



Student and Parent Information Guide 2026-27



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WELCOME

Our Vision

Surrey Maths School (SuMS) is a dynamic and vibrant community, dedicated to fostering inclusivity and diversity and ensuring every individual can thrive. It is a home for inquisitive mathematicians driven by a love for learning and an affinity for adventure.

Our mission is to inspire exceptional young mathematicians of all backgrounds into high-potential STEM pathways by providing an innovative education that supports exploration beyond A Level and into real world applications.

Our Values

Our values lead our way. They determine our decision making and the actions we take on a day-to-day basis



Our Expectations

At SuMS we expect all students to live by our values, to strive to be the best they can be and to aspire for academic brilliance. We want our students to participate in a range of enrichment opportunities from sports to clubs to school trips and to make the most of every moment they are with us.

All students should:

- Actively live by our values: be honest, show kindness to one another, collaborate, and work enthusiastically with each other, think outside the box and problem solve innovatively, and always aspire to be the best they can be.
- Promote equity and inclusion, ensuring everyone feels welcome at SuMS regardless of race, sexual orientation, sex, disability, faith, gender identity, age, marital/civil partnership status or pregnancy/maternity.

The SuMS Journey

The journey with us is so much more than just the two years that our students are here at SuMS. We are here to support in researching next steps, in preparing for applications and interviews, but also in providing the skills needed to be successful in life beyond SuMS. Whether students choose to attend university, take up an apprenticeship or a work-based internship we believe it's our duty to help them to succeed. For us, the journey begins here at the start of Y12 and continues for the next 5 or 6 years.

OUR PEOPLE

Senior Leadership Team	
Co-Headteachers	Ms Nora Kettleborough and Mrs Sahar Shillabeer
Assistant Headteachers	Mrs Christine Robinson (Pastoral) and Dr Daniel Robles Llana (Data & Outcomes)
Lead Teachers	
Outreach	Ms Nathalie Cameron
Year 12 & SENDCo	Mrs Sarah Bourne
Year 13	Mrs Catherine Joyce
Mathematics	Mr Lewis Hart, Deputy: Mrs Karen Carey
Chemistry	Dr Neil Kirby
Computer Science	Mrs Christine Robinson
Economics	Mrs Alex Ryzak-McGhee
Physics	Dr Hannah Brierley
Subject Teachers	
Mathematics	Ms Nathalie Cameron, Mrs Karen Carey, Mr Robert Gates, Mr Joseph Hadfield, Mr Lewis Hart, Mrs Catherine Joyce, Mrs Sahar Shillabeer
Chemistry	Dr Neil Kirby
Computer Science	Mr Joseph Hadfield, Mrs Christine Robinson
Economics	Mrs Alex Ryzak-McGhee
Physics	Dr Hannah Brierley, Mr Krunal Desai, Ms Nora Kettleborough, Dr Daniel Robles Llana
Operations Team	
Senior Administrator	Mrs Ashley Stapledon
Admissions & Attendance Officer	Mrs Sam Spiller
Science Technician	Dr Luke Nelson
Exams Officer	Mr David Kenney
Administrative Apprentice	Mr Nathan Parrack
Safeguarding Team	
Designated Safeguarding Lead (DSL)	Mrs Christine Robinson
Deputy DSLs	Mrs Sarah Bourne, Ms Nora Kettleborough, Mrs Sahar Shillabeer
Tutors	
Birkar	Mr Lewis Hart (Y13), Mr Krunal Desai (Y12)
Burnell	Dr Neil Kirby (Y13), Ms Nathalie Cameron (Y12)
Hamilton	Mrs Karen Carey/Mrs Ashley Stapledon (Y13), Dr Hannah Brierley (Y12)
Murphy	Mr Robert Gates/Mrs Catherine Joyce (Y13), Mr Joseph Hadfield (Y12)

COMMUNICATIONS

Who to contact?

Tutor	The first point of contact for general academic, pastoral or wellbeing issues
Lead Teacher of Y12/Y13	More serious concerns that cannot be resolved by form tutor, recurring issues around wellbeing, behaviour or attendance
Subject Teacher	Academic support, homework support, extension work
Mrs Shillabeer	UCAS and apprenticeship applications
Dr Robles Llana	Future Pathways Programme: careers, next steps, SPQ
Mrs Robinson	Safeguarding concerns, Personal Development programme
Mr Kenney	Exams Office (exams@surreymathsschool.co.uk)
Mrs Bourne	Anything about special educational needs, access arrangements for exams
Mrs Spiller	Attendance/absence issues (attendance@surreymathsschool.co.uk), medical issues
Mrs Stapledon	Duke of Edinburgh Award
Front Reception	Anything about the day-to-day, e.g. daily timetable questions, whiteboard pen refills, lost lanyards

Contacting Staff

Staff can be contacted using <initialsurname>@surreymathsschool.co.uk, e.g. jsmith@surreymathsschool.co.uk

When emailing staff, students must use their SuMS email address and should write emails using a formal structure:

Dear Ms/Mrs/Mr/Dr ____,

Formal written English. No emojis. Concise and clear.

Kind Regards
Student name

Students should copy a second member of staff into their email: either their tutor or their Year Lead.

Students and teachers may also communicate via Teams messages - these should be kept for brief logistical questions. All pastoral communications must be via email unless agreed with the DSL.

THE SCHOOL DAY

School timings

Session	Tuesday - Friday		Monday only	
Period 1	09:15	10:05	09:15	10:05
Period 2	10:05	10:55	10:05	10:55
Break	10:55	11:15	10:55	11:15
Period 3	11:15	12:05	11:15	12:05
Period 4	12:05	12:55	12:05	12:55
Lunch	12:55	13:50	12:55	13:45
Tutor	13:50	14:20	13:45	14:30
Period 5	14:20	15:10	14:30	15:15
Period 6	15:10	16:00	15:15	16:00

Tutor timetable

We operate a fortnightly timetable (Week A and Week B) for tutor times.

	Year 12		Year 13	
	Week A	Week B	Week A	Week B
Monday	Personal Development	Personal Development	Personal Development	Personal Development
Tuesday	Enrichment	Enrichment	Enrichment	Enrichment
Wednesday	Tutor 1:1s	Assembly	Assembly	Tutor 1:1s
Thursday	Independent Study / Interventions	Tutor 1:1s	Tutor 1:1s	Independent Study / Interventions
Friday	Form time	Form time	Form time	Form time

School opening hours

School is open from 8:00am - 4:45pm.

ATTENDANCE & PUNCTUALITY

Attendance

Attendance at school every day is pivotal for achieving academic success and for gaining the richest Sixth Form experience. Students should be aiming for 100% attendance, and, as a minimum, **96% throughout the year**.

Students are expected on site from Periods 1-5 unless authorised otherwise. We encourage students to approach their school day as a working day, enabling them to complete as much of their independent study and as many of their ILTs as possible within the timetabled day.

Students are expected to be available on-site for additional meetings/workshops/school activities at any time during the timetabled school day if requested. Driving lessons or paid work should therefore not be scheduled during the school day.

Punctuality

Students are expected to be on time to school every day and to be punctual to all compulsory periods on their timetable.

We recognise that many of our students may have significant journeys to reach our school: for this reason, the school day starts at 9:15 which is later than the majority of sixth form colleges and schools. All students are expected to be in school on time, allowing themselves enough time on their inward journey to allow for possible transport delays or issues. Regular lateness due to transport issues is not acceptable, in line with expectations in a professional working environment. Students who are regularly late due to transport issues will be issued sanctions in line with our behaviour policy but will also meet with our Attendance Officer to review their journey to school, who will support and advise on changes to their route. If the issues persist then parents/carers will be contacted to support with the inward journey.

Students running late for school should let the school office know by 9:00am.

Absences

All absence requests (planned and unplanned) must come from a parent/carer by emailing attendance@surreymathsschool.co.uk.

Unplanned absences, such as sickness where a student is too ill to leave the house:

- A parent/carer should email by 8:30am on each day of the absence
- If a student needs to take a mental health day, they should email the attendance address above. This will be passed on to the Year Lead or DSL who will make contact with the student

Planned absences :

- Where possible, appointments such a doctor's appointment should be arranged outside of school time and university visits should be planned at the weekend
- Absences must be requested by a parent/carer at least **48 hours** in advance
- SuMS will authorise up to three "Future Pathways" days in an academic year. These include activities and experiences linked to higher education, apprenticeships or careers, including university Open Days and taster days
- The school may authorise up to five days for Work Experience for a pupil in an academic year. Requests will be considered on an individual basis, and must be requested a minimum of **14 days** before the date of the first absence along with accompanying evidence such as the email offer from the employer

STUDENT LIFE

Communications

- School notices, meeting appointments and other important information are sent out via email or Teams. Students are required to check their school email account and Teams at least once per day.
- Appointments are scheduled using Microsoft Outlook.
- Each subject has its own Class Notebook, which students will use to access lesson notes and other learning resources.
- A weekly information bulletin is sent via email to students and parents/carers each Friday.
- A school newsletter is published at the end of each half-term.

Dress code

We very much encourage our students to express themselves positively through their clothing choices, hair style and any make-up, with accessories such as jewellery and badges, and by clothing that has traditional, cultural, or religious significance.

That said, students are expected to dress suitably. In particular, students should be dressed to study and to work comfortably and should ensure they are sufficiently covered for a learning environment. Hats, hoods, and headphones worn over the ears (unless agreed with SLT) should be removed before entering lessons and assembly times. Any clothing with offensive language, symbols, or slogans, even if students think they aren't offensive, or don't mean them to be, does not meet our expectations and is not permitted.

In the science labs, students must wear sensible, closed-toe shoes.

Food

The Student Social Space includes a well-equipped kitchen, with a fridge, freezer, hot water tap, a bank of microwaves, crockery and cutlery. Students are expected to clean up after themselves. Students may eat in the Social Space, the Hub (at the back of the hall) and in the garden when the weather is suitable.

Guildford has a wide range of cafes, coffee shops and other food venues within a short walk of the school site.

Lanyards and signing in/out

Students will be issued with a SuMS lanyard including access and identity cards, which they are expected to wear visibly at all times on the school site. They are expected to tap in and out when arriving/leaving the site using the sign in machines in Reception. Students may tap out at break, lunch or if they have no Period 6 lesson, unless they are authorised to leave at other times.

Library

We encourage all students to make use of our ground-floor library, which holds a wide range of fiction as well as academic and reference books.

Lockers

Lockers are available for any student who wishes to have one: details will be issued at the start of the year.

STUDENT LIFE

Medical issues

Students who start feeling unwell during the school day should go to the Front Reception for assistance.

Mobile phones, laptops, tablets

All students are expected to have a fully charged laptop or tablet in school ready to use in all timetabled lessons (Computer Science students must have laptops). Laptops and Wacom writing tablets are available to borrow for educational use only at school and home. Students must sign out any borrowed devices and may be charged for any loss or damage.

Mobile phones should not be used or seen during lessons or tutor times, unless the teacher has explicitly given permission.

Paid employment

We encourage students to take up some form of paid work for the skills and experience it gives them. However, if the job starts to affect their academic progress, or does not leave enough time for a healthy work-life balance, it should cease, or the hours worked be reduced.

Students must not arrange paid employment during the timetabled school day.

Pastoral spaces

The Sanctuary is available to any student on an individual basis for wellbeing purposes. The Quiet Room is available for studying or wellbeing purposes for students who have agreed use of the room with their Year Lead.

Prayer Room

The Sanctuary is available at lunchtime as a prayer space.

Study spaces

We have a wide range of dedicated study rooms around school; some are designated for silent study and this is clearly marked on the doors. Any classroom or Computer Lab may also be used as a study space when they are not timetabled for lessons.

Transport

Students are encouraged to walk, cycle or use public transport to travel to school where possible. We have two areas at the front of the school to lock up bikes. A shower is available for student use.

Parking on site is limited and so all available spaces are allocated to staff. There are several car parks nearby. Students must not be dropped off directly outside the school gates: please use the drop-off area near the Odeon.

ACADEMIC PROGRAMME

Core + extended curriculum

The core curriculum is the academic heart of the SuMS experience. All students study Mathematics and Further Mathematics, alongside one or two subjects from Chemistry, Computer Science, Economics and Physics, developing the depth of knowledge, technical fluency and intellectual independence needed to succeed at A level and beyond. Lessons are designed to challenge students to think deeply, make connections, explain their reasoning and tackle unfamiliar problems, developing confident, curious and independent thinkers.

The extended curriculum provides opportunities for students to explore ideas beyond their A-level courses, develop new skills and discover where their interests might take them next. Through Problem Solving, SuMS Project Qualification (SPQ), and Future Pathways, students encounter challenging problems, pursue extended projects, prepare for university and future careers, and develop the wider soft skills needed to thrive beyond school.

Together, the core and extended curriculum are designed to support students to achieve highly, think independently, explore widely and make the most of the opportunities available at SuMS.

Equipment

Students are expected to come fully prepared to start each lesson. For the most part they will need:

- A charged laptop/tablet (Computer Science students must have a laptop)
- Charger
- Paper/notebooks (school exercise books are provided)
- Writing stationery
- Calculator

Independent Learning Tasks (ILTs)

Teachers set Independent Learning Tasks (ILTs) – usually up to 2 hours per subject - which are the SuMS equivalent of homework. Students have ILT feedback sessions regularly (either weekly or fortnightly) to go over the set tasks, to mark work, do corrections and ask for help and feedback. As such, it is vital that they manage their time well and attend these sessions with the completed tasks, otherwise they will not benefit from this valuable feedback time with their teachers.

Independent Study

Students should also allocate up to 5 hours per week on independent study across all their subjects combined. This time might include finishing classwork, extra practice on questions they found challenging in class, further reading, creating revision notes at the end of a unit, or revisiting flashcards to recall previous topics. Lead Teachers provide a list of suggested extension tasks for each subject.

Special Educational Needs, Access Arrangements

Any queries about special educational needs should be directed to our SENDCo, Mrs Bourne. She meets with every student on our SEND register at key points in the year to set and review targets and discuss support. Mrs Bourne also oversees access arrangements for exams. There is a formal process for this: students who have had any additional arrangements for their GCSE exams should speak with Mrs Bourne as soon as possible in the Autumn term.

Dropping a subject

Students who wish to discuss moving from 4 to 3 A-levels should speak with their tutor in the first instance.

FUTURE PATHWAYS PROGRAMME

The Future Pathways programme prepares students to explore their academic and professional options and decide on meaningful courses of study and career paths after they leave SuMS. The programme is structured around the SuMS Project Qualification (SPQ), the Skills Programme (SP), and the UCAS preparation and application process.

The SuMS Project Qualification

All Year 12 students undertake a group research project under the mentorship of an academic expert or an industry professional. During their projects, students get familiar with a wide range of real contemporary open challenges in mathematics, physics, chemistry, engineering, computer science and economics, they delve into real-life examples of applied or theoretical research, and get invaluable exposure to research methodologies, collaborative project planning and scientific writing. At the end of Year 12, all students present their group findings in an event attended by students, parents and SuMS staff, as well as university and industry mentors.

SPQ Presentation Day: 22nd June 2027

Skills Programme

During the Spring Term, Year 12 students develop a wealth of soft and hard skills in the context of the Skills Programme. The programme is structured around weekly timetabled sessions and tutor one-to-ones. We use the Unifrog platform for students and parents to record and monitor progress. The sessions include effective study skills, the use of contemporary data analysis and general scientific packages like Excel and the essentials of Python programming and an understanding of generative AI. The programme encompasses a problem-led approach to developing advanced literacy and numeracy with real data and relevant examples from different disciplines. Students also develop the necessary knowledge and skills to write effective CVs and personal statements, as well as interview skills and techniques to apply to competitive courses and apprenticeships.

Future Pathways Parent/Carer Information Session: 6th January 2027 (4:45 - 5:30)

UCAS

During the Summer Term, students start the UCAS application process and explore university courses and apprenticeships with close support through timetabled weekly sessions. Furthermore, in this term, all Year 12 students have one-to-one sessions where they receive personalised careers advice from a professionally qualified careers advisor. Students can also attend special sessions tailored to develop high-level problem-solving and interview skills to succeed in special entrance examinations (TMUA, TARA, ESAT).

UCAS Parent / Carer Information Session: 11th May 2027

Careers

During Year 12, all students will attend careers fairs (Surrey Careers Fair, uMaths Careers Fair). Throughout their time at SuMS, they will have the opportunity to listen to a range of expert speakers from academia and industry as well as representatives from local companies. Students and parents/carers are provided with information on a range of work experience possibilities, and students are encouraged to find a suitable placement at the end of Year 12.

PERSONAL DEVELOPMENT PROGRAMME

The Personal Development Programme supports students' wellbeing, skills development and wider growth alongside their academic studies. These experiences help develop confidence, communication, collaboration and a sense of belonging.

Personal Development lessons	All students have a weekly PD lesson on Mondays. The curriculum covers relationships and sex education, mental health, equality and diversity, and online safety. We also cover life skills including cooking on a budget, practical home skills and financial literacy. Most sessions are tutor-led with external speakers and workshops enhancing provision.
SPEAK, ARGUE, WRITE	Our PD lessons also focus on presentation, debating, oracy and formal writing skills.
House system	Students are organised into tutor groups within one of our four houses, which are named after wonderful mathematicians and scientists: Birkar, Burnell, Hamilton and Murphy. Over the year we run events such as sports, music, chess and quizzes to develop team spirit and healthy competition! There is the opportunity to purchase a house hoodie.
Tutor system	Each student will meet 1:1 with their form tutor at least once every half-term to provide guidance on academic progress, wellbeing and personal development. Students also have a weekly form time to promote study skills, reflection and community building.
Enrichment	Enrichment activities are scheduled into the timetable on Tuesday afternoons throughout Year 12 and the Autumn term of Year 13. Students sign up for their choice of activity each term/half-term.
Clubs	We offer a wide range of clubs, currently including Chess, Dungeons & Dragons, Robotics and Music. Clubs take place at lunchtime or on Tuesday afternoons. Most are student-led and we encourage and support new clubs. We hold a Clubs Fair at the start of the Autumn term to share what is on offer.
Leadership	The Student Council convey student voice to the Senior Leadership team and organise inter-house, charity and social events. In September, each Y12 form elects a representative to join the current School Council. Additional opportunities include joining the Mental Health Advocates and leading a club.
Volunteering & Outreach	We expect all students to volunteer at one of our Taster Days, Open Days or Outreach events and are working to expand this so that all students also do some form of community volunteering.
Trips and events	We run as many trips, visits and social events as we can and are always happy to hear ideas for new ones! Trips scheduled for 2026-27 so far include the Y12 Cuffley and Y13 Henley Fort residentials, Thorpe Park, orienteering, Lake District trip and Y13 prom. We also organise educational visits. If the trip is outside of the hours of 8:00am-7:00pm, parents/carers will be sent an itinerary and specific permission will be requested.
Duke of Edinburgh	All students have the opportunity to work towards their Silver or Gold award.
Assemblies	Fortnightly year group assemblies are led by staff, students or external speakers and organisations. Topics include academic themes, current affairs and personal development.

EXPECTATIONS

Student Norms

All students are expected to exemplify the school values and the following behaviour norms.

In lessons

- I will arrive on time to lessons with the correct equipment and in the correct seat and be ready to learn.
- If I need to leave the room, I will ask my teacher and be back within 5 minutes.
- Technology is used exclusively to aid learning; I will only use my phone/laptop/tablet as directed by my teacher.
- I will exhibit behaviour conducive to a learning environment and always show support and compassion for other students.
- I will participate fully in all lessons including (but not limited to) core subjects, Personal Development, Future Pathways, Enrichment.
- I will complete all work to a high standard and meet all deadlines. I will communicate any issues to my teacher at least 24 hours before a deadline.
- If I am absent for any reason, I will catch up on any missed work.

In school

- I will always tap in when I arrive at school and tap out if I leave the site during the school day. I will always visibly wear my lanyard while on the school site.
- I will arrive at school by the required time every morning. If I am running late, I will inform the School Office before my first lesson.
- I will remain on site in Periods 1-5 unless authorised otherwise. I will be available on site at any time in the school day 9:15-4:00 if requested by a staff member.
- I will check both Teams and my school email at least once per day.
- When I am not in a lesson, I will use my study time productively to aid my learning and I will be mindful of the ways in which others around me work.
- I will attend at least one club per week.
- When communicating with others in the community (in person or via email) I will use appropriate tone and language.
- I will wear clothes which are suitable for a learning environment.
- I will contribute to keeping the school environment clean and tidy and will not litter or cause damage to property
- I will ask for help or support, whether academic or pastoral, when I need it and I will accept help of support, whether academic or pastoral, when offered it.

In the wider community

- I will be respectful to members of the wider community in Guildford and beyond.
- I will behave appropriately when in local shops and when using public transport.
- I will treat visitors to the school with courtesy and respect.
- I will be considerate of the wider environment and won't litter or cause damage to property.
- I will not smoke or vape at any time during the school day within 500m of the school, nor at any time when I am identifiable as a member of SuMS' community (such as wearing a school hoodie or lanyard).

EXPECTATIONS

Rewards

We recognise success, attitude, good behaviour and contributions to the SuMS community in the following ways:

- Sincere verbal praise which identifies what has been done well and why it is praiseworthy and worth repeating
- Community recognition in which a student's good efforts and achievements are publicly recognised in an assembly, school event, school publication or acknowledged by a senior member of staff via email or in person
- Contact with family to note a student's success or special efforts
- Positive achievement notes in a student's record that can be considered for inclusion in references for university, apprenticeship and job applications

Sanctions

Our students are treated as young adults and will be expected to respond to that with mature and considerate behaviour. Mistakes will still be made and it is therefore necessary for us to log incidents of poor behaviour so that we can become aware of patterns and have appropriate records to refer to in the case that serious incidents occur and significant sanctions are necessary. Any student choosing not to meet SuMS' expectations of behaviour will be subject to a corresponding sanction. The aim of any sanction is to encourage a student to reflect on their behaviour and have an opportunity to make amends for it, aiding the student's personal development. The graduating scale of sanctions can be found in the SuMS Behaviour and Support policy on our website.

Directed Study

Directed Study can take place with any staff member for any shortfall in expectations relating to behaviour, attendance, or academics.

Year 12 and 13 Directed Study

These sessions take place at lunchtime and are supervised by Year Lead Teachers. Students are required to attend and will be registered as in a normal lesson. They will reflect on the behaviour with the Year Lead, discuss strategies to improve and may be then required to complete a letter of apology and/or complete their own work in silence.

SLT Directed Study

These may take place at lunchtime or after school, as determined by SLT. Students are required to attend and will be registered as in a normal lesson. They will reflect on the behaviour with an SLT member, discuss strategies to improve and may be then required to complete a letter of apology and/or complete their own work in silence.

STUDENT WELLBEING

Safeguarding Team

- If you have any concerns that another student may be at risk of significant harm, either to themselves or to somebody else, then inform the Designated Safeguarding Lead, Mrs Christine Robinson, or one of the Deputy DSLs: Mrs Sarah Bourne, Ms Nora Kettleborough or Mrs Sahar Shillabeer
- If you have any concerns about a member of staff, speak to the Co-Headteachers
- If your concern is about the Co-Headteachers, speak to the Chair of Governors, Sarah Wynde (chair@surreymathsschool.co.uk)
- Students can also use the [Student Feedback form](#) to tell us anything: they can choose to leave their name or complete it anonymously.

Counselling

We have two external counsellors who provide sessions at SuMS, and any student can refer themselves for counselling sessions by speaking with a member of the safeguarding team. Sessions take place on the school site during the school day: where possible, we try to schedule these within study periods, or to move the times each week to minimise disruption to learning.

External sources of support

Who?	How?	Why?
Shout	Text SHOUT to 85258	If you need immediate help
Samaritans	Call 116 123	To make sure there is always someone there for anyone who needs support.
Papyrus	Call 0300 102 2470 Text HOPE to 88247 Email pat@papyrus-uk.org	Confidential support and advice to young people struggling with thoughts of suicide
The Mix	https://www.themix.org.uk/	Confidential support for young people under 25
Beat	Call 0808 801 0677 or email help@beateatingdisorders.org.uk (3pm – 8pm weekdays)	Support and advice for anyone affected by an eating disorder
Childline	Call 0800 1111	Confidential support and advice for any child
Kooth	www.kooth.com	Free, safe and anonymous online mental wellbeing community
Mind	https://www.mind.org.uk/	Tips for coping if you have self-harmed or are thinking of self-harming

A more extensive set of support resources and helplines is available on our school website.

STUDENT WELLBEING

Financial support

Students who are in need of financial support may be eligible to apply to the school's 16-19 Bursary Fund. This is a fund which has been allocated directly by the Government to individual schools to administer. The school will supplement this with additional bursary funding when received from other sources. SuMS offers various means of financial support, including but not limited to:

- Travel bursaries to support travel to and from SuMS
- Laptop loan scheme
- Progression fund bursary to support with university or apprenticeship related activities

If you would like further information, please refer to the Bursary Fund Policy found on the school website or speak to Mrs Robinson.

Young carers and young adult carers

A young carer is someone under 18 who helps look after someone in their family who has a long-term illness, physical disability or learning difficulty, mental ill health or substance or alcohol dependency. A young adult carer is someone aged 16-25 who looks after, helps or supports someone who could not manage without them.

We recognise that being a young carer or young adult carer can affect college, university, work, money, apprenticeships, friendships, relationships, wellbeing and plans for the future. If you have caring responsibilities, please speak to your Year Lead so that we can discuss the support we can offer you.

Mental Health Team at school

All staff at SuMS are always ready to listen if you need to talk. We do have some staff and students who have had extra training in mental health wellbeing and support:

Mental Health First Aiders

Photos of these staff members can be found on boards around the school.

Mental Health Advocates

This student team is led by our Mental Health Ambassador. Names and photos can be found on the Student Wellbeing board in the Social Space.

KEY DATES 2026-27

Date	Event	Timings
3 September	Y12 Induction Day	9:15-16:00
4 September	Y13 Induction Day	9:15-16:00
7 September	Y12 & Y13 lessons begin	-
8 September	Y13 Parent/Carer Information Session (Teams)	18:00-18:30
9-11 September	Y13 Progress Check 4	-
14 September	Y12 Parent/Carer Information Session (Teams)	18:00-18:45
w/c 28 September	Y13 Progress Check 4 results released	-
12-14 October	Y13 Parent/Tutor meetings	-
16 October	INSET Day	-
19-30 October	Half-term	-
9-10 November	Y12 Progress Check 1	-
20 November	INSET Day	-
27 November	Y12 Progress Check 1 results released	-
w/c 30 November	Y12 Parent/Tutor meetings	-
18 December	Last day of term	-
Date	Event	Timings
4 January	Y12 lessons resume	-
4-11 January	Y13 Progress Check 5	-
27 January	INSET Day	-
29 January	Y13 Progress Check 5 results released	-
1 February	INSET Day	-
2-5 February	Y13 Parent/Subject teacher meetings	-
15-19 February	Half-term	-
22-24 February	Y12 Progress Check 2	-
12 March	Y12 Progress Check 2 results released	-
22-25 March	Y13 mock exams (week 1)	-
25 March	Last day of term	-
Date	Event	Timings
12 April	Y12 lessons resume	-
12-16 April	Y13 mock exams (week 2)	-
30 April	Y13 exam results released	-
24-28 May	Y12 Progress Check 3	-
31 May - 4 June	Half-term	-
25 June	Y12 Progress Check 3 results released	-
28 June	INSET Day	-
16 July	Last day of term for students	-