



Year 10 - Year Ahead Evening 2025

Welcome back

Assistant Headteacher	Mr Fahy
Head of Year	Ms Khan
Assistant Head of Year	Mr Dusting
Archimedes	Ms Kearey
Descartes	Ms Nicolaides
Lorenz	Ms Desai and Ms Murphy
Omar Khayyam	Mr Schmidt
Vaughan	Ms Stedman
Euler	Ms Harvey
Curie	Mr McCutcheon

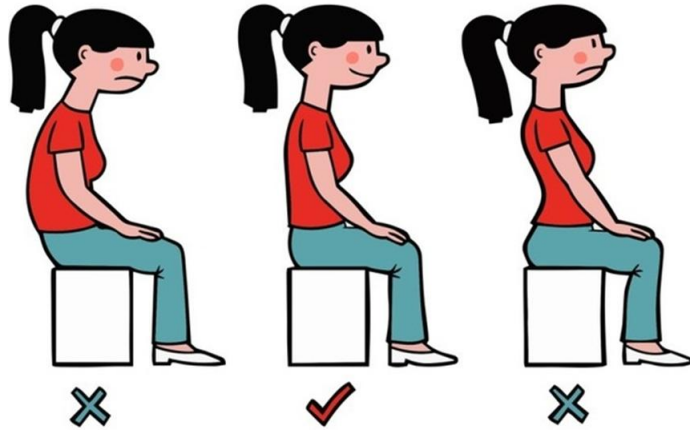


Aim : To enable parents to be able to support their child to flourish at school

Outcomes:

- Celebrate headline successes from last year and introduce the theme for the year ahead.
- Explore how we can support students in building strong habits for learning and wellbeing.
- Provide a refresh on the Year 10 learning journey and the CIAG process for post-16 choices.
- Share key reminders around safeguarding and how we work together to keep students safe.

Twyford Trust Sitting Posture



DO put your feet flat on the floor

Why? It keeps you stable and supported

DO keep your back straight and your head tall

Why? It lets you breathe deeply

DO relax your shoulders

Why? It lets your breathe freely

Don't lean against the back of the chair

Why? It stops your core being engaged





Opening responses

Opening Responses

Surrounded by a cloud of witnesses

Let us run the race set before us

Following in the footsteps of the pioneers

who have inspired us to do great things

Therefore let us be courageous

Running with confidence and hope.

Hebrews 12:1

Reading

Therefore, since we are surrounded by so great a cloud of witnesses, let us also lay aside every weight and the sin that clings so closely, and let us run with perseverance the race that is set before us, ² looking to Jesus the pioneer and perfecter of our faith, who for the sake of the joy that was set before him endured the cross, disregarding its shame, and has taken his seat at the right hand of the throne of God.

Hebrews 12: 1-2

2025-2026 Theme for the Year

Mr Smith Headteacher



Ada Lovelace
C of E
High School

Theme for the Year – Run with Perseverance

Therefore, since we are surrounded by so great a cloud of witnesses, let us also lay aside every weight and the sin that clings so closely, and let us **run with perseverance** the race that is set before us, ² looking to Jesus the pioneer and perfecter of our faith, who for the sake of the joy that was set before him endured the cross, disregarding its shame, and has taken his seat at the right hand of the throne of God.

Hebrews 12: 1-2



“Run the race set before us”
Having a clear goal and finding joy in the journey



...With perseverance...
Overcoming hurdles



...Together
Teams that work together



A timeless handbook

Therefore, since we are surrounded by so great a cloud of witnesses, let us also lay aside every weight and the sin that clings so closely, and let us **run with perseverance** the race that is set before us, ²looking to Jesus the pioneer and perfecter of our faith, who for the sake of the joy that was set before him endured the cross, disregarding its shame, and has taken his seat at the right hand of the throne of God.

Hebrews 12: 1-2



Aptitude

Keep noticing what you are good at

Good Gifts Used in Service



Attitude

Build your learning habits through positive routines

Don't stay in a bad place



Good Choices

Engage fully in a wide range of learning opportunities

Unique Value in Community



Our 10:10 ethic



Personal Goals

Challenge yourself with a resilient Plan A/B/C approach

Life in All its Fullness

Make the leap

Trust progress outcomes

All 4 Trust schools in top percentile at GCSE Progress of +1 grade above national

All 4 Trust schools graduating Yr 13 students for the first time from 3 full 6th forms, to a wider range of pathways



School progress outcomes – Year 11

77% 5+ in English and Maths
(National Average 45%)

51% of grades
awarded were 7 - 9

5 Students
achieving 10
Grade 9s

Pupil Premium Gap 3%

Attainment 8
score of 6.4

40% of students achieved a
Grade 7 in English **and** Maths

School progress outcomes – Year 13

100% of students
successfully passed T-
Levels

3 students accepted onto
Degree Apprenticeships at
Amazon

University Pathways include:

- Bio-Medical Science
- Vetenary Nursing
- Psychology and Cognitive Neuroscience



Theme for the Year – Run with Perseverance



Theme for the Year – Run with Perseverance



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Life in All its Fullness





Attitude

Build your learning habits
through positive routines

What habits will help your child achieve their goals this year?

How can you support them in the development of these habits?

Ethan Fahy – Assistant Headteacher



Ada Lovelace
C of E
High School

Run with Perseverance



Aptitude

Keep noticing what you are good at

Good Gifts Used in Service



Ada Lovelace
C&E
High School



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Don't stay in a bad place



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Unique Value in Community



Personal Goals

Challenge yourself with a resilient Plan A/B/C approach

Life in All its Fullness

Make the Leap

Q3 Mock
2nd March

CIAG
evening

Q2 Mock
3rd December

Q1
6th October



CIAG
interviews

Q4
FINAL mock
exams
15th June

Work
experience

Year 10

Target setting

Year ahead
evening

Your GCSE "Race"
80% of student
learning is this year

1
2
3
4
5
6
7
8

5taish!



Personal Goals

Year 11





Attitude

Build your learning habits
through positive routines

What does excellence look like?

I come fully equipped

I am polite and helpful

I wear my
uniform perfectly

I am focused
at all times

I walk to my lessons
with purpose

I care about the
quality of work in
my book

I complete lesson
prep for every lesson,
every day

I am reflective
about myself and
my learning



I engage with the wider
school and community





Attitude

Build your learning habits through positive routines

Doing the right thing day-in-day-out does pay off

Prefect –role model in school community

CIAG – knew herself and which pathway was best for her

Y10 Amazon Work Experience student in year 10 (**Amazon already want her for T Level work placement**)

Y11 Tutor Report (Q2)

“actively seeks clarification and support when needed”

“She carries out her responsibilities with dedication, speaking confidently in assemblies and taking her role seriously”

“Seeks advice and support from her teachers regularly”

“Listens carefully to feedback – knows she needs to improve her memorisation habits.”

Accountancy T Level

GCSE RESULTS							
English Lang	English Lit	French	History	Maths	RE	Science	Computing
8	9	7	9	7	9	7/7	4



Attitude

Build your learning habits
through positive routines

The habits that drive exam success today are the same habits that lead to career success tomorrow.

I come fully equipped wearing my uniform appropriately



I arrive prepared and present myself professionally.

I complete my lesson prep for every lesson



I am organised and prepare for tasks to ensure effectiveness.

I engage with wider learning



I seek opportunities to develop new skills and knowledge.

I am polite, helpful and focused



I build positive relationships and support my team to be a success.

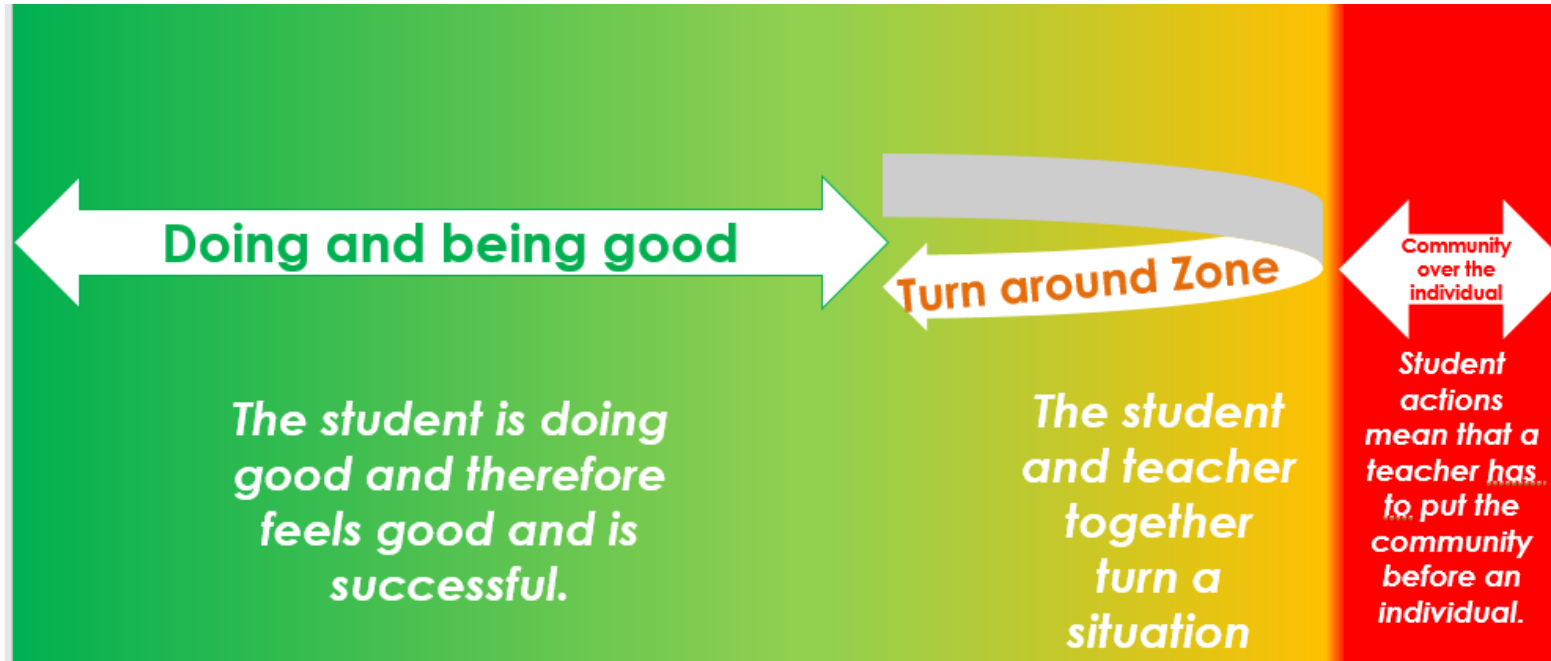




Attitude

Build your learning habits
through positive routines

*Our conduct points support good day-to-day decision making...
to prevent students from developing less successful habits*





Attitude

Build your learning habits
through positive routines

*Our conduct points support good day-to-day decision making...
to prevent students from developing less successful habits*



Doing and being good

*The student is doing
good and therefore
feels good and is
successful.*

Students are making good decisions, and
we want them to know this, **and we want
them to feel good about it!..**

**...so that these choices are repeated and
become habits.**



3,771

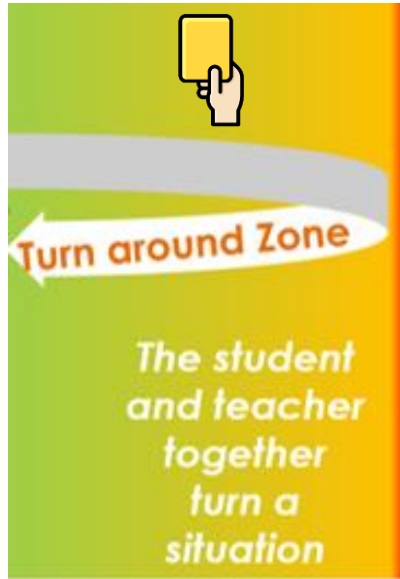




Attitude

Build your learning habits
through positive routines

*Our conduct points support good day-to-day decision making...
to prevent students from developing less successful habits*



If students aren't making good choices...

The teacher gives a clear **warning** with the reason why

"Mary, that is a warning as you are not listening properly. Facing front and listening to me from now to be successful in this task"

Teacher give **negative conduct** points, again with clear narration of why and what needs to be seen now





Attitude

Build your learning habits
through positive routines

*Our conduct points support good day-to-day decision making...
to prevent students from developing less successful habits*



There may be times when we need to put the community above the individual.



Make the leap





Attitude

Build your learning habits
through positive routines

For students to be the most successful expectations are:

- **96% Attendance**
- **98% Punctuality**

95% and below and it becomes a cause for concern that will then involve our local authority Ealing borough.

A student's attendance is at the **worryingly low level of 90% ahead of their final exams**. How many lessons have they missed?



English:

Maths:

Science:





Attendance and Punctuality

Attitude

Build your learning habits
through positive routines

Key points

- If you are not in school, it must be for a very good reason, e.g. illness or medical appointment organised by parents. **96% attendance and 98% punctuality is expected.**
- If it is a cough/cold/sore throat, come to school, **we can assess you better here.**
- **Arrive to school for 08:15.**
- **Arriving 08:30 or after is late**

“There is no such thing as on time, you are either early, or you are late.”

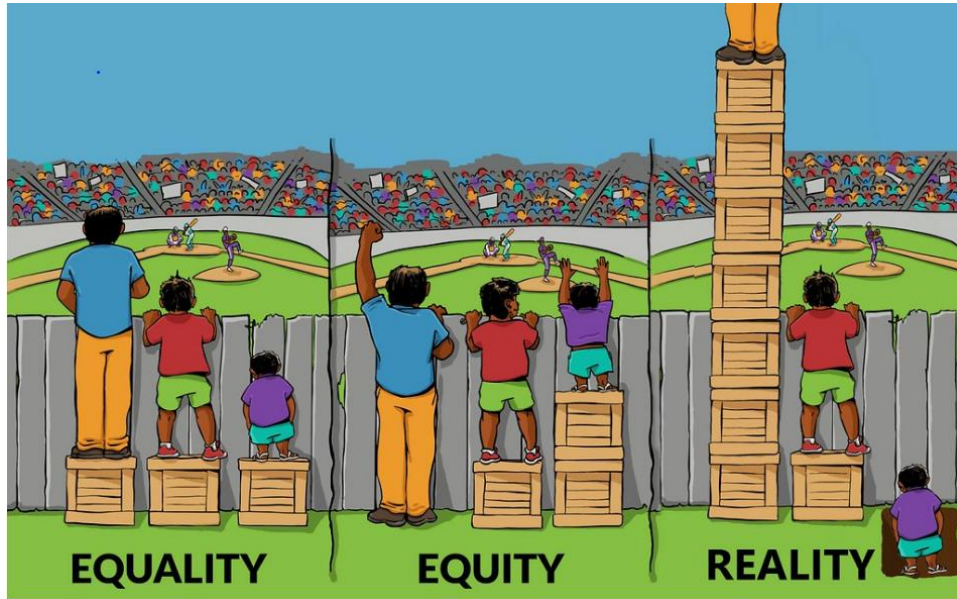




Attitude

Build your learning habits
through positive routines

Prep is a fundamental tool we use to support student learning and outcomes



Prep supports:

- 'Little and often' revision
- Consolidation of learning
- Structure for independent learning.

When completed to a high standard, it strengthens understanding and supports progress for all students.





Attitude

Build your learning habits through positive routines

Prep is a fundamental tool we use to support student learning and outcomes

All prep tasks recorded neatly including the detail needed to complete it

All due dates recorded accurately

Week Beginning: 9th May 2022

Week 2	Lesson Preparation	Due date	Done
9	1 Math: Finish double sided sheet.	10/06	✓
	2 Art: Finish the artwork.	10/06	✓
	3 Science: How does pollution directly affect you?	10/06	✓
	4 German: Email and do all six questions over challenge. Reread second story + complete annotations.	10/06	✓
	5 English: no clubs	10/06	✓
Monday	Enrichment: no clubs	✓	✓
10	1 Science: Finish sheet from page of copier. How does atmospheric pollution affect you?	11/06	✓
	2 RE: Do 6.1 and 6.2 in issues and teaching.	11/06	✓
	3 Math: Do the big shape sheet.	11/06	✓
	4 German: Do vocabo press, there will be a test. Do book one and seven book. Have test.	11/06	✓
	5 English: Games. No prep - have physical education.	✓	✓
Tuesday	Enrichment: Have Rounders	✓	✓
11	1 Math: My maths - Enlarging shapes	15/06	✓
	2 Geography: Clean the books, cards, and finish the atm evaluations. Filled.	15/06	✓
	3 History: Do the first side which prep is.	15/06	✓
	4 Science: Do sheet and go on copier review lesson.	15/06	✓
	5 English: Animate the next two quotes.	15/06	✓
Wednesday	Enrichment:	✓	✓

Word of the Week: [extract]

Week 2	Lesson Preparation	Due date	Done
12	1 English: no lesson we had RSTE.	✓	✓
	2 French: Do the sheet on book.	17/06	✓
	3 Geography: Add pictures. Complete the hurricane sand.	17/06	✓
	4 Music: Learn key words for Harmony and formality.	17/06	✓
	5 Music: no prep - have singing	✓	✓
Thursday	Enrichment: have cricket/go on kudos/go to rep helpful for club	✓	✓
13	1 Science: Do assessed homework.	25/06	✓
	2 Math: Do mathsmatch.	16/06	✓
	3 French: Do vocab express.	16/06	✓
	4 English: Homophone quotes, postcard and adverts. Read it and in book. Homophones.	16/06	✓
	5 Drama: Watch a horror trailer / write key words. Notes, plot and character.	17/06	✓
Friday	Enrichment: have badminton	✓	✓

Teacher/Parent Comments:

Plans:

- Go wild shopping / watch a supermarket
- Go to club on Thursday
- Go to FA class / convert to go book
- Prepare art / watch science powerpoint

Attendance: 94.62%

Lates Previous Week: 0

Positive Conduct: 654/85

Negative Conduct: 0

School Signature: [Signature]

Home Signature: [Signature]

AD 173767

158

119

Completed preps **ticked** when finished

Pastoral data copied in **every week** during B+L

Planner reviewed and signed by parents/carer **every weekend**



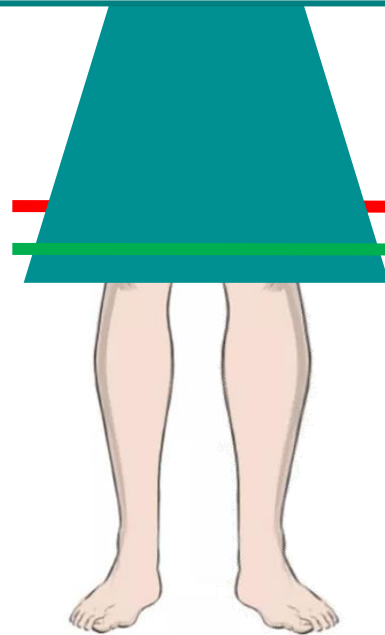


Attitude

Build your learning habits
through positive routines

Uniform: Simple, smart and the same

- All uniform should be brought from the school suppliers
- Skirts must be on the **knee**
- Coats/scarfs/hats must be plain **black**
- Shoes **must** be **shoes** (and not trainer-like)



Don't go above the
knee



On the knee or longer



Shirts tucked
in at all times



No extra
jewellery or
make up



No shorts
under
trousers



Make the leap





Attitude

Build your learning habits
through positive routines

How can you support your child to develop successful habits?

1. Please don't undermine the school's effort to build good choices and habits by pushing back on negative conduct points.
2. Celebrating all of the positive conduct points
3. Talk about the moments they've turned things around
4. Have daily discussions about lesson prep tasks

"I know you didn't want to get a negative, so how can you turn this round and avoid getting one for the same thing tomorrow?"

"I don't care that your friends were also doing it, I care about you developing the right habits, so I want you to learn to listen properly when someone is trying to teach you"

"I'm going to contact the school and get you into study club, because you need to develop better habits with prep"



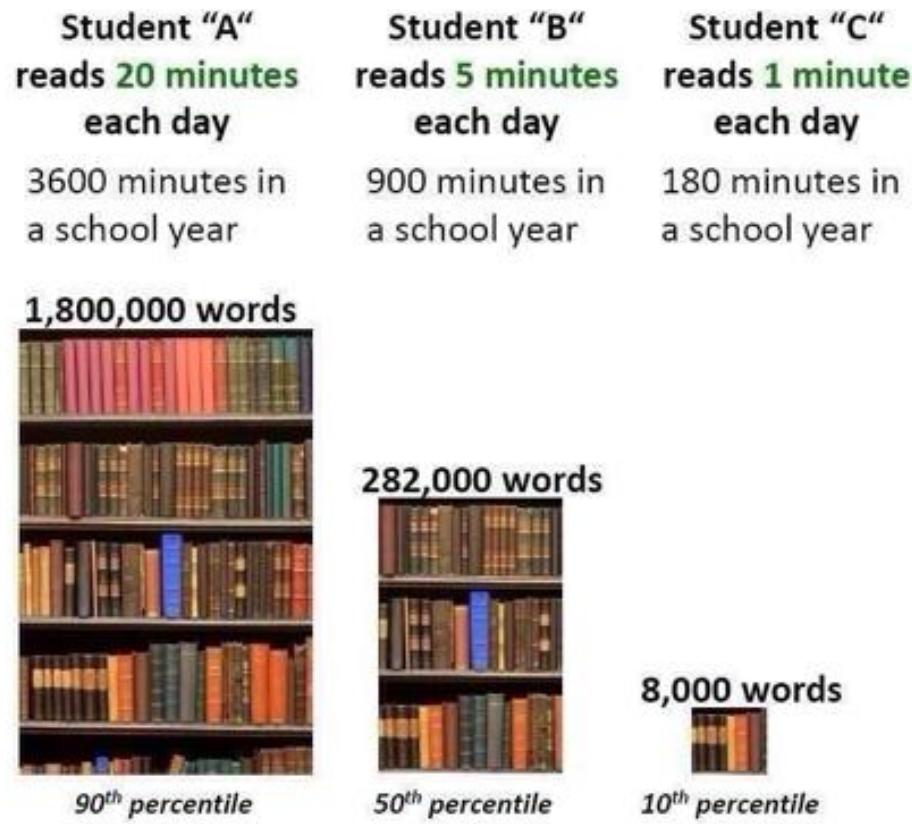
The Importance of Literacy

"The average reading age required to access GCSE level texts and examination papers is 15 years and 8 months."

National Literacy Trust

"The single biggest barrier to preparation for academic success is your ability to read complex texts. [...] If kids never read a challenging book and they don't know how to struggle with challenging texts and how to make meaning when meaning is difficult they are not prepared for academic success."

Doug Lemov, *The Science of Reading* 2025



The Importance of Literacy

Year 9 Testing - June 2025				
Year 7 Reading Group	ADA			
	Count	Avg Progress (Months)	No. moved up	No. moved down (or 0)
All	206	48.8	150	5
Very high	0	-	0	0
Above average	68	30.6	64	0
Average	66	53.3	58	3
Below average	23	74.8	22	1
Very low	8	89.6	6	1



SAS= Standardised Age Score. A benchmarked reading ability score, where the average is 100



The Importance of Literacy



Fill in the reading section of your planner.

Literacy

Reading Book Title:

My personal response to today's reading:

Fiction

My opinion of the main character in this section of the story was...

Non-fiction

I agree / disagree with the writer's ideas because...

Develop depth in your personal response with
Because...

But...

So....



Writing a **personal response** to your reading means explaining the **feelings, opinions, specific areas of interest** or **predictions** you have had to the text you have read.

Being able to express a personal response to your reading every week is important because it supports the development of higher level reading skills.



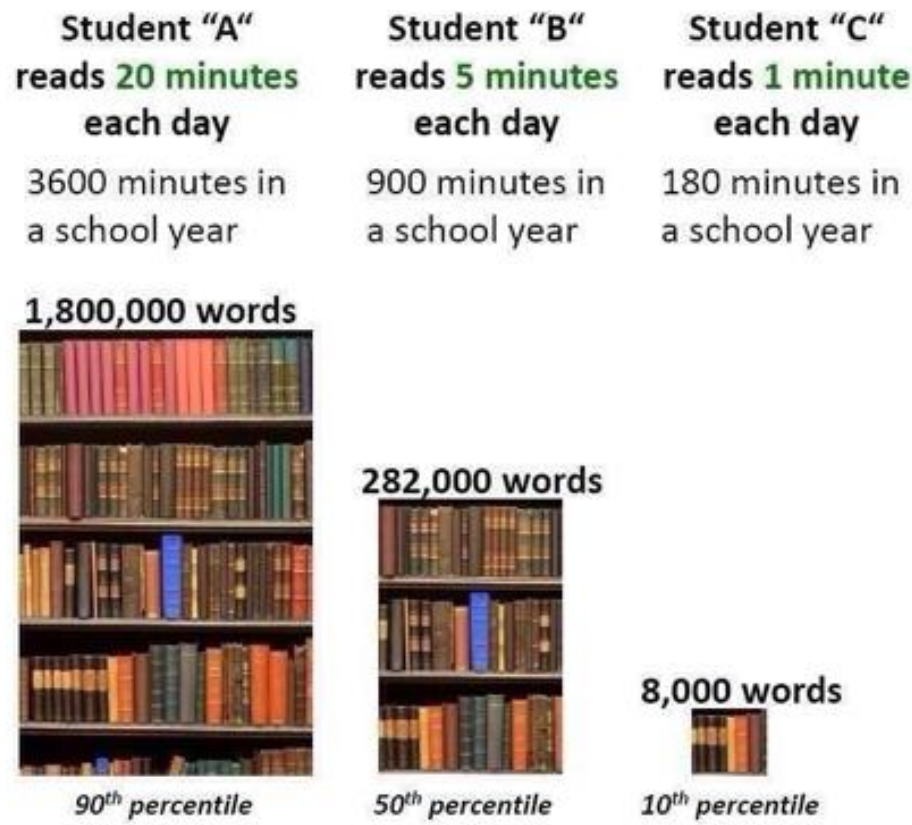
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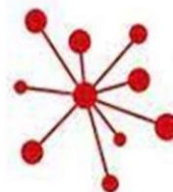
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NGRT

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Good Choices

What are the 'good choices' that your child must make this year?

How can you support them in these choices?

H Khan – Head of Year 10

M Dusting- Assistant Head of Year 10/Work experience lead



Ada Lovelace
C of E
High School

The Learning Journey In Year 10



Further Study





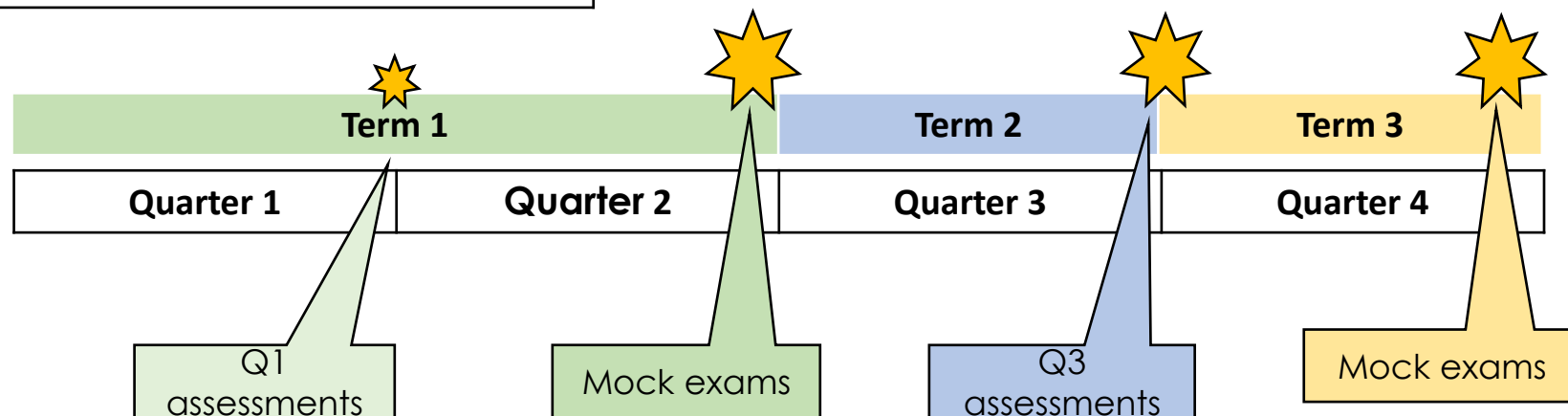
Quarterly Assessments

Year 10 Assessment Dates

Q1	Monday 6 th October
Q2	Thursday 4 th December
Q3	Monday 2 nd March
Q4	Monday 15 th June

Q2 and Q4 Assessments

Students off timetable sitting formal exams



How to help your child use assessment to improve

- Support your child in using **Copia** for resources and revision.
- Encourage completion of **prep and revision tasks** for each unit.
- Help them **review and quiz** themselves before assessments.
- Take an interest in the **organisation** of their books and notes.
- Check that they are using their **knowledge organisers** effectively.
- Encourage use of department-provided **revision resources**.
- **Celebrate** their progress and successes together.



CIAG

Post 16 Options

6th Form

T Levels A-Levels BTEC Level 3



College

T Levels A-Levels
Vocational Pathways
Level 2&3

Apprenticeships

By law in the UK, all students **must remain in Education or Training between 16-18.**

- **Option 1:**
Continue in full time education in a School, College or Training provider
- **Option 2:**
Complete an Apprenticeship (with a registered training provider)



Formulating a Plan A, B and C



To Support Students, This Year the School Will Provide:

- A **CIAG meeting** (Careers Information, Advice, and Guidance)
- **Assemblies and workshops** on making informed choices
- **Work experience placement** and a **review day**
- Access to the **Xello careers platform**
- **Sessions on completing a CV**

Building on:

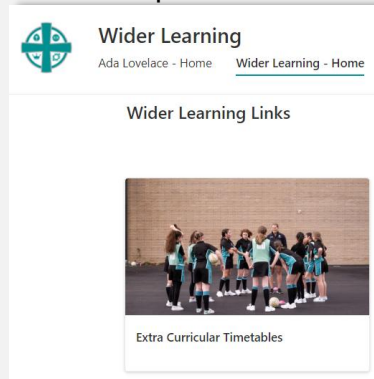
Last year's **careers day**



All students are expected to attend **at least one** extended elective each week

Key points

- Extended elective timetable is available on Copia:



- Sports trials are taking place **this week** – Football, Netball, Rugby
- All extended electives will be running from Monday 15th September



CIAG

Help Your Child Work On Good Choices

Year	Learning Outcome
10	<ul style="list-style-type: none">• To be able to write a CV which demonstrates my employability skills and use this to secure a meaningful and valuable Work Experience placement.• To begin thinking about my Plan A & B (and C) options for my Post 16 pathway

CIAG Key Dates	
Year 10 CIAG Evening	Thursday 16 th April
1:1 CIAG Meetings	w/b Monday 20 th April



Help Your Child Work On Good Choices

- Help your child establish good revision routines (e.g. without mobile phones, and ideally in a shared space at home).
- Encourage them to start exploring Post-16 options ahead of the CIAG meetings in the summer term.
- Talk through their Plan A, B, and C, so they have more than one pathway in mind.
- Support them in researching work experience placements early, as opportunities can fill up quickly.

Work Experience Programme

Monday 6th — Friday 10th July 2026



- ✓ Think about the **type of workplace** you would like, linked to a Career path you might be interested in.
- ✓ **Network** with family, friends and use the contacts we have at Ada
- ✓ Prepare a fantastic **CV and covering letter in Term 1** (*no Twyford contacts shared until CVs are complete*)
- ✓ Contact the employer directly via email to ask if they **accept Year 10 Work Experience students**
- ✓ Send off lots of applications as the competition is tough!

Term 1

- CV writing
- Preparing for placement
- Initial contact with employer

Term 2

- Securing your placement by end of Term 2 (April)
- Completing paperwork

Term 3

- Work Experience briefing
 - Work Experience
- Feedback from employer

Mr. Disting, Ms. Marr, Ms. Slade in The Bridge

Make the leap





**What is the school doing to keep my child safe?
How can you support the school with this?**

Ronnie Halton – Deputy Headteacher + Safeguarding Lead



Ada Lovelace
C of E
High School



Keeping Safe: Safeguarding



PSHE Workshops to inform and encourage good decision making

Wider Learning to give students opportunity to engage in wholesome activity to grow as people

Pastoral Curriculum to tackle moral questions and develop students' principles

Conduct System to develop strong habits

Baseline Classroom teacher	Stage 1 Form tutor	Stage 2 Head of year	Stage 3 Head of KS	Stage 4 Deputy Head	Stage 5 Assoc/Exec Head/ local authority
Student Indicators <ul style="list-style-type: none"> Expected progress Positive Engagement-efforts grades Minimal Conduct Points 97% + Attendance 98% Punctuality Interventions <ul style="list-style-type: none"> Differentiation AfL Classroom Codes Etiquette Learning Skills Pastoral Programme Modified Seating Plans Top Marking Diagnostics <ul style="list-style-type: none"> Quarterly Assessment Quality of book work Good Planner Routines Literacy and numeracy screening tests Referral to HOD 	Student Indicators <ul style="list-style-type: none"> Off-track Variable Engagement-effort grades 10 negatives per HT 1 Friday detention per HT 90-6% + Attendance 90-97% Punctuality Interventions <ul style="list-style-type: none"> Conduct Points Detentions FT Report Half-termly Home contact Homework clubs Diagnostics <ul style="list-style-type: none"> Weekly Progress book check / planners Fortnightly G4S 	Student Indicators <ul style="list-style-type: none"> Significantly Off track Neutral Engagement – effort grades 20 negatives per HT 2 Friday detentions per HT 80-90% Attendance 85-90% Punctuality Interventions <ul style="list-style-type: none"> Academic Support Sent to Shadow HoY report L&I support groups Mentoring referral Internal Exclusion Fortnightly Home contact Compulsory study club Diagnostics <ul style="list-style-type: none"> Improvement targets met Daily check on quality of book work / Planner 	Student Indicators <ul style="list-style-type: none"> Below annual Target Negative Engagement Internal / External Exclusions 35 negatives per HT 3-4 Friday detentions 70- 80% Attendance 70- 85% Punctuality Interventions <ul style="list-style-type: none"> SLT Report Senior Detentions IBP L&I support groups Behaviour consultant Weekly Home school liaison Internal Exclusion EHC Plan LA attendance officer SEN support plan Diagnostics <ul style="list-style-type: none"> CAMHS Ed Psych Annual Review <i>Supported by pastoral lead</i>	Student Indicators <ul style="list-style-type: none"> Significant & sustained underachievement 50 negatives per HT Always in Friday detention Negative Engagement in interventions 3+ fixed term exclusions Regular pattern of truancy / unexplained absence Interventions <ul style="list-style-type: none"> SLT Report Fixed term Exclusions Behaviour consultant Managed Move PSP Diagnostics <ul style="list-style-type: none"> responsiveness to IBP targets & Intervention Referral to SEN (Learning needs assessment) <i>Supported by pastoral lead</i>	Student Indicators <ul style="list-style-type: none"> At-risk behaviour Poses risk to others Extreme Disengagement 100 negatives per HT 4 fixed term exclusions Interventions <ul style="list-style-type: none"> Permanent Exclusion Diagnostics <ul style="list-style-type: none"> Emergency Annual review (If Applicable)
Note: the stages have been designed to be indicative not prescriptive					

Mobile Phones

- **MUST not be a smart phone** or be capable of taking photos or connecting to the internet.
- The phone **should be switched off before the student enters the school site and placed in their school bag.**
- The phone **should not be brought out at any point** during the school day
- It should only be used before or after school when students are well out of sight of the school entrances
- **Smart devices including mobile phones are not allowed on any school trips or residential.**

Mobile Phones

Parents who wish their child to carry a mobile phone to school should do so only according to the following:

- The phone must not have internet access and must not have a camera
- The phone should be one of the following types – Alcatel 1016G, Nokia 105, Samsung E1200
- It should be clearly marked with the student's name
- The phone should be switched off before the student enters the school site and placed in their school bag
- The phone should not be brought out at any point during the school day and should only be used after school when they are out of sight of the school entrances
- A school brand mobile phone remains the responsibility of the student at all times and the school will not take action if it is lost or stolen
- If a student is allowed to take a mobile phone on a school visit/residential trip it must be a school approved mobile phone.

There may be occasions where a member of staff is required to search a student's bag to look for a mobile phone (this will be done in accordance with the DfE guidance on searching and screening):

- If during a search a 'school phone' is found it will not be confiscated provided it does not contain any evidence relating to an investigation AND when it is found it is switched off
- All non-school recommended phones and 'school phones' that are not switched off will automatically be confiscated as part of a search
- Phones that are visible during the school day will automatically be confiscated
- Any phone that is seen or heard during the school day (school issue or otherwise) will automatically be confiscated
- If it is a school-approved mobile phone and does not contain information pertaining to an investigation, it may be collected by a parent at the end of the school day. It will not be returned to the student.
- If it is a non-approved phone, it will not be returned until the end of the full school term in which it is confiscated, and the student will receive a Senior Leadership Team detention. No exceptions will be made to this rule so you must ensure your child does not bring a non-approved mobile phone onto the school premises under any circumstances.



Alcatel 1016G



Nokia 105



Samsung E1200

Safeguarding (including trips)



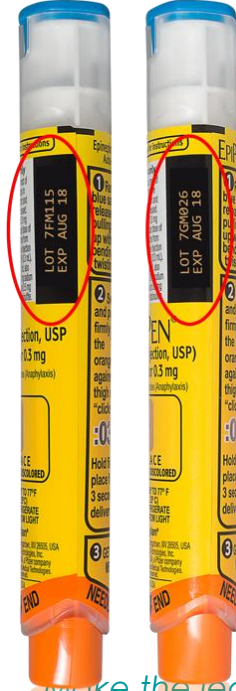
In line with our Trust policy, the smartphone ban applies equally to all school trips. Please note that any smartphones found during a trip this will result in.....

Just like in all four schools in the Trust, smartphones are not allowed on school trips. If a smart phone is found during the trip, it will be confiscated



Safeguarding (Medication)

All Students with a recorded medical condition that requires medication must bring **in date medication** with them on all school trips, both day and residential. If students do not have in date; they **will not** be allowed to participate in the trip.



Online safety

Monitor their online activity:

- ✓ There are legal consequences for sharing indecent pictures or making insulting remarks
- ✓ 95% of problems in school stem from online behaviour in your homes – it then disturbs their learning at school

Report!t
Don't support it.
Investigate
Safeguard
Educate



Permanent Exclusion

It is important you are aware that the school **will always permanently exclude** a pupil for the following:

- Having an offensive weapon in school

Offensive weapon in the school context includes knives of any description or size – pocket knives, craft knives etc

- Possession of any illegal drugs in school – ‘in any form’
- Supply or intent to supply illegal drugs in or out of school
- Assaulting a member of staff
- Serious misuse of social media that affects the health and well-being of a member of the school community or brings the schools name into disrepute
- The school will also permanently exclude students for a persistent failure to comply with the school’s behaviour policy.

Prayer

Lord God,
You have created us to be and do good.
You provide us with times of rest,
And with opportunities to flourish,
Help us to walk in the right paths,
And to access all the good that we need

Amen.

Closing responses

All shall be well

And all shall be well

And all manner of things shall be well.

All life is a precious thing

Held in the palm of God's hand.

Amen.

From Julian of Norwich

