

Welcome back to Twyford  
2025-2026

**Mr Bennett  
Headteacher**



## Aim

To ensure all parents/carers & students have start of year information which enables them to support their child flourish at Twyford High School in Year 8

## Outcomes:

1. Headline successes celebrated & Theme for the year introduced
2. The understanding of key systems (routines and habits) refreshed
3. Wider Learning opportunities shared
4. Hazards to avoid explained
5. All parents/carers clear on how they can help their child in these areas

Disciplined silence & reflectiveness is part of our distinctive identity

### Twyford Singing Posture

Stand up straight. Lengthen your spine.

Relax your upper body.

Keep your chin parallel to the ground.

Rotate your shoulders back and down.

Hold your chest high, but don't strain or puff out your chest.

Relax your core when you breathe in. It will tighten when you breathe out.

*Inhale, exhale*

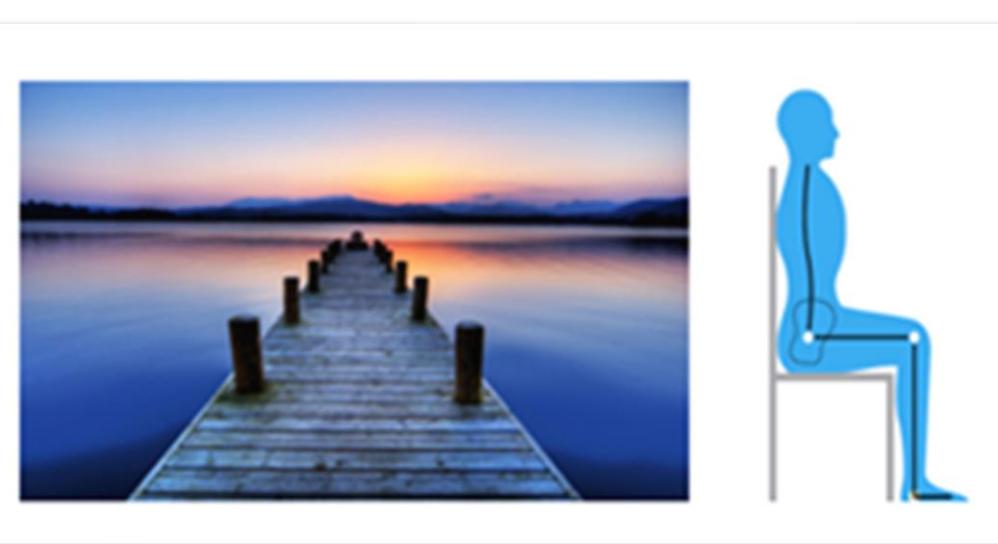
### Twyford Sitting Posture

**DO** put your feet flat on the floor  
**Why?** It keeps you stable and supported.

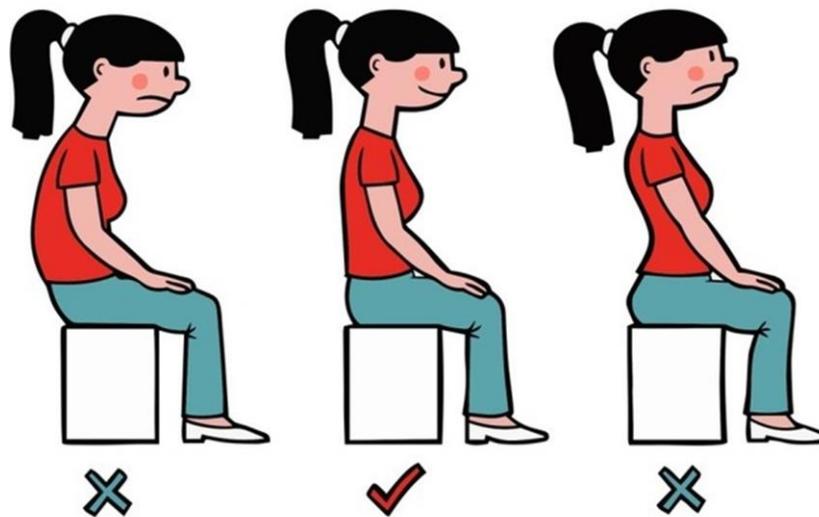
**DO** keep your back straight and your head tall.  
**Why?** It lets you breathe deeply.

**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.



# 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

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

**Dame Alice  
Trust CEO**

# A timeless handbook

- 1) Identify the best goal
- 2) Be determined to achieve it
- 3) Let go of what you've got wrong or holds you back
- 4) No need for shame
- 5) Make the most of those alongside you
- 6) Do it all joyfully

Adobe Stock | #15143207



Run with perseverance



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High School

*"I have come that you may have life and live it to the full" – John 10 v 10*

## All 4 Trust schools in top percentile at GCSE Progress of $\geq 1$ 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



"I have come that you may have life and live it to the full" – John 10 v 10

FINANCIAL TIMES

JK COMPANIES MARKETS OPINION WORK & CAREERS LIFE & ARTS

UK employment [+ Add to myFT](#)

Young UK graduates struggle to find skilled work

Trade unions attack "massive waste of talent"



Half of UK adults worry that AI will take or alter their job, poll finds

The TUC calls for a new approach to technology and greater input from workers on how it is deployed

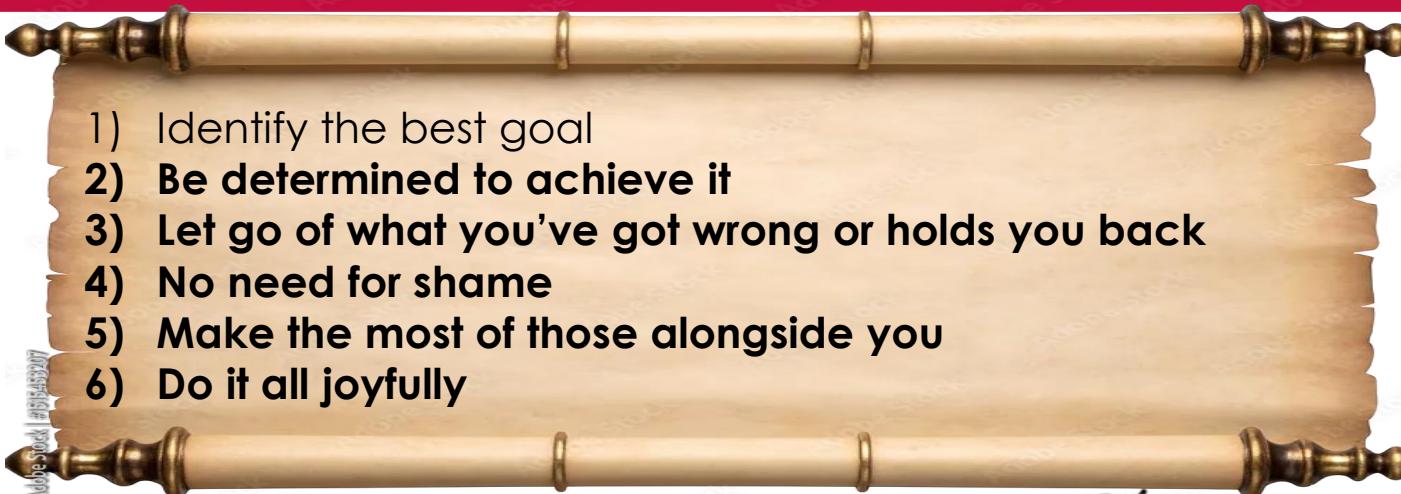


 An Amazon Web Services display at a trade fair in Hanover. The tech company is one of many to have said AI could see it reduce its workforce. Photograph: Fabian Bimmer/Reuters

Half of adults in the UK are concerned about the impact of [artificial intelligence](#) on their job, according to a poll, as union leaders call for a "step change" in the country's approach to new technologies.

Job losses or changes to terms and conditions were the biggest worries for the 51% of 2,600 adults surveyed for the Trades Union Congress who said

# Run with Perseverance



## Aptitude



Keep noticing what you are  
good at

Good Gifts Used in Service



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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*



## Personal Goals

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

*Life in All its Fullness*

## KS5 Year 13

%	2025 Actual	national
A*	16.7%	7.3%
A*A	48.6%	30.9%
A*B	76.0%	59.9%
A*C	92.3%	89.2%
A*E	99.6%	99.8%

- 299 students in year group
- 930 exams taken
- Average grade per entry B+



# Top end Performance

- 30% AAB or better in two+ facilitating subjects
- 33% students with at least one A\*
- 68% students at least one A grade
- 14 students to Oxbridge
- 13 students to Medicine

## Year 13 leavers' destinations

86.3% (258) secured places at University

3% (8) Art Foundation courses

11% (33) Gap year, employment, apprenticeship

Total 299 students



## Early Entry Successes 2025-26

University	Subject
Cambridge	Engineering
Oxford	French and German
Cambridge	Natural Sciences
Oxford	Philosophy, Politics and Economics
Cambridge	Veterinary Medicine
Oxford	Engineering
Oxford	Materials Science
Cambridge	History
Cambridge	Philosophy
Oxford	Medicine
Oxford	French and German
Oxford	Chemistry
Cambridge	Mathematics
Oxford	Experimental Psychology



## Twyford Top Destinations and Courses 2025-26

Top University destinations
Manchester 27
Nottingham 20
Bristol 16
Leeds 14
Queen Mary London 13
Warwick 12
Liverpool 11
King's College London 10
University College London 10

Courses with largest numbers
Engineering 26
Economics 25
History 23
Business 20
Chemistry 18
Psychology 18
Languages 17
Law 15
Maths 14
Politics 13



Year 11s at Twyford on average achieved 1 grade higher in every subject than national



# School progress outcomes

**66% achieved a grade 5 or higher in their EBAC set of subjects**  
(65% in 2024)

## Year 11 GCSE

**12 students** achieved 8 or more grade 9's  
(11 in 2024)

**Progress 8 (CAT8) score of +1.32**

**88% of grades 9-5**  
(52% national)

Boys on Track  
**62%**  
Girls on Track  
**73%**

69% of grades 9-7

## Year 10 GCSE RE

83% students hit  
their GCSE RE  
Target!

80 grade 9's!  
(50 in 2024)

31 grade 8's  
(54 in 2024)

92% of grades 9-5



# Run with Perseverance

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## 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 → Personal Goals

Engage fully in a wide range of learning opportunities

*Unique Value in Community*

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

*Life in All its Fullness*



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# Embedding self-regulation

**Miss Johnston**  
***Assistant Headteacher***  
***Head of Lower School***



# Headline Successes

## Q4 Results

70% on track overall

Spanish	91%
French	84%
Mathematics	78%
Science	68%
History	68%
English	64%
RE	62%
Geography	61%

166, 655 Positives

10, 514 Positives

Q4 Positives	Average Positives
Purposeful attitude to learning	42
Active participation in singing	18
Resilience in engagement	17
Excellent listening habits	15
Effective use of mini whiteboard	14

**Consistently engaged (1)**  
I lead myself and am an example to others



## Self-Regulation

The ability of children to manage their own behaviour and aspects of their learning because they are **intrinsically** motivated.



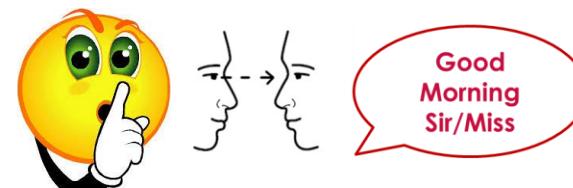
## Co-Regulation

Using simple **routines**, regular **feedback** and positively reinforcing **habit** formation to develop students' ability to self-regulate.



Conduct points provide regular feedback about learning behaviour

Silent entrance to lessons & greeting each other



Checks for understanding to give feedback on learning multiple times a lesson



# Twyford Learning Culture – Routines which support habits

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## Routine

A sequence of actions regularly followed



Why are routines so beneficial?

## Habit

Something you do regularly, often without knowing you are doing it



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## Start of tutor time/lesson

- ✓ **Line up silently outside of** straight, shoulder to the wall. chance to check your uniform

- ✓ **Greet your teacher** – make a 'Good Morning/Afternoon'

- ✓ **Silent start** – walk to your silence and take out your title, date, LO and copy in silence. Respond to you out your name by saying



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Twyford C of E High School

## Polite manners as a habit

### The Twyford Etiquette

Our parents brought us up to have good manners. These good manners will help us live our life in a good way, whatever the community in which we are living or working. These are the Twyford good manners (or Etiquette).

**Good Gifts used in Service**  
We appreciate what we have been given  
We create rather than destroy  
We enjoy being good and doing well  
We always give of our best  
We smile and sit up straight  
We thank our teachers at the end of every lesson  
We celebrate each other's success

**Don't stay in a Bad Place**  
We say "sorry" when we do wrong  
We are not afraid to own up  
We know how to be silent and reflective  
We are honest  
We learn from our mistakes  
We forgive others

**Unique Value in Community**  
We notice the feelings of others  
We are helpful  
We listen  
We control ourselves  
We are polite  
We treat everyone in school as a friend  
We make a positive impact on our environment



We appreciate what we have been given

We create rather than destroy

We enjoy being good and doing well

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**We thank our teachers at the end of every lesson**

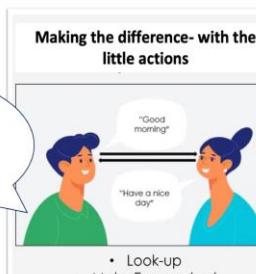
We celebrate each other's success



### Making the difference- with the little actions

**Yes Miss  
No Sir**

**Good  
Morning  
Sir/Miss**



- Look-up
- Make Eye-contact
- Smile
- Be polite

"I have come that you may have life and live it to the full" – John 10 v 10



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High School

**"I have come that you may have life and live it to the full" – John 10 v 10**

# Twyford Learning Culture – Routines which support habits

## The Twyford Learning Culture

Listen intently  
Write cogently  
Read critically  
Speak purposefully  
Memorise accurately  
Explore analytically  
Apply systems  
Discern logical patterns  
Form coherent arguments

## Learning Habit Grades

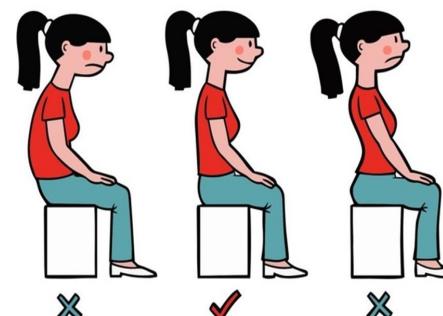
**1 = Consistently engaged**

**2 = Usually engaged**

**3 = Not engaged**



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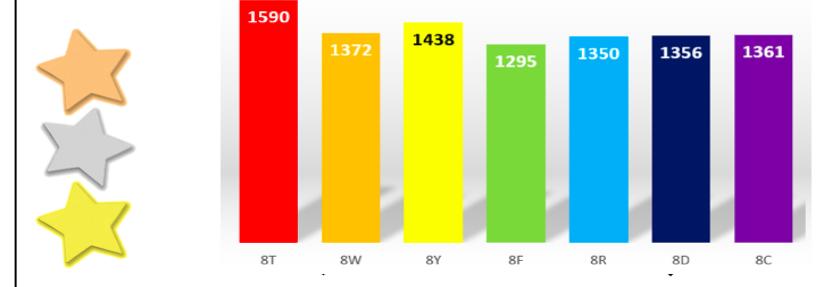
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## Conduct

Well Done Truro!



# Twyford Learning Culture – Routines which support habits

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 engage with the wider school and community

I am polite and helpful

I am focused at all times

I care about the quality of work in my book

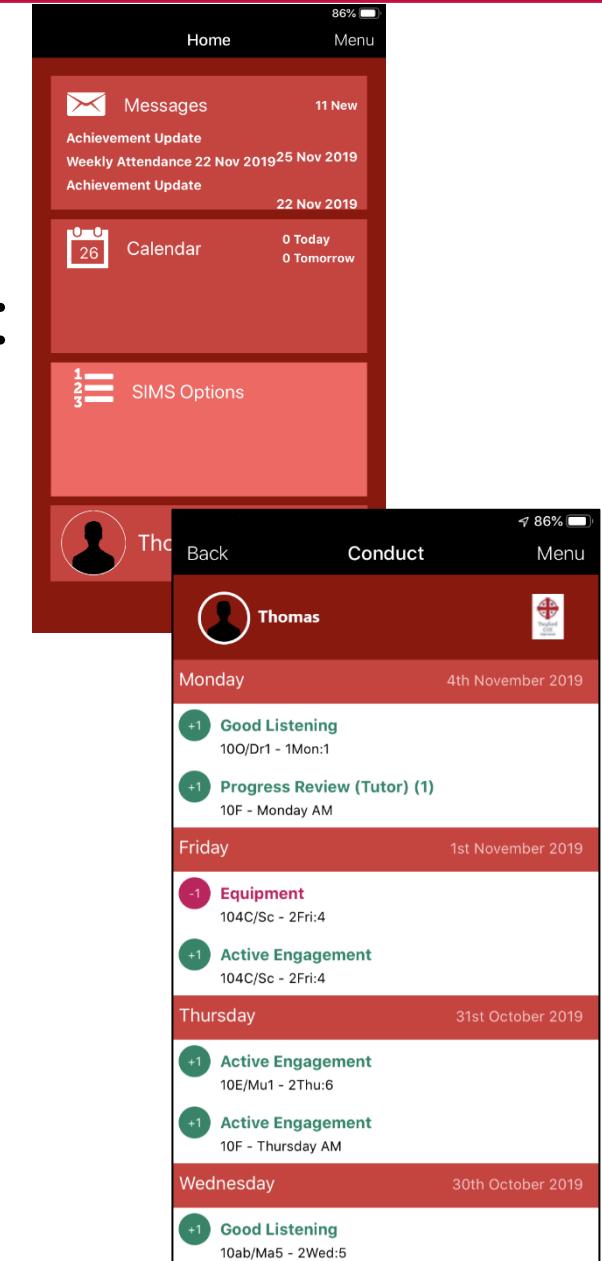
I am reflective about myself and my learning



# Routines & habits to support self-regulation

## How to help your child be successful

- Celebrating all of the positive conduct points: the SIMS parent app can help (end of Sept)!
- Talking about the moments they've turned things around and responded well to feedback
- Reinforce the importance of our simple routines



# Curriculum, Assessment, Literacy, Pastoral and Wider Learning

**Miss Appleby  
Head of Year 8**



# Pastoral support in the day to day

## Our Moral Purpose



## Our Systems



# Pastoral support in the day to day

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## Year 8 Team

<b>AHOY</b>	Miss A Grantham
<b>8T</b>	Mrs J Ablel
<b>8W</b>	Mr Wong
<b>8Y</b>	Miss N Mebrahtu
<b>8F</b>	Miss E Sakka
<b>8R</b>	Miss L Simpson
<b>8D</b>	Mr J Carias
<b>8C</b>	Mr C Jordan



# Learning journey



- Each lesson is part of a **coherent sequence of lessons**
- Regular and frequent **signposts** showing students where to go next
- Less frequent **milestones** measuring the distance travelled



## Students are placed into sets in the following subjects:

- English
- Maths
- Science
- Languages
- RE

Teaching of the GCSE RE content starts this year  
All students take their RE GCSE at the end of year 10



## Students are taught in mixed groups:

- History, Geography, Computing, Music, Art and Drama
- Games - extended afternoon
- Singing



## Electives...starting to mark important choices

- Academic core remains
- Allows students to start to **specialise in their preferred creative subjects**
- Gives more time (lessons) for subjects selected
- Prepares students for the GCSE options process



### Elective choices

The 2 electives are chosen from the following areas.

You can only choose one subject from each block.

Block A
Drama

Block B
Fine Art

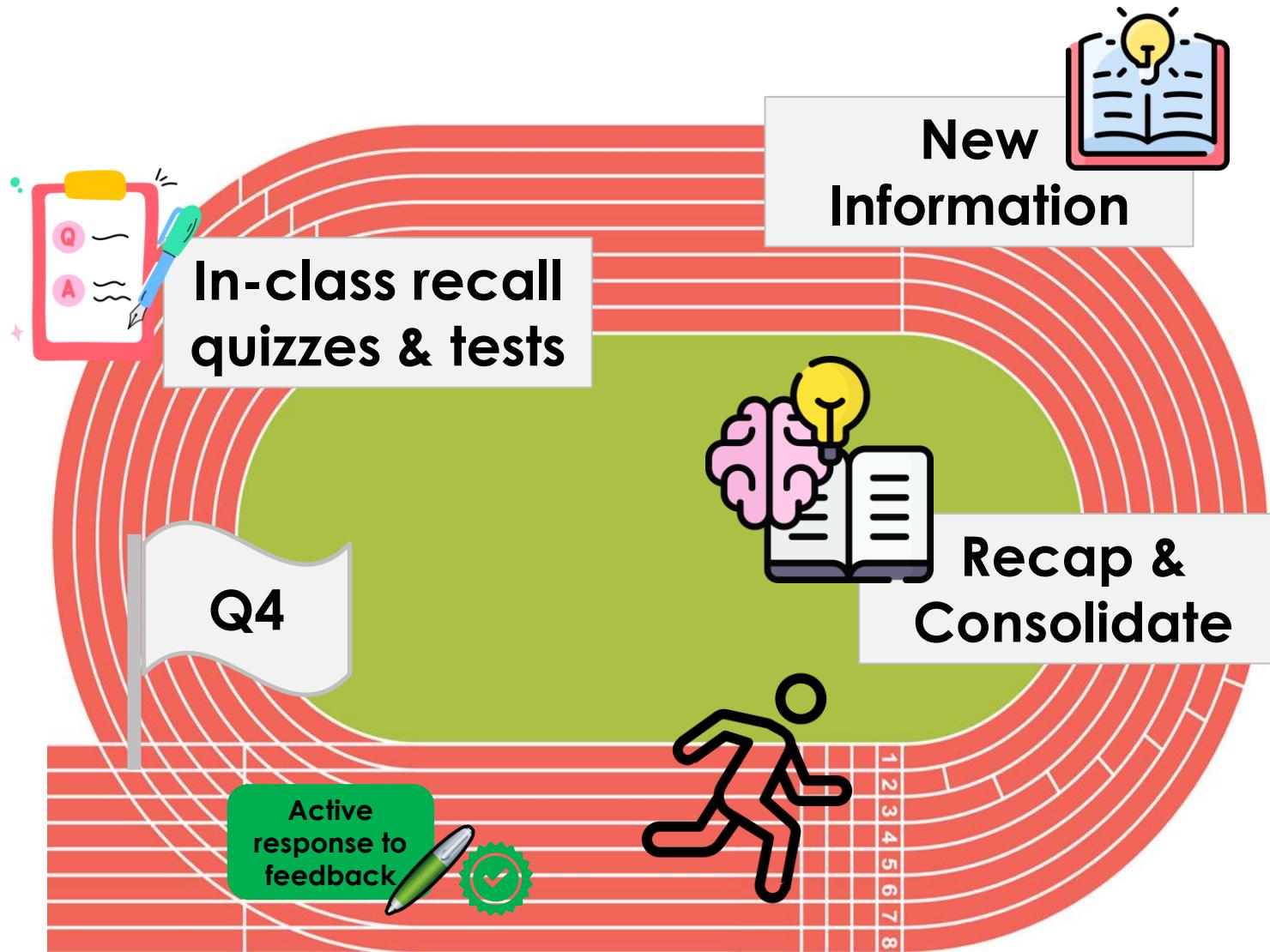
Block C
ICT

Block C
Computer Science

Block D
Music

Block E
Dual Language

*Only choose from Block E if you are a dual linguist*



## Preparation

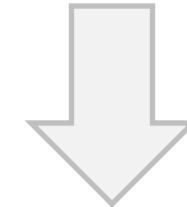
The state of being ready for something that will happen, or an action taken to become ready

- ✓ Helps you to be prepared and ready to learn
- ✓ Helps you gain confidence in the skills and knowledge you do know
- ✓ Helps you understand where you need extra help and support



# Lesson Prep

No lesson prep or homework	1,024
Unsatisfactory lesson prep or homework	490
Total lesson prep/homework negatives	1,514



757 missed or incomplete  
pieces of lesson prep or  
homework



## Prep in English

Prep in English will either be closed or open in nature and should take roughly **15 minutes**.

**Examples of a closed activity include:**

- Key word sheets** – students are asked to develop their understanding of a piece of Tier 2 vocabulary
- Closed grammar task sheet** - students are asked to show their understanding of a particular grammatical construction which they have been taught previously
- Revision booklet task** – ahead of quarterly assessments, students will be asked to complete specific tasks

**Open activities will include**

- Planning a single paragraph outline** - this will often include a success criteria for students to include different elements for their work
- Analyse a quotation** - students will know what parts of the quote they should annotate and what they are expected to include

**Key resources to use if you are struggling with prep at home:**

Should students struggle to complete knowledge organisers which are provided both a reading and



For most preps, students will use an example. There will also often be provided. Students should also look through the uploaded lessons

## Maths

### Prep in Maths will normally be to:

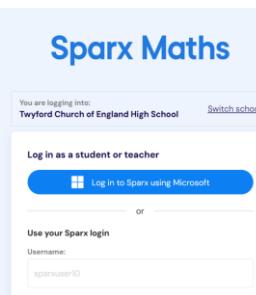
Complete a given percentage of your Sparx task ahead of your next maths lesson.

This includes showing all of your working out in your Sparx book, recording the Bookwork Code for each question, which will be checked once per week (on 100% hand-in day).

### How to get started:

To log in to Sparx ([sparxmaths.com/](https://sparxmaths.com/)), if you are logged in to your school account on your browser you can click on the big blue "Log in to Sparx using Microsoft" button.

Alternatively, you can type the username and password which you use to log into the computers at school.



Students will **always be told their prep at the start and end of the lesson** – they will often be directed to complete a specific task from a prep booklet to support them. An example of a prep task from the Year 7 Unit One – Step into the Unknown – can be found below.

Prep Task 2: Complete the tasks in the vocabulary grid below

Vocabulary Check	
Revise the key vocabulary by completing the tasks	
<b>Entangled</b> Verb – To become twisted together or caught up in	
Task 1: Read it (Read the etymology – where it comes from)	Task 2: Transform it (Turn the word 'entangle' into an image to help you remember it)
Middle English: Entangle comes from combining two words: French 'en' meaning 'of' and the Scandinavian verb 'tangle', meaning 'to involve in a difficult situation'	



**STUDY CLUB**

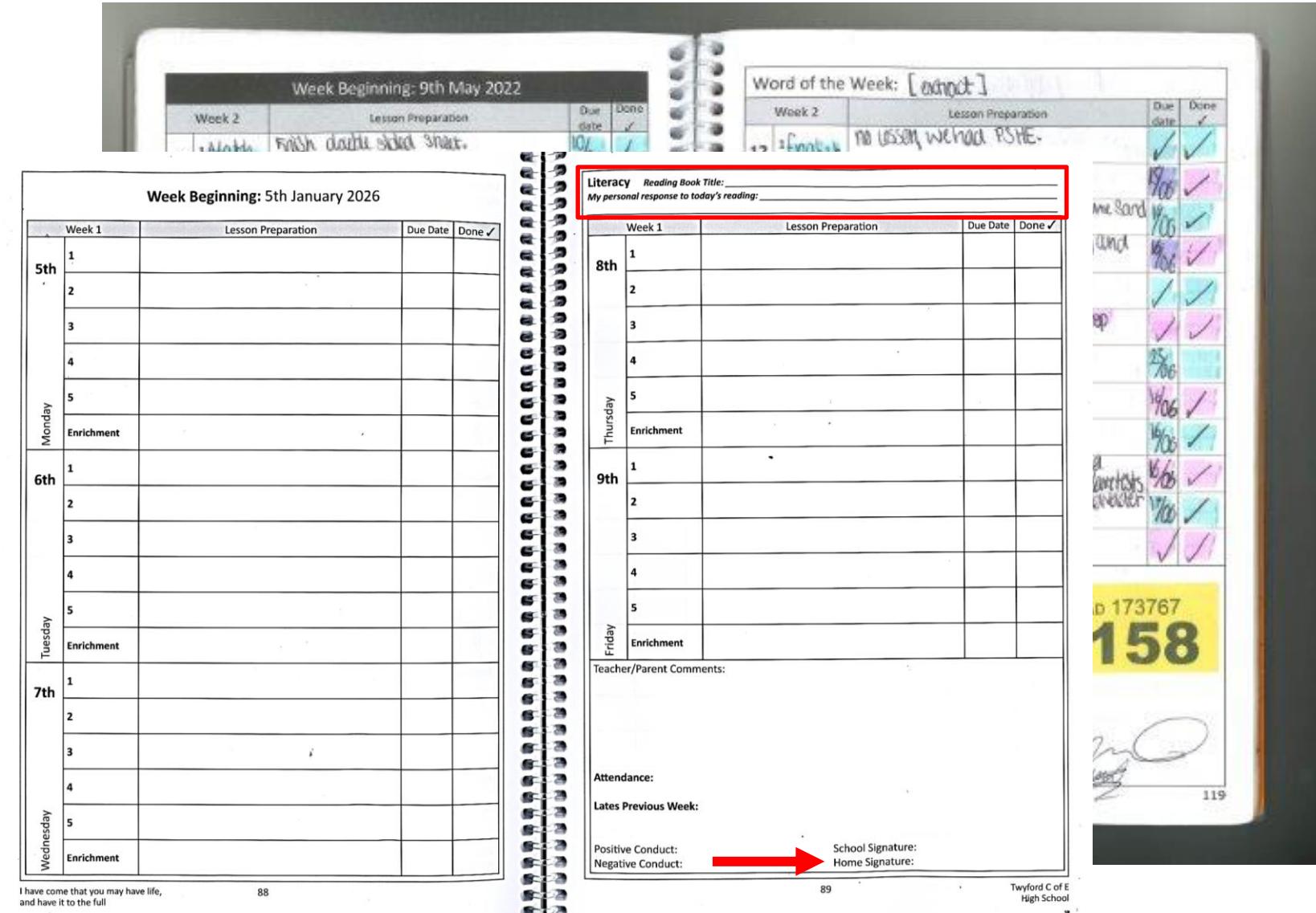
**Monday – Thursday**  
**LCR**  
**3.20-4.20pm**



**Study Coach**



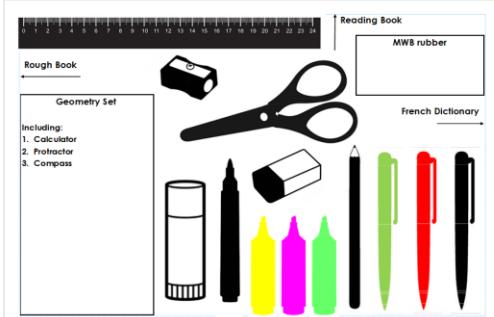
Effective use of the school planner is key



**Planner and Equipment Check**

**1. Do now:**

In silence, place your equipment onto the equipment check mat.



3) In your planner w

**CHALLENGE**

Set yourself a challenge to read this text  
Can you read **ten pages**? Or more? If you read

**2. Planner check**

- Has the planner been signed?
- Is it neat and well organised?
- Is prep always recorded even if it



**Update Planners**

**4) Reflection on last week:**

1. Open your planners on last week
2. Fill in your attendance, lates,

**5) Personal Reading Time:**

You have a reading book

Rec

Literacy

Reading Book Title:

My personal response to today's reading:

**Weekly tutor pastoral data**

**Fill in the reading section of your planner.**

Literacy

Reading Book Title:

My personal response to today's reading:



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.

Develop depth in your personal response with  
Because...  
But...  
So....



**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...

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



## Reading matters



- Reading happens in every subject
- Decoding (sounds and roots) as well as cognition
- Explicit teaching of new words
- Research-led approaches to reading – ‘bouncing’ reading
- Text-dependent questions
- Carry a book
- Interventions for less confident readers (e.g. 1:1 reading, Literacy lessons)

**Student “A”  
reads 20 minutes  
each day**

3600 minutes in  
a school year

**1,800,000 words**



**Student “B”  
reads 5 minutes  
each day**

900 minutes in  
a school year

**282,000 words**



**Student “C”  
reads 1 minute  
each day**

180 minutes in  
a school year

**8,000 words**



## How to help your child be successful

- Using Copia – curriculum overviews, knowledge organisers and knowing what assessments will test
- Support them to complete prep well each day
- Help them to retain key knowledge by quizzing them and retesting them
- Read aloud at home to build confidence and develop vocabulary
- Keep them reading for pleasure
- Sign their planner and check their reading reflection

# Learning Culture - Essentials

W Historical and social contexts 14/9/21

LO: To explain why many Victorians feared violent crime

- What word describes someone or something that has lost its former good or morality? Degenerate ✓
- Darwin's theory of evolution described the progress of organisms from primitive ancestors to more complex life forms. **Natural selection**
- The right or good way to behave. moral ✓
- Typically, middle class Victorians were obsessed with maintaining what? Reputation ✓ (good)

Many Victorian Londoners feared the rise of violent crime for a number of reasons. Firstly, newspapers sensationalizing stories over exaggerated a crime that they witnessed to gain attention. This made Victorians fear crime as they didn't know whether the story was true or not. Secondly, the growing population created fears as more and more people had a different mindset and as social Darwinism grew, people may have felt outcasted so they were more likely to commit crime. Thirdly, slums and 'dangerous classes' created fear among upper classes as several of crimes (although this wasn't reported) Jack the Ripper, ganging, lower class divide, more likely to become criminals.



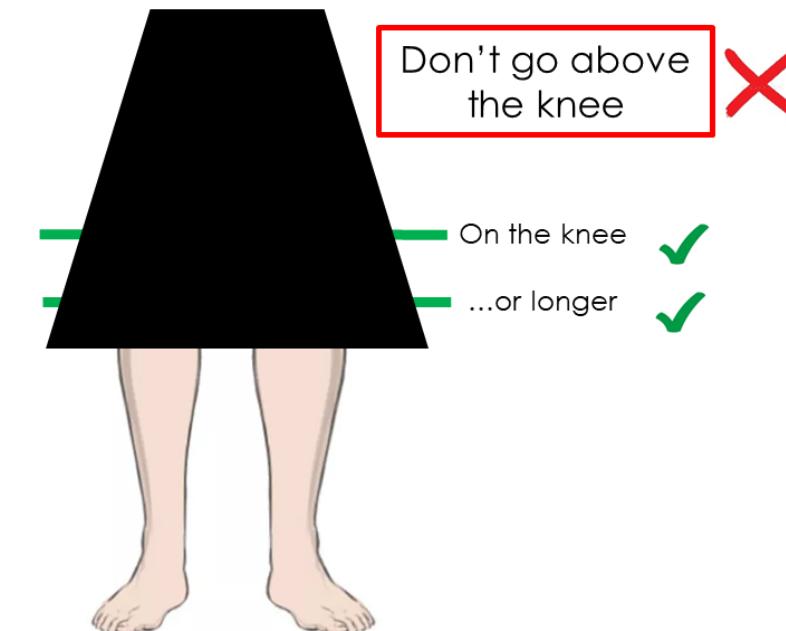
Lesson Preparation		Due date	Done
27	1 H	10 interesting facts/English Chap. 10	✓
	2 S	update homework & book	Fit ✓
	3 F	Reply to morning, more corrections	Fit ✓
	4 M	Revise for exam/guide	Fit ✓
	5 E	Who are the 'united beetles'	Fit ✓
	6 IT	Answering q's	Fit ✓
28	1 G	carry on with assessment	Non ✓
	2 M	complete sheet	Non ✓
	3 S	prepare flashcards Revision	Non ✓
	4 F	speaking exam/revision	Fit ✓
	5 E	→ complete peer评估 in KB	Non ✓
		Comments:	
		Keyboard - 10:00am	Monday 24th Oct 2022
		Ms Endo 27th November p.13	History books
		French books - 28/11/14	French books
		→ complete survey → email	Geography HW
		English books - 28/11/14	RE books - 25/11/14
		Positive Conduct: 3	
		Negative Conduct: 0	
		School Signature: <i>[Signature]</i>	
		Home Signature: <i>[Signature]</i>	

### Further Reminders:

1. Shoes must be shoes - **No black trainers**
2. **Plain black socks** (not white or with designer/sports logos)
3. **Make-up or wrong jewellery** (bracelets/rings) isn't worn
4. Coats/scarfs/hats must be **plain black or dark blue**



School skirts



Shirts tucked in at all times



Trousers are worn on your waist,



Trousers are Black

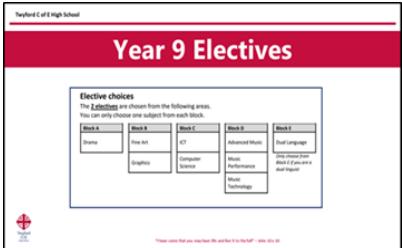


Not Grey



## Help your child work on good choices

Year	Learning Outcome
8	To make decisions about the subjects I will choose for my electives that would be best suited to the careers that I am interested in pursuing in the future.

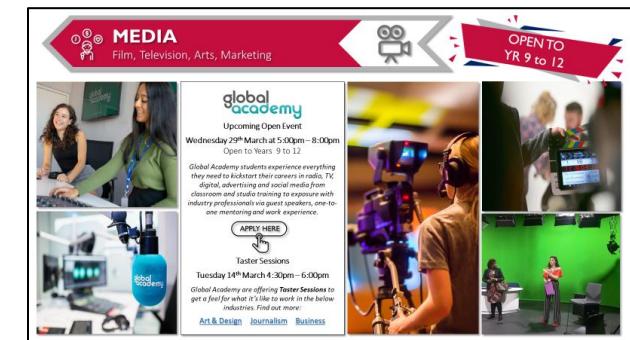


**Year 8 CIAG focus:**

- Prepare for **electives** in Y9
- Make links between **electives & careers pathways** you might be interested in (in Y9, GCSE & beyond)
- Reflect upon how Wider Learning & Leadership roles are **developing your employability skills**

### Y8 students will have:

- **Pastoral sessions** on different career paths & industries
- **Electives assemblies**
- **Careers Fair** in March
- **CIAG lunch time talks** (12 talks in a wide range of careers)
- **CIAG bulletins** half termly
- **Xello** Careers platform (with your own careers profile)
- **Careers Copia page** (Copia > Wider Learning & Careers)



# Wider Learning

## Wider Learning

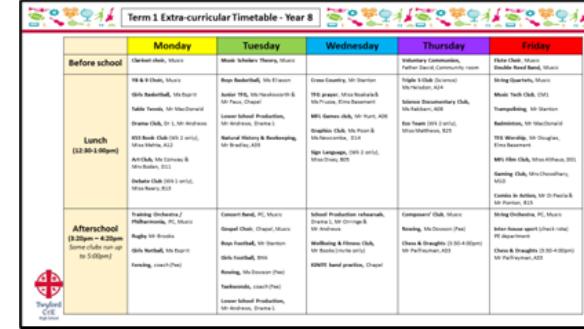
# Help your child work on good choices

## Wider Learning offer in Y8:

- ✓ Extra-curricular activities
- ✓ Student Leadership roles
- ✓ Trips, workshops, competitions & events
- ✓ Performances, shows & concerts
- ✓ Sponsored walk
- ✓ Activities week (including residential trips)

## The benefits:

- Positive impact on students **physical & mental wellbeing**
- Supports students with **progression & future plans**
- Continues to develop students' **employability skills** (group work, creativity, digital literacy, problem solving, leadership etc)
- Enables students to engage in the **school & wider community**



## Lunch time clubs:

- **Lunch 1 (12:30 – 1:00pm) Y7 & Y8**  
*(Friday 12:45-1:15pm)*

## Afterschool clubs

- From 3:20-4:20pm (or up to 5:00pm – check timetable)



**“I have come that you may have life and live it to the full” – John 10 v 10**

## Key dates:

- **Wider Learning Fair:** Thursday 4<sup>th</sup> September 12:30 - 1:00pm in LRC (*find out about clubs*)
- **Taster club week:** Monday 8<sup>th</sup> September (*try any clubs you are interested in*)
- **Clubs for Term 1:** Monday 15<sup>th</sup> September until end of term (*clubs do not run in Q2 week*)

Club timetables emailed out for  
Term 1 on **Friday 5<sup>th</sup> September**  
to students and parents / carers  
from Miss Adams  
(Y8 examples on next slide)

# Wider Learning

## Examples of clubs on offer for Y8 in Term 1 (91 on offer last year!)...

### Wider Learning

#### Music for Y8:

- Clarinet Choir
- Year 8-9 Choir
- Training Orchestra/ Philharmonia
- Music Scholars Theory
- Concert Band
- Gospel Choir (Y8 upwards)
- Composers' Club
- Flute Choir
- Double Reed Band
- String Quartets
- Music Tech Club
- String Orchestra
- Pop Band Mentoring
- Communion Bands

**Mr Yates – Head of Music**



Twy  
C of E  
High School



#### Sport for Y8:

- Girls / Boys Basketball
- Table Tennis
- Rugby
- Netball
- Fencing (fee\*)
- Girls / boys football
- Taekwondo (fee\*)
- Cross-country
- Rowing (fee\*)
- Trampolining
- Badminton
- Interhouse sport
- Dance club

\* For clubs with a fee – please see letter emailed home.

**Mr Howard – Head of Sport**

#### Y8 STEM:

- Triple Science Club
- Science Documentary
- Beekeeping
- Gaming Club
- Chess & Draughts

#### Y8 English:

- Debate Club
- Book club



#### Chaplaincy for Y8:

- Voluntary Communion
- Worship
- Film club

**Father David & Father George**



#### Drama for Y8:

- KS3 Drama club
- KS3 Christmas Show
- Tech Team / Backstage

**Drama Department – Miss Adams & Miss Simpson**

#### Y8 Languages:

- MFL Games club
- MFL Film Club

#### Y8 Arts:

- Art Club
- Graphics Club

#### Y8 Humanities:

- ECO-Team

## Wider Learning

# Y8 Activities week: Monday 6<sup>th</sup> – Friday 10<sup>th</sup> July 2026

### **Year 8 Spanish trip**

**Location:** Madrid, Spain

**Approx. Cost:** £900

**When letters will go out:** October

**Information evening:** June 2026

### **Year 8 German Trip**

**Location:** Rhine Valley, Germany

**Approx. Cost:** £600

**When letters will go out:** October

**Information evening:** June 2026

### **Year 8 French trip**

**Location:** Normandy, France

**Approx. Cost:** £600

**When letters will go out:**

October

**Information evening:** June 2026

### **Daily activities programme:**

- London Eye
- Brighton
- Kayaking / Water sports
- London Museums
- Oxygen Trampolining
- Tennis coaching
- Paintballing
- Chessington
- Football coaching
- London Zoo

Please note if a student reaches **pastoral stage 4** at any point in the year, they **will not be able to attend any residential trip** & will be withdrawn from any residential trip they are booked on.



# Safeguarding reminders 2025-26

***Mr Bennett  
Headteacher***



## 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.



## Who are the Safeguarding team?

### Child Protection

#### Out of school hours Safeguarding Emergency contact (4.30pm-6pm)

Once the school reception has closed at 4.30pm if a student or parent has a safeguarding emergency please use the school's emergency safeguarding mobile number:

***These are currently being updated and will be sent to parents, placed on the website, and be emailed to staff.***

After 6pm, please do not hesitate to contact the police on either 101 or 999.



**SAFEGUARDING/CHILD PROTECTION**

**Safeguarding Officers:**

  
Twyford  
CofE  
High School

  
Mr MacDonald-Brown  
Designated Safeguarding Lead

  
Miss Johnston

  
Miss Bajwa

  
Mr Bennett

  
Miss Holloway

  
Mrs Easton

  
Ms Swadkin

The above are the staff responsible for child protection/safeguarding issues.

If you have any concerns about the safety of any students in your classroom please contact the above by emailing: CHILD PROTECTION.

Please give brief details of your concerns or an account of what happened. One of the team will act as soon as they see it. If there is a delay, please report to Reception in the Elms Administration Building who will find one of us.

As with all safeguarding concerns, please remember that you cannot promise confidentiality when a child's safety is at stake. Please tell the child that you will refer the issue to a member of the Child Protection Team. All our students have been made aware of the identities of the Child Protection Team and it is written in their planners.

Child Protection Officers will investigate a case and make a decision as to whether to refer to the Child Protection Service in the relevant Borough. All information will be confidential to the team and the Headteacher, although relevant staff will be notified that there is a Child Protection case in process.

## Online safety

**Sexting**

Sexting and the law information leaflet can be found on the school website.

**Possessing and distributing indecent images**

**Sexting and the Law**

- It is a crime to possess, take, make, distribute or show anyone an indecent or abuse image of a child or young person under 18 years of age. Note that whilst the age of consent is 16, the relevant age in relation to indecent images is 18
- A child under the age of 18 commits an offence by making and possessing a sexually explicit image of themselves.
- A child commits a further offence if they distribute the image
- A person receiving the image is also liable for an offence of possessing the image. Under no circumstances should you save the image, show it or send it to another person

**School Behaviour Expectations**

The general school behaviour expectations already states that

- Students should not take any action which affects the health and well-being of others e.g. dangerous behaviour on the school site, bullying, fighting, use of internet sites or other social media

Any student who shows inappropriate images or sends/posts inappropriate images of one student to another would automatically receive a serious sanction by breaking the above rule.

The school also takes very seriously the offence that a student commits when they take and share an inappropriate image of themselves as they are acting illegally and potentially affecting their own future well-being

- Any student who is found to have made, possessed or sent an sexually explicit image of themselves is acting illegally and would automatically expect to receive a serious sanction

## Possessing and distributing indecent images

### Sexting and the Law

- A child under the age of 18 commits an offence by making and possessing a sexually explicit image of themselves.
- A child commits a further offence if they distribute the image
- A person receiving the image is also liable for an offence of possessing the image. Under no circumstances should you save the image, show it or send it to another person



## Safeguarding (including trips)



In line with our Trust policy, the smartphone ban applies equally to all school trips. Please note that if any smartphones are found during a trip this will result in the phone being confiscated until the end of that term and a school sanction will be put in place in line with the behaviour policy.

## Sexual harassment or abuse

- Sexual violence and sexual harassment can occur between two **children of any age and sex** from primary through to secondary stage and into colleges
- It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children
- Sexual violence and sexual harassment exist on a continuum and may overlap; **they can occur online and face to face (both physically and verbally) and are never acceptable**

### It includes

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, displaying pictures, photos or drawings of a sexual nature

## Permanent Exclusion

The school **will always permanently exclude** a pupil for the following:

- Having an offensive weapon in school
- 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

Persistent failure to comply with the school's Behaviour Policy may also lead to a permanent exclusion.



- Chair - Jenny Hossack
- Secretary - Anne Owens
- Treasurer - Leo Malkin
- PTFA holds several events & fund-raising activities - the Year 7/8 disco & parents' social, Quiz night, support of School Music and Drama events, Second hand uniform sales (next on Friday 5<sup>th</sup> 8.30am-9.30am)
- As ever the PTFA is reliant on the support of you, the Parents/ Carers/ Teachers/ Friends to volunteer and help foster our community. We are also very keen to hear with fresh ideas for community events and fundraising.
- The PTFA uses the 'Classlist' App for most of its communications.
- PTFA AGM on Monday 6<sup>th</sup> October 6.30pm

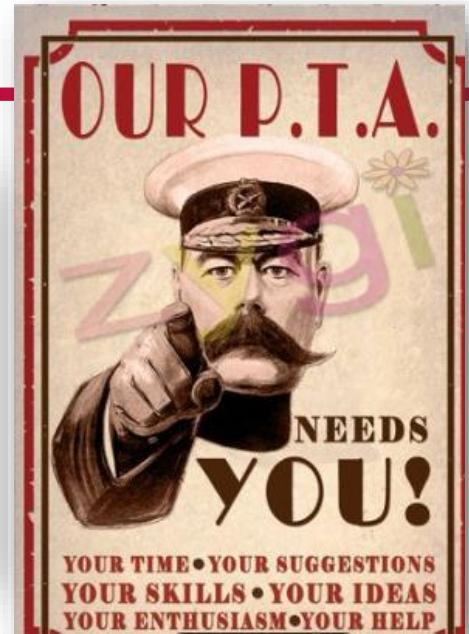
Scan the code to get your invitation



This code auto-approves you until: September 10, 20

- 1 Scan with your device camera\*
- 2 Download the app
- 3 Sign up

type this link in your phone's browser: <https://classlist.page.link/1BygTkNCZWq2sbaa8>



## Prayer

Dear God,

As we look ahead to a new academic year, and a new community that we are a part of.

Help us to play our role in supporting the Year 8 students to make their unique contribution to the school.

Help us to support them to take responsibility for using their gifts in service of others, in the small things they do each day.

**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





Twyford CofE Academies Trust

## Yr 8 Information Evening: Running with Perseverance