Calday.

Website - We have a dedicated page on the school website at www.calday.co.uk/alumni. If you are an Old Caldeian and would like to be included on our [Where Are They Now](#) page, please complete the form on the [Keep In Touch](#) page and share your story. We always enjoy hearing from our Old Caldeians – please do get in touch.

Social Media - We look forward to offering plenty of opportunities for Old Caldeians to connect with each other, as well as the school and our current students. You can follow us on Twitter [@CGGSAlumni](#), we also have a dedicated [LinkedIn](#) group for our alumni and a [Facebook](#) page so you can keep in touch with us and each other.

3.4 Calday Association of Parents and Staff (CAPS)

The Calday Association of Parents and Staff (CAPS) is an excellent way to bring together parents, teachers and the local community to raise money and to support the school. It provides an opportunity for everyone to work together towards a common goal. All parents, teachers and school staff can be involved even if they only have a small amount of time available. CAPS has active membership of the PTA UK (www.pta.org.uk). Please [click here](#) to access a copy of the membership certificate.

If you would like more details about CAPS please visit the school website at www.calday.co.uk/caps or email to caps@calday.co.uk. You may [click here](#) to access a copy of the constitution.

Committee Members

Mark Rodaway	Headteacher/President	
Mark Seddon	Chair	
Geoff Bosworth	Parent/Teacher	
Wei-Sum Leung	Treasurer (Asst)	
Rachel McPherson	Secretary/Social Media	
Sarah Hathaway-Wyke	Secretary/Advertising/Comms	
Victoria Jackson	Secretary/Admin	
Eliza Austin-Lea	Emma Green	Dave Rutter
Catherine Ball	Sam Parrish Gillson	Diane Silver
Lynda Ellison	Clare Quirk	Ruth Simmons
Howard Elliot-Jones	Caz Howarth	Andy Waterman
May Elson	Joanne Kirkbright-Farish	Johanna Wynne
Wendy Giardelli	Caroline Rowland	

4.1 Contact

4.1.1 Contacting the school

When contacting the School about your child, whether by letter, [email](#) or telephone, it would be most helpful if you remember to quote their full name and form, for ease of identification. The school's postal address, email address and telephone number are on [page 1](#) of this handbook.

Messages cannot be taken for a student except in cases of extreme urgency.

4.1.2 Contacting parents

We use Schoolcomms, an electronic school communication system, which enables parents to receive information from the school quickly and reliably by email. We use the email address and mobile telephone number that we hold for the 'Priority One' contact for each student in our database. Other parents can be linked to also receive these emails upon request.

4.2 Calendar

The school calendar is available on the [school website](#) on the Home page. It is a valuable guide to the numerous activities that take place at Calday. It gives information on parents' evenings, examinations, report issue dates and term dates.

4.3 Newsletter

We issue a weekly [Newsletter](#) which is published each Friday on the school website and also emailed to parents via Schoolcomms.

Please feel free to email any good news stories to be included in the newsletter, to debbie.ellis@calday.co.uk

4.4 Website and social media

The Calday website address is www.calday.co.uk The website is an important resource for the school and is used by whole school community. It is used to provide information and news to parents/carers and it is a valuable learning resource for [students](#) and staff.

You can follow us on Twitter [@CGGSNews](#), and [Facebook](#) page to keep up to date with news and events at the school as they happen.

4.5 Complaints

In accordance with the Section 23 of the 1988 Education Reform Act, the School has adopted a procedure to deal with complaints about the curriculum. This information is available on the school website in the [School Policies](#) section.

Most complaints are settled quickly and informally at school level; the complaints procedure exists for those parents who also wish to pursue a complaint through more formal channels.

5.1 The school day

09.00 – 09:00	Form time or Assembly
09:00 – 09:05	Transition time
09:05 – 09:55	Period 1
09:55 – 10:45	Period 2
10:45 – 11:15	Break
11:15 – 12:05	Period 3
12:05 – 12:55	Period 4
12:55 – 13:55	Lunch
	Dining Room Access:
	12:40 – 13:00
	13:00 – 13:20
	13:20 – 13:40
13:55 – 14:45	Period 5
14:45 – 15:35	Period 6

5.2 Lunch arrangements

Students may choose to go home for lunch, bring a packed lunch or dine in Café@Calday.

Students in Years 7 to 11 who go home for lunch must carry an authorised absence pass which can be obtained from their Year Head on receipt of a letter from parents indicating agreement that their son goes home at lunchtime. All Sixth Form students are allowed off site during the lunch period.

The Catering Team at Calday Grange Grammar School is always striving to improve the dining room facilities and the food that is served there. Our menus offer a wide range of popular, healthy food items.

We operate a two weekly menu cycle and all of our dishes have been created to meet the government guideline for nutrition. We regularly hold themed days which are very popular in school. As well as hot meals, we serve salads, snacks, sandwiches and fruit. There is a Breakfast Bar which is open during morning break.

These are all served at Cafe@Calday in our large Dining Hall. We also operate The Food Cube from the covered area in the top yard. Sixth Form students have a café area called Snack Shack within the Common Room where they can purchase drinks and snacks. All facilities are open during morning break and lunch time.

All payments, are made using our cashless catering system [ParentPay](#). Items are individually priced and menus and price lists can be viewed on the school website at www.calday.co.uk/cafeatcalday.

5.2.1 Free school meals

Students can enjoy free school meals at morning break and lunchtime with other students. All Free School Meal students receive a daily credit of £3.40 on their cashless catering account. When paying for their meal or snacks they simply need to place their thumb on the biometric reader at the till and we take care of everything else. All students pay for their meals in the same way, meaning that Free School Meal students are not identifiable by other students. Those eligible for free school meals should apply to:

Director of Children's and Young People's Services
Hamilton Building
Conway Street
Birkenhead
CH41 4FD
Telephone: 0151 606 2000

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6.1 Term dates

A copy of these term dates are also available from the Administration Office or from the school website in [News and Events](#). You are advised to check these dates before making any arrangements as they may be altered during the academic year.

AUTUMN TERM 2018

Staff Development Day – Monday 3 September (School closed for students)

Term begins - Tuesday 4 September (Y7 and Y12 students only return)

Wednesday 5 September (All students return)

School closed to students – Wednesday 19 September (staff development day)

Half term break - Monday 22 October to Friday 26 October

Term ends – Friday 21 December

SPRING TERM 2019

Term begins – Monday 7 January

Half term break - Monday 18 February to Friday 23 February

Term ends - Friday 29 March

SUMMER TERM 2019

School Closed to students – Monday 15th April (staff development day)

Term begins – Tuesday 16 April

Good Friday – Friday 19th April

Easter Monday – Monday 22nd April

May Bank Holiday – Monday 6th May

Half term break - Monday 27 May to Friday 31 May

Term ends – Friday 19 July

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6.2 Attendance requirements

6.2.1 Register of attendance

Registers are legal documents and we are required to record absence as either authorised or unauthorised.

Students are registered present or absent twice in each day at 08:40 and at 13:55. Students arriving after 09:00 must report to Reception and sign in there. They must also report to their Form Tutor at the first available opportunity. This is very important as much of our communication to both students and parents is made via Form Tutors. If you have advance notice of an absence, e.g. a medical or dental appointment, please ensure the Form Tutor is informed in writing, students will then need to deliver the note to the Administration Office in order to obtain an authorised absence pass.

It is essential that students comply with the above requirements. On safety grounds we need an accurate list of who is present on site in the event of an emergency.

Students should also realise that if they do not register or sign in late then they will be recorded as being absent without authorisation. This may result in a text or letter being sent home. This can affect references that the school may provide and any financial subsidies you may be entitled to.

Parents are asked to inform the school as soon as possible on the first day of absence and no later than 09:00. This should be done via the dedicated 'Absence Line' by dialling 0151 625 2727 and selecting Option 1, further instructions will follow. We may contact parents of a student who is absent without our knowledge.

A note giving explanations for absence does not authorise the absence. The responsibility to authorise the absence lies with the Headteacher.

6.2.2 Authorised absence

Absence is authorised by law if:

- Attendance is prevented due to sickness or any other unavoidable cause
- Religious observance
- Lack of suitable transport and the school is not within walking distance

Situations where authorisation might reasonably be given:

- Domestic circumstances such as bereavement or house fire. (These would usually be deemed to be exceptional circumstances)

- Exclusion for a fixed period
- Attending interviews, e.g. another educational establishment
- Medical appointments
- Approved sporting activity
- Study leave
- Educational visits
- Work experience

6.2.3 Unauthorised absence

Truancy - Absence without parents' knowledge and approval. This includes leaving the site after being registered.

Condoned absence – Students who are kept at home for shopping, babysitting, minding the house, regardless of an explanation being given by a parent. Illness of a parent cannot be accepted as a valid reason for a student to be absent.

Lateness – Registers remain open until 9:30am, Students arriving after this time will be marked as an unauthorised absence if the reason was not accepted.

6.2.4 Leave of absence for holidays

School attendance data is scrutinised by the DfE annually through the school census and the current level of absenteeism nationally is a cause for concern. In response the DfE has redefined persistent absenteeism as attendance of 90% or below and the government has changed the legislation relating to authorising student absence during term time; the new regulations came in to force in September 2015. Amendments to the The Education (Student Registration) (England) Regulations 2006 remove references to family holiday and extended leave as well as the statutory threshold of ten school days. The amendments make clear that the **Headteacher may not grant any leave of absence during term time unless there are exceptional circumstances**; in addition schools are increasingly expected to issue Fixed Penalty Notices to parents who remove their children from school in term time for the purpose of holidays.

Circumstances for which we are unable to grant leave of absence (*not an exhaustive list*) :

- Leave of absence to attend holidays which overlap term time
- Leave of absence to attend 'important' family celebrations
- Leave of absence to attend sporting events as a spectator
- Leave of absence to attend festivals
- Leave of absence to gain 'valuable experience'
- Leave of absence where the student has, or would have if an absence were granted, an attendance of below 90%
- Leave of absence where the student is on a contract (sixth form) or behaviour plan (years 7-11)

Examples of exceptional circumstances **may** include:

- Circumstances precipitated by health issues directly impacting on the family unit
- Recognised religious observances
- Work circumstances restricting annual leave (evidence required)

An '[Application for Leave of Absence](#)' form is available from the Administration Office. This form is to be completed by the parent and forwarded to the Director of Student Services BEFORE the period for which leave of absence is requested.

6.2.5 Other absences

No student may be absent from school, except through sickness, without previous permission from the Headteacher. Requests for leave of absence should be made not less than two weeks ahead. Such permission will not usually be given except in urgent cases. Whenever a student returns to school after absence a note written and signed by a parent stating the reason for absence must be brought and handed to his/her Form Tutor. Parents are also asked to contact the School whenever a student is kept at home. An absence note must be brought even if the School has previously been contacted by telephone.

If a student has been given permission to leave school for any reason such as a dental appointment they will need to obtain an authorised absence pass from the Administration Office. This may be shown to the police if they are conducting a truancy trawl.

Upper Sixth students, who have applied for permission to study at home, are permitted to go off site during afternoon Private Study. This is only granted with the agreement of parents, subject teachers and the Director of Student Services.

6.3 Attendance procedures

Information for parents and students

REGISTRATION

STUDENT School opens every morning at 08:35 and students must report to their Form Tutor for registration at 08:40.

ABSENCES

PARENT Parents must report an absence as soon as possible on the first day of absence to the 'Absence line' on 0151 625 2727 - Option 1, before 09:00. If an absence

goes over into the following week, please telephone the Absence line again on the Monday morning.

After 09:00 all unreported absences will be investigated.

LATE STUDENTS

STUDENT Students who enter school, after registration has closed i.e. 09:00, must sign in at Reception.

Students must report to their Form Tutor at the first available opportunity.

This will be recorded on the student's attendance record if the reason is not acceptable.

MEDICAL and DENTAL APPOINTMENTS

PARENT If a student has a pre-arranged medical or dental appointment a parental letter must be provided for the Form Tutor and Administration Office before the day of the appointment.

STUDENT This letter should be shown to the Form Tutor then taken to the Administration Office who will issue a signed 'Authorised Absence Pass'. This pass must be kept by the student to be produced when signing out at the Administration Office on the day of the appointment and, if requested, when off the school premises.

All students must sign in at Reception when returning to school after an appointment.

SIGNING IN and OUT

STUDENT For Health and Safety reasons it essential that all students sign in at the Reception if arriving after morning registration closes, and sign out there if leaving school before 15:35.

This information is used when a roll call is necessary in the case of an emergency.

HOLIDAYS

PARENT Please see Section 7.2.4. An 'Application for Leave of Absence' form should be obtained from the Administration Office or downloaded from the website.

Upon completion, the form should be returned before the holiday is booked to the Administration Office where the Director of Student Services will look at each individual case with the Headteacher. Parents will be informed whether permission has been granted.

7.1 Pastoral care

Many aspects of a student's school life, whilst not fitting the definition of Special Educational Needs, clearly constitute individual needs from that particular student's point of view. A given set of circumstances may mean that a student needs additional emotional, academic, medical, social or behavioural support to deal with specific problems over a period of time

We try to provide continuity of caring throughout each student's school career. Pastoral Care is provided for each year group by Form Tutors working with the Year Head. Students can access staff and can confide in adults who can put the necessary support in place for them. In addition we have a counsellor available who works in confidence with any students who need emotional support and often this work will enable access to other support as part of an ongoing process.

7.2 Who to contact for advice

Futures Advice	Mrs L Montgomery
External Examinations	Ms J Atkinson
Oxbridge Applications	Mr L Byrne
Problems concerning school; work, progress, and conduct	Form Tutor / Year Head
Student Services e.g. physical disabilities, learning difficulties, medical problems	Mrs V Storey
Subject Option Choices	Year Head
UCAS and Post 16 Advisor	Mrs S Rivett

7.3 Making your child feel at home

Great care is taken in placing new students in appropriate form groups and those with individual needs are given careful attention.

It would be all too easy for your child to find a school as large as Calday an impersonal one. To try to prevent this we have developed a system of delegated responsibility. The most important person as far as your child is concerned is his or her Form Tutor. We have a fixed team of Form Tutors in Year 7 who are experienced in supporting students through the transition process. In Year 8 your child will move to be with the Form Tutor who is likely to stay with them for the next four years.

We work closely with the Schools Medical Service, the Schools Psychological Service and other outside agencies. Please do not hesitate to contact the School if your child has a special need of any kind.

7.4 House system

There are three Houses, Bennett (Blue), Glegg (Red), and Hollowell (Green). Where possible, a full house assembly takes place every two weeks. Students new to the school will be informed about their house. Calday students remain in the same house for the duration of their Sixth Form career.

All students in any particular form, and the Form Tutor, are members of the same house. We look forward to students taking part in house activities such as sport and games, music and drama. All these activities are based upon the house system and inter house sports and music and drama festivals are held each year. Sixth Form students are encouraged not only to take part themselves but also to help organise the involvement of lower school students.

House ties – with the appropriate house coloured strip – are a compulsory part of school uniform for students in Year 7 to 11.

7.5 Student services

Some students have individual needs which can affect their progress or they may have a diagnosis of specific learning difficulties (for example those often described by the term “dyslexia”). Parents are naturally concerned that they should receive support and special consideration, particularly when taking public examinations.

If you consider that your child is affected in such a way it is essential that you inform the school of any circumstances so that an application for special provision can be initiated as soon as possible. This information is not always made available to us from previous schools. Please get in touch with the Director of Student Services as early as possible and we will then advise on what we consider to be the best course of action and, if necessary, will seek advice from outside agencies such as the school Educational Psychology Service.

7.6 Safeguarding

From time to time the school receives information from a variety of sources (children, parents or other adults) concerning the safeguarding of an individual student from abuse. This information will be dealt with as confidentially as is possible and made known only to staff that need to be aware of the situation in order to work with the student effectively.

Parents do need to be aware that, whilst we will deal with any information sensitively and carefully, there are legal responsibilities laid upon the school to report actual allegations to Social Services or the Police, and there are procedures which we are expected to follow if suspicions are passed to us. As adults we all have to accept that it is our priority to protect the child who may be at risk.

A copy of the Child Safeguarding Policy is available on the school website in [About Us](#).

8.1 Achievement

It is school policy to encourage students using praise wherever possible.

Commendations are given on a regular basis for a variety of reasons both academic and extra-curricular. Each year group has an individual rewards system tailored to their requirements. This begins in Year 7 with the awarding of Bronze, Silver and Gold badges being obtained for achievements both in and out of lessons.

The Headteacher and senior staff regularly write to parents expressing the school's delight at the work and attitude of children in various aspects of school life.

8.2 Misconduct

It is sometimes necessary to issue detentions. These are held at the end of the afternoon school and in all cases parents are informed by letter of such detention, giving details of time, date and reason for the detention. These letters are posted directly to parents.

Other sanctions include lunch hour detentions, which often involve service to the school community such as helping to keep the surrounds of the school tidy. For more serious matters, students are sometimes internally excluded, externally excluded or required to attend school during the holiday time. Acts of misconduct identified in the National Standard list for Exclusions, could lead to permanent exclusion from school.

8.3 Bullying

There are many definitions of bullying but there are certain behaviours that are typical in this situation. Bullying incidents are not isolated events but are repeated incidents. Bullying makes the victim feel unhappy over a period of time. In addition to physical violence, teasing or being excluded from a group may also be bullying. When assessing whether an incident should be deemed bullying we need to examine the intent of the perpetrator and the way in which it is perceived by the victim; the intention to hurt and the perception of the victim are important considerations.

Bullying can happen in any walk of life; unfortunately it may happen at Calday but it will not be tolerated.

If your child is bullied, he/she needs to be reassured of two things immediately.

1. It does not mean it is his/ her fault.
2. It should not be accepted or endured. It is not wrong to tell. Any such disclosure will be treated sympathetically and we will endeavour not to make the problem immediately worse because of an inappropriate reaction on our part.

We will support and reassure anyone involved in incidents of this type that we will do our very best to rectify the matter. We cannot expect a student to be able to deal with a problem by themselves. We can only hope to do something to make it better if the adults - teachers and parents - work together to achieve this end.

Punishing bullying can often make the situation worse as it means victims are reluctant to say what has happened as fear of revenge is uppermost in their minds. Punishment in itself is not likely to encourage the bully to be better behaved. When bullying is disclosed it is likely to make us very angry and in the short term, severe punishment can seem very attractive. If we wish to stop the bullying, the short-term measures need to be carefully thought out.

The procedure used requires all parties involved to be interviewed. A member of the pastoral team will meet with the victim and take an account of his/her views and interpretation. The same is done with others involved. The resultant information should be used to bring about changes in behaviour and perception. Physical assault or deliberate intent to harm will not be tolerated. Serious incidents will be met with an appropriate sanction.

It is important to accept that your child may be involved in bullying another student. Many pleasant, well-adjusted students become involved in incidents that could be deemed as bullying. This is particularly likely when a group of students are involved. The uncertainties and insecurities of adolescence affect many of those involved in both sides of bullying. If your child is involved in bullying please contact the school as soon as possible. The first point of contact can be via Form Tutors, or if this is not possible, the appropriate Head of Year should be contacted.

Through Pastoral and PHSE programmes no student should be in any doubt as to the attitude and actions the School Community should take to bullying. Every classroom contains a poster that reiterates our position at Calday- 'Bullying will not be tolerated at this school'.

9.1 Collective worship

As a parent, you have the right to withdraw your child from collective acts of worship. If you wish to do so, please write to the Headteacher. The same, of course, applies if you wish to withdraw your child from Religious Education lessons.

9.2 Health

9.2.1 Smoking, vaping, alcohol and drug abuse

We are particularly concerned about the health and other risks young people expose themselves to if they indulge in these habits. This concern is shared by Governors and by parents. Please do not hesitate to contact us if you are worried about anything to do with the abuse of these substances. Sympathetic advice and help will be given. The PHSE programme deals with these issues amongst others.

The school cares for the health and wellbeing of its students and accepts that both smoking, vaping and drug use constitute a serious health hazard and that every effort should be made to minimise the risks.

Smoking and Vaping

- We accept the research evidence that smoking or vaping in young people is commonly a sign of immaturity and under achievement.
- We wish to make clear that it is not acceptable for a student to smoke or vape travelling to or from school, on school trips, in the streets or on Calday Hill, whether before school starts, at break or at lunch time.
- If students smoke or vape on the school site, disciplinary action may be taken.
- If requested, we will do our best to offer advice and support to those who wish to give up smoking or vaping.

Drugs

- We accept that drug taking in young people is frequently the result of peer pressure and/or a desire to experiment.

- Any form of drug taking, selling or providing illicit substances will be regarded with the utmost gravity up to and including recourse to the law.
- We will make every effort to attempt to educate students to make sensible and informed decisions in the area of drug use and abuse

Alcohol

- Sixth Form students are allowed to leave the premises during lunch time unless otherwise required, but under no circumstances are they allowed to enter licensed premises or to consume alcohol obtained by any other means.

9.3 Internet 'Acceptable Use Policy'

This policy outlines acceptable use of the internet.

All members of staff, students and all other users including Governors, are required to follow all the conditions laid down in this policy. Any breach of these conditions may lead to withdrawal of the user's access to the internet and in some extreme instances of misuse could lead to criminal prosecution. In the case of employees, any breach may also be considered a breach of the employee's conditions of service, which could lead to dismissal on grounds of gross misconduct. In the case of students, any breach may also lead to a fixed –term exclusion or a permanent exclusion.

All users are expected to demonstrate a responsible approach to the use of resources available to them and to show consideration for other users both locally and with whom they may come into contact on the internet.

Use of the internet and facilities such as the electronic mail service are intended for educational purposes only. It must be recognised that any view communicated over the internet may be deemed to be a view of the school and in some circumstances the Council, akin to formal correspondence issued by post. Personal views about the school or Council business in an internet communication should not be given or must be endorsed by the senior person in the school.

The school's equipment and the internet may only be used for legal activities consistent with the aims, objectives and rules of the school.

1. Staff and students

- a. When using the internet, all users must comply with all copyright, libel, fraud, discrimination and obscenity laws, and all school staff (both teachers and support staff) are expected to communicate in a professional manner consistent with the rules of behaviour governing employees in the education sector.
- b. Students are responsible for their good behaviour on the school networks, just as they are on and off school premises. While the use of information and communication technologies is a required aspect of the curriculum, access to the internet remains a privilege and not a right. It is given to students who act in a considerate and responsible manner, and will be withdrawn if they fail to maintain acceptable standards of use.
- c. Students must know and understand that no internet user is permitted to:
 - retrieve, send, copy or display offensive messages or pictures;
 - use obscene or racist language;
 - harass, insult or attack others; _ damage computers, computer systems or computer networks;
 - violate copyright laws; _ use another user's password;
 - trespass in another user's folders, work or files;
 - intentionally waste resources (such as on-line time and consumables);
 - use the network for unapproved commercial purposes.

2. Location and Supervision

- a. Access to the internet is provided to staff and students of Calday Grange Grammar School through an Internet Service Provider who provides a filtered service. All users should be aware that the school can and does track and record the sites visited, the searches made on the internet and e-mail sent and received by individual users
- b. Internet access for students is provided on computers that are in highly-used areas of the school such as classrooms, libraries, study rooms, computer laboratories and media centres. Machines which are connected to the internet are always in full view of people circulating in the area.

- c. While using the internet at school, students are, wherever possible, supervised. However, when appropriate, students may pursue electronic research independent of staff supervision. In all such cases, students are expected to act responsibly and only use these resources in line with the school policy on acceptable use.
- d. Network administrators may review files and communications to maintain system integrity and ensure that users are using the system responsibly. While normal privacy is respected and protected by password controls, as with the internet itself, users must not expect files stored on the school's servers to be absolutely private.
- e. Increasingly students possess other devices that provide wireless access to the internet. These are subject to the same conditions of acceptable use as school equipment. As younger students in particular, tend to be careless in looking after their property, we continue to discourage bringing valuable personal items to school.
- f. It is possible for a personal laptop to be configured for use on the school network. Application for this should be made to the ICT Support Team.

3. Examples of Acceptable and Unacceptable Use

- a. On-line activities which are encouraged include, for example:
 - the use of email and computer conferencing for communication between colleagues, between student(s) and teacher(s), between student(s) and student(s), between schools and industry;
 - use of the internet to investigate and research school subjects, cross-curricular themes and topics related to social and personal development;
 - use of the internet to investigate careers and Further and Higher education;
 - the development of students' competence in ICT skills and their general research skills.
- b. On-line activities which are not permitted include, for example:
 - searching, viewing and/or retrieving materials that are not related to the aims of the curriculum or future careers;
 - copying, saving and/or redistributing copyright protected material, without approval;
 - subscribing to any services or ordering any goods or services, unless specifically approved by the school;

- playing computer games or using other interactive 'chat' sites, unless specifically assigned by the teacher;
- using the network in such a way that use of the network by other users is disrupted (for example: downloading large files during peak usage times; sending mass email messages);
- publishing, sharing or distributing any personal information about a user (such as: home address; email address; phone number, etc.);
- any activity that violates a school policy.

4. Advice for Parents

- a. While in school, teachers will guide students toward appropriate materials on the internet. Outside school, parents bear the same responsibility for such guidance as they would normally exercise with information sources such as television, telephones, movies, radio and other media.
- b. Appropriate home use of the internet by children can be educationally beneficial, and can make a useful contribution to home and school work. It should, however, be supervised, and parents should be aware that they are responsible for their children's use of internet resources at home.
- c. Parents are advised that they should provide only filtered and monitored access to the internet for students.
- d. Parents should:
 - discuss with their children the rules for using the internet and decide together when, how long, and what comprises appropriate use;
 - get to know the sites their children visit, and talk to them about what they are learning;
 - ensure that they give their agreement before their children give out personal identifying information in any electronic communication on the internet, such as a picture, an address, a phone number, the school name, or financial information such as credit card or bank details. In this way they can protect their children (and themselves) from unwanted or unacceptable overtures from strangers, from unplanned expenditure and from fraud;
 - encourage their children not to respond to any unwelcome, unpleasant or abusive messages, and to tell them if they receive any such messages or images. If the

message comes from an internet service connection provided by the school, they should immediately inform the school.

The Government has identified two Key Stages in secondary education, and one at post-16. At Calday, we define the key stages to be:

KEY STAGE 3	Years 7 and 8
KEY STAGE 4	Years 9, 10 and 11
KEY STAGE 5	Years 12 and 13 (Lower Sixth and Upper Sixth)

10.1 National curriculum

The curriculum at Calday delivers what was called the National Curriculum. In addition, Calday is a specialist school for both Technology (Maths/Science/Technology) and Modern Foreign Languages. Currently the school's curriculum is in a period of transition. These arrangements reflect the curriculum followed by students.

10.1.1 All Subjects

The following subjects are currently taught:-

Art	General Studies*
Biology	Geography
Business Studies*	German
Chemistry	Government and Politics*
Chinese	History
Computing	Law*
D & T (Electronics)	Mathematics
D & T (Product Design)	Music
Design and Technology	Personal, Health and Social Education
Drama and Theatre	Physical Education
Economics*	Physics
English Language	Psychology*
English Literature	Religious Studies
French	Russian
Further Maths*	Spanish
Games	

** only available in the Sixth Form*

Citizenship is also taught in Key Stage 3 and Key Stage 4 through PHSE and other subjects.

10.1.2 Key Stage 3 Subjects

In Key Stage 3 all boys will study;

Creative Arts - Art, Drama and Music	Geography
Design and Technology	History
English	Computing

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Mathematics	<i>Short courses in Chinese Culture and Language and Classical Civilizations</i>
Sciences - Biology, Chemistry and Physics	Personal, Health & Social Education
Two foreign Languages - <i>from: French, German, Russian and Spanish</i>	Games
	Religious Education

Boys entering year 7 at Calday are normally placed in “unstreamed” Forms, although some “setting” in Mathematics will operate from the early in of Year 7.

10.1.3 Key Stage 4 Subjects

At Key Stage 4, the curriculum involves a series of options, designed to produce a balanced spread of subjects taken at GCSE. Students will study a range of subjects designed to enable them to achieve the English Baccalaureate. These are; English language, mathematics, two sciences, a modern foreign language and a humanities subject. In addition to these they will also study English literature, a third science and two further options.

All students have non-examination lessons in Games, PHSE and RE.

Students GCSE examinations are taken in Year 11. Subjects include:

Art & Design	Geography
Biology	German
Chemistry	History
Chinese	Mathematics
Computing	Music
D & T (Electronics)	Physical Education
D & T (Product Design)	Physics
Drama	Religious Studies
English Language	Russian
English Literature	Spanish
French	

10.1.4 Post-16 Subjects

Caldy Grange Grammar School's Sixth Form offers an exceptionally broad academic curriculum allowing students to choose from a wide range of subject combinations.

Most Calday students will take A levels in three subjects. In addition, they all take General Studies at AS level and some at A2 Level. A small number of students may elect to take a fourth subject but this will depend upon the outcome of their GCSE examinations and an interview. An Extended Project Qualification (EPQ), a research based qualification on an agreed topic of interest of their choice, is available to Year 13 students. The school will be trialling the Cambridge

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PreU Global Perspective course with a small number of Year 12 students in the school year 2016-17.

A Level courses last two for two years. If successful, students are awarded the full A Level at the end of year 13. Progression from Year 12 to 13 is dependent upon successful completion of Year 12 examinations held in June each year.

A' Level subjects currently offered are as follows:

Fine Art	Further Mathematics
Biology	General Studies
Business Studies	Geography
Chemistry	German
Computing	Government and Politics
Economics	Law
English Language	Latin
English Literature	Mathematics
History	Music
Psychology	Product Design
Physics	Physical Education
Chinese	Religious Studies
Drama	Russian
Electronics	Spanish
French	

10.1.5 Subject Choices

At every point at which decisions have to be made about subjects to be studied, parents and students are fully informed about the choices through booklets and parents meetings.

10.1.6 Subject Changes

Every year some students feel that they have made a wrong choice. We rarely veto a change of subject during the first half of the Autumn term although it is conditional on there being a place available and the student having met the entry requirements for the new subject. There are however many problems involved in changing subjects part way through a term. Catching up requires more than just copying notes. The teaching and involvement in the lesson is most important and the change involves a great deal more effort on the part of the late starter; it is difficult for a student to join a subject after the October half term. A change of subject may also involve a change in career prospects - students will not be allowed to start a new subject without full consultation with the Head of Year, Heads of the relevant Faculties and with the consent of parents.

10.2 Futures

The School has a Futures Advisor. Guidance interviews with students or parents are available either during or after school. Careers lessons play an important part within the Personal, Social and Health Education syllabus in Years 9, 10 and 11.

10.3 Learning Resource Centre

The aims of the Learning Resource Centre (LRC) are to:

- Provide information and materials in text and electronic form as a support to learning and teaching in the school.
- Provide students with the experience of learning by research and investigation, and to help them develop their information and study skills.
- Foster a love of books and reading for pleasure.

With these aims in mind, students are expected to follow the Library Code of Conduct when using the school libraries (Main LRC and G16) as part of the School rules.

The code of conduct stipulates that students will:

- respect library property
- respect other users
- ensure the areas are used safely
- return all library materials on time and in good condition
- follow the ICT code of conduct in the use of computers and printers
- follow existing School rules regarding Behaviour, Mobile phone use, Health & Safety etc.

Sixth Form students are able to use the facilities for quiet study throughout the day. Students from other years have access during break and lunchtimes on a timetabled basis. Years 7 & 8 have regular reading lessons in the library. The LRC is managed by a dedicated team of two staff members and is supervised after school until 4.30pm.

KEY STAGE 3 RESOURCE CENTRE

We are fortunate to have a separate resource centre for students in Year 7 and 8. This contains a wide range of fiction and non-fiction books and 30 networked PCs. This space is available exclusively at lunchtime for our Key Stage 3 students.

Our team often guides students in their reading choices but students can also search the

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library catalogue on our dedicated webpage calday.co.uk/lrc. If students cannot find what they are looking for, we are happy to take requests for new stock. Stock is refreshed several times a year to reflect new trends as well as changes to the Curriculum.

10.4 Music

Instrumental lessons are given by visiting teachers on all instruments; woodwind, brass, percussion, strings, drum kit and guitar. These extra lessons are voluntary. Details can be found on the school website at www.calday.co.uk/newstarters

10.5 Physical Education

Physical Education is part of the National Curriculum and is studied by all boys. A student who is unable to physically participate in any part of the Physical Education programme must bring a parental letter to school or it should be emailed in to the general email address – theschool@calday.co.uk and please specify which member of staff it is for. They will be required to participate as either a coach, official or sports leader. If there is a long term injury or medical problem, a Doctor's note may also be required.

10.6 Homework

Having good study skills is a very important part of effective development, but so are rich learning experiences involving extra-curricular activities such as sports teams, music lessons, drama, faith commitments and quality family time together.

We encourage all families to become involved in these types of enrichment activities. We also understand the tensions that homework can create in families who are trying to balance the demands of homework against other positive life influences. In recognition of this and in order to facilitate a good life balance, at KS3 we aim to set the following homework:

- English and Mathematics: three per fortnight
- Science, Languages and Humanities: once a week

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- Other subjects: once a fortnight

These tasks will be set when it is most relevant to effective learning and the timescale set should allow families the freedom to manage their family commitments.

At KS4 tasks will increase in recognition of developing study skills and to reflect the increasing demands of the learning. This should increase again in KS5 but by then our expectation is that students are very much in control of their own home study, working with staff towards agreed targets.

Sixth Form

Of all school activities, work in class and at home must have priority. We hope and expect that parents will take an active interest in their child's homework and that they will insist that it comes before other evening activities. We believe it helps to develop skills for study, organisation and time management and encourages the use of the library and other resources, all skills that will be needed later.

"Homework" is very different for Sixth Form students. Subject tutors WILL set work but this may only be one essay per week or even a fortnight. This essay will need a lot of preparation using issued textbooks AND other material in the form of library books etc. In addition to the work set, students will be expected to "read over" notes and do background reading for each of their subjects.

We would give the following advice:-

Planning Time: - we suggest that students keep a work log, at least for the first few weeks so they can see their work pattern. This will highlight discrepancies between the subjects and the time spent on each. Students must plan their time well. They need a work schedule and parents should, perhaps, ask to see this "plan". However, persistent enquiries about homework etc. can be counterproductive and create tension.

Time: - students should aim for a 40 hour working week. School, including study periods, will account for between 22 and 25 hours depending on the number of subjects the student is studying. Therefore students should be spending something in the region of 15-18 hours on study at home.

Concern: - Parents who are concerned about the amount of work being undertaken at home or who have any other worries should contact the relevant Head of Year.

10.6.1 Student Planners

Students in Years 7 to 11 are issued with a planner in September. Planners are available to Sixth form students on request if they require one.

Replacement planners may be purchased online from the [School Shop](#) at a cost of £2.00 (while stocks last).

Useful information for students can be found on the school website in the [Student](#) section. Timetables and homework will be available via the SLG (SIMS Learning Gateway). Students are expected to keep themselves organised using their planner and the SLG.

11.1 Monitoring Progress

Years 7-11

Attainment is currently monitored by the use of internal tests in most subjects during the year and by at least one annual formal examination. In years 7-8 the Attainment Marks are given as the student's current Calday Level. This system is based on the old system of National Curriculum levels.

At the end of Year 8 students are assessed by teachers according to the National Curriculum Levels.

Assessments and examinations in Years 9 and 11 are marked according to GCSE criteria and grades awarded from 1-9. End of Year examinations take place in late May/early June.

Boys in Year 11 take a "Trial GCSE" examination in early December and are awarded grades 1-9 on the basis of their performance in that examination.

- It gives students something to aim at. (either as a minimum expectation, or a standard to beat)
- It allows students to monitor their progress against realistic standards.
- It allows teachers to monitor student progress against potential and so pick up problems sooner rather than later.
- It gives parents some idea of the minimum grades that should be expected in Lower and Upper Sixth.

At the end of the first term, teaching staff are asked to highlight students who are either underachieving or struggling academically. These students and their parents are invited for a consultation interview with a member of the Sixth Form Pastoral Team. The aim of the interview is to identify the problem areas and work out strategies for improvement.

11.2 Reports to parents

11.2.1 Interim reports

An Interim Report showing attitude to learning, personal conduct and attainment is filled in by staff at intervals during the year and are taken home for parents to inspect and sign. Attitude to learning and personal conduct are commented on, ranging from 1-4. Attainment Marks (see 9.1.1) are also recorded on the Progress Report.

11.2.2 Full reports

A Full Written Report is prepared by every subject teacher indicating a student's progress, performance and approach towards their learning. These are sent out to parents once a year for boys in years 7-11.

Reports are issued at different times in every year. It is our aim to divide each academic year into approximate thirds ensuring that either parents evenings, interim reports, exam result and full reports inform parents at each stage of their child's progress.

11.2.3 Date of issue of reports

Detailed information relating to the date of issue of all the above types of report is contained in the termly [School Calendar](#).

11.3 Sixth Form

Progress Reports are produced at least twice a year. These highlight effort, attainment, work owing and work late, all of which help indicate how your son/daughter is coping with each of the subjects being studied. Please pay particular attention to effort and work owing/late. These areas give a clear indication if the student is failing to reach his/her full potential.

All students whose progress is a cause for concern will be interviewed by the relevant Head of Year to discuss strategies for improvement. Target Grades are noted on reports.

ALIS is a target setting system run by CEM (Centre for Evaluation and Monitoring) at Durham University. It is used by over a third of all Sixth Form providers to calculate subject specific and up-to-date targets for both A level subjects based on a student's GCSE average score.

Results in each subject and GCSE averages attained by students are plotted against each other. A statistical model is produced and is then used to produce targets that reflect actual performance in previous years in the specific exams that students are taking.

The targets take the form of a grade and a score; the grade reflects the potential final grade and the score gives a measure of where in the grade range the student is.

12.1 Examination information

Our aim is to enable students to view the examination process as a celebration of their education. We endeavour to create an environment that is safe and sympathetic to all students. All examinations are monitored by trained invigilators to ensure the integrity of the examination experience.

All examinations (internal and external) are run according to the rules and regulations set by the external examination boards, so from Year 7 onwards students have a true experience of the examination process. All students are given information and a briefing prior their sequence of examinations when the importance of expected behaviour is stressed.

Any queries regarding internal and external exams should be directed to the Examinations Office.

12.2 Public examinations

Students sitting external exams will receive a booklet containing a timetable and important and essential information. Useful information regarding examinations will be posted on the school website in the section called [Examinations](#); you are advised to check this regularly for updates.

GCSE

GCSE examinations taken place in the Summer term of Year 11 and are completed by the end of June.

Coursework and Controlled Assessment

Coursework makes up an important component in many subjects at GCSE. The final school deadline for coursework is towards the end of the Spring term. Students will be informed by subject tutors of exact deadlines and these will be detailed in the newsletter and on the school website.

Controlled assessment has replaced coursework in a number of GCSE subjects. Arrangements will be made on an individual subject basis. These assessments will be conducted in classrooms at various stages of the GCSE courses.

A Level Courses

School examinations will be completed in all subjects by June of Year 12. Courses continue to be taught following school examinations. Mock Year 13 examinations take place in January of Year 13 and A Level examinations will be completed by the end of June in Year 13.

Coursework

Coursework makes up an important component in many subjects at Advanced level. The final school deadline for coursework is towards the end of the spring term. Students will be informed by subject tutors of exact deadlines and these will be detailed in the newsletter and on the school website.

12.3 Internal examinations

Students sitting internal examinations will receive a timetable and a set of guidelines prior to each examination session. Useful information regarding examinations will be posted on the school website, you are advised to check this regularly for updates.

Key Stages 3 and 4

Students in Years 7, 8, 9 and 10 sit internal examinations during the Summer term. Information about the dates of these examinations is published in the school calendar and in the examinations section of the website.

Mock examinations

The mock examinations are a barometer of future GCSE performance. They can be an important indicator of where a student might need intervention prior to the main examinations. Mock GCSEs are held in November/December of Year 11.

Sixth Form

Students will be given tests at the end of each unit of work and as a result subject staff will be able to highlight students who are having problems or underachieving.

- Lower Sixth students who are under-performing will be interviewed by a member of the Sixth Form Team. Students who underachieve in two or more subjects will be interviewed with parents at the Lower Sixth Concern Evening. The aim of the interview is to discuss strategies for improvement in preparation for the modular examinations.
- The school notifies, by letter, parents of Upper Sixth Students who under-perform and there is an Upper Sixth Concern Evening in December.

13.1 Dress and appearance

13.1.1 School uniform

We believe that many people judge a school by the appearance of its students. For this and many other reasons, extremes of fashion are discouraged and we ask for parental co-operation in ensuring the smart appearance of the students.

School uniform is to be worn on all occasions, including parents' evenings, on the way to and from school, on organised trips and when representing the school in a team. The only exception is when the Headteacher or member of staff in charge specifically says that certain other clothing may be worn, such as 'non-uniform days'.

Key Stage 3 and 4

- A navy blue blazer of conventional design with the Calday Grange Grammar School badge. A new style blazer will be introduced for students joining year 7 in September 2019. Students in all other year groups will continue to wear the old style of blazer for the remainder of their time at the school.
- School tie - this should have the coloured stripes of the student's house, Bennett - Blue, Glegg - Red, Hollowell - Green
- Plain white shirt
- Black trousers – corduroy, casual cotton trousers and jeans are not permitted
- Navy blue v-neck pullover - either plain or with the Calday crest
- Plain black shoes – sports shoes or trainers are not permitted
- Outdoor coat –expensive fashion brand style of coats are discouraged.
- The school hooded PE top may be worn as outerwear but must not be worn under blazers.

Sixth Form

At Calday we recognise that Sixth Form students are young adults forming part of the school community. We have therefore developed a dress code that, we think, reflects their status.

Students are expected to dress in smart "office wear" suitable for a formal environment. All students should wear a suit and male students must wear either a Sixth Form school tie or a tie of their choice.

In the Sixth Form, students are allowed to wear simple stud earrings but no other facial piercings are permitted. Boys may have a neat beard and/or moustache.

BOYS

- Suit - either black, navy, dark grey or beige
- Plain short or long sleeved shirt worn inside the trousers
- A neutral jumper may be worn, plain or simple stripe, this must be in addition to a jacket (collar and tie should be visible)
- School House tie or own tie
- Brown or black shoes
- An outdoor coat may be worn on the way to school but must not replace the suit jacket. Expensive fashion brand style of coats are discouraged.

GIRLS

- Suit - with full-length tailored trousers, dress or skirt (either black, navy, dark grey or beige)
- Blouse or shirt, short or long sleeved, worn under the jacket
- A neutral jumper or cardigan may be worn, this must be in addition to a jacket
- Brown or black shoes
- An outdoor coat may be worn on the way to school but must not replace the suit jacket

13.1.2 Appearance

Outdoor coats must not be worn inside the school buildings.

Hair must be clean, groomed and tidy. Extreme hairstyles / coloured hair will not be tolerated. Boys hair must be cut so that it is clear of the shirt collar. It may not be dyed, 'streaked', tinted or bleached. Long hair must be tied back. Heads may not be shaved

In the Sixth Form neat moustaches or beards may be worn. Sideburns must be kept tidy.

In the Sixth Form simple stud earrings may be worn.

Full-length or long coats are not allowed as substitutes for jackets.

No student is allowed to wear jeans, trainers, sweatshirts or other forms of casual wear.

Girls should not wear any type of clothing that is revealing, i.e. low cut tops, crop tops or very short skirts.

Those who do not conform to the rules concerning dress and appearance will be sent home to dress appropriately.

13.1.3 School uniform suppliers

Some compulsory uniform and PE kit items can only be purchased directly from the school via our [School Shop](#). Please visit the [School Uniform](#) section of our website for details of how to order.

Items of uniform or PE kit not sold through the school shop maybe purchased from other stockists, including but not exclusively from:

Larry Adams	7a Banks Road, West Kirby CH480QX (0151 625 9424)
Cain of Heswall	187 Telegraph Road, Heswall CH60 7SE (0151 342 4698)
ID Uniforms	1 Carr Lane, Hoylake CH47 4BD (0151 632 7500)
Wirral Uniforms	Grange Precinct, Birkenhead, CH41 2XY (0151 647 9588)

13.2 Physical Education kit

A new style of PE kit will be introduced from September 2019 and is compulsory for students joining year 7. Students in all other year groups may wear the old style of kit or new style for the remainder of their time at the school.

The following kit is compulsory:

Spring and Autumn Term	<ul style="list-style-type: none"> - Long Sleeved Reversible Top - Long Sleeved Hooded Top - Shorts - Knee High Socks - Or students in year 8 and above may wear the old style reversible rugby shirt, plain black shorts, black football socks - Swimwear and towel - Moulded boots or football/rugby boots - Training shoes
Summer Term	<ul style="list-style-type: none"> - Short or Long Sleeved Multi Sport Top - Shorts - Knee High Socks - Or students in year 8 and above may wear the old style polo shirt, plain black shorts, black football socks - Swimwear and towel - Training shoes

Students will need to bring both boots and trainers to each PE lesson.

It is strongly advised that shin pads and mouthguards are used by all students when taking part in hockey and rugby activities. Fittings for mouthguards are arranged once a year, early in September, when a dentist comes into school. You will be able to pay for a mouthguard via [ParentPay](#).

A towel and have a shower after PE lessons. This also gives flexibility to the PE staff to change a lesson to swimming (for example in bad weather) without the need to give special advance warning to students to bring swimwear etc.

PE and games kit suppliers

You can only buy the new style PE kit from the school via our [School Shop](#). Please visit the [School Uniform](#) section of our website for more information and details of how to order.

13.3 Other Equipment and Kit

For all subjects

Students should always have a pen, pencil, rubber eraser, 30cm ruler, pair of compasses, protractor and set square.

For lessons and most public examinations in mathematics, the sciences and related subjects the use of a scientific calculator is required. A *Casio* scientific calculator is the recommended option and these are available to purchase from the [School Shop](#).

Students may refer to subject teachers for further advice.

For art

For Art lessons at KS3 students are required to have an A4 hardback sketchbook – an embossed with the school crest is available to purchase from the [parentpay](#). At KS4, students are required to have the A4 sketchbook and an A2 size portfolio to store & transport their work. All students are expected to bring to their Art lessons a selection of sketching pencils - HB,B, 2B & 4B, a pencil sharpener & a rubber. Other materials are provided for painting, printmaking & sculpture.

For technology

For technology lessons, students are advised to have 30cm ruler, black fine-line pen, pencils (HB and 2H), coloured pencils and/or 8-10 basic colour felt pens, and a file large enough to carry A3 paper 297mm x 420mm.

13.4 Marking of clothing and kit

Please ensure that ALL items brought to school, including all PE and games kit, towels, the clothes your child is wearing (including all underwear and shoes), bags, pens and rulers, etc. are clearly marked with their name. If items are named we are able to get lost property back to the individual fairly quickly.

13.5 Personal Property

13.5.1 Care of personal property

We discourage students from bringing valuable items to school.

13.5.2 Liability for personal property

Any private property brought by students to school is not covered by the School's Insurance. The Governors recommend parents take out their own 'all risk' insurance on personal effects as part of their normal household contents insurance.

The School will do its best to protect the valuables and clothing that students bring to school, and to educate them in care of their own and others' property. It is not possible to have a single system by which "valuables" can be looked after in a school as large as this, with many sites and crowded changing rooms (some of which cannot be locked). Students who have to bring valuable property to school for a particular reason should lock it away in their locker or ask their Form Tutor to look after it during the day, or their games teacher during games lessons. Although staff will do their best to help students to look after their property neither they nor the Headteacher can be held responsible for theft, loss or damage.

13.5.3 Forgotten items

Please only deliver items for your child at school that are genuinely important; forgotten homework, PE kit, etc are non-urgent items and students will learn from the consequences of their poor organisation and planning. In urgent circumstances we can hold items brought in but it is the responsibility of the student to collect any delivered items promptly from the Administration Office. Support staff will only deliver items directly to students in the case of an urgent medical or student well-being concern.

13.6 Mobile telephones, Tablets & Games Consoles

Electronic devices such as mobile phones, tablets, MP3 players, personal stereos may only be used during lessons with the class teacher's permission. Unauthorised use in class will result in removal and will need to be collected at the end of the day. Should an electronic device be confiscated more than 3 times, then parents are invited to collect it at their convenience. School is not responsible for electronic devices.

13.7 Lost property

It is very important that everything brought into school is named. Lost Property is returned to the owner if it is named. Students are encouraged to ask at the Administration Office if they have lost an item of property. All items of unclaimed, unnamed lost property is donated to a charity at the end of each term.

13.8 Lockers

School lockers are supplied and managed by an external company, ILS, who support over 100 schools across the country. ILS maintain the lockers (24-hour service period), empty, and clean them each Summer. Parents may purchase locker rental each year for the period September to July directly with ILS for the price of £22.

The locker size is as follows:

- Height: 595mm
- Width: 300mm
- Depth: 450mm

All rentals are subject to ILS terms and conditions which are available during the booking process.

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Lockers for September 2018 – July 2019 are available to book online at www.ilsschools.co.uk.

Lockers are subject to availability so please book early to avoid disappointment. You will be able to choose the location nearest to your child's form room. You will also be able to indicate whether they prefer a locker on the top, middle or bottom row. ILS deal directly with parents and send the keys out by post in August. The School holds a master key to enable the lockers to be opened when necessary.

14.1 Extra-curricular activities

A wide range of out of class activities takes place. These activities vary from year to year, but may include:

Amnesty International	Exchange Visits
Art Club	Games and Homework Club
Athletics	Golf
Badminton	Hockey
Band (Junior and Senior)	Languages Clubs
Basketball	Mock Trial Club (Junior and Senior)
Chamber Orchestra	Music
Chess Club	Netball
Choir	Orchestra
Christian Union	Outdoor Pursuits
Combined Cadet Force	Quiz Club
Computer Programming	Robotics
Cookery Club	Rugby
Cricket	Running
Cross Country	Samba Band
Debating Society (Senior and Junior)	Ski Trips
Dramatic Society (Senior and Junior)	Swimming
Duke of Edinburgh Award Scheme	Table Tennis
Exchange Visits	Tennis
Football	Visit to France
	War Games

All students are encouraged to take part in some of these activities. They help to broaden a student's experience beyond the classroom and to develop skills, abilities and teamwork across the age groups. More information is available on the Community section of the school website called [Student Enrichment](#)

15.1 Home to school travel

All relevant and up-to-date bus timetables and routes can be accessed via the Calday Grange Grammar School website within the Parents section of the school website called [Travel Information](#).

15.1.1 Public transport - local

The provision of public transport for students is the responsibility of Wirral LA. Bus routes, the number of buses, timings, and bus operators may vary from year to year. This information can be obtained from Merseytravel 0151 227 5181 or on the [Merseytravel](#) website.

15.1.2 Out of area transport

Calday Grange Grammar School in conjunction with West Kirby Grammar School operates bus services for students of Calday Grange and West Kirby Grammar schools who live in the Wallasey, North Wales and Chester areas. These buses operate on a daily basis. Information on the services is published on the school website at www.calday.co.uk/travel

Travel passes purchased for these must be shown to the driver at each time of travel and failure to produce a pass will mean that the child will be refused travel.

15.1.3 Free travel passes

Information on eligibility for the provision of free travel pass is available from the [Wirral Council](#) website or by contacting the School Admissions Team at Children's and Young People's Services on 0151 606 2000

15.1.4 Late Bus

To enable students to stay for school activities after the end of afternoon school there is a 676 bus timetabled to leave school at 5:00pm travelling via Irby, Pensby, Heswall, Barnston and Thingwall. The route is:

Column Road - Telegraph Road - Thurstaston Road - Thingwall Road - Whaley Lane - Pensby Road - Fishers Lane - Irby Road - Pensby Road - The Mount - Dee View Road - Thurstaston Road (Heswall) - Village Road - Gayton Road - Baskervyle Road - Well Lane - Glegg Arms - Barnston Road - Thingwall Road - terminating at Thingwall Roundabout.

You are advised to check the [Merseytravel](#) website for the timetable.

15.2 Road safety

The A540, which passes the school, is an extremely busy road with many motorists frequently ignoring the speed limit. Visibility is somewhat limited especially at the bend. Parents are urged to impress upon their child the need to take proper care when crossing Column Road before and after school.

Grammar School Lane also becomes congested, especially at the beginning and end of the day with buses arriving and departing.

A major problem is caused by parents setting down and collecting students from Grammar School Lane and on Column Road. We ask that parents do not set down or pick up their children in this area as to do so may cause serious traffic congestion and endanger lives. Parents should also not enter the school grounds to drop children off at the start of the school day or to collect them at the end of the day.

15.3 Car parking

As you will appreciate, there is a serious parking problem in and around the school. Students must not park on the school site.

Students are requested to avoid parking in the narrow side roads in the vicinity of the school or use the Sixth form car park to ensure that local residents have clear access to their driveways.

16.1 Responsibility before and after normal school hours

The Governing body is concerned that you should be aware of the problem of responsibility for the safety of children who arrive at school before the beginning of the school day, and remain behind after it.

The School wishes to make it clear that the school Staff and Governors cannot accept responsibility for any loss or injury sustained by your child on the premises more than ten minutes before the official beginning of the school day, nor more than ten minutes after the end of afternoon school, unless they are attending a supervised school activity.

You are asked to note that children are not normally permitted on school grounds or premises outside school hours, nor can the School accept responsibility for children who are arriving in the morning or leaving in the afternoon, and are outside school premises.

16.2 Accidents to students

When an accident requiring medical treatment takes place either in School or on a School organised visit, every effort will be made to contact parents. In the event of Parents not being available we will assume that we have your permission to take all necessary action to ensure the safety and health of your child which may include appropriate medical treatment. You must let the Headteacher know if you do not accept this position.

If your child has a medical condition that may affect him doing normal PE/Games lessons, parents are asked to inform the PE Staff to avoid any unnecessary injury.

16.3 Insurance of students

The school is insured for statutory liability insurance. See also [Section 13.5.2](#). Parents may wish to take out insurance for their children.

17.1 Payment for school purchases

Payment for school purchases, e.g. dinner money, trips, activities, services and products, is now done via our online payment system [ParentPay](#) or via our [School Shop](#).

You will require a username and password to set up an account before you can start to make payments via ParentPay. This will be given to you when you join the school. To make a payment you should access your account at www.parentpay.com there is a link to this at the bottom of every page of our website. You will be navigated to ParentPay where your online payment can be processed.

A ParentPay account is not required for purchases made from the [School Shop](#).

17.2 Student Enrichment Fund

The many enrichment activities at Calday bring breadth to a child's education, developing the individual further than within the confines of the classroom or laboratory. It would be impossible for us to conduct such a full range of activities without financial help from parents. By contributing £60.00 per year you will enable us to continue to provide the extensive range of enrichment activities for all students. We are suggesting that parents and supporters sign up to make a regular donation of just £5 per month; however, we are grateful for your support large or small and one-off donations to the fund are also welcome. The easiest way to contribute is via the donate page on our website [donate](#). If you are a tax payer, the School is able to claim *Gift Aid* on your donation, increasing a £5 monthly donation to £6.25.

Contributions may also be made through the school on line payment system [ParentPay](#), donations made via parent pay are not eligible for *Gift Aid*.

17.3 Grants available from Wirral LA

17.3.1 Free School Meals

Free school meals are available for children if their parent or carer receives certain benefits.

Registering for free school meals is confidential and is administered discretely at the school by our experienced catering team. See Section 5.2.1 for more information on how we operate free school meals at Calday. When you have completed your application, provided you are eligible for free school meals, you will not need to do anything else, we will be notified by the local authority and we will make contact with you.

[Apply Here](#)

17.3.2 Travel Contract (i.e. Bus Pass)

Information on eligibility for the provision of free travel pass is available from the [Wirral Council](#) website or by contacting The Director of Children's and Young People's Services (see address below), enclosing a stamped addressed envelope.

17.3.3 Contacting Wirral LA

Director of Children's and Young People's Services

Hamilton Building

Conway Street

Birkenhead

Wirral

CH41 4FD

Tel: 0151 606 2000

17.4 The Bennett Trust

The Trustees can give assistance in cases of hardship to parents/carers of children from families of limited means, larger families or those with particular financial problems.

Grants may be made in special cases of any kind not normally provided by the Local Authority and in some circumstances funds may be available for those students who have recently left school to help them in their chosen careers or in Further or Higher Education, provided they are less than 25 years of age.

Applications can be made at any time in confidence. The necessary form can be obtained from [Susan Humpreys](#), the Administrator of the Bennett Trust, via School.

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