



Penistone Grammar School

Never Stop Flying

Achieving Excellence through a Values Driven Education

Message from the Principal

On behalf of students, staff and members of the Governing Body, I would like to officially welcome you to our learning community.

As parents and carers, the decision about where your children will undertake their secondary education is a significant one and I would like to take this opportunity to thank you for putting your trust in Penistone Grammar School ... it is a decision you will not regret.

I am incredibly proud to be Principal of Penistone Grammar School and of all that our school continues to achieve. We have a dedicated team of teaching and associate colleagues who work tirelessly to provide an excellent educational experience for our students. I am constantly overwhelmed by the lengths our staff will go to, to ensure every one of our students can flourish.

I believe an effective, open and transparent partnership between home and school is central to delivering the best for our students. We have an innate drive to deliver nothing short of the best. This is only achieved if students, staff and parents work in close collaboration; something which we will encourage and embrace as we move forward together.

Above all, our school is a happy and welcoming place. We are a supportive community where students are encouraged and enabled to become independent, well-educated citizens with the ability and confidence to make good choices, contributing positively to the world around them. I look forward to working with you for the duration of your child's time with us and cannot wait for us to witness together all the great things they will achieve.

Paul Crook (Principal)



Message from the Associate Vice Principal

I am privileged to be Associate Vice Principal here at Penistone Grammar School.

I will be there every step of the way, alongside a dedicated team, to ensure our students have the best possible offer. Continuity of the key stage two curriculum, catch-up, nurture sessions, Achievement Leader and a dedicated Student Support Officer are amongst a few of the transition elements we provide. The package is very bespoke to individuals and we strive to continually improve and adapt our programme.

As an experienced school leader, having been fortunate enough to work in three different authorities; teaching and supporting students between ages 2-18, I recognise how important the Transition journey is. It is a crucial element of each young person's life and we must get it right for them.

I honestly feel I have the best job in the world and I am honoured to work with such an amazing team and incredible students every day.

Mrs Davies, Transition Co-ordinator, and I work very closely to ensure our students receive the best possible Transition offer.

As a parent myself, I would like to reassure you that you will never regret your decision to send your children to PGS. It is a truly remarkable place that gives students the best possible education.

Katie Crook (Associate Vice Principal)



Our Core Values

At Penistone Grammar School we are committed to Values Driven Education. This means we all live by our five Core Values: Aim High; Be Determined; Be Kind; Be Supportive; Be Proud.

Our Core Values were developed in collaboration with students, parents, staff and Governors and are at the heart of all that we do. Our values give every member of our learning community a shared understanding of how we should behave so that we can all be happy and successful.

Our Core Values are underpinned by an expectation that we should treat each other with honesty, integrity and respect. In assemblies, mentor time and many lessons, our students will have the opportunity to understand the importance of our values system, to apply this to their learning (and beyond), and to witness the positive impact of this.

As a Penistone Grammar School student, our students will be expected to:

- Aim high in everything that they do and fully embrace our values system
- Be determined and demonstrate excellent effort
- Fully comply with our rewards-led, Values Driven Expectations
- Make the most of every opportunity offered to them to ensure their educational experience is positive and one which they will remember for the rest of their lives.

Our five Core Values are at the heart of all that we do. Our values give us a shared understanding of how we should all behave so that we can all be happy and successful. At all times we should treat each other with *honesty, integrity and respect.*



Aim High

There are no limits to how far you can go in your studies and in all the other activities you choose to participate in.



Be Determined

Anything worth doing is worth doing well, and this requires real effort and the determination to learn from setbacks and try again. Dealing with failure in the right way will enable you to do even better.



Be Kind

Above everything at Penistone Grammar School we want all members of our school community to be kind to one another



Be Supportive

We can all achieve and enjoy school life because we are a caring, supportive community. You will be supported by your teachers, associate staff, fellow students and your parents and cares of course.



Be Proud

Penistone Grammar School is a great school. Wear your uniform with pride, represent your House with pride and be proud of your achievements.

Our Transition Programme

The aim of our Transition Programme is to give students the opportunity to experience everything secondary school has to offer before they join us. As a result, when students take up their place in September there are no surprises and they fully understand what to expect, and what is expected of them in return.

Keeping in Touch

To aid effective communication, there is a dedicated contact point specifically for transition-related matters transition@penistone-gs.uk. The inbox will be monitored daily and we aim to respond to any query within 2 working days.

We have a dedicated Transition section on our website (<https://penistone-gs.uk/transition/>) which includes our Transition Booklet and welcome video from Mr Crook and Mrs Crook. We will regularly update this site with all correspondence and event materials so all parents have access to all information shared.

Links with Primary Schools

Mrs Crook and the Transition team work closely with Primary Schools. There will be a Welcome Presentation given to Primary Schools from our Senior Leadership Team which is a great opportunity for students to gain a deeper understanding of PGS. Students will receive an information pack which will include a map of the building. This presentation will also be shared with parents and accessible via our website.

Meetings will take place with Primary Schools with their Year 6 teacher(s) and SENDCO, as appropriate, to discuss each child in detail. This enables us to learn as much as possible about our new students before they start with us in September.

Parental Meetings

In April there will be an initial meeting to welcome students and their parents/carers to our learning community. Here we will share more on Core Values and give further details of our Transition Programme.

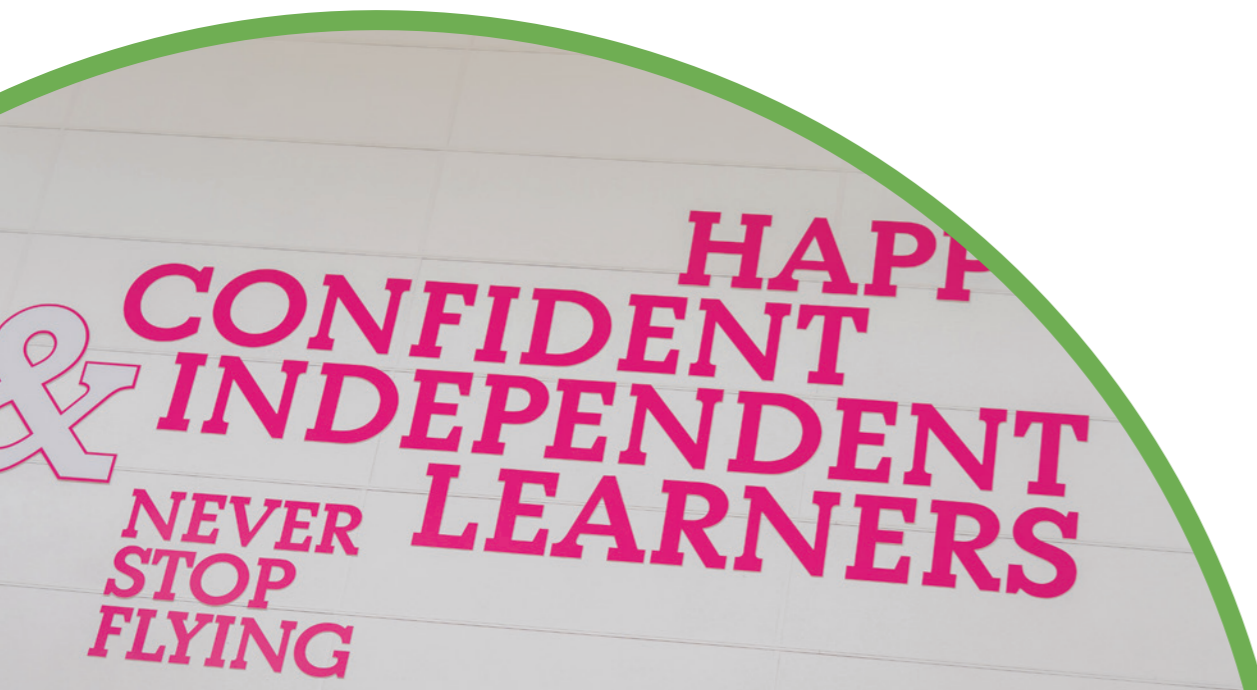
Student Visits

Students will have chance to take part in a range of Transition activities including a three-day PGS Bootcamp. The Principal, Associate Vice Principal and other senior school staff will be present during these days to answer any questions our students may have. The PGS Bootcamp is an opportunity for students to really get a taste of what being a student at Penistone Grammar School is really like, and these will take place in June.

We pride ourselves on getting to know our students on an individual level. From the moment we meet our new students for the first time at our welcome meetings, through to the point they join us in September, we will take time to talk to them and to understand their interests, hobbies and aspirations for the future.

For those students who need additional support, our core Transition Programme can be enhanced in many ways, including additional Transition visits, one-to-one meetings with key staff to answer questions and address any fears the student may have. Should you feel your child may need additional support with transition, please contact us via email at transition@penistone-gs.uk to arrange an appointment.

“Try to make new friends, have fun in your classes, aim high and be kind.”
Paige (Year 7 student)



The Curriculum

Our aim is for all students to achieve excellence through a values driven education. We provide students with a curriculum that is knowledge-rich, ambitious, and providing every opportunity for our young people to achieve educational outcomes that will allow them to achieve success in their future beyond Penistone Grammar School.

Students participate in 25, one-hour lessons per week. We operate a two-week timetable which means students' lessons are spread across 'Week A' and 'Week B'.

In years 7 and 8, our focus is to develop the foundations needed for successful learning across a range of subjects. Students will study English and Mathematics for 7 hours per fortnight; Science for 6 hours per fortnight; Languages (French or Spanish) for 5 hours per fortnight; PE and Technology for 4 hours per fortnight; History, Geography and Religious and Citizenship Studies (RCS) for 3 hours per fortnight; Art, Drama, Music, and Computing for 2 hours per fortnight.

As they move into year 9, we enhance our students' knowledge, skills and understanding as we prepare them for the next significant step in their learning journey. Recognising the importance of English and Mathematics as the cornerstones for learning, we will increase the amount of time students spend studying these key subjects. Throughout year 9 students will be provided with opportunities to consider future pathways and to decide which subjects they would like to specialise in as they move into Key Stage 4.

In years 10 and 11, students follow pathways and have to choose a number of subjects they study alongside our core offer. At Key Stage 4, students will spend significantly more time studying core subjects: 9 hours per fortnight of English and Mathematics, and 10 hours per fortnight of core Science. We will continue to recognise the importance of developing our students as well-rounded and healthy individuals and to this end our students will participate in practical PE lessons and Personal, Social, Health, Religious and Careers Education (PSHRCE) (2 hours per fortnight).

**"I love English and I have lots of new friends. I love the food and I get lots of help from my teachers."
Nirvana (Year 7 student)**

The Library

At Penistone Grammar School we truly believe that reading underpins learning. Led by a dedicated Reading and Academic Vocabulary Team, we strive to create a culture of reading at every opportunity within the school day and provide an environment where reading is wide, varied and challenging at an age-appropriate level.

Within our library space, we provide a magical escape from busy school life where students can immerse themselves in a world of books. We are here to both support students on their reading journey, but also stretch and challenge avid readers. Award-winning authors and illustrators are regularly invited into school, in order to provide students with the opportunity to meet and be inspired by champions of reading and writing.

Additionally, we host English reading lessons, book clubs, writing workshops and intervention. We also work closely with the English Department and House Team to help support and incentivise positive reading habits. During their time with us, students will also be encouraged to read at home. We will help you support their reading journey by giving you reading suggestions and questions to ask them.

Student Groupings

Students are grouped in two main ways: mentor groupings, which they will retain for the duration of their secondary journey, and teaching groups, which will change to meet the needs of the different stages of a student's learning.

Students will spend 20 minutes per day with their Mentor. The purpose of mentor time is to ensure students are prepared for learning and that they are supported to succeed at school. We endeavour to place students in mentor groupings where they have at least one friend. We will work with primary schools and parents/carers to establish the likely combinations for this. Students who are joining us on their own from their primary school will be placed with students in a similar circumstance to give them opportunity to share their experience and make friends quickly.

In terms of teaching groups, students are grouped to support their learning and not according to friendships. In years 7 and 8 students benefit from mixed-ability teaching for all subjects except maths, where they will be grouped

according to maths ability. Students will be in the same teaching groups for most of their lessons: English; Science; Languages; History; Geography; Computing; Drama; Music and Religious and Citizenship Studies (RCS); with different, slightly smaller groupings in place for Design Technology, Art and PE.

As students move into year 9, more 'setting' will be introduced, particularly across core subjects and Languages. This will enable us to tailor learning to each child's ability and gives students the best start as they enter Key Stage 4 (years 10 and 11).

Effort

We believe that a student's success will depend upon two factors: their attitude and their effort. We will spend considerable time talking to students about effort. At regular points in the school year we will capture a student's effort and report this home to you.

Below are a number of steps you can take which will mirror our approach in school and help to support your child to understand the important part excellent effort will play in their learning, and ultimately, their achievement:

- Praise effort rather than success as it will focus their attention in the right area
- Praise improvement; this emphasises the importance of progress and motivates them to have high expectations for the future
- Moderate the amount of praise you give so when they receive it, they know that they have truly earned it
- Don't give them too much help; at times they will find things hard and may get things wrong, that's okay.
- Try to avoid comparing them to others. Each child's journey through school will be unique, but if they are encouraged to focus on their own effort, and the way in which they are applying themselves, they will learn to take pride in all they achieve

Effort descriptors can be found within student planners. Through effort reviews, students will be given opportunity to review their effort, and to set focussed, smart targets with their Mentors, ensuring they are able to sustain or achieve excellent and exceptional effort.

Home Learning

Whilst there is much for our students to take on board when they move to Penistone Grammar School, we find that the adjustment in relation to home learning (homework) can be one of the things they find most challenging.

Home learning has the potential to add an additional 5 months of progress to a student's learning. Not only does it improve learning through practice, it also improves a child's time management, the ability to prioritise, problem solving, independence, resilience, responsibility and how to plan, stay organised and take action. It also allows our teachers to determine how well the content knowledge taught in lessons is being understood, as well as giving you the opportunity to see what your child is learning in school.

Home learning will take different forms. For example; in Maths, students will be given fluency and problem solving tasks to complete each week on 'Sparx' (an online Maths enhancement programme), and in English reading tasks will be set weekly through the same platform. All other subjects set HL tasks to aligned to their curriculum, so that can practice applying knowledge and skills to different contexts.

All staff will set home learning via Microsoft Teams Assignments with a clear explanation of what is required, together with the deadline for submission.

For students who struggle to complete home learning at home, Home Learning Club runs Monday to Thursday after school from 14:50 to 15:50 with staff on hand to provide support. Students are also welcome to work independently after school in the dining room or HeartSpace (please note, this activity has passive supervision only).



Microsoft Teams & ICT

Microsoft Account

All students will be given a new Microsoft 365 account. This account will provide students with access to Microsoft Teams, Outlook Email and Calendar. The Microsoft license also gives students access to a rich suite of tools to allow them to complete all digital aspects of their learning, including SharePoint for resources, Microsoft Word, PowerPoint and Excel, 1TB of dedicated OneDrive storage and lots more.

This means that families do not need to purchase separately Microsoft software or subscriptions whilst ever your child is at Penistone Grammar School. They can sign into their account and license on multiple computers, mobile devices or tablets and can use the Microsoft products on up to 5 devices simultaneously. This means that families can all get the benefit of the Microsoft software on all your home devices too.

Microsoft Teams

Microsoft Teams is our school's digital platform for learning and provides students with all they need to play an active part in our learning community, including access to curriculum materials, school information and home learning.

Microsoft Teams, part of the Microsoft 365 account, is a one-stop shop for everything our students need to know, linking all the systems and information sources in one place. Students will receive their own login details for their Microsoft account when they join us in September. Through this they will be able to access notices, news, announcements, the school calendar and all other important information including up-to-date enrichment opportunities and competitions. Teams will usually be the place students will go to sign-up for various activities, clubs and teams. Their timetable is also available there.

Microsoft Teams also brings together elements of the learning process at Penistone Grammar School. These include home learning activities, tasks, learning quizzes and assessments. These are all delivered with notifications and clear hand in dates, and they allow teachers to give rich feedback on the progress of each student. Teams also incorporates links to SharePoint: Our School intranet. Each department has their own bespoke site within SharePoint which contains essential information to enhance students' learning and to help them get the most from their time at Penistone Grammar School.

Parents/carers will receive a weekly 'digest' email directly from Microsoft which gives a summary of completed assignments from the previous week, and details of any ongoing or upcoming assignments. The parent digest email also gives a summary of any feedback given to students. The emails will be delivered to the contact email address marked as priority 1, that you have provided to school.

Just as information technology now plays a significant part in society, it is critical to students' effective learning at Penistone Grammar School. There are times when students will be expected to complete work digitally. In the same way as they would for their written work, students should apply at least good effort and make sure any work completed is of the highest standards.

Purchasing devices

If you are looking to purchase a device to support the learning of your child, we would recommend an iPad with the official Microsoft apps, a Windows 11 PC/laptop or Apple iMac/MacBook will be compatible with all Microsoft services. Students can download the Microsoft software for free, and then sign in with their school email and password. Penistone Grammar School will be unable to accept Google or Apple proprietary document (e.g. Pages or Google Docs) formats so students must use the Microsoft account tools they are provided with.

For the safety of our students we ask them to abide by a number of principles when using the internet at home or in school. We have included these below should you wish to discuss them with your child:

The Microsoft tools that are offered by Penistone Grammar School are chosen with accessibility and inclusion at their heart. Whether a student is reading a web page, writing a Microsoft word document, or watching a video on YouTube, there are tools that can help all students access the activities. Text to speech and dictation, closed captions and immersive reader, and guided access tools are built into all the Microsoft products. We encourage all members of Penistone Grammar School to exclusively use the Microsoft products for this reason, and they are available free of charge. More information on accessibility can be found here: <https://www.microsoft.com/accessibility>

- **Never give out personal information such as your home address, telephone number or parent's work address/telephone number to others online and only provide your email address to those with whom you are familiar**
- **Never agree to meet anyone, anywhere, without first discussing this with a parent or carer**
- **Never give out your username or password to anyone**
- **Never send chain letters on the internet or school network**
- **Do not reply to any message that you feel is offensive, strange, mean or upsetting, either to them, or to others. You should report any occurrences immediately to a parent or teacher**
- **Stop if you see or read something on a website that is upsetting or offensive to you as not all websites are suitable for everyone**



House System and Mentoring

Our House System and Mentor Programme embody the school's values and are an integral feature of our school community, enabling students to benefit from the unique identity of their House that celebrates the rich history of Penistone Grammar School whilst also being a member of a mentor group with students of the same year group. The Mentor will become your child's biggest advocate as they progress through school.

Through our House and Mentor Programme we aim to:

- Create a sense of belonging within the school community
- Provide opportunities to demonstrate the school's five Core Values
- Create a sense of achievement both inside and outside of the classroom
- Provide opportunities for fun and excitement through House competitions
- Create opportunities for student leadership
- Support curriculum learning through activities based upon literacy, core subjects, study skills and careers

We have 12 mentor groups within each year group; each mentor group has a Mentor who will stay with the group from year 7 through to 11 (subject to staff changes). Every mentor group is assigned to a House, with an even balance of year groups across each of the six Houses.

At the head of each year group is an Achievement Leader and Student Support Officer. The Achievement Leader and Student Support Officer are responsible for developing the identity of the year group and ensuring students are supported through each stage of their learning journey. The Achievement Leader will work with Mentors to ensure the programme of activities students follow in mentor time, effectively prepares them for learning and complements the work they undertake within class. Equally, they will contribute to the personal development of each child, developing their character and cultural capital beyond the classroom. The Achievement Leader, Student Support Officer and Mentor, will retain a specific focus on maximising achievement through application of excellent effort. The Achievement Leader will be the central point of contact for you should you have any concerns regarding the effort or progress being made by your child, whilst the Student Support Officer is there for any pastoral, behaviour or mental health support.

The House System is an integral part of the Mentor Programme. Each House is overseen by a Head of House who is responsible for driving the community, competition and rewards element of the House system. Each year students will work together to earn the accolade of Top House and will have lots of opportunities to win prizes and take part in rewards events and trips along the way. Our House Programme endeavours to provide our students with an array of enriching opportunities to help extend their skillset and experiences beyond the classroom. Some of these events exist purely for enjoyment to further the spirit of fun and healthy competition in our school; other competitions give our students a chance to enhance their expertise in a specific subject area. Furthermore, dates of national and global significance, topical issues and charitable causes are also given a platform through our House system. Past competitions have included Wacky Races, Halloween Bake-Off, Dodgeball, The Cube, Speed Drawing and Photography.



We have six Houses, all strongly connected with the school's history: Bowman, Fulford, Colwell, Sauderson, Armitage and Weirfield. Students will be assigned to a House when they join the school and will remain in this House for the duration of their time at Penistone. The colour of the tie each student wears, symbolises the House to which they are connected.

Bowman

Fulford

Colwell

Sauderson

Armitage

Weirfield

Close to the heart of everyone at Penistone is our school charity: Sheffield Children's Hospital. In the time since we adopted this worthwhile cause, we have raised over £65,000. Our House system is central to driving our charitable endeavours, and initiatives have raised significant funds, helping our students to feel a real sense of community, coming together to support those who may be less fortunate than themselves.



Rewards

Everything we do at PGS is rewards-led. All staff will seek to recognise the achievements of our students. This will include rewarding effort in class and home learning, for contributions in school life, in recognition of support for other students, or for doing something that has the ‘wow’ factor.

The planner is central to our rewards system. During every lesson, students will be expected to have their planner open on their desk at the correct page for that week so teachers can stamp merits directly into the planner in recognition of positive learning behaviours. Every other Monday there will be a dedicated mentor session which will enable Mentors to congratulate students and record the number of merits they have received.

All adults in school will actively seek opportunities to praise our students. Students will be rewarded through written or verbal praise, phone calls home, merits and commendations (5 merits).

After each Assessment Review Point students will receive rewards including gift vouchers, queue jump passes and certificates. These are presented to qualifying students in mentor time or year group/House assemblies.

At the end of terms, we have a variety of reward events. For example, in 2024 at Christmas, the house with the most points went to Penistone Paramount for a cinema visit to watch a Christmas film. These events encapsulate our belief in rewards and our focus on life beyond the classroom.

Positive Reinforcement

School is about learning on every front. We don’t expect our students to be perfect and we know that, at some point, everyone will make mistakes. What is important is that we can learn from our mistakes and that we use our new-found understanding to become even better versions of ourselves as we move through life.

Our Values Driven Expectations system helps students to make positive choices. Alongside the Rewards system, students will begin each week with six lines. Each time a student’s organisation, effort, attitude or conduct falls short of our expectations system, they will lose a line. For most students, losing a line will be an indication that a change is required, and they will quickly take steps to make positive choices moving forwards.

Sometimes a student may not make the necessary changes quickly enough or may commit an offence that requires a more serious consequence to be implemented. Where this is the case there are a number of additional consequences and support measures that can be implemented, including SLT detention, time out in our Supporting Expectations room, or internal and fixed term suspension.

Any lines lost will be recorded. This enables us (the student, school and parents/carers) to work collaboratively to support our students to succeed. Students’ lines will be visible to Parents/Carers in the My Child at School App. Login details for the My Child at School app will be shared once your child has started at PGS.

“Penistone Grammar School is good. You can make new friends and the teachers are really nice.”
Billy (Year 7 Student)

Enrichment

We aim to provide students with every opportunity to try something new outside their standard timetabled lessons. We know that each time our students step outside their comfort zone and try something new, they grow in confidence and develop a new skill they can use for the rest of their life.

At Penistone Grammar School, we offer a full range of activities for students to participate in. Our after-school Enrichment Programme features a full programme of sports, arts and learning-based clubs, most of which run from 14:50 to 15:50 each evening. Our after-school Enrichment Programme changes each half-term and can be accessed via MS Teams or can be found on our website: www.penistone-gs.uk/enrichment

In addition to our after-school programme, throughout their five-year journey every student will have the chance to participate in at least one residential trip, either in this country; for example, the Year 7 annual residential, or abroad, with trips to France, Spain and skiing already planned into our school calendar.

To complement the core offer, older students also have the chance to sign up to participate in the Duke of Edinburgh Award Scheme where they will work towards achieving a nationally accredited qualification. Or World Challenge for which students undertake fundraising activities to travel to far-reaching parts of the World and participate in environmental or community-based projects. We also have our Combined Cadet Force, one of the biggest school cadet groups in the country.

We will encourage every student to take part in some form of enrichment; this is a key vehicle to our students developing essential skills for life, including (but not limited to) teamwork, problem-solving, analytical thinking and leadership.

“I really like PGS. I like science because I really enjoy doing the experiments.”
Joey (Year 7 Student)

Be Supportive

An Inclusive Approach:

At some point during their educational life, students may need extra help to succeed in school. The need may be low-level and short-term, but depending on the nature of individual difficulty, could be longer term or more specialised. At Penistone Grammar School we are committed to be a fully inclusive school where students are supported to overcome barriers to learning and maximise opportunities for success.

Our Inclusion Team

Our Inclusion Team brings together a wealth of experience and specialist training to support our students. When a student needs additional support, team members work together with every member of our school community to ensure all professionals involved in the child's education can provide support that is appropriate to their needs. This support extends to external agency involvement where appropriate, and our team have close working relationships and links into professionals outside the school who can provide complementary support for our students.

For most students, support will be provided through their Mentor, who will form firm bonds with them throughout their time at Penistone. For those who need a little more support, our team of Student Support Officers offer additional specialised and tailored support. Each year group has a dedicated Student Support Officer who will stay with them through their five-year journey at PGS. The Student Support Officer will get to know students in the year group and will be on-hand to support with any pastoral and wellbeing concerns including friendship, confidence and self-esteem issues, bullying, conflict resolution, anger management, support for changes in home circumstances, bereavement, support to change behaviours and support with attendance.

On occasion, a student's circumstances may be such that they need more specialist support. Where this is the case, we have a team of professionals who can provide more targeted, high-level support including: Head of Pastoral Care, Head of Behaviour Support, Head of Attendance and our Mental Health Practitioner, all led by Mrs Crook (Designated Safeguarding Lead).

The mental health and wellbeing of our students is incredibly important to us and over recent times we have enhanced the ways in which we provide mental health support for our students. Mental health problems are an endemic issue facing schools across the country and at PGS we focus our approach to mental health support in four key areas: promoting mental wellbeing by creating an environment where children and young people feel safe and happy; identifying students' specific mental health needs; providing mental health support for students with particular needs; and referring in to and/or delivering specialist therapeutic provision.

To support our mental health strategy, we have a 'no mobile phones' policy in school. This means that students are not permitted to use their mobile phone, including in outside areas. We ask that all mobile phones are switched off and stored in either the student's bag or in their locker. Should a student need to contact you in the event of an emergency during this time, they are able to use the school's phone.

Anti-bullying

Every member of our learning community is entitled to be part of a happy and safe school where they can flourish, both in their learning and in their personal development. We will not tolerate bullying in our school and will do all we can to eradicate bullying in all its forms.

To signify this commitment, we ask that every member of our learning community signs an anti-bullying pledge at the start of every year. By signing this pledge, students, staff, parents/carers and members of the Governing Body agree to the following:

- 1) To accept and value difference while treating others with respect
- 2) To avoid becoming involved in bullying incidents or being a bully and will support anyone who has been or is subjected to bullying
- 3) Be vigilant in terms of bullying in places around the school where there is less adult supervision
- 4) Be aware of the school's policies with regards to anti-bullying and immediately report all incidents
- 5) To talk about concerns regarding bullying and work with the school to stop bullying
- 6) To speak out against all forms of bullying
- 7) To be a good role model at home, school and in our community
- 8) To support those who report bullying, as will all staff and our school community



The definition of bullying is when an individual or group of people with more power repeatedly and intentionally cause hurt or harm to another person or group of people who feel helpless to respond. Bullying can continue over time, is often hidden from adults and will probably continue if no action is taken.

Single episodes of social rejection or dislike, single acts of nastiness or spite, random acts of aggression or intimidation and mutual arguments, disagreements or fights are all examples of actions that can cause great distress. However, they do not fit the definition of bullying unless someone is deliberately and repeatedly carrying them out.

The important thing is that if anyone believes someone is or may be the subject of bullying, that they report this at the earliest opportunity so the victim can receive the appropriate support. Any member of our learning community can report incidents of bullying either in person, by email, over the phone, or online. The Inclusion Team and every member of the Senior Leadership Team, together with other staff and students in school, are trained as Anti-Bullying Advocates and are available for students or parents to talk to for advice, guidance and support.

Our SEND Team

Where it has been determined that the barrier to a student's learning is as a result of a special educational need or disability, support will be led by either our school SENDCO or the Head of HeartSpace. Our team will work alongside primary schools and parents/carers to co-ordinate within-class support and intervention for those students with additional learning needs, within our mainstream setting.

Usually students will arrive at Penistone Grammar School having already been identified by their primary or previous school as requiring SEND support and, if appropriate, with an Education Health Care Plan (EHCP) in place. In this circumstance, the SENDCO will work with the teachers, student and their family to learn as much about the student prior to them joining us. This will allow us to ensure that an adequate and appropriate level of support is in place from the first day. This may include inviting the student to additional visits to give them opportunity to get to know about the workings of the school individually or in a smaller group prior to the main Transition days.

Regardless of need, together with a team of Higher Level Teaching Assistants and Learning Support Assistants, our leaders for Special Educational Needs will ensure that highly effective, tailored support is in place to overcome any obstacles that may act as a barrier to learning, ensuring every young person has every opportunity to meet their potential.

The support provided will be framed within a four-part process: Assess-Plan-Do-Review. This ongoing cycle will enable the provision to be refined and revised as our understanding of each student's needs grow. Through this process, we will be able to identify those interventions which are the most effective in supporting students to secure good progress and outcomes, both within their learning and beyond.

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent/carer. This will occur where the complexity of need, or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Needs Assessment (EHCNA) will be taken at a progress review and will combine information from a variety of sources.

On occasion, within a few weeks of a student joining us, we may identify a possible SEND need that has not previously been raised. Where this is the case, the student's subject teachers will take steps to provide differentiated learning opportunities that will aid the student's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

Further information about how we support students with SEND can be accessed through our website:
<https://penistone-gs.uk/send>

HeartSpace

At HeartSpace we are dedicated to providing a thriving, inclusive and learning environment for students who have an EHCP with a variety of learning needs.

Students who access HeartSpace will have a bespoke timetable that is tailored to their individual needs which enables them to access a range of mainstream lessons with a dedicated Learning Support Assistant, HeartSpace lessons delivered by Specialist Teachers and a variety of both academic and therapeutic interventions. As all HeartSpace students are fully part of the Penistone Grammar School community, students will access mentor time and unstructured times (breaks and lunch) with their whole school year group.

To access our HeartSpace provision, students will have been allocated a place within HeartSpace by Barnsley Authority. Any enquiries should be directed to:
heartspaceenquiries@penistone-gs.uk.
You can also visit our website:
<https://penistone-gs.uk/the-heart-space/>

Should you believe your child may need additional pastoral or learning support prior to joining Penistone Grammar School, please contact us via email at transition@penistone-gs.uk to arrange a time to discuss this in more detail.

Supporting Students with Medical Needs

Our students can have a variety of challenges to overcome both in terms of their learning, and in respect of their everyday lives. For some, this is as a result of a medical condition. It is important that, for any student to whom this applies, we are confident that every measure is in place to keep them healthy and safe.

We will ask you to inform us about your child's medical needs as part of our transition data gathering exercise. Where you have made us aware of a medical condition, we will arrange to contact you and discuss this in more detail. We will establish to what extent the medical condition is likely to put your child at risk at School and work with you to put in place control measures which will ensure that everyone is clear about the support that will be provided.

For students with medical needs, clear and effective communication is key. We will work with you to agree the best forum for sharing information, including, where appropriate, publishing information in the student's planner for use in an emergency.

You can expect us to annually review the information we hold, and to check whether any revisions to the information and support measures we have in place are required based on the information you share with us. Should you wish to discuss your child's medical needs with us, you can arrange an appointment by contacting transition@penistone-gs.uk.

Pupil Premium

If your child accesses Free School Meals either now or during the past 6 years, has previously been a Looked After Child or you are a Forces Family, we receive extra funding from the Government when they join our school. This is known as the Pupil Premium and is designed to allow schools to support these groups of students so that they achieve to the best of their abilities at school and then have enhanced life chances.

At Penistone Grammar School we have a team in place to ensure that we are providing appropriate support to your child in all areas: The team is led by our Assistant Principal (Strategic Leadership of Pupil Premium) and includes our Pupil Premium Champions, HLTA Intervention and our Engagement Officer.

The team are based in our provision The Bridge, striving to meet our students' needs from something to eat, learning equipment, uniform support, to the use of a laptop, from a "soft landing" back into academic life, an ear to listen to and home learning clubs at lunchtime. The Bridge represents everything at the core of Penistone Grammar School and is based on our five core values: Aim High, Be Supportive, Be Proud, Be Kind and Be Determined.

If your child is one of the children for whom we receive the Pupil Premium, we will be informed of this by your primary school and we will be in touch during the final half term to arrange a visit to The Bridge to meet the team and see what the provision has to offer. We will then also be able to discuss with you what support you might require as part of Transition to Y7.

We look forward to meeting you and working with you to ensure the best PGS experience for all our students! We can

be contacted on pupilpremium@penistone-gs.uk.



Parental Responsibility

Everyone who is a parent, as recognised under Education Law has a right to participate in their child's education and we must have regard to any views expressed by parents of students. All parents can also receive information about their child, even though, for day-to-day purposes, our main contact is likely to be a parent with whom the child lives on school days.

Individuals who have parental responsibility for, or care of, a child have the same rights as biological parents. For example, to receive information (such as student reports), participate in statutory activities (such as voting in elections for parent governors), to be asked to give consent (such as to the child taking part in school trips) or to be informed about meetings involving the child.

We must treat all parents equally, unless a Court Order limits a parent's ability to make educational decisions, participate in school life or receive information about their children. Where this is the case, we will ask you to provide us with sight of the court order as proof.

Where a parent's action, or proposed action, conflicts with our ability to act in the child's best interests, we will try to resolve the problem with that parent but will avoid becoming involved in conflict. However, there may be occasions when we will need to decline a request for action from one or more parents. In cases where we cannot resolve the conflict between separated parents, we will advise the aggrieved parent to pursue the matter through the Family Court.

It is important that we balance the requests of parents with our statutory duties. We are unable to get involved in issues that do not directly impact upon the student's education. We will ask you about Parental Responsibility as part of our information gathering exercise through the Transition process. You can seek further guidance or make an appointment to speak to someone in relation to your own family circumstances by contacting us via email at transition@penistone-gs.uk to arrange an appointment.

Looked After Children/ Previously Looked After

A student who has been in the care of their Local Authority for more than 24 hours is known as a Looked After Child (LAC). Looked After Children are also often referred to as Children in Care. In general, Looked After Children are: living with foster parents or carers, living in a residential children's home or living in residential settings like schools or secure units. A student stops being looked after when they are adopted, return home or turn 18 years of age. When this occurs, a student is then classed as being a Previously Looked After Child (Post-LAC).

At Penistone Grammar School, we aim to support the achievement of LAC and Post-LAC students by placing emphasis on the following principles:

- Ensuring all students aim high in their academic and personal endeavours
- Promoting and supporting regular attendance
- Ensuring students are determined to succeed and any barriers they face will be removed wherever possible
- Being supportive of, listening to, encouraging and acting as advocates for students
- Being proud of students in partnership with parents/carers and all external agencies involved

Each LAC student will also have a dedicated keyworker who will meet with the student regularly and have frequent communication with foster parents/carers.

Students who are looked after or have previously been looked after are entitled to Pupil Premium funding to support their learning. It is important we gather this information from parents/carers. We gather this data through our initial data collection process, the Home-School Agreement. Please direct any enquiries you have about LAC or Post-LAC students to transition@penistone-gs.uk.

Uniform

Our uniform policy allows every member of our school to feel equal, irrespective of their background. By wearing the school uniform, our students feel smart, professional and prepared not only for their learning, but for the world of work. When students wear their uniform with pride, they represent our school positively in the local community and beyond.

Tie

Available in short (16"/40cm) or long (19"/48cm) length, our tie comes in 5 colours, each of which represents a House. Students must always wear the correct tie and keep this in good condition with no accessories attached to it. We may ask students to replace their tie if it has been pulled, damaged or graffitied.

Blazer and Jumper

Eco-friendly blazers are available in junior sizes (28" to 36"), and adult sizes (38" to 50"). Students must always wear their blazer when in the school building except for break and lunchtime when they will be permitted to remove it. Students are permitted to wear a black PGS V-neck jumper under their blazer; which displays their House colour around the neck. The sleeves should not be pushed or rolled up. In hot weather we will operate 'no blazer' days. Students will be notified of this via tannoy announcement daily.

Skirts, Shorts and Trousers

Students are required to wear black trousers, shorts or a black branded school skirt. For those choosing to wear a skirt, this must be a PGS branded school skirt, and the school logo must be visible below the bottom of the blazer. Shorts must be black, cotton tailored shorts that are unbranded. Black or white ankle socks or black or nude tights are permitted. Football or sports shorts, leggings, jeans and corduroy are not permitted.

Shirts

Students are required to wear a white shirt under their blazer. Long and short sleeves are acceptable. The shirt must be long enough to be tucked into the trousers or skirt all the way around the waist. Shirts must be buttoned up to the collar with the tie clipped on. Long-sleeved and/or coloured t-shirts are not permitted under school shirts. White vest tops and white t-shirts are permitted to be worn under shirts for warmth.

Shoes

Students must wear formal, smart, black leather, suede or patent shoes to school with no visible branding (including sporting but accessories, such as studs, bows or flowers are permitted. Trainers of any description are not permitted including black leather trainers without markings. Short ankle boots are allowed.

PE Kit

Students are required to wear PE kit which comprises of a plain red t-shirt, plain black shorts/tracksuit bottoms/jogging bottoms or sports leggings and black football socks. A plain red or black jumper (no hoodies) is permitted for outdoor PE and students are permitted to wear plain black 'skins' beneath their kit which can be purchased from any supplier. Long hair is required to be tied up for PE.

There is an option to purchase PGS branded PE kit from Liss Sport, there is no requirement for PE kit to be PGS branded providing items comply with the PE Kit policy. PE Kit can be purchased from other high street shops.

Accessories, Hair and Make-up

Belts must be black with plain buckles; decorative buckles of any description are not permitted. Students are permitted to wear subtle make-up limited to foundation, tinted moisturiser, concealer and mascara (make-up will not be classed as 'subtle' if it leaves a mark on the collar of the student's shirt). False eyelashes are not permitted. Henna is only acceptable if it has been applied for religious purposes (please ensure your child has a note in their planner if this is the case). Students are permitted to wear nail varnish, but acrylic or false nails are not permitted. In terms of jewellery, students can wear one pair of stud earrings (an earring in each ear; stretcher-style earrings are not permitted), one ring on either hand, one bracelet or charity band, and a watch. If a necklace is worn, it must be tucked inside the shirt collar. For health & safety purposes all jewellery must be removable for PE.

Purchasing Uniform

Branded uniform items (blazer, skirt, tie and jumper) will need to be purchased from our suppliers. Other, non-branded items can be purchased from other outlets providing they follow our uniform policy.

Uniform

Purchase online direct from our supplier Vortex at www.vortexschoolwear.co.uk. Uniform can be tried on in their shop at 2 & 3 Grange Lane, Industrial Estate, Carrwood Road, Stairfoot, Barnsley, South Yorkshire, S71 5AS.

PE Kit

Purchase online direct from our supplier Liss Sport at www.lissport.co.uk/penistonegschool. Once ordered, uniform will be delivered to your home address (additional delivery charges will apply). Branded PE Kit is optional, non-branded PE kit is permitted providing items comply with our PE kit policy.

Equipment

So we can support our students to become organised, and ready to learn, we expect them to arrive at every lesson fully equipped and prepared.

The planner is central to all we do at Penistone Grammar School. Students will be provided with their planner, at the start of the school year, or at the point of admission.

In addition, students are required to have a basic set of equipment stored in a pencil case (for students in years 10 and 11, the pencil case must be transparent to meet examination requirements) as follows:

- Blue or black pens
- Red pen for assessment
- Green pen for improving (Green for Growth, GfG)
- Pencil
- Eraser
- Sharpener
- Ruler
- Calculator – Casio FX-85GTCW
- Maths set (including a compass and 360° protractor)
- Whiteboard pens and eraser/cloth
- Glue stick
- Highlighters and fine liners
- PE kit (for PE)

Students may also choose to bring headphones with a 3.5mm connector, for excellence.

All of which (with the exception of the PE kit and earphones) can be purchased from our school shop.

Transport

Travelling to and from school can be one of the things students worry most about when moving to a new school, particularly if the journey is by public transport.

Although public transport is outside the school's jurisdiction, staff will always be available to support students in any way they can.

Most of our students travel to school by bus. We recommend students take time to check which is the best bus to catch, and whether there are any alternatives should their "Plan A" fail (for example, a bus breaks down or doesn't turn up). Even if students have caught the bus before, it is still worthwhile checking that the times and the route haven't changed. There is lots of information, including a 'Your First Journey' video on the Travel South Yorkshire website: <https://www.travelsouthyorkshire.com/en-gb/journeyplanning/school-travel>

Students are eligible to apply for a travel pass which will entitle them to receive a concessionary fare on buses, trains and trams in Barnsley and South Yorkshire. The concessionary fare for students traveling to school is £1 with a valid Zoom Under 16 Pass or Zoom 16-18 Travel Pass. Students without a concessionary pass will be required to pay full fare. Further information is available via the above link.

If you think your child may be entitled to free travel, information regarding Zero Fare Passes can be obtained from the School Transport Section, Directorate for Children Families and Young People, who can be contacted via telephone on 01226 773584. Applications are via Barnsley Council's website: <https://www.barnsley.gov.uk/services/children-families-and-education/schools-and-learning/school-travel/zero-fare-pass-for-travel-to-school/>. The deadline for applications is 30 June.

As an alternative to buses, students can also travel to school via train. The closest train station is Penistone Train Station which is a 20-minute walk to the school. You can access the train timetable via www.nationalrail.co.uk or www.thetrainline.com.

Term Dates

The 2025/26 academic year will begin w/c 1 September 2025 (day to be confirmed for Year 7).

The school holiday dates for 2025/26 are as follows (all dates are inclusive and accurate at the time of printing):

Autumn half-term 27 October to 31 October 2025
Christmas holiday 22 December 2025 to 2 January 2026
Spring half-term 16 to 20 February 2026
Easter holiday 30 March to 10 April 2026
Summer half-term 25 May to 29 May 2026
Summer holiday Commences on 20 July 2026

Dates for in-service training (INSET) are still to be confirmed.

School Day Timings

School starts for all students at 08:20 and ends at 14:50, with most after-school enrichment activities running until 15:50. We operate a split break and lunch structure.

Cashless Payments

We are a cashless school and encourage all payments to be made via our online payment facility, ParentPay.

ParentPay is easy to use and gives you the freedom to make payments at a time that is convenient to you, 24 hours a day, 7 days a week, totally eliminating the need to send cash into school.

Payments for everything from topping up school dinner accounts and music lessons, to school trips, can be made using the ParentPay secure website. ParentPay offers the highest levels of security with no card details stored on the system or shared with the school.

You will receive your ParentPay password before September. More information can be accessed online via the ParentPay website: www.parentpay.com.



Lunch

Our school lunch menu is excellent value for money and provides students with a tasty, nutritious, freshly prepared hot or cold meal every day.

Fully compliant with the Government's Healthy Schools Standards, our onsite Catering team delivers a menu cycle full of exciting dishes. From £2.50 Students can purchase our two-course 'meal deal', consisting of a hot meal, dessert and a drink. Students pay for meals using their finger via our biometric payment system, removing any requirement to bring cash into school. All menus can be viewed in advance via MS Teams, our website or our school Catering team's Twitter account @PGSALCCatering.



Students who bring a packed lunch from home are still able to access our dining area and eat with friends who may be purchasing a school dinner. We have an increasing number of students coming to us with food allergies including nuts, therefore we ask that students do not bring nut products into school.

Our Catering Manager encourages students to try new dishes and make positive choices about their eating. He regularly invites students' views to ensure the menus we deliver are appealing and has developed his own version of students' favourites including Taco Tuesdays homemade curry's and sausage and mash.

Should you feel your child may need additional support to access our lunchtime provision, whether this be as a result of dietary needs, or due to food allergies, we can arrange targeted support through our Catering team. Please email transition@penistone-gs.uk to arrange a time to discuss your child's needs.

Should your child be accessing free school meals at their current school, all information will be transferred to us and they will continue to receive a free meal (unless your circumstances change). Any parent who is unsure whether their child is entitled to free school meals can access further information via www.barnsley.gov.uk/services/children-families-and-education/schools-and-learning/free-school-meals/.

* All prices correct at the time of printing and may be subject to change.

Key staff

We will provide you and your child with opportunities to meet lots of different staff over the course of the next few months. The following staff will be key for you throughout the Transition journey.



**Mr Crook
Principal**

(Contactable by email to: enquiries@penistone-gs.uk)



**Mrs Crook
Associate Vice Principal**

(Contactable by email to: transition@penistone-gs.uk)



**Mr Teasdale
Assistant Principal/KS3 Lead**

(Contactable by email to: transition@penistone-gs.uk)



**Mrs Davies
Transition Co-ordinator**

(Contactable by email to: transition@penistone-gs.uk)



**Mrs Booker
Head of Year 7**

(Contactable by email to: enquiries@penistone-gs.uk)



**Mrs Putsoane
Student Support Officer**

(Contactable by email to: enquiries@penistone-gs.uk)

Penistone Grammar School
Huddersfield Road, Penistone,
Sheffield, S36 7BX
Tel: 01226 762114
Email: enquiries@penistone-gs.uk
Website: www.penistone-gs.uk

Follow us on Facebook to see information about the exciting activities taking place at Penistone Grammar School.

transition@penistone-gs.uk



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All information correct at time of printing (February 2025)