



Year 8 Parental Information Evening

Tuesday 23rd September 2025

A copy of this presentation will be made
available on our website.

Ready. Respectful. Safe



Agenda



1. Mrs Pye (Headteacher) - Headteacher's message
2. Mr Kundi (Head of Year) - Year team messages, expectations and safeguarding
3. Mrs Phull (Assistant Headteacher) - Homework, Character and Aim Higher

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Success and Learning

Mrs M Pye, Headteacher

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Lots to Celebrate!



- Strong results across the board at GCSE and A Level.
- Excellent retention into our 6th form.
- Outstanding number of students attending university, including Russell Group universities, Oxford and Cambridge and distinguished London institutions.



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Key Messages

- A step up from Year 7.
- Your child should expect to be working hard.
- If you have any concerns about your child's mental health, or the possibility of bullying, stress, anxiety or behaviour concerns, please seek support from your year team.
- We have a wealth of pastoral interventions available, and robust systems to stamp out bullying.



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Contact Details



Please ensure we have up-to-date contact details:

- Postal address
- Home phone
- Mobile phone
- Email.

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Expectations for year ahead

Mr A Kundi, Head of Year 8

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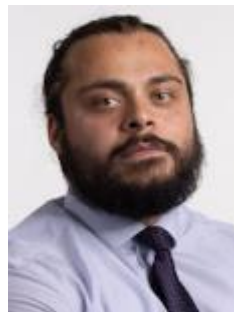
Meet the Year 8 team



Mr Kundi
(Head of Year)



Ms Shah
(Deputy Head of Year,
Z Band)



Mr Al-Musawi
(Deputy Head of Year,
Y Band)



Miss Findlay
(Pastoral Support Worker, X
Band)



Mr Harvey
(Attached SLT)

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Year 8 Vision



‘Turn obstacles into opportunities’



Turning Obstacles into Opportunities

Embrace the challenge

Learn from your experiences

Focus on what you can control

Stay positive

Seek support



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Transition from I-Block to the main site



- Your child will now be on the main site alongside Year 9-Year 13
- Same expectations for behaviour and uniform
- Students will not be allowed over to I-Block
- Students should use the toilet at break and lunch
- Students are not allowed to leave lessons to get water. We encourage you to buy a refillable water bottle that can be topped up during break and lunch.
- We will no longer line up, students will go straight to form in the morning and straight to lessons after each bell

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Attendance Matters



Impact on Lessons and Learning

Student Attendance (%)	Number of days off a year	Number of actual lessons missed
95%	10 days absence	60
90%	19 days absence	114
85%	29 days absence	174
80%	38 days absence	228
75%	47 days absence	282

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Attendance Matters



If your child wakes up and says they do not want to go to school because:

- They feel tired
- They are having friendship issues
- They have not done their homework
- They have not revised for a test
- They 'do not feel' like going to school
- They do not like a particular lesson that day
- They do not feel well but they do not have a fever or an upset stomach
- They have lost an item of uniform



PLEASE SEND YOUR CHILD TO SCHOOL



Behaviour and Uniform

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Our five areas of priority



Respect to all in
school community.

Punctuality

Uniform

Keeping students
in lessons.



Pro-social
behaviour

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Focus #1 - Uniform



- Every morning, SLT and YT's will inspect school uniform at the gate.
- Any students with incorrect uniform will be taken to **student services** in A Block by a member of our pastoral teams who will be on **uniform duty** as per the rota.
- Student Services will be open throughout the day to ensure students, with incorrect uniform, are loaned items.
- Students may be sent home by SLT/pastoral teams to alter or change their uniform once parental communication has taken place.
- Students who repeatedly fail to comply with the uniform policy may be sanctioned with a lunchtime detention



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Uniform and Behaviour Updates



- We are considering changes to the uniform and behaviour policy - We will update you if these changes take place, but they are likely to include:
- Students are to wear black socks only. Whilst it may seem like a small change it is important that we keep sporty white socks away, from our highly professional and academic look.
- If a student is in the incorrect uniform for a time period they will be placed in our IE room until the uniform is correct. It is therefore imperative that you ensure they have correct uniform.
- The school will not take responsibility for lost mobile phones, airpods, cash or jewellery. We advise that these items are left at home.
- Artificial eyelashes and acrylic nails are not allowed in school. These count towards uniform infringements and the same rules will apply.

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Focus #2 - Punctuality



- Any lateness to school is a **thirty-minute** after-school detention.
- The Ruislip Road gate will be closed at **08:30**. The electric gate, by the canteen, will be closed at **08:33**.
- If a student is late **P1/P2** and/or **P3/P4**, they will receive a 15 minute lunchtime detention on the same day.
- If a student is late **P5/P6**, they will receive a 15 minute lunchtime detention on the next day.



Focus #3 - Respect to all in school community



- Disrespect, from students, can be verbal, physical and emotional - both to adults and peers.
- This includes, but is not limited to, offensive language, insults, teasing, physical aggression, ignoring, walking away, defiance, truancy, talking back and deliberately breaking our three school rules.
- Students will partake in **respect workshops**.



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Focus #4 - Keeping students in lessons

- Students should remain in lessons for their learning.
- Only students with a **toilet pass** or students with a **genuine emergency** are allowed to leave lesson.
- Toilets will be open during lesson time and there will be a strict **one in, one out** policy for all students using. This is monitored by members of staff who are on duty



Focus #5 - Pro-social behaviour

- Pro-social behaviour involves students cooperating, listening, sharing and helping with key values in our school community.
- Pro-social behaviour, particularly for our five character traits, is celebrated through character points, postcards, assembly shout-outs, positive phone call homes, year team celebratory events and trip opportunities.





Safeguarding/Social Media & Bullying

If you have specific concerns please contact

gnayyar@greenford.ealing.sch.uk

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Safeguarding Team



Gurvinder Nayyar

Assistant Headteacher of
Inclusion & Designated
Safe-guarding Lead

Location: AF08

gnayyar@greenford.leasing.sch.uk



Niloo Adhami

Deputy Designated Safe-
guarding Lead and
Mental Health Lead

Location: AG 16

nadhami@greenford.leasing.sch.uk



Rav Dhindsa

Assistant headteacher of
Behaviour & Child
Protection Officer

Location: BG04

rdhindsa@greenford.leasing.sch.uk



Monika Sierkowska

CP Officer &
Administration

Location: AG 16

msierkowska@greenford.leasing.sch.uk



Angela Thomas

CP Officer & CLA
Coordinator

Location: AG 16

athomas@greenford.leasing.sch.uk

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Inclusion Provision

Inclusion Support

Internal Support

- Counselling
- Pathway Centre
- Pastoral Support Workers
- SEND mentoring & Support
- Alternative Curriculum- Teens & Toddlers
- Educational Psychologists
- Art Therapists

External Support

- Online providers- The Mix, Kooth, Childline, Young Minds
- Face to face providers- The Circle Cafe
- Alternative Provisions
- Careers
- EASY Project
- Youth Justice Teams

Anti-Bullying @ GHS



Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.

CATEGORIES FOR BULLYING:

Name calling
Homophobia
Racism
Sexism
Social media/online
Other

Stage 1	Stage 2	Stage 3	Stage 4
Bullying incident is logged by a member of staff at GHS. This is monitored by Year Teams and they will investigate, communicate with parents and manage the situation.	Repeated incidents of bullying mean that a student will receive an internal exclusion and will take part in a series of bullying workshops to change the behaviour.	If the bullying continues, the students will receive a suspension . There will be a parent reintegration meeting and a Governors Intervention Panel .	Persistent bullying will result in a managed move or permanent exclusion from our school.

STOP BULLYING

Assistant Headteacher
leading on Anti-Bullying
Mr Mark Harvey

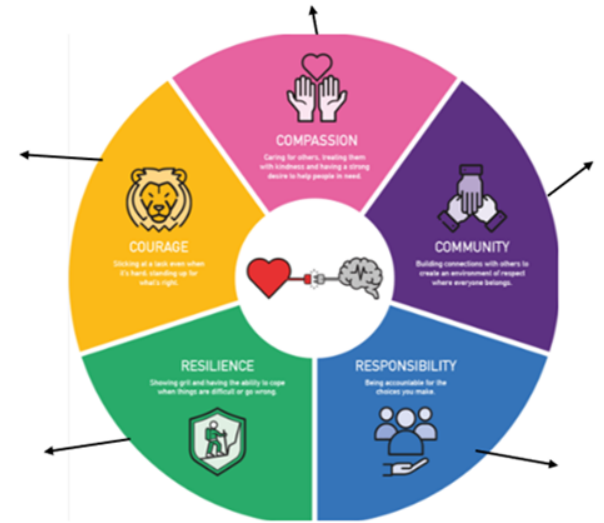


Anti-Bullying workshops

These have been designed for students to:

- Understand **what bullying is**;
- Understand **different types of bullying** (physical, verbal, emotional, sexual, online/cyber & indirect);
- Understand some of the **legal ramifications** for bullying;
- Understand the **impact of bullying on victims**;
- **Change their behaviour** and stop bullying;
- **Reflect** and, as part of this, take part in a **restorative conversation** (if both parties are willing).

How does bullying go against each of the GHS character strengths?



All staff at GHS have undergone anti-bullying training this year. Bullying is not tolerated in our school.

SOCIAL MEDIA

SOCIAL
MEDIA

CHECK LIST:

- chat
- share



SHARE

APPS AND THEIR AGE RATINGS

13+



Facebook



Snapchat



Instagram



Twitter



TikTok



Kik



YouNow



Yubo



House Party



Monkey

16+



WhatsApp

17+



Sarahah



YOLO

18+



MeetMe



LiveMe

SOCIAL MEDIA CHALLENGES



- We ask students not to join large social media groups on SnapChat, WhatsApp. Often this leads to sharing of information publicly, friendship breakdowns and year teams in school spending hours looking through information to identify and sanction the source.
- Discuss with your child the length of time your child spends on social media and set limits. Studies have shown an increased usage can impact children's mental health and negatively impact their focus and study habits. Increased usage can therefore impact achievement.

SOCIAL MEDIA CHALLENGES

Social media can expose your children to online predators who might try to exploit or extort them. Please monitor your child's phone, read through messages, the language being used and observe the platforms your child is using. Set up **parental controls** through your home broadband and WiFi, Games Consoles, Mobiles, Tablets and Computers and on Apps and online service.

Students posting pictures, videos and or inappropriate comments.

Ask your children to consider the wider impacts of this

- How many other children inside and or outside the school will view this content?
- How would they feel, if information was posted about them?
- How could they respond differently. Seeking advice and support from the wide pastoral teams in school, family and friends. Posting information can be easy behind a screen. But the impacts stretch far wider.

SOCIAL MEDIA CHALLENGES



Social Media can be a distraction.

With the influx of notifications, messages and enticing content your child may find it **difficult to focus on their homework and remain productive.**

Please look at the homework set, a mobile phone may be unnecessary and therefore removing the device may enable a better-quality piece of work to be produced.



Personal Development (Character, Careers and Enrichment)

Mrs Phull (Assistant Headteacher)

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Why is Character important?



Character defines the qualities that people see in each other, making up their personality.

- **How you talk**
- **Your behaviour**

WHY is Character important?

- Students, regardless of who's looking, will **make the right choice for the community.**
- Students are **prepared for life**, not just for exams or the employment market.

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GHS Character Strengths



COMPASSION



COURAGE



COMMUNITY



RESILIENCE



RESPONSIBILITY

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Character at GHS

At school, we will be focusing on/rewarding character

- **Rewarding with Character Points**
- **In weekly assemblies with a termly Character Strength focus**
Autumn 1: Community
- **During Form time/PSCHE/lessons activities and discussions.**
- **Character Passport/Badge**

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Points	Name	Category	Date
1	Miss HAMBLIN	Community 1pt	Mon 26th Jun
1	Ms WALSH	Resilience 1pt	Wed 24th May
3	Miss HAMBLIN	Compassion 3pt	Mon 22nd May
3	Ms WALSH	Resilience 3pt	Mon 15th May
3	Mr DHINDSA	Responsibility 3pt	Thu 11th May
1	Ms WALSH	Responsibility 1pt	Wed 10th May
3	Ms LEWIS	Responsibility 3pt	Fri 5th May
3	Ms WALSH	Resilience 3pt	Tue 25th Apr
1	Ms WALSH	Resilience 1pt	Mon 24th Apr
	Miss HAMBLIN		

Form Time: Achievement, Character and Careers



Presentations

Taking part in activities to support having a 'Growth Mindset'

Debating key topics

Transition work for the next steps

Setting Goals

Preparing for assessments

Acts of Kindness

Quizzes

Reflecting on your successes

Learning how to prioritise tasks

Interview practise

Researching to develop your knowledge

Group work

Practising soft skills for the workplace

Accessing careers platforms to broaden your horizon

Develop your character strengths

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Aim Higher London Partnership

School of the Year

An outstanding contribution to the **development** of the Aimhigher London network. The winner for this award is Greenford High School.

Inspiring

*Demonstrating an ability to **inspire** and motivate a positive role model to learners. And the winner is, **Amandeep Phull, Greenford High School.***



Amandeep Phull, Greenford High School

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What did this look like?

University Visits

This involved: workshops as well as tours of the university

Workshops for the whole year group

These were designed to ensure students understood that **they** can go to university and what to expect

Parental Workshops

These were to support parents and give them insight of the financial costs of university

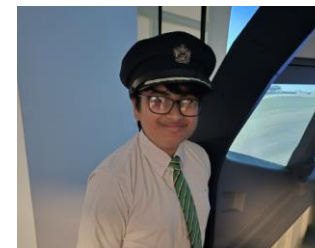


Residential for year 9s:

25 students spent 3 days staying at a university campus to experience university life as a student

Taster days:

- Aviation experience at UWL
- Lecture in hospitality
- STEM experience at Brunel University



What to expect this year?

More taster days

Parental workshops

Group visits to
university

University representatives to be
support parents evenings

Exploration of other
higher education routes

More workshops in
school

How can you support us?

Encourage your child to take part in
everything offered to them

Attend any workshops for
parents

Ask your child questions about
what they have found out



Homework & Home learning



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Why is homework important?



- Encourages students to work independently and be more resilient
 - Increases knowledge and understanding
 - Helps students feel more confident in lessons
 - Promotes healthy routines and habits at home
 - Supports revision and achievement
- Supports with the transition into KS4 and revising for GCSEs

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What can you do to support?

Engage with
SMHW/satchel one
app.

Support home
learning.

Know key dates in
the school calendar.
Read KS3
Newsletter.

Check your child's
homework- does it
look like they have
put effort into it?

Communicate with
us and let us know of
any concerns
surrounding home
learning.



Thank you for attending our Year 8 Parental Information Evening.

