



## Year 10 - Year Ahead Evening 2025

*Make the Leap*

# Welcome back

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

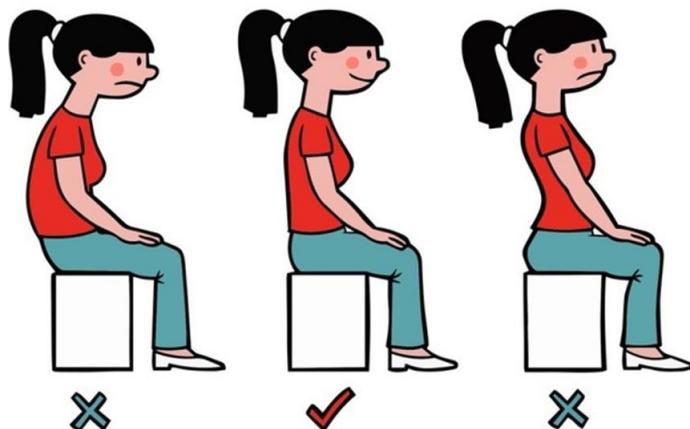


**Aim** : To enable parents to be able to support their child to flourish at school

## **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 you 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,<sup>2</sup> 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**

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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,<sup>2</sup> 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*



*Make the leap*

# 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,<sup>2</sup> 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



## Aptitude

Keep noticing what you are good at



## 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*

*Make the leap*



Our 10:10 ethic



## Personal Goals

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

*Life in All its Fullness*

## 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 6<sup>th</sup> 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
- Veterinary Nursing
- Psychology and Cognitive Neuroscience

*Make the leap*

# Theme for the Year – Run with Perseverance



*Make the leap*

# Theme for the Year – Run with Perseverance



## 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



## Personal Goals

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

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**

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**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 of E  
High School



## 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*

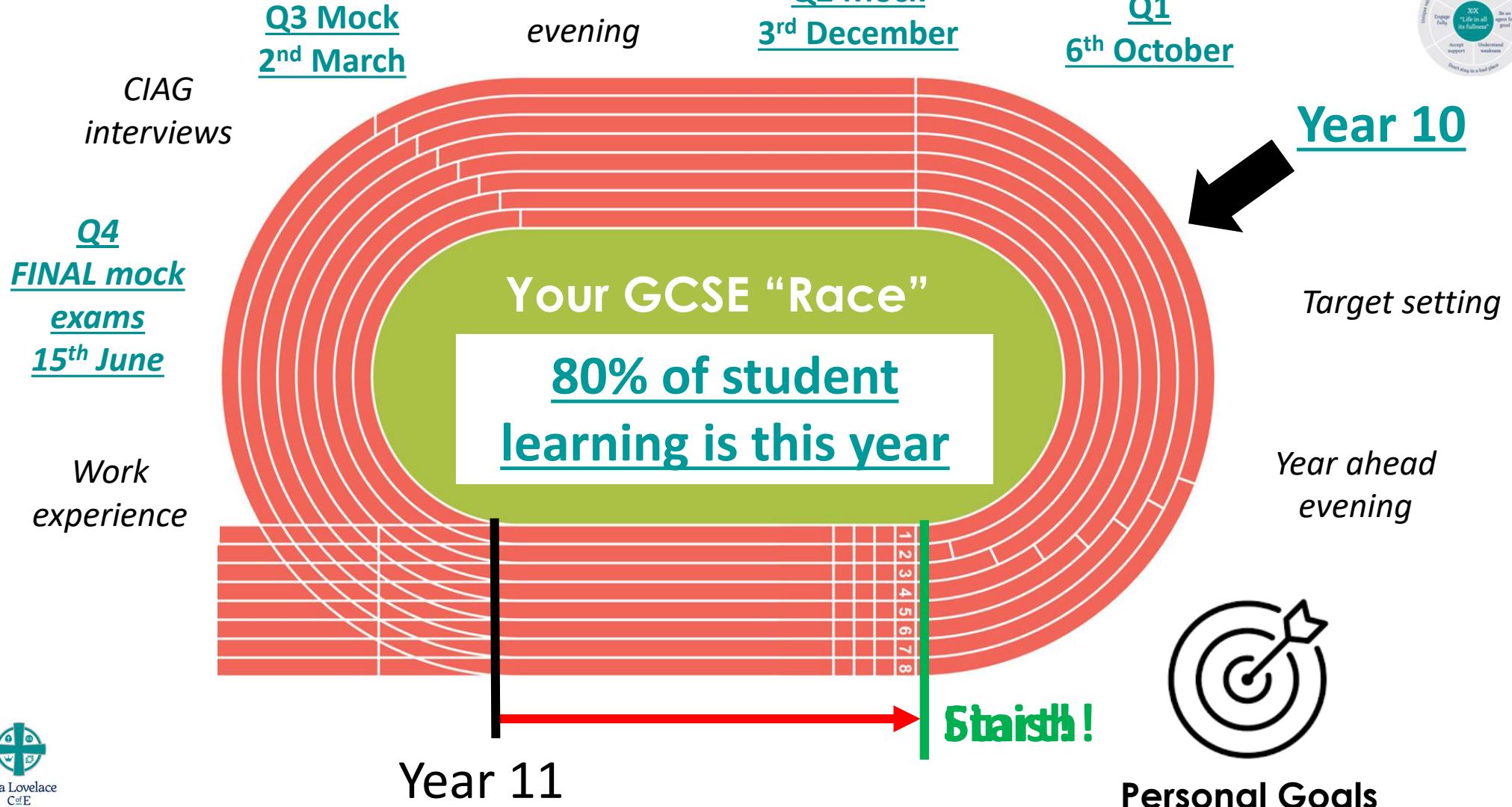
*Make the Leap*



## Personal Goals

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

*Life in All its Fullness*





## Attitude

Build your learning habits  
through positive routines

### What does excellence look like?

I come fully equipped

I wear my  
uniform perfectly

I walk to my lessons  
with purpose

I complete lesson  
prep for every lesson,  
every day



I am polite and helpful

I am focused  
at all times

I care about the  
quality of work in  
my book

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**)

## Accountancy T Level

### 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.”

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.*

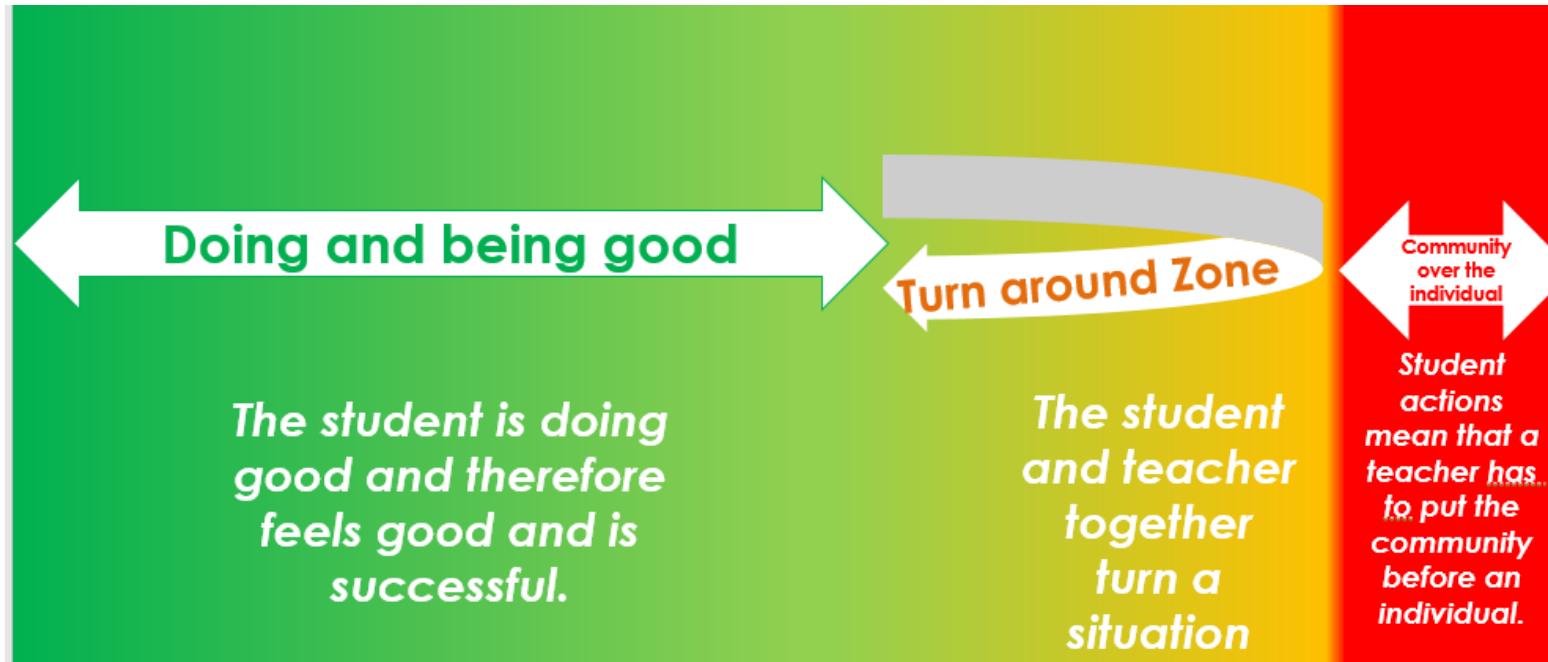
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Attitude

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



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.**



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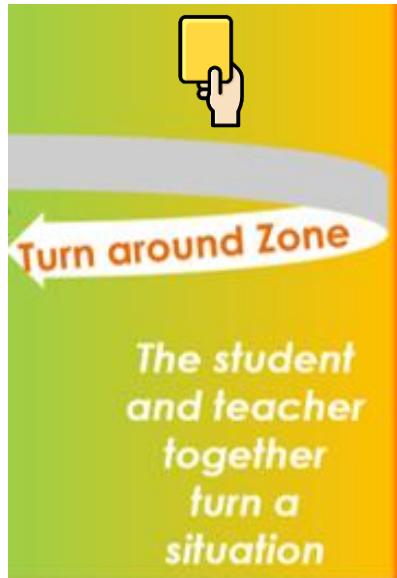
Make the leap



## 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

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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.”

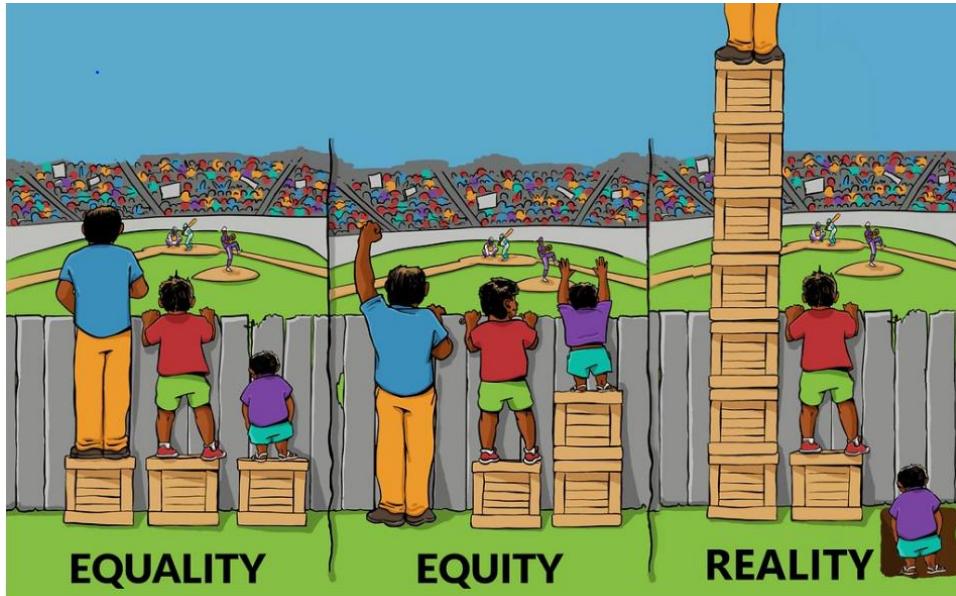




## Attitude

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.





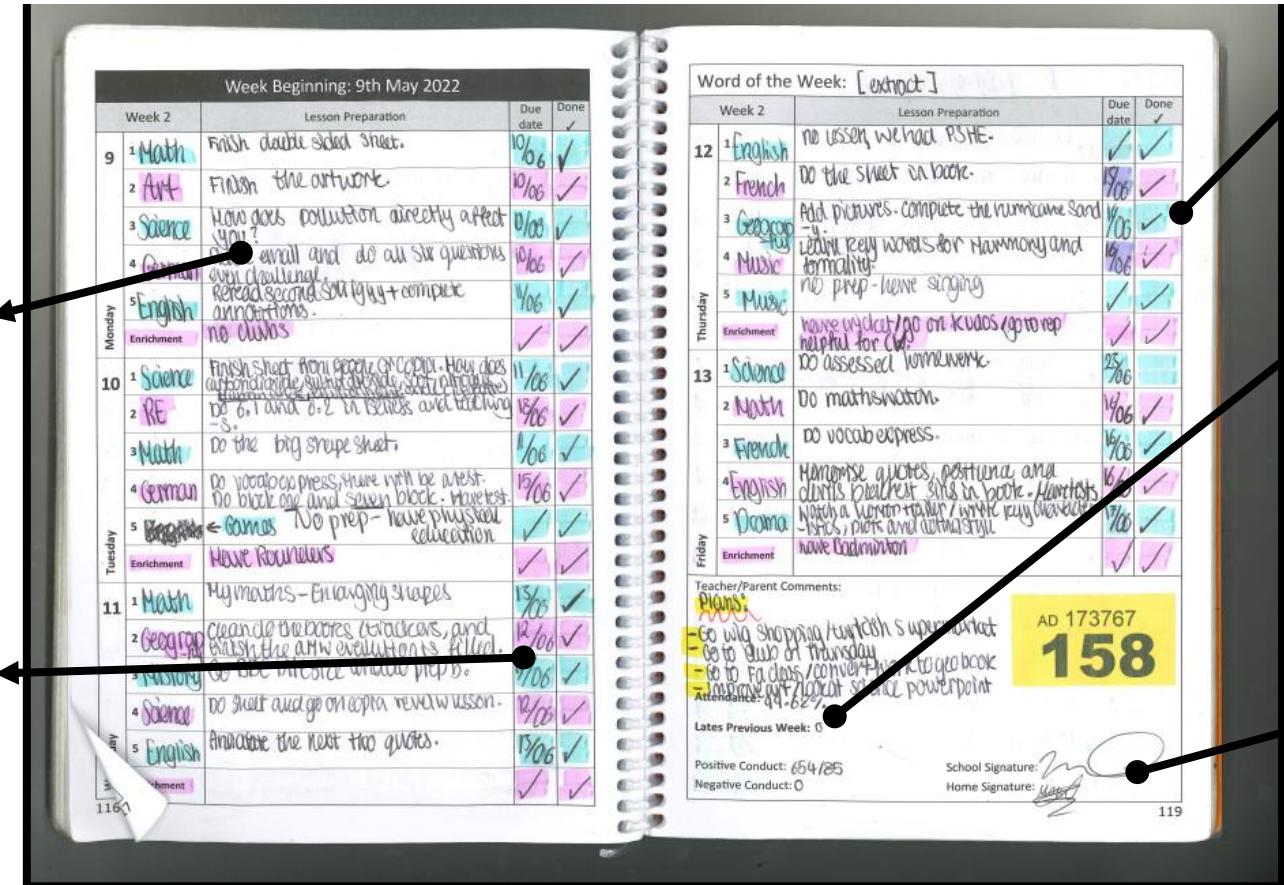
## Attitude

Build your learning habits through positive routines

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

All due dates recorded accurately

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



Completed preps **ticked** when finished

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

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



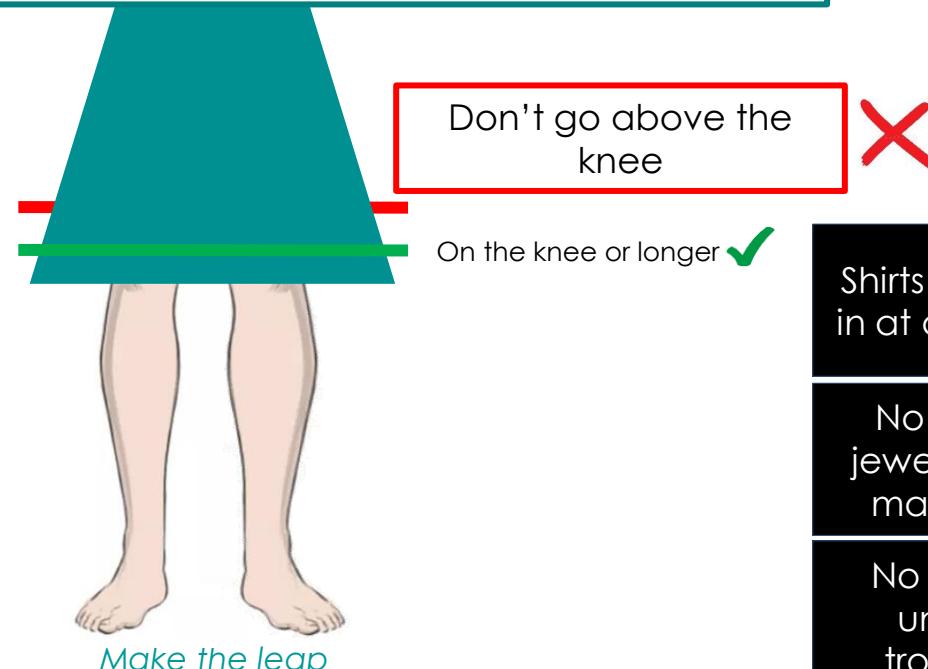


### Attitude

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)



Shirts tucked in at all times



No extra jewellery or make up



No shorts under trousers





## 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"

*Make the leap*

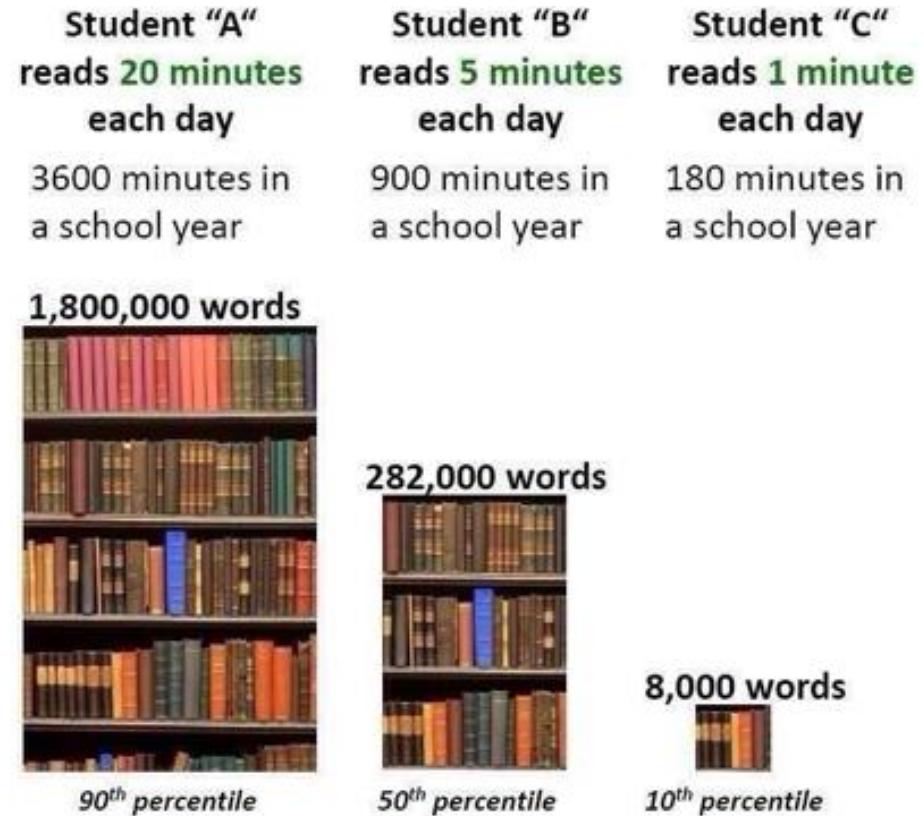
## The Importance of Literacy

“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

Make the leap

# 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.

*Make the leap*

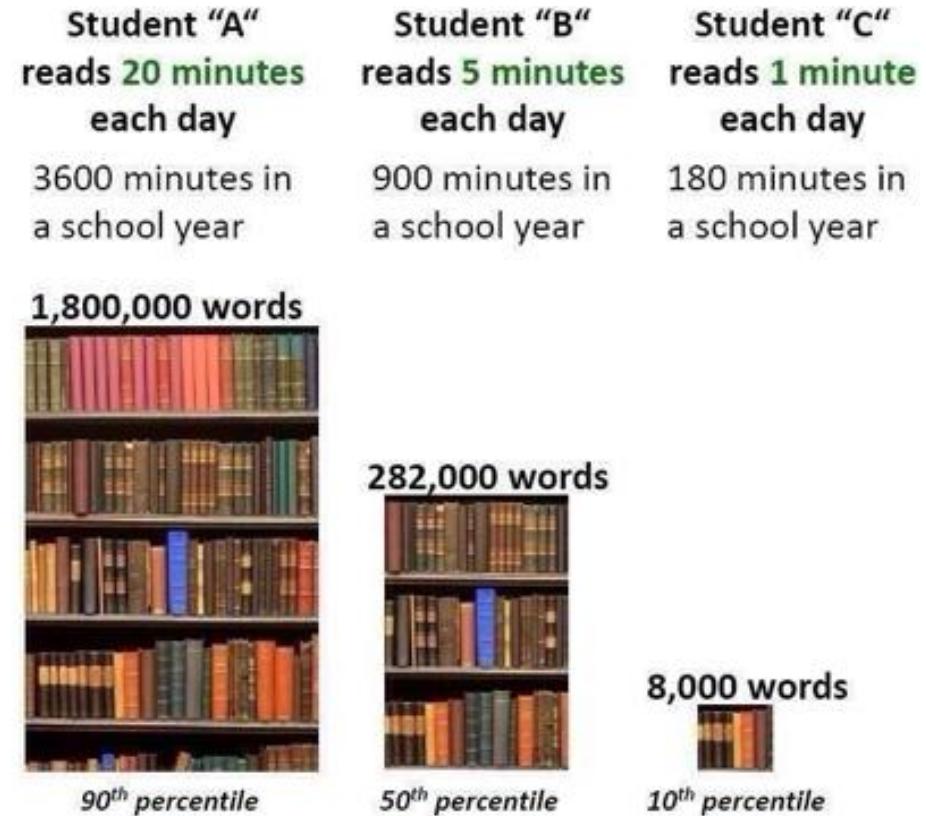
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Good Choices

**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**

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**Ada Lovelace  
C of E  
High School**

# The Learning Journey In Year 10



## Further Study



William Perkin  
CofE  
High School



Twyford  
CofE  
High School



T-LEVELS  
@ Ada



Ada Lovelace  
CofE  
High School

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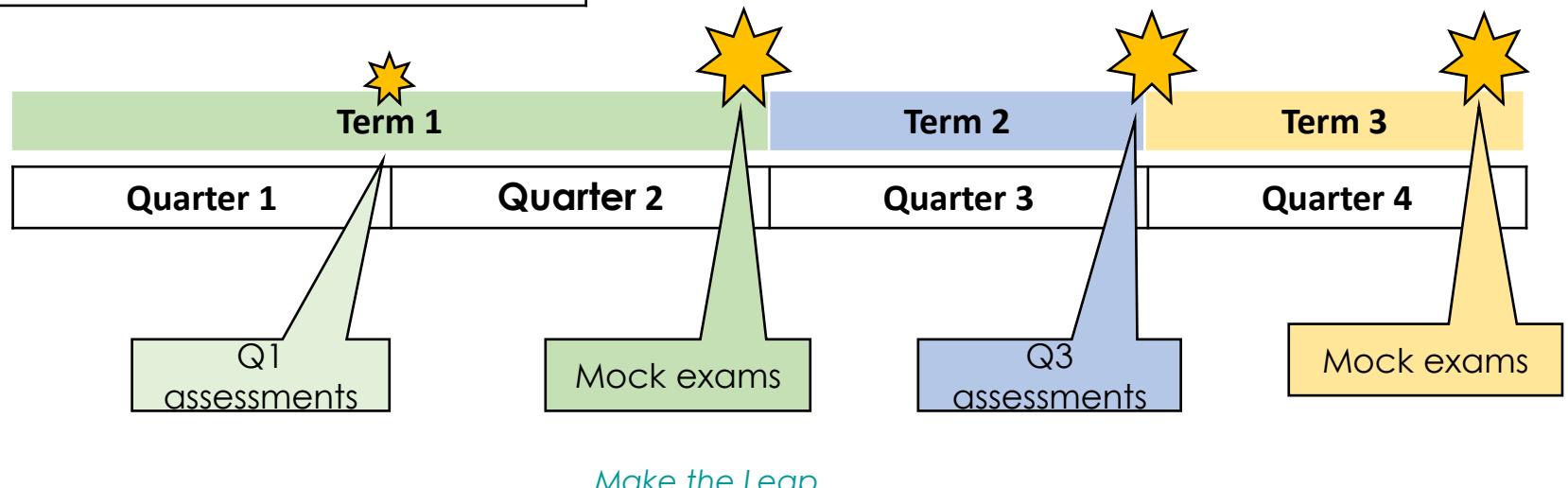
# Quarterly Assessments

## Year 10 Assessment Dates

<b>Q1</b>	Monday 6 <sup>th</sup> October
<b>Q2</b>	Thursday 4 <sup>th</sup> December
<b>Q3</b>	Monday 2 <sup>nd</sup> March
<b>Q4</b>	Monday 15th 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.

## Post 16 Options

### 6<sup>th</sup> Form

T Levels A-Levels BTEC Level 3



### College

T Levels A-Levels  
Vocational Pathways  
Level 2&3

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)

Make the Leap

## 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 electives 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 15<sup>th</sup> September



**CIAG**

# Help Your Child Work On Good Choices

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

## CIAG Key Dates

<b>Year 10 CIAG Evening</b>	Thursday 16 <sup>th</sup> April
<b>1:1 CIAG Meetings</b>	w/b Monday 20 <sup>th</sup> 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. Dusting, 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**

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**Ada Lovelace  
C of E  
High School**



*Make the leap*

# 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

Prevention



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
<p><b>Student Indicators</b></p> <ul style="list-style-type: none"> <li>• Expected progress</li> <li>• Positive Engagement-efforts grades</li> <li>• Minimal Conduct Points</li> <li>• 97% + Attendance</li> <li>• 98% Punctuality</li> </ul> <p><b>Interventions</b></p> <ul style="list-style-type: none"> <li>• Differentiation</li> <li>• Afl</li> <li>• Classroom Codes</li> <li>• Etiquette</li> <li>• Learning Skills</li> <li>• Lit Programme</li> <li>• Pastoral Programme</li> <li>• Modified Seating Plans</li> <li>• Top Marking</li> </ul> <p><b>Diagnostics</b></p> <ul style="list-style-type: none"> <li>• Quarterly Assessment</li> <li>• Quality of book work</li> <li>• Good Planner Routines</li> <li>• Literacy and numeracy screening tests</li> <li>• Referral to HOD</li> </ul>	<p><b>Student Indicators</b></p> <ul style="list-style-type: none"> <li>• Off-track</li> <li>• Variable Engagement-effort grades</li> <li>• 10 negatives per HT</li> <li>• 1 Friday detention per HT</li> <li>• 90-6% + Attendance</li> <li>• 90-97% Punctuality</li> </ul> <p><b>Interventions</b></p> <ul style="list-style-type: none"> <li>• Conduct Points</li> <li>• Detentions</li> <li>• FT Report</li> <li>• Half-termly Home contact</li> <li>• Homework clubs</li> </ul> <p><b>Diagnostics</b></p> <ul style="list-style-type: none"> <li>• Weekly Progress book check / planners</li> <li>• Fortnightly G4S</li> </ul>	<p><b>Student Indicators</b></p> <ul style="list-style-type: none"> <li>• Significantly Off track</li> <li>• Neutral Engagement – effort grades</li> <li>• 20 negatives per HT</li> <li>• 2 Friday detentions per HT</li> <li>• 80-90% Attendance</li> <li>• 85-90% Punctuality</li> </ul> <p><b>Interventions</b></p> <ul style="list-style-type: none"> <li>• Academic Support</li> <li>• Sent to Shadow</li> <li>• HoY report</li> <li>• L&amp;I support groups</li> <li>• Mentoring referral</li> <li>• Internal Exclusion</li> <li>• Fortnightly Home contact</li> <li>• Compulsory study club</li> </ul> <p><b>Diagnostics</b></p> <ul style="list-style-type: none"> <li>• Improvement targets met</li> <li>• Daily check on quality of book work / Planner</li> </ul>	<p><b>Student Indicators</b></p> <ul style="list-style-type: none"> <li>• Below annual Target</li> <li>• Negative Engagement</li> <li>• Internal / External Exclusions</li> <li>• 35 negatives per HT</li> <li>• 3-4 Friday detentions</li> <li>• 70- 80% Attendance</li> <li>• 70- 85% Punctuality</li> </ul> <p><b>Interventions</b></p> <ul style="list-style-type: none"> <li>• SLT Report</li> <li>• Senior Detentions</li> <li>• IBP</li> <li>• L&amp;I support groups</li> <li>• Behaviour consultant</li> <li>• Weekly Home school liaison</li> <li>• Internal Exclusion</li> <li>• EHC Plan</li> <li>• LA attendance officer</li> <li>• SEN support plan</li> </ul> <p><b>Diagnostics</b></p> <ul style="list-style-type: none"> <li>• CAMHS</li> <li>• Ed Psych</li> <li>• Annual Review</li> </ul>	<p><b>Student Indicators</b></p> <ul style="list-style-type: none"> <li>• Significant &amp; sustained underachievement</li> <li>• 50 negatives per HT</li> <li>• Always in Friday detention</li> <li>• Negative Engagement in interventions</li> <li>• 3+ fixed term exclusions</li> <li>• Regular pattern of truancy / unexplained absence</li> </ul> <p><b>Interventions</b></p> <ul style="list-style-type: none"> <li>• SLT Report</li> <li>• Fixed term Exclusions</li> <li>• Behaviour consultant</li> <li>• Managed Move</li> <li>• PSP</li> </ul> <p><b>Diagnostics</b></p> <ul style="list-style-type: none"> <li>• responsiveness to IBP targets &amp; intervention</li> <li>• Referral to SEN (Learning needs assessment)</li> </ul>	<p><b>Student Indicators</b></p> <ul style="list-style-type: none"> <li>• At-risk behaviour</li> <li>• Poses risk to others</li> <li>• Extreme Disengagement</li> <li>• 100 negatives per HT</li> <li>• 4 fixed term exclusions</li> </ul> <p><b>Interventions</b></p> <ul style="list-style-type: none"> <li>• Permanent Exclusion</li> </ul> <p><b>Diagnostics</b></p> <ul style="list-style-type: none"> <li>• Emergency Annual review (if Applicable)</li> </ul>

Note: the stages have been designed to be indicative not prescriptive

Supported by pastoral lead

Supported by pastoral lead



# 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



# 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

