



Year 11 - Year Ahead Evening 2026

Welcome back – the Year 11 Pastoral Team



E Fahy
Head of Upper School



H Khan
HOY 11



11A
N Hoppie
H Farhan



11D
T Proudman



11L
R Desai
E Murphy



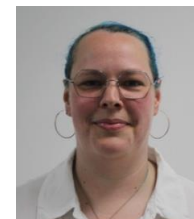
SLT link – J Lyon



11O
M Schmidt



11V
N Boparai



11E
R Harvey



11C
S
McCutcheon

Welcome back

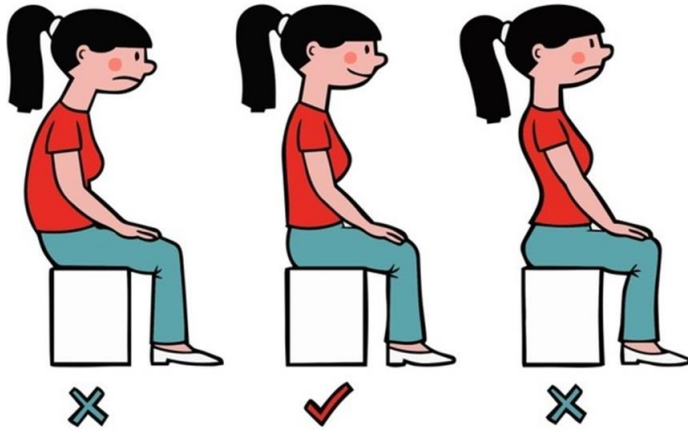
Assistant Headteacher	efahy@adalovelace.org.uk
Head of Year	hakhan@adalovelace.org.uk
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Descartes	tproudman@adalovelace.org.uk
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Omar Khayyam	mschmidt@adalovelace.org.uk
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Euler	rharvey@adalovelace.org.uk
Curie	smccutcheon@adalovelace.org.uk

Aim : To enable parents to be able to support their child to flourish at Ada Lovelace in Year 11

Outcomes:

1. Headline successes celebrated & Theme for the year introduced
2. Understanding of key systems (routines and habits) refreshed
3. Post-16 pathways clear for all pupils
4. All parents/carers clear on how they can help their child in these areas

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

Unless the Lord builds the House
Those who labour, Labour in vain

Unless the Lord protects the city
Those who watch over it watch in vain

All our hope on God is founded
God our hope and foundation stone

Reading

²⁴ 'Everyone then who hears these words of mine and acts on them will be like a wise man who built his house on rock. ²⁵ The rain fell, the floods came, and the winds blew and beat on that house, but it did not fall, because it had been founded on rock. ²⁶ And everyone who hears these words of mine and does not act on them will be like a foolish man who built his house on sand. ²⁷ The rain fell, and the floods came, and the winds blew and beat against that house, and it fell—and great was its fall!'



Matthew 7: 24-27

2026-2027 Theme for the Year

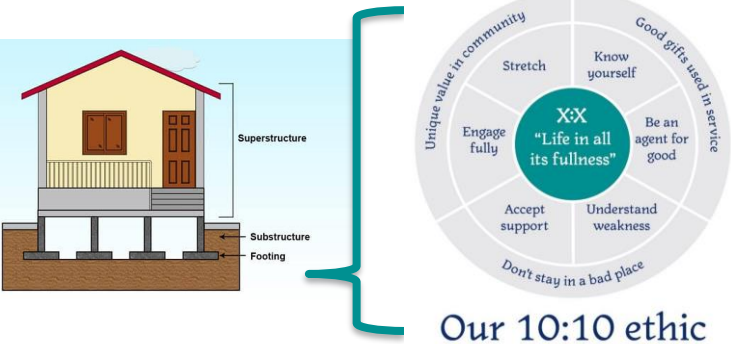
Mr Halton - Deputy Headteacher



Ada Lovelace
C of E
High School



Standing Firm for Ourselves and Others



Our 10:10 ethic

Ada Lovelace CofE High School

Our shared goals

PROGRESS

Do you do well in all of your subject grades?

+

PROGRESSION

Do you go onto the best pathway you can?

Do you have the habits to be successful?

Do you make good choices?

Make the Leap

Ada Lovelace CofE High School

Twyford Trust Learning Culture

Outward Looking

- I am respectful, polite and thankful
- I look smart wherever I am in the community
- I do my prep & homework carefully
- I listen attentively & follow instructions
- I engage in wider learning

Positive and Purposeful

- I work silently to lessons
- I come to lessons fully equipped and on time
- I have excellent posture
- I take care with speaking, reading & writing
- I use memorisation skills to help new learning stick

Committed to Improvement

- I take pride in my books, keeping work neat & clear
- I persevere when solving problems
- I participate fully in activities to check my understanding
- I use learning outcomes, support tasks & challenge tasks to do my best
- I act on feedback

MAKE THE LEAP

Our strength comes the whole community working together...



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Ada Lovelace CofE High School





Believe in



Buy-in



Live out



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Buy in...

Make the leap



Live out.



What's next?

Top Future Skills for 2025

To inform and guide the University-wide roll-out of Future Skills, Kingston University draws on its annual survey conducted in collaboration with YouGov.

- 2025 League Table
- 1

Problem solving/
process skills
- 2

Communication
skills
- 3

Digital skills
- 4

Critical thinking
- 5

Analytical skills
- 6

Adaptability
Financial literacy
- 7

Initiative
Resilience
Creativity
- 8

Ability to build
relationships



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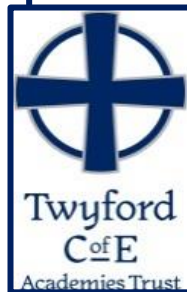
approach as an optimal way to modify their hiring practices.

Make the leap

The foundations across the trust are strong

Student Successes across 4 schools

- Avg. progress for the Trust: + 1.1
- All schools in top 3% or above nationally
- Identical A-Level progress for both WP & Twyford (87/90% A*-C pass rate)
- Yr 13 Extension programme successful at both schools e.g. **lots** of students going on to medicine, dentistry, engineering and Oxbridge
- T-Levels 100% pass rate



Staff training

- Teacher training programme graduated 111 trainees across 55 schools
- 23 trainees hosted by 4 Trust Schools – all successfully gaining QTS
- Ofsted TWL gains **exceptional feedback**
- Over 900 new teachers supported
- 219 experienced teachers supported on senior leadership training across W. London



Make the leap



The foundations built here at Ada are working

Student A – Lab Science

Target – Distinction (AAA)

Y13 Result - Distinction (AAA)

Destination – University of Plymouth – Ocean Science & Marine Conservation

Student B - Digital

Target – Merit (BBB)

Y13 Result - Distinction (AAA)

Destination – Amazon – Degree Apprenticeship – Cyber Security



The foundations built here at Ada are working

- Our GCSE rolling average places us in top 1% of all schools for progress – exceptional
- On average students at AL achieved more than 1 grade higher than students in other schools
- 50% of all exams sat are graded 7-9
- More than 75% of students achieved a 5 in both English and Maths
- More than 50% of students achieved the prestigious Ebacc (academic curriculum offer)

Year 11 – class of 2024... where are they now?

1. A*A*A* - Maths at Warwick
2. AAAA - Infection and Immunity at UCL
3. A*A*AA- Biomedical engineering at UCL
4. A*A*A* - German and Czech at **Oxford**
5. A*A*AA – German and Philosophy at **Oxford**
6. A*A*A* – English at **Cambridge**
7. A*A*A - Psychology at **Cambridge**
8. A*A*A*A* Biomed Sciences at **Oxford**
9. A*A*A* - Engineering at **Oxford**
10. A*A*A – Chemistry at **Oxford**



Our strength comes the whole community working together...



Believe in



Buy-in

Live out

Ada Lovelace CofE High School

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Our 10:10 ethic

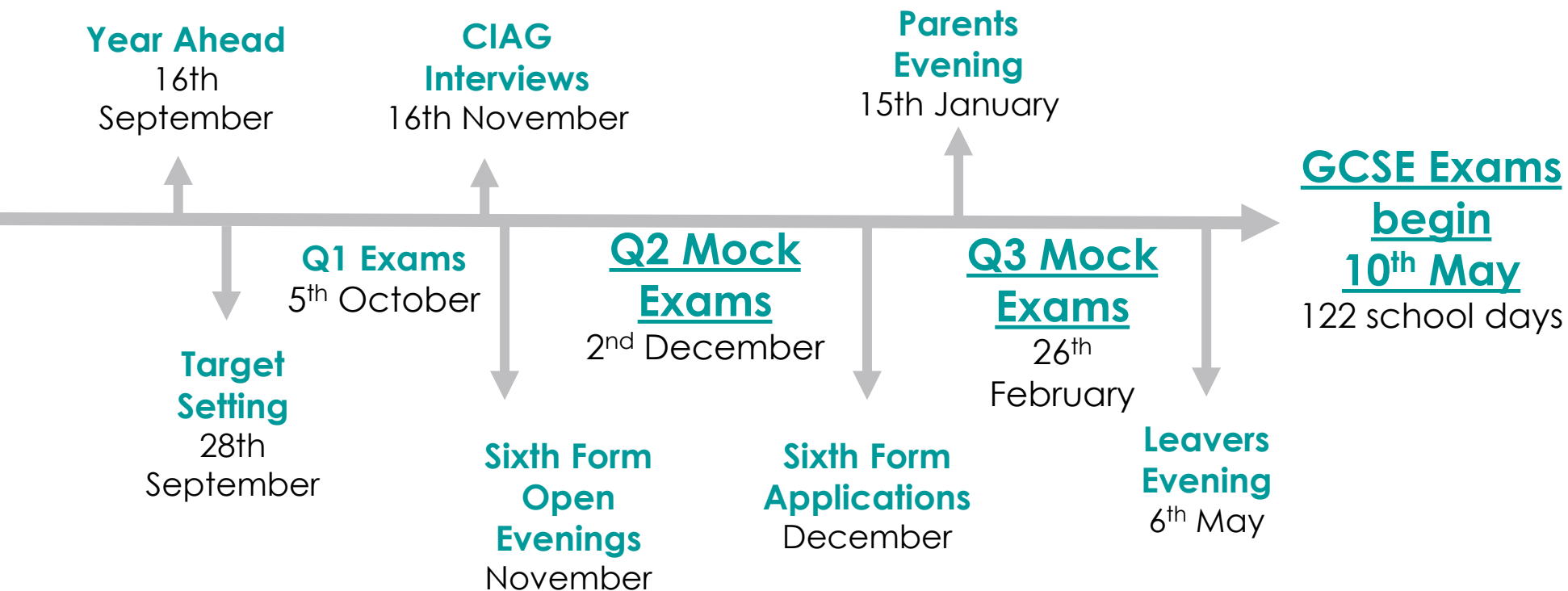
Make the Leap

Positive and Purposeful
Committed to Improvement
Mr Fahy – Assistant Headteacher



Ada Lovelace
C of E
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The Year (8 and a half months) Ahead



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

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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 feel
good about it!..**

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



3,505

Make the Leap



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

*The **culture** that drives exam success today will instil the same habits that lead to career success tomorrow.*

I come to lessons fully equipped
and on time.
I look smart wherever I am.



*I arrive prepared and present
myself professionally.*

I do my prep carefully



*I am organised and prepare for
tasks to ensure effectiveness.*

I engage in wider learning



*I seek opportunities to develop
new skills and knowledge.*

I am respectful, polite and
thankful



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



MFL (French and German): New GCSE

success in the new MFL GCSE through:

- ✓ Engage with printed vocab booklets- test your child on these at home
- ✓ Positive and purposeful attitude to all MFL lessons

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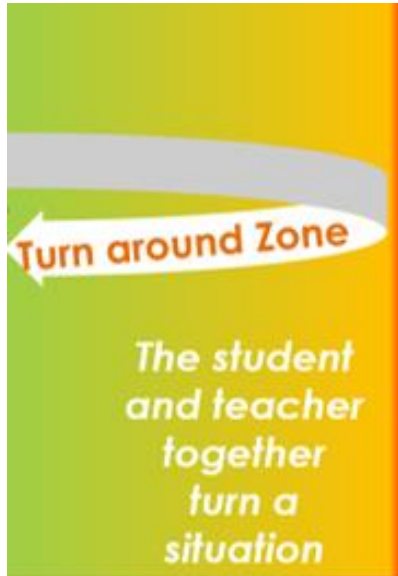
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*Our conduct points support good day-to-day decision making...
to prevent students from developing less successful habits*



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

Make the Leap

*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



For students to be the most successful expectations are:

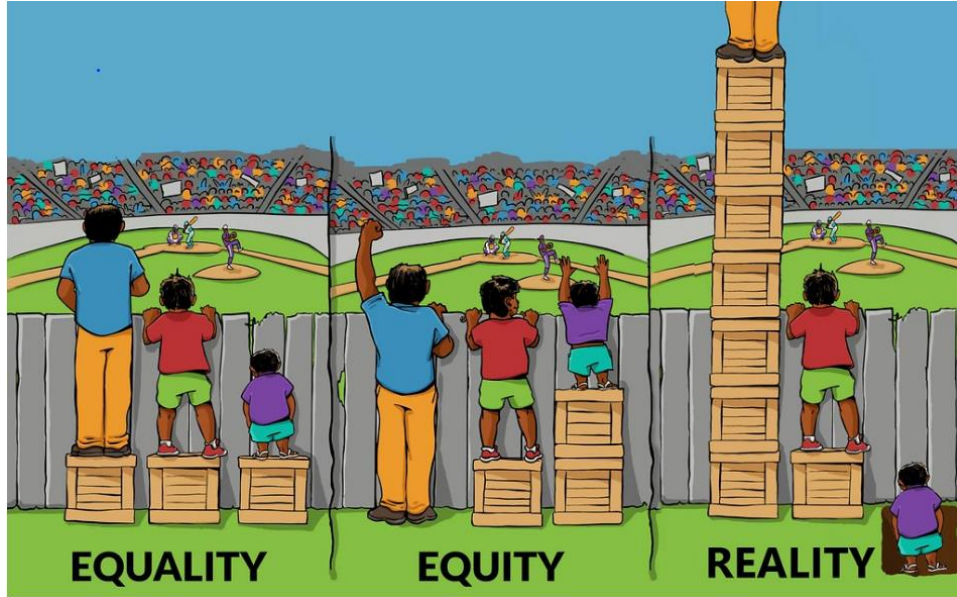
- **96% Attendance**
- **98% Punctuality**

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

- ✓ Absence must be for a very good reason, e.g. illness or medical appointment
- ✓ 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**



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.



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.	10/06	✓
	5 English: Reread second story + complete annotations.	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 vocab prep, there will be a test. Do block one and seven block. 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 catch the atm evaluations filled.	15/06	✓
	3 History: Do the first side of the prep.	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 PSHE.	12/06	✓
	2 French: Do the sheet on book.	12/06	✓
	3 Geography: Add pictures - complete the hurricane sand.	12/06	✓
	4 Music: Learn key words for Harmony and formalist.	12/06	✓
	5 Music: no prep - have singing		✓
Thursday	Enrichment: have cricket/go on kudos/go to rep helpful for class		✓
13	1 Science: Do assessed homework.	13/06	✓
	2 Math: Do math homework.	13/06	✓
	3 French: Do vocab express.	13/06	✓
	4 English: Homophone quotes, postcard and adverts. Do sheet and in book. Have test.	13/06	✓
	5 Drama: Watch a video trailer / write key words. Notes, plot and character.	13/06	✓
Friday	Enrichment: have badminton		✓

Teacher/Parent Comments:

Plans:

- Go wild shopping / watch 5 up market
- Go to club on Thursday
- Go to FA class / convert to go book
- Prepare art / watch science powerpoint

Attendance: 44/62

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/carers **every** weekend



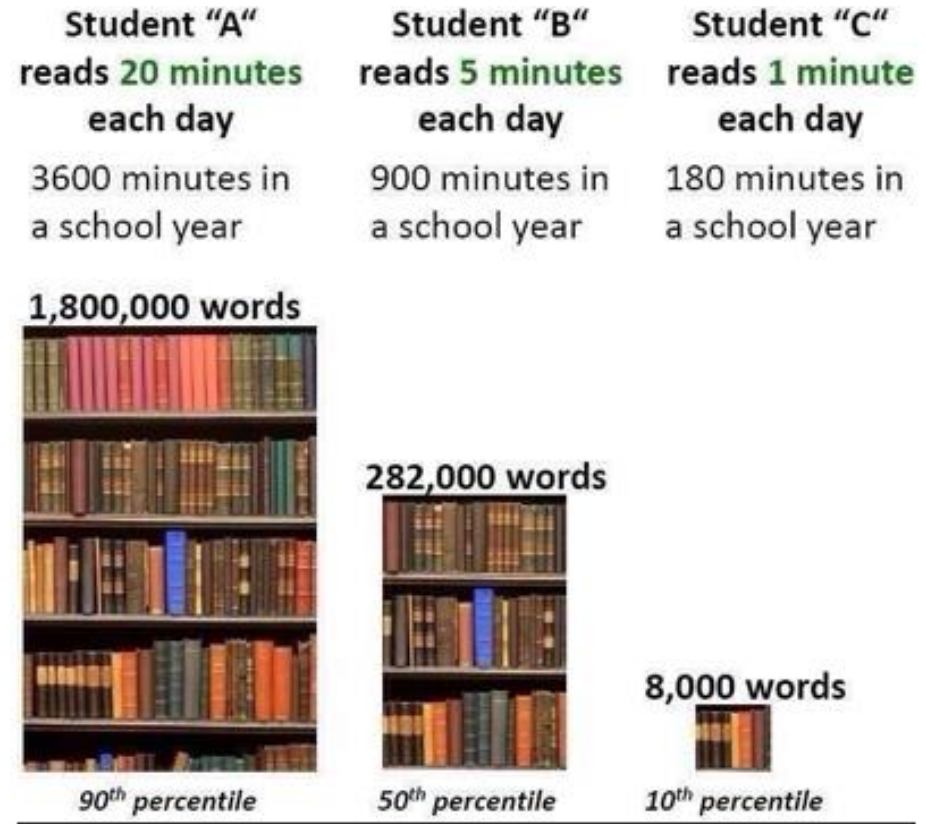
The Importance of Literacy

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

National Literacy Trust

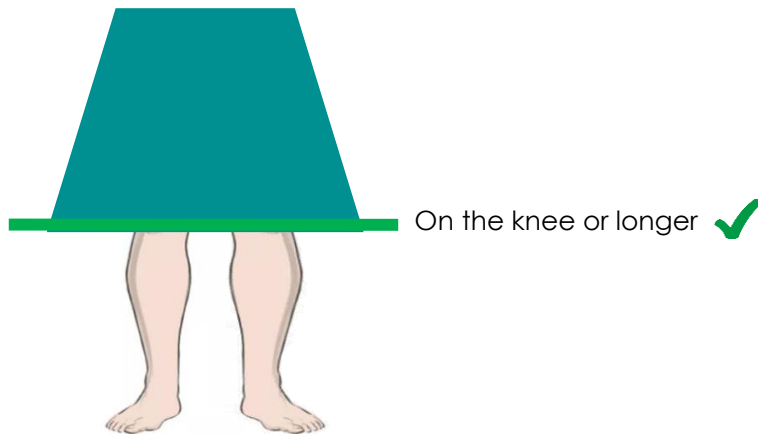
"The single biggest barrier to preparation for academic success is your ability to read complex texts. [...] If kids never read a challenging book and they don't know how to struggle with challenging texts and how to make meaning when meaning is difficult they are not prepared for academic success."

Doug Lemov, *The Science of Reading* 2025



Uniform: Simple, smart and the same

- Uniform must meet clear expectations
- Skirts must be on the **knee**
- **Shirts tucked, top buttons done up.**
- Coats/scarfs/hats must be plain **black**
- Shoes **must** be **smart**.
- **No Makeup/eyelashes/false nails**



Shirts tucked in at
all times



No extra jewellery
or make up



No shorts under
trousers



I take pride in my books, keeping work neat and clear.

The image shows a sample of handwritten work in a notebook, illustrating the school's expectations for neat and clear work. The work is written on lined paper and includes several sections: a title, a lesson aim, a list of instructions, key terminology, a self-assessment, and a prep section. Numbered callouts (1-6) point to specific features of the work, explaining the rules for formatting and presentation.

1. **title** is underlined in **red**

2. **Date** and **CW (classwork)** written in the margin- underlined in **red**

3. Notes are **tidy** and **neat** any sheets are **trimmed** down and **stuck in**

4. Notes are **tidy** and **neat** any sheets are **trimmed** down and **stuck in**

5. All self assessment is done in green pen

6. If prep needs to be completed in your exercise book, **prep** needs to be written in the **margin**
(Note: Some work will go into your purple 'rough book' – your teachers will tell you when to use this book.)

The handwritten work includes:

- CW** (Classwork) written in the top left margin.
- Title goes here** and is underlined red.
- Today's date** written in the top right margin.
- Lesson aim:** is written here.
- A list of instructions:
 - 1) All work should be written neatly
 - 2) Students need to write in blue or black ink
 - 3) Sheets should be stuck in neatly
- Key terminology:** Make sure that important words stand out (highlighted in green).
- When an answer is wrong, that's fine - but make sure you ~~don't~~ correct your notes. This is important.** (The word "don't" is crossed out with a green line, and "do" is written in green.)
- Prep** (written in the bottom left margin) Prep will be completed in your rough book or exercise book (with a green checkmark).

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. Please **do** celebrating all of the positive conduct points
3. Please **do** Talk about the moments they've turned things around
4. Please **do** 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"



Outward looking

Ms. Khan – Head of Year 11/WSLT CEIAG



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C of E
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Careers Education, Information, Advice and Guidance (CEIAG)

Preparing students for future success in education, employment and training

At Ada Lovelace, CEIAG helps students to:

- Understand the routes available after Year 11 and the qualifications each route requires
- Meet employers and gain experience of the world of work
- Develop the skills and habits needed to keep their future options open and make informed choices.



Make the leap

Year 11 Assessment Dates	
Q1	w.b. Monday 5 th October
Q2	Wednesday 2 nd December
Q3	w.b. Friday 26 th February

Year 11 Q1 - Key Information			
Subject	Assessment Structure	How to Revise	
Music	*Solo performance *Final Draft of free-brief composition *Listening exam paper	Exam: AOS1 AOS2 AOS3 AOS4 Beethoven and Esperanza Networks	Use AOS1, Beethoven, AOS2, AOS3, Esperanza booklets & AOS4 to learn key terms and music theory covered during lesson time. Use Elemental lessons and revision tools.
History	Q1,2 and 3 of Elizabethan England unit of Paper 2. Interpretation question (how convincing) Write an account What was important about All worth 8 marks	Elizabethan England units on Elizabeth and her government, trouble at home and abroad including the religious settlement and the Catholic challenge.	• Lesson resources in your book. • Revision pack for each unit. • Prep booklets • You can also purchase an AGA approved revision guide. • BBC Bitesize • COPIA
English Literature	Full analytical essay on 'Animal Farm' (30 marks + 4 SPoG marks)	Key characters in 'Animal Farm' and who they represent Key quotes from revision booklet with analysis (A02) and context (A03) Key arguments from your lessons, including the about the power of the pigs and the ignorance of the other animals How to link together different motifs and moments across the story, including the motifs of food and alcohol	• Animal Farm revision booklet with quotes, analysis and context • Essay plans and model paragraphs completed in lessons • Work completed in prep and extract booklet
English Language	Paper 2 Section 8 (40 marks)	Structure of Paper 2 Section 8 from your knowledge organiser, including what to include in each of the	• Knowledge organiser • English Language

Year 10 Overview (A/B)	
Unit 1 – Quadratics 1	
Factoring Quadratics and Basic Review	17/18, 18/19
Solving Quadratics	19/20
Graphing Quadratics with Desmos	20/21
Factoring Quadratic Equations	21/22
Solving Quadratics by Factoring	22/23
Graphing Quadratics	23/24
Forming and Solving Quadratic Equations	24/25
Unit 2 – Quadratics 2	
Graphing Quadratics (cont)	25/26
Graphing Quadratic Equations by Factoring	26/27
Graphing the Square Root	27/28
Graphing Quadratics	28/29
Graphing the Quadratic in the Square	29/30
Graphing Quadratics	30/31
Unit 3 – Further Probability	
Probability Analysis	31/32
Probability Trees	32/33, 33/34
Set Notation	34/35
Using Venns with Probability	35/36
Using Venns with Probability	36/37

[illegible]

CEIAG

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 England, 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)



Plan A, Plan B and Plan C



Year 10
Post 16 Options meeting
April 2025

Name: _____
With: _____
Date: _____
Time: _____
Location: _____

Twyford Trust Post 16 application course choices:

Subject	Target Grade	Current Grade	Meeting requirements?
1			
2			
3			
4			

Check eligibility for 4th option

Post 16 Destination Plan A, B & C:

	Sixth Form or College and details of courses (A-Levels, T Levels, BTEC, UAL, Apprenticeship)	Entry requirements (GCSE grades required for sixth form / college including Maths & English grades)
Plan A		
Plan B		
Plan C		

Plans for Post 18 (you might not have thought this far ahead but what kind of careers interest you?)

Student: _____ CIAG staff member: _____ Date: _____

CEIAG Key Dates

**Sixth Form
Open Evenings
& Applications**

November and
Early December

**1:1 CIAG
Meetings**

23rd November





The Twyford Trust Sixth Forms

Twyford and William Perkin

Minimum requirements

- 8 passes at grade 5 or above including Maths and English

Subject specific requirements

- Most A level courses will require at least a 7 in the equivalent GCSE
- Or a 6 in Maths and English related subjects



Twyford Sixth Form

- 8 GCSEs at Grade 5 or above, including Maths and English
- Grade 6 or 7 in subjects you wish to study

Subjects taught at Twyford only:

- Drama
- Film Studies
- Music
- Music Technology
- Graphics
- Photography
- Politics

Up to date entry requirements can be found in your planners



Open Evening – 12th November



William Perkin Sixth Form

- 8 GCSEs at Grade 5 or above, including Maths and English
- Grade 6 or 7 in subjects you wish to study

Subjects taught at William Perkin only:

- English Language
- PE

Up to date entry requirements can be found in your planners



Open evening –
19th November

Make the leap



Ada Lovelace Sixth Form



- 8 GCSEs at Grade 5 or above, including Maths and English

Ada Lovelace offers **T level** courses in:

- **Digital**
- **Laboratory Science**
- **Accounting**

Students completing our programme will be well placed to pursue a degree apprenticeship with an industry-leading company.

Entry requirements:

Laboratory Science - Grade 6 or above in Science

Digital – Grade 6 Computer Science
OR demonstrate an interest in the subject.

Accounting – Grade 6 in Maths

Open evening – 26th November

Make the leap



Post 16 routes	Open Choice Level 3 <i>Students able to access all/most A-level combinations including STEM</i>	Guided Choice Level 3 <i>Students able to access a more limited range of A-level combinations depending on entry grades</i>	Specialised/Applied Choice Level 3 <i>Students able to access specialist A-level combinations or L3 vocational options</i>	Open Choice Level 2 <i>Students able to access all/most L2 (GCSE standard) vocational options</i>
GCSE Grade Profile <i>(see additional notes below) *</i>	Likely to achieve GCSE Grade 7 or above in all subjects including English and Maths	Achieving GCSE average Grade 6 or above in all subjects including English and Maths and Grade 7 to access some higher level courses	Achieving GCSE average Grade 5 or above in all subjects including English and Maths. May have one or two standout grades in areas of specialism e.g. creative arts / sport	Achieving GCSE average grade 4 or below

Most 6th forms will require a **Grade 5 in English and Maths** if you want to study A Levels

Vocational courses:

- Focus on a particular career area
- Include practical, hands-on learning
- Use coursework, practical assessments and some exams



What are your next steps?

- Compare courses and entry requirements
- Attend sixth-form and college open evenings
- Review and update your Plan A, B and C
- Make sure each is a realistic option you would genuinely choose



**Trust 6th form
application
deadline:**
December
2026

A reminder that the entry requirements for Twyford and William Perkin are the same.

Please therefore only apply to one of these schools – pupils are not allowed to hold places at both schools.

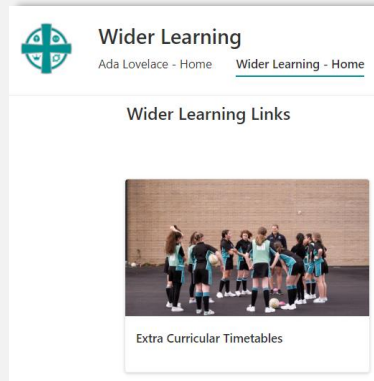


Wider Learning

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 21st September



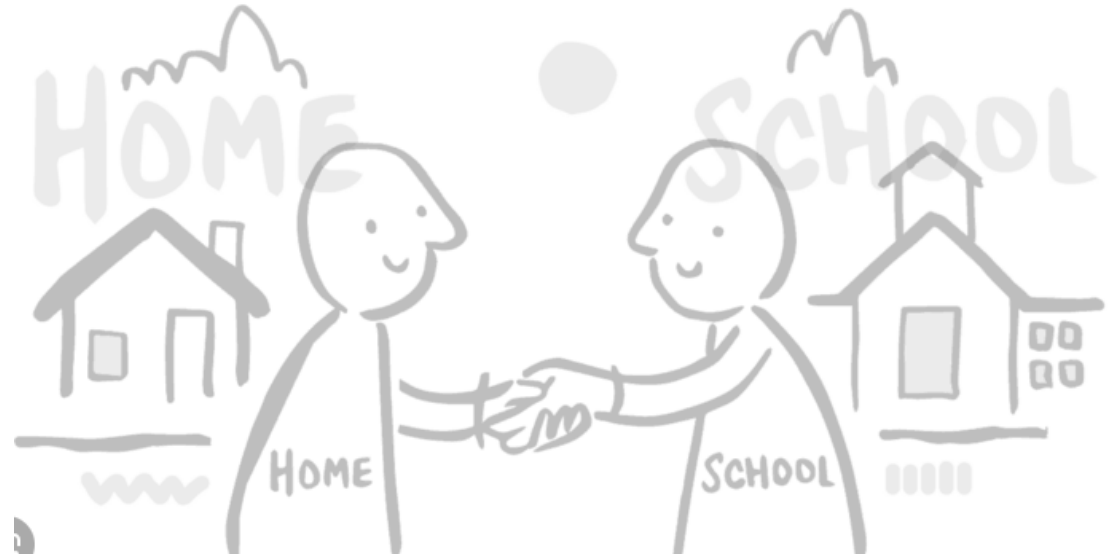


**What is the school doing to keep my child safe?
How can you support the school with this?**

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



Ada Lovelace CofE High School Pastoral Programme
Year 10

What does this diagram represent?
What would each of the circles be for you?

Use comparative conjunctions
Contrastingly, ...
Similarly, ...
However, ...
Nonetheless, ...

Doing something you're good at

Feeling appreciated

Making people's lives better

your calling!

Twyford CofE Academies Trust
Year 8

Do you find any of this advice useful?
Why? Why not?

2 MIN

Sir Richard Branson
My mother, Eve, always taught me never to look back in regret but to move on to the next thing. A setback is never a bad experience, just another one of life's lessons.

Sir Chris Hoy
"If you don't have passion, then you have nothing. If you don't believe in what you are doing, why would anyone else?"

Beyoncé
"There are no stumbling blocks in life – just stepping stones in disguise."

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

