

Year 8 Information Evening, 2026

Welcome & Close

Mr Goodall, Headteacher

*Pastoral Support & Personal
Development*

Miss Rayner, Head of Years 8 & 9

Curriculum, Teaching and Learning

Mrs Norris, Deputy Headteacher

SEND

Mrs Ashby, Director of SEND and
inclusion

Safeguarding, Attendance & Behaviour

Miss Holmes, Assistant Headteacher



WELCOME



Mr Goodall Headteacher



*Inspire
Empower
Shape The Future*

AND A WARNING...



PERSONAL DEVELOPMENT



KS3

Participation

KS4

Responsibility

KS5

Service



PASTORAL

Miss Rayner Head of Year 8 & 9



*Inspire
Empower
Shape The Future*

PASTORAL

Year 8 Team



*Inspire
Empower
Shape The Future*

MEET THE FORM TUTORS



Mr K Win
Britons



Ms Skelhorn
Danes



**Miss Betteridge/
Ms Harris**
Normans



Mr C Black
Romans



Ms Vijauan
Saxons



**Ms Ormsby/
Mr Robson**
Vikings



MEET THE YEAR 8 TEAM



Miss Rayner
Head of Year 8 & 9



Clare Chambers
Learning Mentor



Sophie Henry
Learning Mentor



Shelley Mitchell
Attendance Officer

For the Year 8 team please use year8enquires@swbgs.com

For other members of staff please always use parents@swbgs.com

For attendance please use absence@swbgs.com

School phone number (01628) 816500

MEET THE TEAM



**Mrs Norris,
Deputy Headteacher
Academic / Curriculum**



**Miss Holmes,
Assistant Headteacher
Pastoral / Behaviour / Personal
Development**



**Mrs Ashby
Director of SEND &
Inclusion**



**Ms Harper
Safeguarding Lead**



**Mrs Wingrove
Careers Lead**

For the Year 8 team please use year8enquires@swbgs.com

For other members of staff please always use the parents@swbgs.com

For attendance please use absence@swbgs.com

School phone number (01628) 816500

GOALS FOR THE YEAR!

Participate

Be proactive about seeking out opportunities.



Be kind

To yourself and to others. Seek support when you need it and provide it when you can.

Be responsible

Take responsibility for yourself and your actions. This includes organisation, self-awareness and recognition of when things go wrong, how you can change it.

Year 8 Participation Opportunities



Something for everyone...

CO-CURRICULUM

- Our extensive co-curricular programme plays a key role in the culture and character of Borlase
- Huge number of clubs, societies, ensembles, activities & trips for students to be involved in every week, providing:
 - Opportunities for participation & success
 - Academic enrichment
 - Development of teamwork and leadership skills
 - Cross year-group collaboration
 - Enjoyment and pride in school life, including social opportunities
- Supports future pathways & careers
- Opportunity to shape school life e.g. as an 'SVC' Representative (Student Voice Committee)
- Some clubs take place before school, some at break/lunchtime, some after school
- Many clubs are led by students



House System & Competitions

Opportunities for all students to compete for their house across a range of disciplines e.g. Quizzes, Bake-off, Cross-Country

Performing Arts

Music, Dance, Drama & Technical Theatre clubs & ensembles (over 30); regular performance opportunities both internal and external; Junior Musical Production (launched in January)

CO-CURRICULUM

Sports

Hockey, Football, Netball, Rugby, Athletics, Badminton, Volleyball, Basketball, Fitness; regular fixtures and outstanding facilities

Academic Societies

STEM e.g. Astrophysics Soc, Engineering Soc, F1 Soc, Architecture Soc
HELM e.g. Debating Soc, True Crime Soc, Film Soc, Ancient History Soc



Parents & Carers Information Centre

Home Year 7 Handbook Exams

Key Information



Calendar & Term Dates



Trip Overview for Reference



Parent Pay



Support Us

09 September 2025

CLUB TIMETABLES



Co-Curricular

Student Information Centre

Home Useful Links Key information Teaching and Learning Co-Curricular Careers Tutor time and assemblies

Performing Arts Clubs 2025-26

	DANCE STUDIO 1	DANCE STUDIO 2	DRAMA ST
PERFORMING ARTS CLUBS 2025-26			
BREAK	Curriculum Rehearsal ALL YEARS	Curriculum Rehearsal ALL YEARS	Curriculum Re ALL YEA
MON	K53 Dance Club K53 Laila Wright and Anella Huggins	Curriculum Rehearsal ALL YEARS	Curriculum Re ALL YEA
AFTER SCHOOL	Evolve ALL YEARS (By Audition) Mrs Robinson	Choreography KS4-5 Mrs Hindley	Senior Musical KS4-5 YEARS 10 ARTS TE
8.00am	Curriculum Rehearsal ALL YEARS	Curriculum Rehearsal ALL YEARS	Curriculum Re ALL YEA
BREAK	Curriculum Rehearsal ALL YEARS	Curriculum Rehearsal ALL YEARS	Curriculum Re ALL YEA
TUE	K54 Dance Club Holly Dalton and Freya Barnes Taufiah Haywood, Erin Makkaborg, Samantha Hill	b	Year 7 Dram Mr Tokerlan a Bayne Drama Student Lucie Greaves a White
AFTER SCHOOL	Curriculum Rehearsal ALL YEARS	Curriculum Rehearsal ALL YEARS	Curriculum Re ALL YEA

Performing Arts 2025-26

Extracurricular Sport planner 25/26

Day	What	Who	Where	Time (if different)	Staff	What
Monday	Hockey	U13 Boys	Sports Hall	07:15	TM	Badminton
		U13 Girls	Sports Hall	07:15	TM	Hockey Skill
	Rowing	J15's	Gym	07:00	JH	
Tuesday	Hockey	U12 Boys	Sports Hall	07:15	TM	Fitness club
		U12 Girls	Sports Hall	07:15	TM	Hockey Skill
	S&C	U13 Boys	School Astro	07:15	MM	Basketball
		U13 Girls	School Astm	07:15	MM	

Societies Table 2025 : Timetable

Societies 2025

Key Information



Calendar & Term Dates



Trip Overview for Reference



Parent Pay



Support Us

TRIPS & VISITS



Trip Overview for Reference

1					
2					
3	Trip Name	Date of Trip	Term	Year Group	Type Curriculum/Purpose
4	West Wittering	25/9/24	Autumn	11	Day Geography
5	Our Country	25/9/24	Autumn	12 13	Evening Drama
6	Goethe Institute Careers Roadshow	27/9/24	Autumn	9	Day German
7	Sky Up Academy Event	4/10/24	Autumn	11	Day Careers
8	Keats House	9/10/24	Autumn	13	Day English
9	French Exchange - Inbound	12-18/10/24	Autumn	10	Residential French
10	French Exchange - London	16/10/24	Autumn	10	Day French
11	Washington - New York trip	18-26/10/24	Autumn	13	Residential History, Politics, Econ
12	Royal Albert Hall	5/11/24	Autumn	10 11 12 13	Evening Music
13	Coriolanus	7/11/24	Autumn	12 13	Evening Drama / English
14	BTEC Production Arts trip to Royal Opera House	11/11/24	Autumn	12 13	Day Tech Theatre
15	Parliament Trip	11/11/24	Autumn	12	Day Politics
16	ESU Debating	11/11/24	Autumn	13	Evening English
17	GB Rowing Trials	15-16/11/24	Autumn	11 12	Residential Rowing
18	Biology in Action	15/11/24	Autumn	12	Day Science
19	Spanish BFI Trip	15/11/24	Autumn	12 13	Day Spanish
20	STEM Fest	19/11/24	Autumn	7	Day Science
21	Christmas Carol Trip	22/11/24	Autumn	11	Day English
22	French BFI Trip	22/11/24	Autumn	12 13	Day French
23	US Politics Conference	22/11/24	Autumn	12 13	Day Politics

Free of charge	
Free of charge	
£125.00	
£28.00	
£14.50	
Free of charge	
£40.00	
£15.60	
£25.00	

UKSA Residential Week

A 3 day residential trip visiting the UKSA site on the Isle of Wight (Wednesday June 30th- Friday July 2nd)

The trip builds friendships and resilience, providing students an opportunity to build skills outside the classroom. The cost will be around £465 including transport, all meals and activities.

More information and final costings/payment deadlines will be in the Head's Friday letter





Responsibility

PASTORAL

Building Responsible Routines

- ❖ Uniform
- ❖ Planners
- ❖ Exercise books
- ❖ Homework
- ❖ Equipment
- ❖ Punctual Attendance

- ❖ Form Prefects
- ❖ SVC (Student Voice Council) Representative
- ❖ Eco Council Representative



Year 8 Tour Guides

Open Evening – Wednesday 23rd September

School ends at 1.40pm

Year 8s back in school for 5.10

Pick up time 8.15

Details in the Heads Update on Friday





SIR WILLIAM BORLASE'S
GRAMMAR SCHOOL

Te Digna Sequere Award

An award that celebrates your participation and taking on more **responsibility**

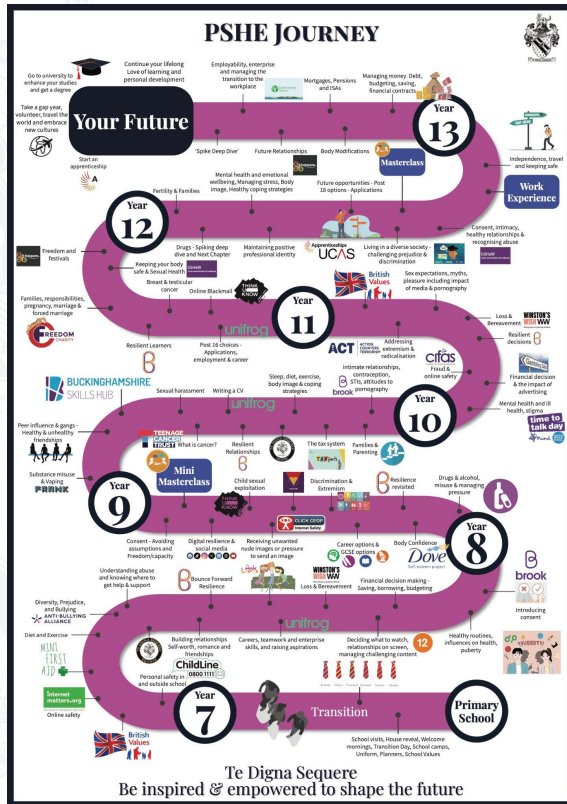


An award that celebrates your **achievements** that are not purely academic



*Inspire
Empower
Shape The Future*

PSHE



- Drugs & alcohol, misuse & managing pressure
- Body confidence
- Resilience revisited
- Career options & GCSE options
- Discrimination & Extremism
- Receiving unwanted images or pressure to send an image
- Child sexual exploitation
- Digital resilience & social media
- Consent

SAPS/AFTER SCHOOL

If attending an after school (3:30pm) activities parents should arrange safe transport home.

The school library is open and staffed until 5:15pm each day for students to self study.

We will also offer support after school from 3:30pm to 4:30pm on Wednesdays where year 7-9 students can be supported by our learning mentors and older students. This is called SAPs (Supporting Aspiration and Progress).

Teachers can also refer students to SAPs to support their learning.



GOALS FOR THE YEAR!

Participate

Be proactive about seeking out opportunities.



Be kind

To yourself and to others. Seek support when you need it and provide it when you can.

Be responsible

Take responsibility for yourself and your actions. This includes organisation, self-awareness and recognition of when things go wrong, how you can change it.



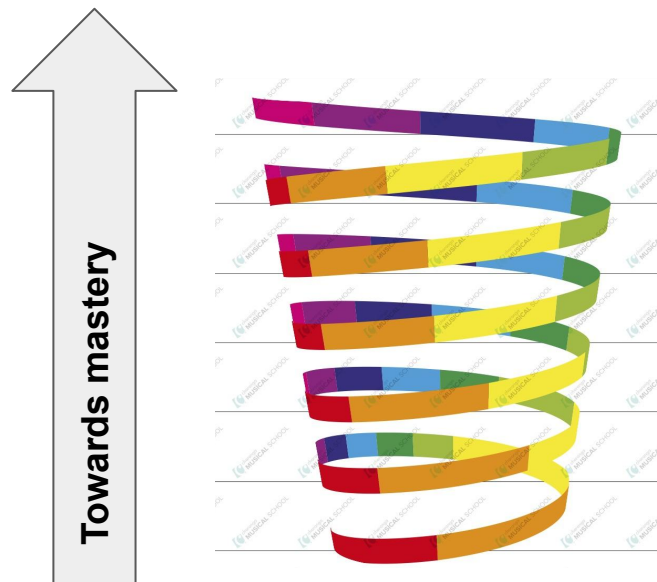
Mrs Norris Deputy Headteacher



Building on Year 7, looking to Year 9 and beyond

- **Stretches and develops** depth of skill and core knowledge from Year 7
- The foundation to make GCSE Options choices in May - one language, and three further options
- Emphasis on problem solving, experimentation and fostering **ever greater independence**
- **Identifying where students need more support**

LEARNING IN YEAR 8



Year 7 and 8

- English, Maths, Sciences, PE, PSHE, RS Philosophy and Ethics - **5 Year Curriculum**
- History, Geography, Art, Dance, Drama, Computing, Music, Design Technology (including Food) - **2 Year Key Stage 3, laying foundations for GCSE options**
- MFL - French, and in Year 8 a second language is added - German or Spanish.

Looking ahead to GCSE options...

- **One language and three option subjects are chosen in May of Year 8 to follow for GCSE in a 3 year KS4 - allowing students to have more enriched experience of their chosen subjects.**



Y8 Subject	Half term 1 learning	Half term 2 learning	Half term 3 learning	Half term 4 learning	Half term 5 learning	Half term 6 learning
Art	Organic Forms: Under the Sea			Human Form: Portraiture		
Computing	Spreadsheets	Databases	Websites and graphics	Python coding	Group Project	Group Project
Dance	Strictly Come Dancing	Strictly Come Dancing	Hip Hop	Capoeria	Nutcracker Matthew Bourne Gobstopper	Music Videos
Design & Technology/Food & Nutrition	This is taught on a carousel, where all students rotate on these units: Wood/Metal (Garden Trowel), Electronics (Microcontrollers), Modelling & Prototyping (Chair Design), Food & Nutrition					
Drama	Greek Theatre - Oedipus	The Hero's Journey	The Riots	The Riots	Script Work: Lord of the Flies/Blood Brothers	Devising project (Tragedy)
English	Animal Farm (George Orwell)	Dystopia (Borlase Anthology) Creative Writing	Conflict Poetry (Borlase Anthology) Poetry by Heart Competition	Sherlock Holmes (Borlase Anthology)	The Merchant of Venice (Shakespeare)	Speeches (Non-fiction persuasive writing unit)
French	Distinguishing between being and having. Talking about: jobs, what, when, where, why and how you celebrate, what happens and doesn't happen.	What you are doing today vs what you did yesterday. Talking about: people, places and experiences in the past, and asking about what happened; free time activities.	Describing a typical day in the present and past. Talking about what groups of people do. Talking to people you do and don't know in formal and informal situations.	Saying what you and others do at school, what you are doing this week and what you do every week. Describing things. Saying what you can, must, will and want to do.	Comparing things. Talking about how groups of people do things, and comparing them. Talk about communicating in other languages.	Talk about communication in other languages, and talking about the environment. Asking and answering questions about what people did and have done.



German	Asking and stating what something is, descriptions, negations, locations, asking and answering questions on what you and others have.	Saying what people do (in school at home), asking and answering questions about activities, narrating a simple story, talking about one or many (Christmas)	Saying what you and others have, (and what it is/they are like), numbers, likes and dislikes, asking and giving opinions (school life), talking about yourself, and about others, saying what we do	Saying what I and others can/cannot do, comparing lifestyles, life outside school, saying what you prefer to do and when you and others do things	Narrating other people's actions, talking about movement into and location in different places, asking and answering questions (family), describing a day in your life, what people can/must/ want to do to improve lifestyle, explaining the rules of a game	Explaining likes and dislikes, giving reasons, talking about whenever things happen, comparing usual activities with future summer plans, going to places, saying what you would like to do
Geography	Climate change	Development	Development	Glaciation	Urbanisation	Middle East
History	The British Empire/The transatlantic slave trade	Transatlantic slave trade	WWI Project	The Second World War	The Holocaust	Civil rights in the USA
Science	Life Processes	Inheritance & Evolution	Electricity	Waves	Chemical Reactions	Acids and Alkalis
Maths	Percentages. Ratio. Laws of indices. Standard Form	Expanding double brackets. Number sequences. Function machines.	Straight line graphs. Simultaneous equations. Geometrical reasoning with parallel lines.	Geometrical reasoning with polygons. Pythagoras' Theorem Similar triangles.	Trigonometry. Bearings.	Maths in Nature research project. Transformations. Trial and Improvement.



Music	Blues: Context and Skills	Blues: Composition	Reggae: Context and Skills	Reggae 2: Protest Songs	Cover Versions and Remixes: Tubular Bells	Cover Versions and Remixes: Tubular Bells
PE	Physical Literacy	Physical Literacy	Body Movement	Body Movement	Faster, Higher, Further	Faster, Higher, Further
Games	A development of the core skills and concepts of the different sports. This is taught on a carousel, where all students rotate on these units Sept-Feb: Football, Rugby, Netball, Hockey				Inter House Competition	Cricket / Rounders/Tennis
PSHE	Drugs - caffeine, nicotine and alcohol. Introducing Consent	Body confidence, Coercive friendships, Fraud, Rights in a relationship,	Gender Stereotypes, Resilience, BHF RevivR	GCSE choices, FGM,	How to Revise, Bereavement,	Discrimination, Body Modifications,
RS	Islam - as study in faith and practice	The nature of the truth - philosophy and religion - focus on Sikhism, Islam and Humanism	Sikhi - a study in faith and practice	Religion and identity - Who are we? How does faith affect identity?	Religion and art and Bucks wide religion and art project	Ethics - how do we decide what is right or wrong?
Spanish	Getting used to Spanish pronunciation Introducing yourself Talking about your personality Talking about age, brothers and sisters Saying when your birthday is talking about your pets	Saying what you like to do, and what you do in your spare time Talking about the weather Saying what sports you do Talking about Christmas in Spain, Learning about the Day of the Three Kings	Saying what subjects you study Giving opinions about school subjects Describing your school Talking about break time Understanding details about schools Creating an action plan for a school in Guatemala	Describing your family Describing your hair and eye colour Saying what other people look like Describing where you live Describing a painting	Describing your town or village Telling the time Ordering in a cafe Saying what you are going to do at the weekend Learning about Spanish festivals Learning about El Dia de los Muertos	Discussing holidays and weather . Talking about a past holiday. Saying what you did on holiday.

HOMework

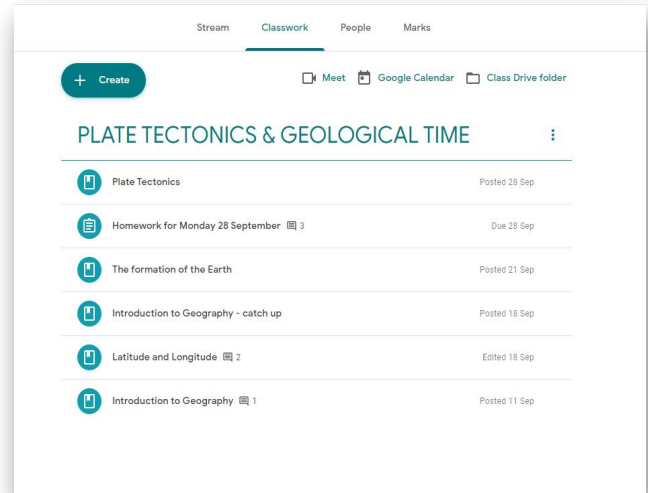
- **30 minutes** per subject per week
- **30-40 minutes** in English, Maths, Science
- Set in **Google Classroom**
- **Aims:** Engage, extend, consolidate, review, revise - *important for building up learning skills for the future*



GOOGLE CLASSROOM

- Every subject/class has a Google Classroom
- All homework assignments are set on Google Classroom
- Google Classroom allows students to access class and independent learning materials, upload class and homework assignments and receive feedback.

Parent/guardian summaries are sent weekly - a 'to do' list of work set



'ORDERS' (3 TIMES PER YEAR)

House points and Sims (behaviour)- also visible through Gateway app

Projected grade - the level your child is likely to achieve by the end of year 8 if they continue to work as they are



**SIR WILLIAM BORLASE'S
GRAMMAR SCHOOL**

2025-2026 Y7 Autumn Orders – Summary for Ann Xample Reg:V1

Key: **Projected Grade** – Teacher's assessment of the grade likely to be achieved at the end of the key stage if your child continues to work as they are
Learning Skills – Summary of your child's overall approach to learning based on the five skills areas

House Points	Sims Points	Attendance	AM+PM Lates
23	8	93.3%	0 of 60 possible sessions

Attendance and Lates (morning and afternoon registration)

	Autumn Projected Grade	Autumn Learning Skills Summary	Learning skills					Comment
			Focus	Organisation	Homework	Classwork	Participation & Engagement	
Art	L2	Good	Good	Good	Good	Good	Good	
Computing	L2	Good	Good	Good	Good	Good	Good	
Co-ordinated Science	L1	Good	Good	Good	Good	Good	Good	
Dance	L1	Good	Very Good	Good	Good	Good	Very Good	
Design and Technology	L2	Good	Good	Good	Good	Good	Good	
Drama	L2	Good	Good	Good	Good	Good	Good	
English	L1	Very Good	Excellent	Very Good	Good	Excellent	Very Good	
French	L3	Good	Good	Good	Good	Good	Good	
Geography	L2	Good	Good	Good	Good	Good	Good	
History	L3	Action	Action	Action	Concern	Action	Very Good	Ann needs to complete all homework, and concentrate on producing quality written classwork.
Mathematics	L1	Good	Good	Good	Good	Good	Good	
Music	L2	Good	Good	Good	Good	Good	Good	
Religious Studies		Good	Good	Good	Good	Good	Good	
Physical Education		Good	Good	Good	Good	Good	Good	
PSHE & Citizenship		Good	Good	Good	Good	Good	Good	

Comments may be added where action is needed

Borlase Learning Skills

GRADES IN REPORTS

Year 7-8 Projected grade	Year 9 Projected grade	Year 10/11 Projected grade	Nationally	SWBGS Year 11 av. outcomes
L1	8/9	9	Top 10%	23%
		8		47%
L2	7	7	Top 25%	71%
L3	6	6	Top 40%	88%
L4	5	5	Top 50/60%	100%

Grades are reported as **Projected Grades**, or teacher's assessment of the grade a student is likely to achieve at the end of Key Stage 3, if they continue to work as they are



SAMPLE 'ORDERS'



**SIR WILLIAM BORLASE'S
GRAMMAR SCHOOL**

2025-2026 Y7 Autumn Orders – Summary for Ann Xample Reg:V1

House Points	Sims Points	Attendance	AM+PM Lates
23	8	93.3%	0 of 60 possible sessions

Key: **Projected Grade** – Teacher's assessment of the grade likely to be achieved at the end of the key stage if your child continues to work as they are

Learning Skills – Summary of your child's overall approach to learning based on the five skills areas

	Autumn Projected Grade	Autumn Learning Skills Summary	Learning skills					Comment
			Focus	Organisation	Homework	Classwork	Participation & Engagement	
Art	L2	Good	Good	Good	Good	Good	Good	
Computing	L2	Good	Good	Good	Good	Good	Good	
Co-ordinated Science	L1	Good	Good	Good	Good	Good	Good	
Dance	L1	Good	Very Good	Good	Good	Good	Very Good	
Design and Technology	L2	Good	Good	Good	Good	Good	Good	
Drama	L2	Good	Good	Good	Good	Good	Good	
English	L1	Very Good	Excellent	Very Good	Good	Excellent	Very Good	
French	L3	Good	Good	Good	Good	Good	Good	
Geography	L2	Good	Good	Good	Good	Good	Good	
History	L3	Action	Action	Action	Concern	Action	Very Good	Ann needs to complete all homework, and concentrate on producing quality written classwork.
Mathematics	L1	Good	Good	Good	Good	Good	Good	
Music	L2	Good	Good	Good	Good	Good	Good	
Religious Studies		Good	Good	Good	Good	Good	Good	
Physical Education		Good	Good	Good	Good	Good	Good	
PSHE & Citizenship		Good	Good	Good	Good	Good	Good	

Comments may be added where action is needed

Borlase Learning Skills

LEARNING SKILLS

Behaviour: Focus, Organisation

Diligence: Homework, Classwork, Participation & Engagement

1. Concern
2. Action Required - student needs to change something
- 3. Good - expected standard**
4. Very Good - above the expected standard
5. Outstanding - only given to a few exceptional students



YEAR 8 KEY DATES

27 November 2026	Year 8 Autumn Orders: grasp of curriculum and learning focus Projected grade, Learning Skills Detail, Followed by student self reflection
12 March 2027	Year 8 Spring Orders: support for students with option choices Projected Grade, Learning Skills Detail, Followed by student self reflection
21 April 2027	Year 8 Core Subjects Parents Evening and Options Talks (Live)
29 April 2027	Year 8 Parents Evening Options Subjects (Online)
W/C 17 May 2027	Two week assessment window in lessons
18 June 2027	Year 8 Summer Orders : Progress Projected Grade, Learning Skills Detail, Followed by student self reflection
14 July	Tutor Comments



Exercise books are working notebooks for learning. They contain important information and class/homework practice essential to the learning and revision process.

Please support us to keep your child's exercise books neat and up to date

Why?

Studies show a strong link between behaviours such as good presentation, self esteem as a learner, and confidence in revising and succeeding in assessments



EXPECTATIONS

Expectations to keep your exercise books well presented:

- Underline the date and title with a ruler
- Use a single line to cross out mistakes and edits
- Use an appropriate colour pen or pencil as requested by your teacher
- Stick in worksheet or file as appropriate
- Copy up any missed notes from your classmates, or ask your teacher
- Complete all homework and follow-up tasks by the deadline (1 SIMS point not complete, 2 for two or more consecutive missed homeworks)
- Keep your handwriting legible





Mrs Ashby Director of SEND & Inclusion



The Team

Kirsty Ashby (Director of SEND and Inclusion)

Sarah-Jane Rigg (SEND support, EHCP, Young carers, ELSA)

Leanne Privey (SEND Lead Teacher/Specialist Teacher)

Isobel Richardson (Neurodiversity Lead)

Charlotte Morris (SEND Admin)

Carly Wootton (LSA - VI)

Ellice Sambrook (LSA - Year 7 EHCP Support)

Samantha Pilling (LSA - Year 8 EHCP Support)

SEND BRIEFING (KA)

All supported by the
amazing Key stage teams.



SEND & INCLUSION

Within this team we support;

- Students with a SEND Need
- Students who are eligible for the Pupil Premium
- Looked after and previously look after children
- Students who struggle with emotional based school and lesson avoidance
- Young carers



SEND & INCLUSION

Support varies from student to student and depends of the presentation of need, ensuring that the approach is **person centred**.

Some students with a known SEND need have **Individual Support Plans** that are shared with teachers to ensure they are supported in the classroom.

Provision and strategies are **updated and reviewed** to ensure that they are effective and relevant

If you are seeking a private diagnostic assessment please be aware that we require three weeks to ensure that comprehensive feedback is given.

Staff are requested to flag any concerns or issues to the SEND and Inclusion team which will be followed up and parents contacted.



CONTACT

The SEND and Inclusion team can be contacted via the email address below;

Sendco@swbgs.com



Miss Holmes, Assistant Headteacher





safeguarding@swbgs.com



SJ Rigg

Rachael
Holmes

Kirsty
Ashby

Karen
Harper
DSL

Linda
Fortnam

Ed
Goodall



Safeguarding Newsletter Summer 2 2024

SIR WILLIAM BORLASE'S
GRAMMAR SCHOOL



Welcome

Welcome to the Summer 2 edition of the Borlase safeguarding newsletter. We hope that you find this information useful. If you would like to speak about this or any other concerns please use the email address below.

River Safety

During the summer accidental drowning fatalities increase. One hundred children aged under 18 accidentally lost their lives to drowning in the UK in the last five years (WAID 2017-2021). Recently two boys from Newcastle found themselves in difficulty in a river at Ovingham. One boy died at the scene and the other boy sadly died later in hospital.

- Talk to your child about the dangers of swimming in the river
- Talk to them about what to do if they were to fall in or one of their friends does
- Remind them about cold water shock and what to do if this happens
- Follow the water safety code



Recently a BBC article reported Bangor University analysis found high levels of norovirus and E. coli in water taken near the border between Berkshire and Buckinghamshire. You can read the report in full by clicking on the BBC website below.



safeguarding@swbgs.com



Inspire
Empower
Shape The Future

SAFEGUARDING NEWSLETTER

Please look out for the safeguarding newsletter every half term.

Our email is
safeguarding@swbgs.com

Safeguarding top tips...

- **Mental Health** - notice changes and seek support early, it is likely we have experience with whatever difficulties arise
- **Unhealthy teenage relationships** - This often starts with friendships (controlling and coercive behaviours)
- **Sextortion** - Teenagers being exploited online, sending nudes and then being blackmailed. This has happened to students here and the parents said to me "I wish I checked more what they were doing online and had more conversations about it with them"
- **Change of language (problematic)** - Listen out for a change in language that your child uses (could be a shift into racist, homophobic or misogynistic language)
- **Pantsing** - A reminder that pantsing is an act of sexual assault and it is never "just banter" or "harmless fun." It can cause serious emotional distress and humiliation and can cause long term psychological harm.





**School Counsellor,
Mrs Bownass**

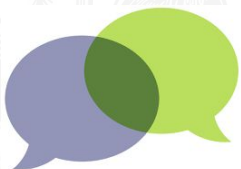


Mental Health



Based at School

Number 22 Counselling
(Based at School)



SCHOOL AND EXTERNAL SUPPORT

The School is able to signpost parents to a range of external support available in the community to support the needs of students. [Follow this link to our website which has more information.](#)

STUDENTS MUST...

A reminder that students should be on site at 8.35am.

SIMS tariffs for lateness within a week period without a parent contacting school prior to school beginning (i.e to provide a good reason) are:

- 2 morning lates within a week = 2 SIMS points and a lunchtime detention
- 3 morning lates in a week = 3 SIMS points and an after school detention
- Obtain an Exeat if leaving during the school day from the attendance officer (Mrs Mitchell)
- Sign out when leaving
- Sign in if returning during the school day.
- Arrive to lessons on time
- Catch up work after a period absence



Whole class reminder at the **start of the lesson:**
'When someone else is talking you should be listening' / 'Everyone please refocus'

CHANCE, CHOICE, CONSEQUENCE

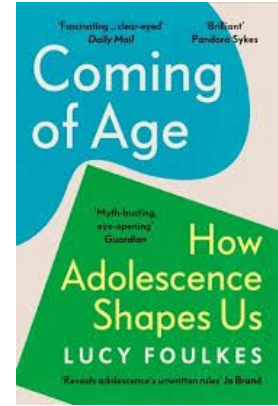
CHANCE	CHOICE	CONSEQUENCE
First warning	Final warning	Removal from room
After this point students who continue to disrupt have their name written on the whiteboard under CHANCE (1 SIMS point) 'This is your chance to behave positively from now on'	Continued disruption lunchtime detention the same day CHOICE (2 SIMS points) 'You have made the choice to continue to disrupt the learning of others, if you continue to do so there will be a consequence'	Continued disruption means removal from the classroom to the Head of Department / Key Stage office and an after school detention. Consequence (3 SIMS points) 'Other students deserve to learn in a positive environment without disruption, you will go to X's classroom for time out'

SCREENS AND HEALTH

- Social media is not a universal villain.
- Adolescence is and has always been difficult.
- The link between screen time and mental health is not straightforward.
- The focus should be on guidance, not demonization.
- Positive aspects of social media.

- Adolescence as a 'first draft'
- The power of peer relationships
- Challenging the 'fragile teen' narrative
- Resilience and self-discovery

- Calm consistency and positive reframing
- Relentless routines
- Modelling behaviours



NEW LEGISLATION

[Mobile phones in schools 29 June 2026: Statutory Guidance](#)

“The Department for Education (DfE) expects schools to implement a policy whereby pupils do not have access to their mobile phone throughout the school day including during lessons, the time between lessons, breaktimes and lunchtime.”

“There are a number of ways in which schools can ensure that they are mobile phone-free, and it is for headteachers to decide how best to achieve this within their own unique contexts.”

“Headteachers are backed by DfE to confiscate mobile phones and similar devices, if they consider it proportionate, for whatever length of time they deem proportionate.”

Exceptions: Schools can make allowances for specific needs. Examples include students who require a phone to manage a medical condition or disability. Sixth-form students may also have limited access in designated areas like common rooms.



Parent fora

Year 7 -9 gate to gate policy does work well. Parents App can tell when phone is on. No phones on trips agreed. Parents can put timers on phones and parental controls. Parents need to be checking their child's phone

Harsher sanctions for confiscation

Brick phones for 7 and 8 delay until Year 9

PSHE very good and gives student information they need

Parent workshops about how to put controls on children's phones

Graduated approach through the year groups. Graduated responsibility and change.

Parents addicted to live 360!

Big consistent push from staff on sanctions - early morning detentions?

OUR SURVEYS- HEADLINES

Parental controls guides

Get step-by-step guidance and instant help setting up parental controls for your family's devices. You can also [download our online safety guide](#).

↓ FIND A GUIDE

👍 85 Likes ➦ Share



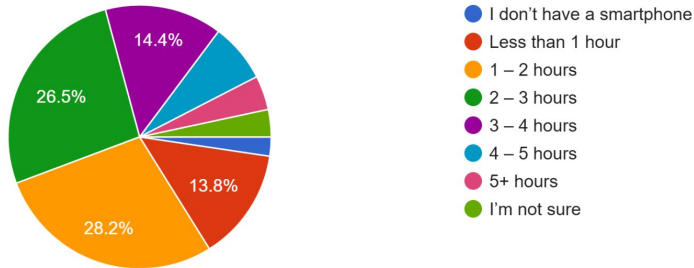
[Internet matters resource here](#)

Student (596 responses)

OUR SURVEYS– HEADLINES

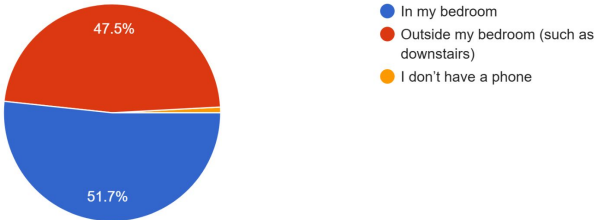
7. On a normal day, how much time do you spend on your smartphone?

596 responses



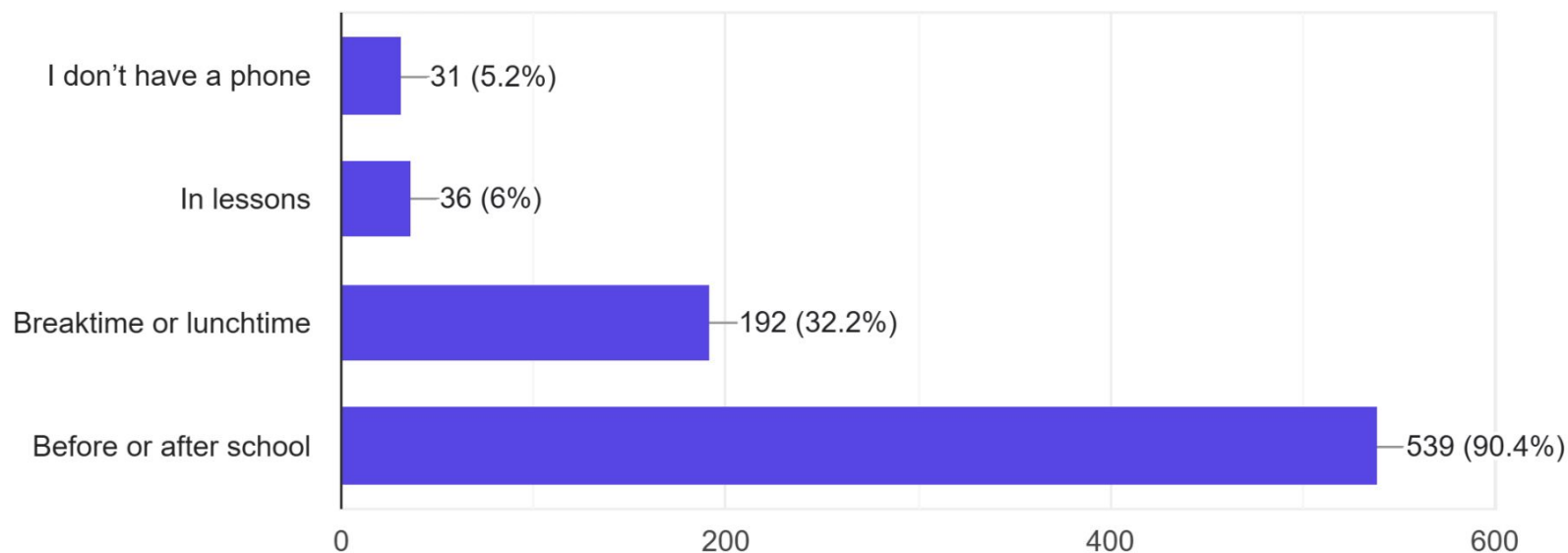
9. Where do you keep your phone at night?

596 responses



11. If you use your phone during the school day, when do you use it? Tick all that apply

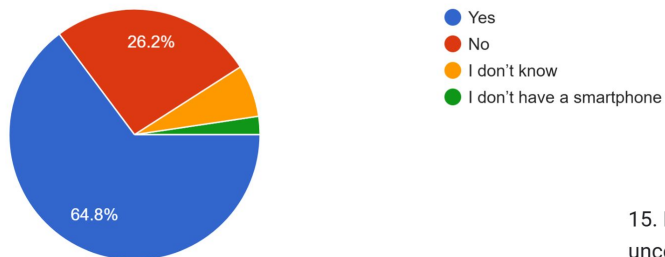
596 responses



Student

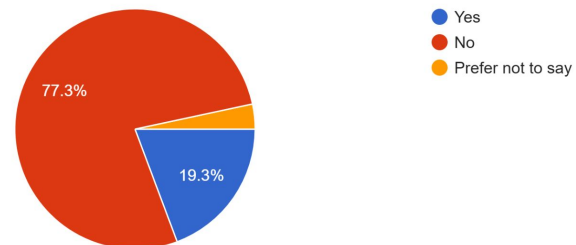
14. Has a parent, carer, or another adult you trust helped set up any safety settings on your smartphone or apps? For example: screen time limits, content filters, or app restrictions

596 responses



15. Have you ever received a message or comment online that has made you upset or uncomfortable?

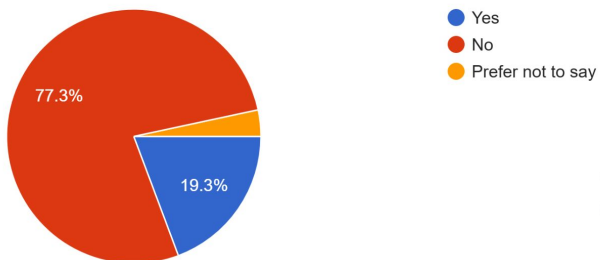
596 responses



OUR SURVEYS- HEADLINES

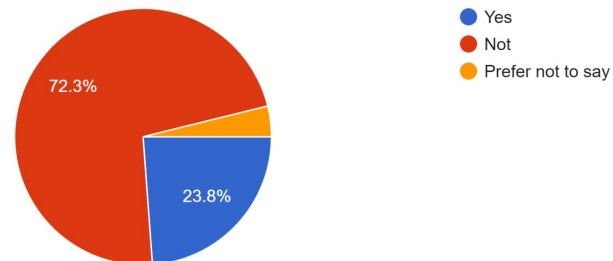
15. Have you ever received a message or comment online that has made you upset or uncomfortable?

596 responses



16. Have you ever fallen out with a friend because of something said in a message or post online?

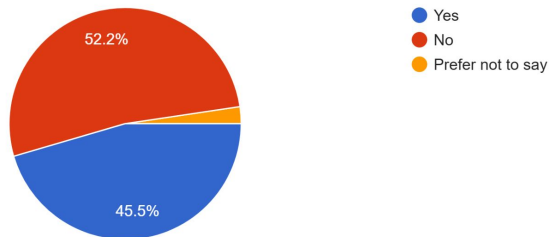
596 responses



Student

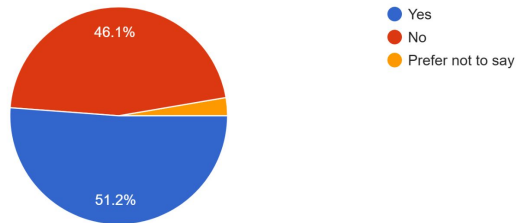
18. Have you ever sent a message to someone you met online but don't know in real life?

596 responses



19. Have you ever been contacted by someone you don't know online?

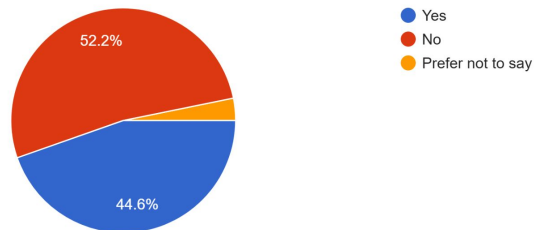
596 responses



OUR SURVEYS- HEADLINES

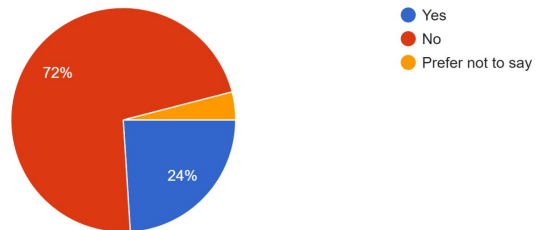
20. Have you ever been added to a large group chat that you didn't want to join?

596 responses



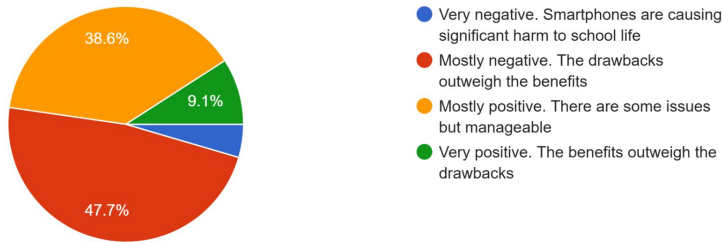
22. Have you ever seen something online that upset or frightened you?

596 responses

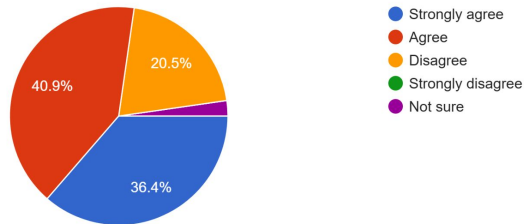


Staff (44 responses)

11. Overall, how would you describe the impact of smartphones on our school?
44 responses

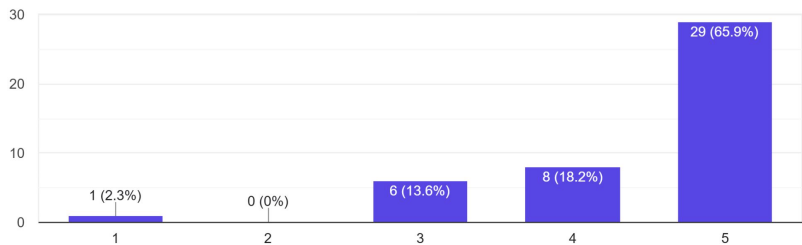


14. I feel confident enforcing the school's current smartphone policy; gate to gate, turned off and in bags
44 responses



OUR SURVEYS– HEADLINES

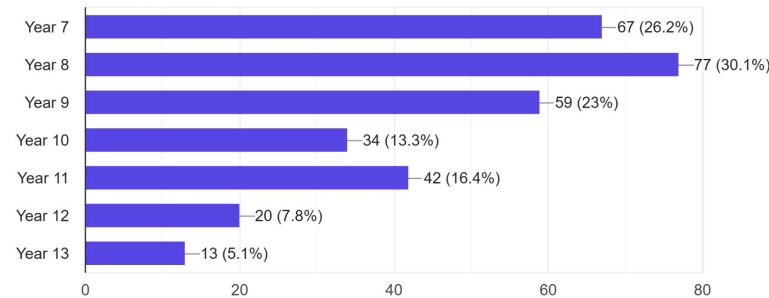
18. How supportive would you be of greater sanctions for student phone use in school?
44 responses



Parents (256 responses)

1. What year group(s) is/are your child(ren) in at this school? Tick all that apply

256 responses



OUR SURVEYS– HEADLINES

2. Does your child currently have their own smartphone? This means internet enabled phone If you have multiple children, please answer for your youngest child at the school.

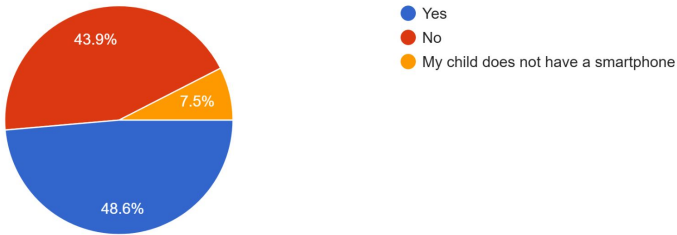
256 responses



Parents (256 responses)

4. Did you feel any pressure to provide your child with a smartphone before you wanted to?

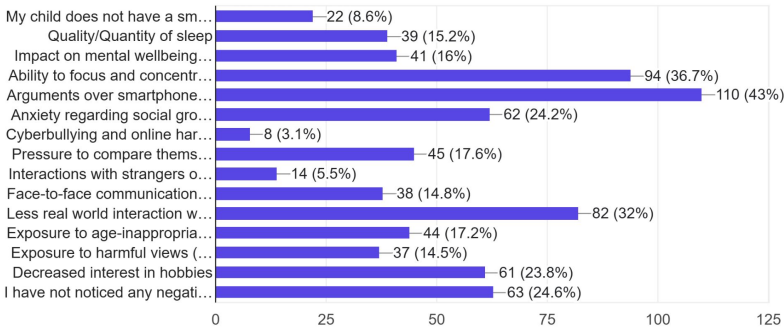
253 responses



OUR SURVEYS– HEADLINES

8. Based on your experience with your child at this school, have you found any of the following to be significant challenges related to their smartphone use? Please select all that apply

256 responses

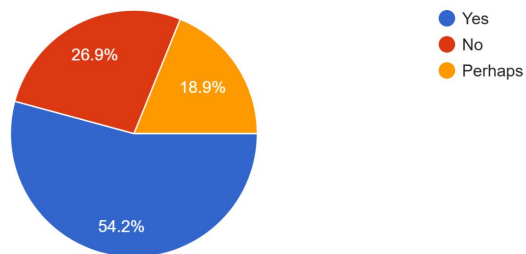


Parents (256 responses)

OUR SURVEYS– HEADLINES

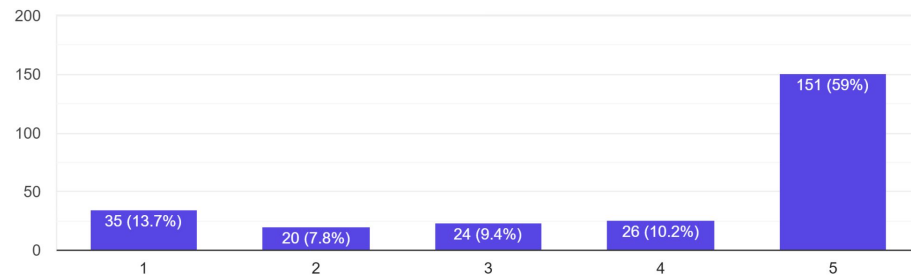
11. Would you get your child a basic 'brick' phone, rather than a smartphone, as a first step if others in their peer group did?

249 responses



13. How supportive would you be of greater sanctions for phone use in school.

256 responses



17. Is there anything else you would like the school to consider, or any comments you would like to add, as we review smartphone use in school?

- **Support for a ban and stricter enforcement:** Many parents advocate for a complete ban on smartphones or the use of secure storage (e.g., magnetic pouches) to ensure phones remain inaccessible during the school day, noting that current "out of sight" policies are inconsistently enforced and frequently circumvented.
- **Parental responsibility versus school policy:** Opinions are divided on whether the school should lead on smartphone regulation; some parents view it as a necessary support to mitigate peer pressure, while others argue it is a personal parenting responsibility that should not be dictated by school policy.
- **Safety, tracking, and communication:** A significant number of parents prioritize the ability to track their child's location and communicate regarding travel, extracurriculars, or medical needs, often expressing that smartphones are essential for these purposes and that "brick" phones may be an insufficient alternative.
- **Concerns regarding digital distractions:** Beyond smartphones, many parents expressed concern over the use of personal laptops for non-academic activities like gaming and social media during school hours, suggesting that school-provided or restricted devices might offer a more focused learning environment.
- **Education and digital literacy:** Several respondents emphasized that a ban is not a "magic bullet," advocating instead for comprehensive education on digital safety, responsible usage, and the risks of social media for both students and parents



OUR APPROACH

- We have always had a 'gate to gate' policy
- Taking away temptation
- Non internet enabled devices
- Not seen or heard includes pockets and trouser pockets
- New rules will be 'live' after October half term

- In line with other schools, sanctions will apply
- 1st confiscation 3 days. 2nd confiscation 5 days. 3rd confiscation 5 days and a parent or carer needs to collect the phone
- Parents will be called if a phone is confiscated so students can make their way home safely

*Fulham Boys School confiscate phones for 6 weeks...



OUR APPROACH

- No devices (laptops) in public areas for Years 7-11 at break and lunchtime. Devices only to be used in the library at break and lunchtime
- Sixth form may only use their phones in designated areas
- No phones on trips for Years 7 and 8
- Years 9-11 phones taken at night on residential trips
- New 'securas' filtering and monitoring software

- Other considerations such as smart/apple watches that are internet abled will no doubt be forthcoming!
- If you need to contact your child please do so through the main reception



PARENT FORUMS AND REPS

- An opportunity for us as a school to ask you about areas of provision
- An opportunity for you as parents to tell us!
- Building relationships with each other as a parent body and with us as a school
- Communication in a different setting
- Meetings once a term. Dates tbc.

Please complete the google form in the Headteacher's Friday letter



TO CONCLUDE...

Bridget Phillipson: parents must do more about bad behaviour and attendance in schools

'£150 for school uniform is money I don't really have'

Schools to face a £630 million cut in funding next year

Why new teachers must look after their wellbeing

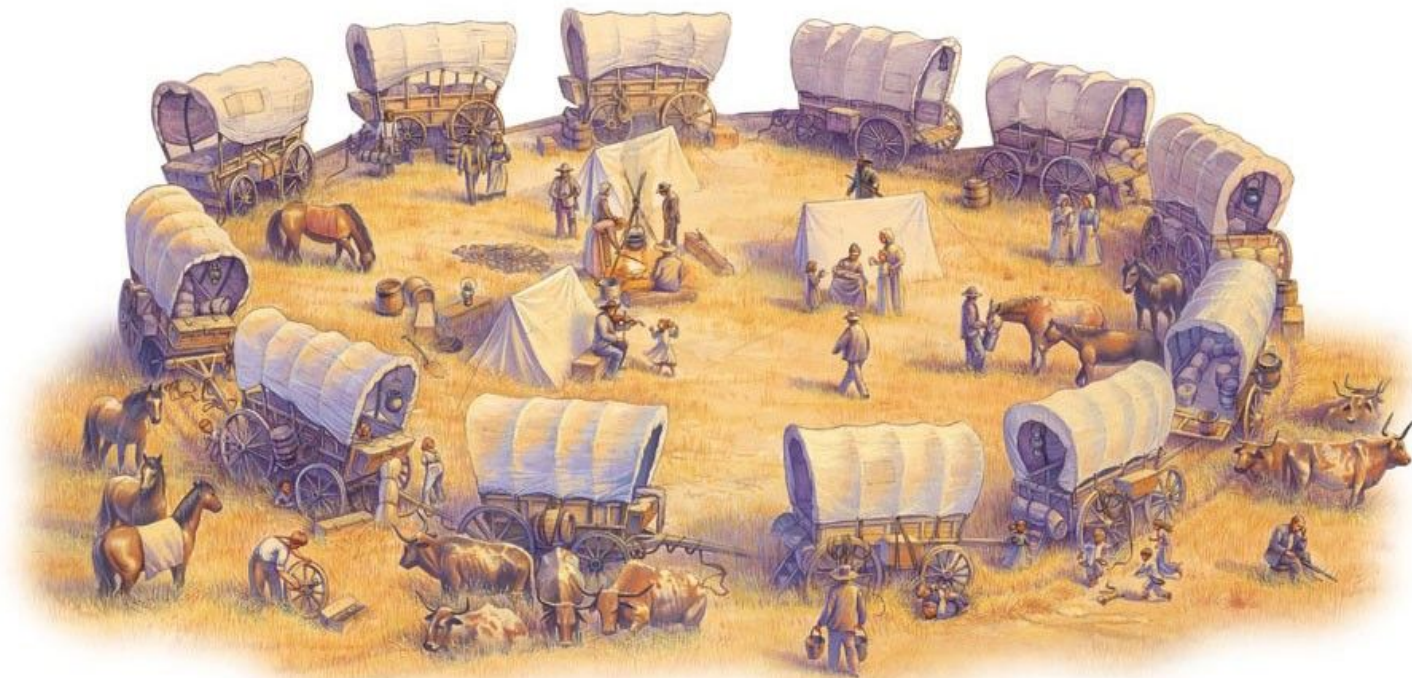
Teachers fear looking like 'cheats' by using AI



Are girls being left behind in school? Experts are sounding the alarm



TO CONCLUDE...



*Inspire
Empower
Shape The Future*

CORE OFFER

What the government expects



All subjects required by the National Curriculum



Every subject continued to Sixth Form



Tutoring



Assemblies



First Aid care



WE DELIVER THE CORE,
with consistency and care.

SUPPLEMENTARY OFFER

What we invest in to go further



Enhanced pastoral care



Enhanced support for students with SEND



Academic breadth

Further subjects at GCSE: 3 Languages, Additional Maths, Further Maths, Dance, Drama, Music.
More at A Level: Psychology, Business, Economics, and the BTEC in Production Arts.



Hockey and Rowing programmes



A guided reading programme



Author visits



Going beyond the curriculum

In the Sciences and in Languages: practicals and specialist speaking lessons.



Careers guidance

With lectures, group and 1:1 meetings, and Masterclass events.



UCAS and Oxbridge support



LNAT and UCAT training



WE INVEST FUNDING AND EXPERTISE
to broaden horizons and raise aspirations.

DISCRETIONARY OFFER

What our staff give beyond the timetable



Clubs and Societies



Chess every lunchtime



Educational Visits



House competitions



Rehearsals



Dance troupes



Debating



Poetry by Heart



Shakespeare by Heart



Music, Dance and Drama performances



Hundreds of fixtures against different schools in countless different sports



Rubik's Cube Club



Model Plane Club



Sports Day



Pride Week



Iftar event



Duke of Edinburgh Bronze, Silver and Gold awards



WE GIVE OUR TIME, PASSION AND CREATIVITY
to unlock potential and build character.



HOW CAN YOU HELP?

Read the Friday Letter.

Trust Us. Let us know if you're concerned but please, keep it short.

Say thank you.

Support the school through:

- **With the Friends of Borlase**
- **A lecture, Masterclass or offer of work experience**
- **A financial contribution**



In Year 7, students benefit from:

- ✓ Enhanced pastoral care with School counsellors and Learning Mentors
- ✓ A broad curriculum including Dance, DT, Music and Drama... for ALL.
- ✓ Minibuses for fixtures and visits
- ✓ Sports coaching
- ✓ Careers education
- ✓ Science technicians deliver the KS3 curriculum through practical work
- ✓ Theatre Manager supporting the incredible productions and training the Tech crews

HOW CAN YOU HELP?

HERE & NOW
ANNUAL FUND



BEYOND 400...



*Inspire
Empower
Shape The Future*

Our fundraising target for this year is £200,000.

Could you please buy us a coffee?

£5 a month £60,000

£5 a week £260,000

HOW CAN YOU HELP?



*Inspire
Empower
Shape The Future*