



# Bishop's Hatfield Girls' School

Achieving our potential and enjoying the journey

## Information Book 2020

"This is an Outstanding School"

Ofsted 2016



Respect • Honesty • Ambition • Teamwork • Kindness • Trust



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## About the School

Bishop's Hatfield Girls' School was founded in 1960 as Hatfield Girls' Grammar School. In the 1970s, it grew in size and became fully comprehensive. We are now able to admit up to 150 girls in Year 7 and have nearly 900 pupils on roll including the Sixth Form.

Each year group contains girls of every ability and of varied backgrounds and this has become one of the school's strengths and attractions. Girls come from a wide area, including Hatfield, Welwyn Garden City, Welwyn, Potters Bar and some of the outlying villages.

We place literacy at the centre of all we do, acknowledging that the skills of communication (speaking, listening, reading and writing) are fundamental to learning and progress in all subjects and beyond the classroom.

In January 2012, we achieved academy status. In February 2017, we moved into our new building.

## Facilities

The buildings are situated in very pleasant landscaped grounds and gardens including good playing fields. Pupils take pride in their environment and have free access to all non-specialist rooms and areas at all times.

In addition to 25 teaching classrooms, the new building has well equipped specialist rooms including:

- A 4-court Sports Hall
- A Main Hall with retractable seating
- 6 Science laboratories and a Science studio
- 2 Art rooms
- Drama Studio
- Music rooms
- Food, Textiles and Graphics rooms
- A Library (with excellent, regularly updated fiction and non-fiction sections and ICT facilities)
- 3 ICT rooms
- A Dance and Activities Studio
- A Pupil Support Centre

The Sixth Form area is particularly well served by a common room, a social café area, private study facilities and good access to ICT.

All computers in the school are networked so that classes may work together on similar activities or individuals and groups may simultaneously be using a range of different programmes. Pupils have filtered access to the Internet on over 200 computers and can access their school files from home. Suites of ChromeBooks are also available for use to enhance learning in ordinary classrooms.

## Communication with Parents/Carers

In Years 7-11, parents/carers are kept informed of their daughter's progress with a tracking report or a Parents' Consultation Evening each school term. Parents/carers of students in Years 12 and 13 receive feedback through regular

progress checks. Parents' Consultation Evenings are held once a year for each year group.

We use a text messaging system daily to enquire about unexplained pupil absence and parents/carers are encouraged to use this to let us know if their daughter is unwell or will be absent for any reason. Most communications are now sent home electronically via InTouch. There is a Head of Year for each year group; they support the girls in all pastoral matters, from primary to secondary transition in Year 7 to choosing university courses in Year 13.

All pupils are placed in form groups which are also their Houses, led by Form Tutors. The tutor sees his or her group daily for registration. Form Tutors play a key role in helping the girls to organise and plan their time and work, as well as helping them to develop harmonious relationships with others. General matters should normally be brought to the attention of the Form Tutor whereas subject teachers should be consulted if any concern is over a specific curriculum matter.

Additionally, termly newsletters, news items on the website, Facebook, Instagram and Twitter all provide further information.

## Attendance

Parents/carers are reminded that they have a legal responsibility to ensure that their children attend school regularly. Only the school has the power to authorise a pupil's absence. Moreover, parents/carers do not have a right to take their children out of school during term time for the purposes of a holiday. We would ask parents/ carers to make medical and dental appointments for their daughters outside school time whenever possible and, similarly, arrange holidays outside term time. There is a strong link between good attendance and success in examinations. The school has discretion to grant leave of absence in very exceptional circumstances, but this is not automatic and needs to be requested in advance from Mr Wood. By law, holidays cannot be authorised.

## Child Protection/Safeguarding

At Bishop's Hatfield Girls' School we place great emphasis on the health, safety and well-being of every girl. We take all concerns seriously as we want our girls to enjoy their time at the school. The school works in partnership with parents/carers in every way possible to help and support their daughters to achieve their full potential and make a positive contribution. However, all schools have a clear responsibility placed on them by the Children Act 1989 and guidance from the Department for Education to safeguard the welfare of all their pupils. In doing so, schools are expected to consult with Hertfordshire's Children's Services if they believe there is a possibility that a child may be suffering from abuse or neglect.

A referral to Children's Services is not intended to be an accusation of any particular action or against any particular person. It is the reporting of concerns that have come to the

school's attention. This is in accordance with Hertfordshire's Child Protection Procedures.

Bishop's Hatfield Girls' School has a Child Protection Policy and a copy of Hertfordshire Area Child Protection Procedures, both of which are available for parents/ carers to see.

Mr Dudley is the Designated Safeguarding Lead for Child Protection with Mr Wood, Mrs Jackson, Mrs Alliott and Mrs Dayton as Deputy Designated Safeguarding Leads. They will be happy to discuss any questions or concerns parents/carers may have about Child Protection policies and practice.

Bishop's Hatfield Girls' School operates safe recruitment procedures in keeping with DfE guidelines.

## Equality

As a school community, we place a high value on all principles of equality and promote equality of opportunity throughout the school, both for those adults within the community and for all pupils. There is an Equality Policy, underpinned by policies on Race Equality and Disability Equality. We promote positive attitudes towards anyone with a disability and encourage participation of all pupils in all activities.

## Healthy Schools

The school regards health promotion as an important part of its role and takes every opportunity to make pupils, staff and parents/carers aware of this.

Our aim is to encourage the development of healthy lifestyles through education about health and by providing pupils with the skills to make healthy choices. Our work also extends to considering all aspects of school life and how they impact on these choices.

## Curriculum

### Key Stage 3

In Year 7 the majority of lessons are taught in all-ability form groups except for Mathematics, Computing and Science where they are taught in ability bands. The subjects studied in Year 7 are English, Mathematics, Computing, Science, two Modern Foreign Languages from French, German and Spanish, Humanities which includes Geography, History and Religious Education, Food, Art & Design, Music, Drama, Physical Education including Dance and one lesson per week of Life Skills which includes Citizenship, Personal, Social, Health and Economic Education.

Subjects studied in Year 7 are continued into Years 8 and 9. Banding continues in Mathematics, Computing and Science. Groups are banded for English, Languages and Humanities from Year 9. This enables each girl to learn most effectively at her own pace. Some girls receive extra Literacy support instead of taking a second language, depending on their individual needs.

In some practical subjects, girls are taught in smaller groups of about 24-26.

Specific information about the content of each subject can be found on our website.

### Key Stage 4

In Years 10 and 11 pupils continue to study English, Mathematics, Science, Life Skills and Physical Education. In addition pupils choose from a list of optional GCSE subjects including French, German, Spanish, Computing, Citizenship, Geography, History, Religious Studies, Drama, Music, Art & Design, Food Preparation & Nutrition, Graphic Communication, Physical Education and BTECs in Health & Social Care and Sport. All pupils take public examinations in their core and option subjects at the end of Year 11.

Specific information about the content of each subject can be found on our website.

## The Sixth Form

Bishop's Hatfield Girls' School is a full member of the Welwyn Hatfield Post-16 Consortium which has meant we have been able to expand our Sixth Form curriculum offer to include more A Level subjects and BTEC Diploma courses.

In Years 12 and 13 (Sixth Form) a wide range of courses is offered. Girls are currently able to choose from Advanced ('A') Level courses in: Art and Design, Business, Biology, Chemistry, English, French, Further Mathematics, Geography, Government and Politics, German, History, Law, Mathematics, Media Studies, Music, Physics, Physical Education, Psychology, Religious Studies, Sociology, Spanish, Textiles and Theatre Studies. BTEC programmes are offered at Level 3 in a range of subjects including Business, Health and Social Care, Performing Arts, and Sport. Full details are available on our website.

The 2016 Ofsted inspection report commented very favourably on the Sixth Form judging it to be Outstanding and specifically stating that, "The sixth form makes a very positive contribution to the school. Sixth formers undertake leadership roles and are effective role models to younger pupils." While all our students invariably perform well when compared with their prior attainment on entry to the school, we have been particularly successful in enabling many of them to achieve the highest grades, comparable to the best in the country.

## Online Learning

The school has adopted Google Classroom as our online learning platform. All pupils are registered in a digital 'classroom' for each of their subjects from which they are able to access resources, homework and announcements shared by each of their subject teachers. There are also pastoral classrooms for form and year groups. Google Classroom has proven to be a powerful tool for learning and provides the option of teachers and pupils being 'live' in lessons if they have to work remotely. Pupils quickly learn how to use it due to its easy to use nature and interactivity. We have found that Google Classroom has helped to develop independent learning skills and allowed teachers to further engage their classes.

## Assessment and Homework

Regular assessment of pupil progress is carried out by teachers in all subject areas throughout the year. Pupils learn how to make a realistic assessment of their own progress too. From Year 7, in those subjects where pupils are set or banded, progress is reviewed towards the end of each term and, if necessary, pupils are moved to another group from the beginning of the next term.

Homework is an important part of the assessment process and is set and marked regularly. Often homework will be an extension of a topic taught in recent lessons and may take the form of written work, research, reading or perhaps learning. All homework tasks require organisation and good study habits and pupils will benefit by taking the time to do their work carefully and well.

## Special Educational Needs and Disabilities (SEND)

The school's policy is that pupils with special educational needs and/or disabilities should be fully integrated wherever possible into all school activities. Their needs will be met by a combination of differentiated work and the support of either another teacher or a Learning Support Assistant within the mainstream class as appropriate or by withdrawal to our Pupil Support Centre. Some small group or individual withdrawal may take place for specific purposes, eg. to improve reading skills. We judge the success of our policy on the extent to which pupils are able to be fully integrated both academically and socially into classes and enrichment opportunities. The good progress they make, taking prior attainment into account, is also a measure of the effectiveness of the policy.

## Subject Information

### English Faculty

At KS3, English is taught in form groups, with the exception of Year 9 where pupils are banded into ability groups in English. In English, we focus on a range of reading, writing and spoken language skills (Years 7 and 8 also have the benefit of one lesson in the library).

At KS4, English Language and English Literature are compulsory and all pupils will cover a range of poetry, prose and drama from across the centuries.

At KS5, English Literature is offered as a linear A Level subject; this includes study of a Tragedy unit, a Social and Political Protest writing unit and the study of an anthology exploring different critical approaches. We also offer an A Level in Media Studies; this course analyses Media texts, discussing how they attract their audiences, represent people and places and questions how much influence the Media has on our lives. There is a balance of practical and theory work.

We aim to arrange theatre trips or an in-school visit from a theatre company every year. One aspect of our English teaching is drama in the form of plays and it is essential for our pupils to see a play as a performance, rather than as just words on a page. There are also various clubs available as

enrichment after school to complement our courses such as: debate club.

### Mathematics and Computing Faculty

Mathematics is one of the core subjects of the curriculum, underpinning many other subjects and being of importance in its own right. We hope that all pupils enjoy their Mathematics lessons whilst gaining knowledge that will be useful to them in everyday life and in further studies. We aim to ensure that each girl reaches her full potential in the subject and develops mathematical fluency, mathematical reasoning and problem-solving skills.

In Years 7 & 8 we build on work done in Key Stage 2 and cover topics from all areas of the maths curriculum. In Years 9 – 11, all pupils work towards their GCSE examinations in Year 11. Some also do Entry Level Mathematics throughout Years 10 and 11. In Years 12 and 13, we offer Level 3 Core Mathematics, A Level Mathematics, AS Further Mathematics and resit GCSE Mathematics.

All KS3 pupils study Computing once a week. Topics taught include e-safety, an introduction to computational thinking and algorithms, coding (Python and Scratch), HTML and website design, the hardware and software that make up a computer, and binary and its use in computing, graphics, cyber-crime and networks. GCSE Computer Science is being taught as an option subject in Years 10 & 11. A Level Computer Science is also available within the subjects offered by the Welwyn Hatfield Sixth Form Consortium. Other activities arranged by the Mathematics Faculty include:

- Mathematics Master Classes - these are organised by the Hertfordshire Mathematics Association for selected pupils in Year 9, in conjunction with the University of Hertfordshire
- United Kingdom Mathematics Trust 'Mathematical Challenges' – the Junior, Intermediate and Senior Maths Challenges are taken annually by pupils in Years 7 and 8, 9 and 10 and 12 respectively. Team Challenge Enrichment Club also runs
- Sixth Form lectures and courses - students studying A level Mathematics have the opportunity to attend a variety of lectures and courses at universities and other institutions.

### Science Faculty

Our aim is to provide the teaching and learning experiences which will enable our pupils to gain knowledge, understanding and skills which will be useful in everyday life and allow them to follow Science based courses to A Level or beyond. They are encouraged to be curious, ask questions and take an interest in the environment.

Our teaching methods include, but are not limited to, using practical work to help reinforce key concepts, dialogic strategies to make class discussions more purposeful, role plays, written work, videos, research, investigations and projects.

In Years 7 and 8 we teach all aspects of Science, i.e. Biology, Chemistry and Physics through the Dynamic Learning programme of study. Individual investigative work and

practical skills are an important part of the course. In Year 9 pupils start their GCSE programme of study. Assessment is both continuous and summative and homework, classwork and practical reports are all marked to provide data which informs our decisions on pupils' progress.

At GCSE the OCR Gateway Science programme of study is used. Courses within this learning pathway are: Combined Science and separate sciences in Biology, Chemistry and Physics. In Years 12 and 13 we offer A Levels in Biology, Chemistry, Physics and Psychology.

Each year a Science Fair is launched to coincide with National Science Week and pupils have the opportunity to show their investigative skills. The Science and Engineering Club and the Lego Robotics Club provide pupils with many after school activities which further develop their understanding of science. During the year, several educational trips are organised to fit into the curriculum such as visits to the RAF Museum, National Space Centre, the Science Museum and the Sanger Centre, Cambridge. We run a 'Friends of our Faculty' Scheme through which we have established links with the Lister Hospital, GlaxoSmithKline, University of Hertfordshire, Bosch and Leonardo. The school also benefits from the loan of university equipment through the Amgen Biotech Experience.

### **Expressive Arts Faculty**

The Expressive Arts Faculty comprises Drama, Music and Art & Design at KS3; GCSEs in Drama, Music, Art & Design and Graphic Communication at KS4 with access to Drama & Theatre Studies, Music and a range of Design courses at A Level through the Welwyn Hatfield Consortium.

At KS3, Music and Art are taught predominantly in form groups, whereas Drama is taught in six, smaller, mixed ability groups. In music, pupils learn to perform and compose in a variety of styles. They are taught to compose at the computer using "Sibelius" and practically by using traditional instruments including their voices. Girls' study of Drama starts with the principle areas of skills and the history of theatre (including Greek and Medieval theatre) and builds towards a social message based content including exploration of discrimination and environmental issues.

At KS4, Drama, Music and Art & Design are options choices, where the exam for each consists of both practical and written components. Music involves composition and listening. Drama involves improvisation, role play and performances. Art & Design courses are designed to be broad and flexible allowing pupils to develop skills in the use of a range of 2D and 3D media, painting & drawing, a wide range of decorative techniques and processes such as printmaking, working with fabric, sculpture and digital art. We promote independent learning strategies within the Faculty where pupils are encouraged to extend their skills and knowledge as they develop their research and investigation skills and their planning and making abilities.

For enrichment, we aim to arrange theatre trips or an in-school visit from a theatre company every year as it is essential for pupils to see plays live on stage. Dramatic/musical productions are produced yearly. There are also various clubs available as enrichment after school to complement our courses such as: Movie Stars, Drama Club, Guitar group and GCSE composition in Music. Instrumental and vocal lessons are also offered during the school day.

There are a number of enrichment activities in Music including two choirs, two bands and a number of ensembles. They rehearse after school, usually once a week and perform regularly in concerts, house music competitions and at professional venues. Our prestigious choir has a varied repertoire and performs annually at the Willow Foundation's Christmas concert at St Albans' Cathedral. Lady Salisbury regularly invites us to Hatfield House to provide entertainment at her charity coffee mornings.

In Art & Design, a number of enrichment activities are run throughout KS3 and KS4, these include trips to major London galleries such as the Tate and the National; visiting tutors and artists come in to school to run workshops and talk about their work including tutors from the Royal Academy who work with GCSE students. There are competitions run throughout the year, some of which are in-house and some are national, giving students of all ages the opportunity to succeed in a wider field. Visits by members of industry, such as engineers, promote and explain the importance of the creative subjects in a variety of career pathways to the girls. Enrichment clubs encourage creative development and give pupils the opportunity to extend and develop their own design practice.

### **Health Faculty**

Our Health Faculty vision is to enable our pupils to develop and nurture "healthy minds in healthy bodies". Within the Health Faculty, we facilitate the teaching and learning of courses that promote healthy practices and the knowledge of a healthy lifestyle through physical, emotional and mental health education. Our courses are fully inclusive, resulting in all pupils having the opportunity to enjoy the state of the art facilities our new school building has to offer. The Health Faculty is highly valuable in enabling our pupils to become articulate, well-rounded, trustworthy and successful young women.

Throughout their school life all pupils have lessons in Life Skills which includes Citizenship Education, Careers Education and Personal, Social, Health and Economic Education (PSHEE). Pupils also learn Physical Education and Food as compulsory subjects during Key Stage 3. At Key Stage 4, all pupils continue to enjoy Core PE lessons and we offer GCSE Citizenship, GCSE Physical Education, GCSE Food Preparation and Nutrition, BTEC Health & Social Care and BTEC Sport as option subjects. We also offer BTEC Health & Social Care at Key Stage 5. This broad curriculum offer enables students of all abilities to continue in their study of health-related subjects. We believe these subjects are complementary, inter-related and all contribute to a young person's personal development.

The Health Faculty offers a wide range of enrichment clubs including individual and team sport clubs such as Athletics,

Basketball, Cricket, Dance, Dodgeball, Football, Gymnastics, Hockey, Netball, Rounders, Rugby, Table Tennis and Volleyball to name a few. We also offer pupils the opportunity to take part in many local and district sporting competitions and share our talent with the wider community in events such as Sports Day and our biennial Gym & Dance Display. The Faculty also provides pupils with opportunities to compete in local and national non-sporting competitions, such as the Rotary Youth Speaks Competition and Model United Nations conferences.

As a Faculty, we offer a range of trips from local to global settings, including trips for Key Stage 4 and 5 Health & Social Care students to the University of Hertfordshire, trips to the Houses of Parliament for GCSE Citizenship pupils and global expeditions to developing countries such as Malaysia, Thailand & Swaziland through World Challenge trips. We annually share our Faculty vision through our highly successful "Health" and "Mental Health Awareness" weeks.

### **Humanities Faculty**

The Humanities Faculty is highly successful, attracting an increasing number of pupils at GCSE and A Level. There are six subject areas: Geography, History, Religious Studies, Government & Politics, Sociology and Law.

In Year 7 all pupils are taught Geography, History and Religious Studies within a combined Humanities curriculum. In Years 8 and 9 all pupils individually study Geography, History and Religious Studies. In Years 10 and 11 all girls are able to choose one or more GCSE courses from Geography, History and Religious Education. Pupils are mainly taught in all ability groups through differentiated work; continuous assessment ensures that we meet the needs of all the pupils. In the Sixth Form we offer 6 A Level courses: History, Geography, Religious Studies, Sociology, Government & Politics and Law. These are all taught as linear courses with students taking examinations after 2 years.

Our aim is to stimulate a lasting interest in the humanities subjects and to cater for pupils and students of all ages and abilities. We do this through delivering lessons in a creative teaching environment and offering our pupils a wide variety of teaching methods and resources. Pupils are given access to a range of materials and they are set challenging and stimulating tasks. They are encouraged to think for themselves and have the opportunity to experience the benefits of collaborating with other pupils. All classrooms have interactive whiteboards installed. We regularly use a class set of chromebooks, visualisers and artefacts. Constant support and guidance are offered to our pupils and in return we expect them to give of their best.

Pupils are expected to produce regular homework and we try to vary the tasks given. These include project work and written tasks, research and creative tasks, source based work and reading.

A large number of extra-curricular trips are organised for all year groups. We also offer a range of highly popular after school enrichment clubs.

### **Modern Foreign Languages Faculty**

A BHGS Linguist

- Learns through interaction with others
- Imagines, creates and plays with language
- Never worries, is confident, takes risks and learns from mistakes
- Gets pleasure from using language; enthuses about it
- Uses every opportunity to express new ideas, and is
- Is internationally aware and explores other cultures
- Shows passion and curiosity for languages, and is
- Tenacious!

In Key Stage 3 pupils study two foreign languages from French, German and Spanish, continuing with both languages throughout Key Stage 3. Years 7 and 8 are taught in mixed ability tutor groups and Year 9 in bands. Key Stage 4 classes are taught in GCSE option groups. Sixth Form students follow the respective A Level courses within the Consortium of local schools.

Staff use a wide range of techniques, including whole class teaching, pair work, group activities and independent assignments. The initial focus is on the skills of listening and speaking with the correct pronunciation, while this is rapidly extended to include reading and writing skills including the correct use of grammar with a view to developing the necessary skills required for the new GCSE examinations.

Homework is set at an appropriate level for each group, and may involve creative writing, listening, on-line tasks, reading comprehension, collaborative work, preparation in work books, dialogues, display work, learning for a test or even writing to a pen friend.

The course books are supplemented by additional material and assessed online tasks for GCSE are used. It is recommended that all pupils have their own copy of a bi-lingual schools' dictionary for each language studied.

Year 9 pupils have the opportunity to take part in an educational visit to explore the rich variety of language and culture in France and Germany. There are successful trips to Alsace in France, and the Black Forest in Germany. In the past, Year 10 pupils have visited Barcelona in Spain and our partner school in Greifswald, Germany. Language Clubs (including a Polyglot Club) are offered as activities after school. Young MFL Leaders from Year 10 are trained to undertake language learning with younger pupils in local primary schools. There is also a programme of House-related MFL activities.

Girls who are literate in another language are also able to sit examinations in this through the school.

### **The Sixth Form**

The Sixth Form is a blend of students continuing with the Bishop's Hatfield experience, newcomers and Consortium students. All come together to contribute to a diverse, stimulating and interesting Sixth Form community which plays a major part in the overall success of the school. High standards are reached through the hard work of both students and staff and by their constant review and re-assessment. Like that in the main school, the atmosphere in the Sixth Form is relaxed and friendly but always purposeful

and encouraging of self-discipline and independence. Sixth formers have their own dedicated space at school including the Sixth Form common room, café and study room with IT facilities.

The Sixth Form is part of the Welwyn Hatfield Post-16 Consortium and this allows students to access a very wide range of courses and to choose subjects in almost any combination. Subject staff collaborate effectively across the Consortium schools and pupils have access to the facilities and opportunities at any site where they have lessons. A Consortium bus is provided at lunchtimes to enable students to travel to other sites where necessary.

Individual support and guidance is given to enable students to progress from the Sixth Form on to the next stage in their education or to employment. Tutors and subject teachers work with students, often in small groups, to help them to gain confidence and develop the independent learning skills essential for higher education and the world of work. A wide range of enrichment activities is offered including overseas visits, subject master classes, higher education fairs, visiting speakers and summer schools

Students also are encouraged to take opportunities to develop leadership skills by making varied contributions to the life of the school, such as counselling and mentoring younger pupils, running enrichment activities, acting as Form Prefects and supporting younger pupils in lessons. Students may also be elected to take on positions of responsibility such as House Captains, Senior Prefects and Head Girl. Sixth formers may also apply for a Post-16 Bursary where they may have a financial need.

## Enrichment Activities

We have an extensive programme of after-school Enrichment Clubs and Activities every day except Tuesdays. Girls can choose from over 30 clubs and we encourage all our pupils to participate in at least one activity per week. A full list of current activities is available on the school website and some specific examples of enrichment are detailed below.

Enrichment Activities and Clubs also take place during lunchtimes and sometimes during weekends and holidays, e.g. Duke of Edinburgh Award, World Challenge etc.

**Drama** Regular clubs leading to full productions, eg The Caucasian Chalk Circle, Antigone, The Good Person of Szechuan, We Will Rock You.

**Music** Choirs and orchestras cover genres from Jazz improvisation, current chart music and songs from the musicals to Beethoven orchestral music and Benjamin Britten carols. We run our own Carol Service annually at St Etheldreda's Church in Old Hatfield. We offer individual music tuition for girls to learn an instrument or singing. A reasonable charge is made for this.

**Maths** Each year, girls take part in the UK Schools' Mathematical Challenge at Foundation, Intermediate and

Senior levels. Gold, Silver and Bronze awards are given to the girls who have done exceptionally well.

**Science** The Science Faculty runs a Science Club targeted at KS3 pupils. We also have an annual Science Fair where girls can explore a science based interest and prepare a presentation for visiting Scientists/Industrialists who judge all the entries and award 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> place prizes appropriately.

**Trips and Visits** Places visited include Kew Gardens, the Science Museum, the National Space Centre, the National History Museum, the Imperial War Museum, the Tate Gallery, London Theatres and places of religious worship. Study trips abroad also take place annually to France, Germany and Spain, including the Battlefields and sometimes further afield, e.g. Iceland in 2017 and 2019. Duke of Edinburgh and World Challenge expeditions also take place.

**Sport** A full range of clubs, practices and matches is offered during the lunch break and after school achieving a good balance between competitive sports and the creative aspects of the subject. Hockey, Netball, Gym, Table Tennis, Athletics and Trampolining clubs take place after school for pupils of all abilities. Other sports can also be offered subject to demand.

## House System

Each girl is assigned a house when she joins the school which is also her form. The houses are named after women who have made a difference to society as follows:

Jane AUSTEN - author

Rosalind FRANKLIN – scientist

Zaha HADID – architect

Lily PARR – footballer

Mary SEACOLE – nursing pioneer

The house system gives broader opportunities for healthy competition (eg accumulation of merits), leadership opportunities, cross-year collaboration and a sense of identity. House competitions run in all subject areas and throughout enrichment. House points are awarded for a huge range of achievements, from academic success to 100% attendance. Success in activities outside school is also recognised.

## Pupil Code of Conduct

Our pupil code of conduct is simple and fair. It exists to create a working atmosphere in school so that the girls can develop a responsible attitude, both in school and in the local community. Our code relates to personal appearance, behaviour, personal safety, consideration for others, personal property and respect for our environment.

We want everyone to act with courtesy and to treat others with consideration and respect. We wish to acknowledge individuality whilst promoting a safe and happy school for all. Everyone has a part to play in this.

**“We will strive to uphold our core values of respect, trust, honesty, teamwork, ambition and kindness”**

The school expects ALL pupils to:

1. Attend school regularly and on time.

2. Respect and follow school uniform and jewellery rules at all times.
3. Accept the authority of adults and follow instructions promptly and willingly including while on trips/visits, when representing the school and in the neighbourhood of the school.
4. Behave and speak respectfully to everyone, using appropriate language at all times.
5. Respect all property, keeping it free from damage. Keep the school tidy by not chewing gum or dropping litter and by eating only in the allocated areas.
6. Arrive at lessons on time, with the necessary books and equipment, including the BHGS Planner.
7. Settle quickly at the start of the lesson and listen to the teacher in silence, putting up your hand if you wish to speak or need any help.
8. Work quietly, safely and cooperatively to the best of your ability; complete all classwork and homework on time.
9. Walk around the school sensibly and quietly. Shouting around the school is unnecessary and inappropriate
10. Not to use mobile phones or any other personal electrical equipment on the school premises during the school day (inclusive of detentions and Enrichment Activities) unless being used for a specific lesson.
11. Not to smoke or bring into school alcohol, dangerous objects or illegal substances.
12. Not endanger the safety or well-being of other pupils or members of the public when travelling to and from school, upholding the excellent reputation of the school at all times.

**“Allow everyone to learn and the teacher to teach”**

## Discipline

Behaviour which undermines our school rules will always be responded to promptly and punished, if necessary. The consequences of bad behaviour are enshrined in the ‘Actions and Consequences’ document.

This may take the form of:

- Extra work or activities, set to be done either at home or at school.
- Detention - where a girl is detained at lunchtime or after school. We always advise in advance, by letter, of the detention which is to be held after school on a Wednesday for one hour. Detentions are a legal sanction the school can impose.
- Removal from lessons, for a period of time, to the Pupil Support Centre.
- In the event of continued misdemeanours, parents/carers may be contacted by the Head of Year or Head of Faculty so that an appointment can be made to discuss the problem more fully.
- In extreme cases a pupil may be excluded on a fixed-term or permanent basis.
- A fixed-term exclusion, while it may involve just one day from school, is nevertheless the first step in the school's formal disciplinary procedure, and will be notified in

writing to the Governors and the Local Authority. It is, therefore, regarded as a very serious matter.

- Further need to discipline may lead to permanent exclusion. Permanent exclusion without previous fixed-term exclusion remains as an option in the event of an exceptionally serious incident.

When parents/carers accept the offer of a place for their daughter at Bishop’s Hatfield Girls’ School, we expect that they also accept and support the school’s rules and values on behalf of their child. Naturally, we expect their co-operation and support over issues such as behaviour, uniform and attendance so that we can work in partnership to provide their daughter with an education appropriate to her needs.

## Praise and Reward for Good Work

Especially good classwork or homework from pupils in all year groups may receive house points. These awards may also be gained for a piece of work that demonstrates special effort or progress over a period of time.

We hold an annual Prize and Certificate Evening where examination certificates are presented and girls’ achievements across all year groups are celebrated.

## School Uniform

We consider that wearing a school uniform is an essential characteristic of Bishop’s Hatfield Girls’ School, since it encourages girls to identify themselves as members of our school community and it provides a special form of training for later life. We expect a tidy, smart appearance and the wearing of sensible clothes at all times. In order to maintain standards, if a girl is in incorrect uniform and with no note from home to explain why, then we will either ring home and ask for the correct uniform to be brought into school or the girl will be sent home to change.

**Skirt:** BHGS Skirt worn no higher than 7.5cm above the knee.

**Trousers:** Smart straight cut plain navy not black. Hipsters, jeans, flares are not acceptable.

**Blouse:** School style in honey yellow. If T-shirts are worn beneath blouses, they must not be visible. No polo necked jumpers to be worn beneath blouses.

**Jumper/Cardigan:** School style knitted material, V-necked with embroidered school logo.

**Socks:** White or black ankle socks. NOT trainer socks.

**Tights:** Plain black tights. NOT PATTERNED.

**Shoes:** Strong black shoes with low heels. WE DO NOT ALLOW sling backs, backless or toeless shoes, platform, wedges or high heels. Fabric shoes eg. plimsoll or trainer-like canvas, nor shoes decorated with sequins or diamante. NO BOOTS or TRAINERS.

**Head scarves:** Only plain navy blue or black scarves can be worn for religious purposes.

**Additional Items:** Overall for Science, Art and Design.

Apron for cookery.

**PE kit:**

- Bishop's navy with yellow panels school PE top with school emblem and initials
- A navy with yellow panels skort with school emblem and initials
- Indoor trainers – No black soled trainers permitted
- White sports socks for athletics, cricket, netball, rounders and tennis
- Football boots/outdoor trainers/Astroturf trainers
- Long navy socks with 2 stripe yellow trim
- Black leotard for dance and gymnastics
- Gum shield for hockey and rugby
- Shin pads for hockey and rugby

**Optional:**

- Navy sweatshirt/tracksuit with school emblem and initials
- Plain navy jogging trousers
- Black sports leggings with school emblem and initials for dance, gymnastics and trampolining
- Navy sports leggings with school emblem for athletics and fitness
- Navy hooded jumper with school emblem and initials
- Bishop's navy drawstring sports bag with school emblem and initials
- Navy blue athletics shorts with school emblem

Initials should be embroidered on the outside of all PE kits so it is clearly visible for the PE staff to see.

The name and form of each child should be written or sewn into the inside labels.

**Jewellery:** WE DO ALLOW a watch (NOT SMART watches) and ONE pair of small plain gold or silver ear studs, one in each lower ear lobe. One charity wristband can be worn.

WE DO NOT ALLOW ear lobe stretchers, no nose/tongue studs/retainers of any kind, other body piercings or other jewellery. No tattoos (including henna).

**Hair:** WE DO ALLOW all one natural colour including braids and extensions with a simple black, navy blue or white hairband or tie

WE DO NOT ALLOW coloured streaks, dip-dyed hair or hair decorations. No unnaturally, brightly or dip-dyed or shaved hair permitted or hair adornments such as beads plaited into the hair.

NO makeup, nail varnish/acrylic or gel nails/ adornments are allowed.

Nails must be trimmed to a short length.

## Complaints' Procedure

We hope that most concerns that parents/carers may have will be resolved by informal discussion with the relevant member of the school's staff.

However, should there be formal complaints in connection with the Curriculum, Collective Worship or other statutory responsibilities these will be dealt with as outlined in the Complaints' Procedure on the school's website.

## Access to Statutory Documents

Copies of information which must be made available under the Freedom of Information Act are held at school. These may be inspected on request. Parents/carers are informed of the nature of information held at the start of each school year. School policies are available on the school website.

## Data Protection

The school takes data protection extremely seriously and a Data Protection Officer has been appointed in line with the new General Data Protection Regulations. Please refer to the Data Protection Policy and Privacy Notice on our website for more information.

## PROVISIONAL SCHOOL TERM & HOLIDAY DATES 2021 -2022

<b>AUTUMN TERM 2021</b>
Wednesday 1st September to Tuesday 21st December 2021
Half-Term: Monday 25th October to Friday 29th October
<b>SPRING TERM 2022</b>
Wednesday 5th January to Friday 1st April 2022
Half-Term: Monday 14th February to Friday 18th February
<b>SUMMER TERM 2022</b>
Tuesday 19th April to Friday 22nd July 2022
Half-Term: Monday 30th May to Friday 3rd June

*INSET Days and Occasional Day to be decided*

<b>THE SCHOOL DAY</b>	
<b>8.35 am</b>	<b>Registration/Assembly</b>
<b>8.55 am</b>	<b>Lesson 1</b>
<b>9.45 am</b>	<b>Lesson 2</b>
<b>10.35 am</b>	<b>Break</b>
<b>10.55 am</b>	<b>Lesson 3</b>
<b>11.45 am</b>	<b>Lesson 4</b>
<b>12.35 pm</b>	<b>Lunch</b>
<b>1.20 pm</b>	<b>Lesson 5</b>
<b>2.10 pm</b>	<b>Lesson 6</b>
<b>3.00 pm</b>	<b>End of School</b>
<b>3.00 pm – 3.50pm</b>	<b>Enrichment Activities every day apart from Tuesday. Lesson 7 for GCSE Triple Science on one day a week</b>

The school buildings are generally open for some time before and after school, however, it is advisable that pupils do not arrive too early or remain for any length of time after school finishes. This is because we cannot provide supervision beyond 10 minutes at the start and end of the school day. This does not, of course, apply when girls are taking part in Enrichment Activities organised by the school or are in detention. Girls not taking part in these activities should be off site by 4.30pm.

**We have taken care to ensure that all the information contained in this Information Book is accurate at the time of writing. There may, however, be changes made before, during or after the beginning of the next school year which we cannot, at present, foresee.**