



**Tomlinscote School &
Sixth Form College**

A Specialist Language College

Prospectus

General Information

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'Learning for all; above all'



Tomlinscote School & Sixth Form College

Introduction to Tomlinscote

Thank you for your interest in Tomlinscote School. This prospectus is intended to provide you with relevant information about our school community. If you require any further information or clarification, please do not hesitate to contact us by post, email or telephone.

Tomlinscote is a popular, over subscribed 11 - 18 co-educational school which was opened in 1970 as Surrey's first purpose-built comprehensive. We have a student population of 1507 including the Sixth Form, 92 teaching staff and 49 support staff. At Tomlinscote we recognise that all our students have individual talents and gifts and we work hard, together, to help realise their potential. We challenge and support all members of our learning community, to achieve the highest possible standards in everything they attempt. The Leadership Team listens to the views of our students, parents and staff support the development of our school. Our Investors in People Award recognises the value that we place on developing the skills of all our people.

We have made significant changes to our curriculum to ensure that it meets the needs of all our learners and that this is supported by a considerable investment in ICT equipment. The school enjoys a reputation for both academic success and for caring relationships. It has a well-ordered, purposeful and happy atmosphere. We believe that every student will be given the opportunity to:

- Enjoy the Tomlinscote experience in a safe environment
- Achieve in a variety of ways
- Make a positive contribution to our school, the environment and the local community
- Be involved in enterprise activities.
- Plan a career pathway that will take him or her through further and higher education, training and employment into life long learning.

Our most recent Ofsted Inspection (February 2008) stated ...'It is a vibrant, exciting and happy community where students benefit from good teaching, a stimulating curriculum and excellent care, guidance and support. The full report can be found on our website.

We are proud of the students that leave Tomlinscote as we have helped to equip them to become global citizens in a changing technological world.

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Tomlinscote School & Sixth Form College

Tomlinscote Language College

Tomlinscote School and Sixth Form College has been a DCSF designated Specialist Language College since September 1996. As one of the earliest schools in the Language College movement, it was one of the first to introduce languages such as Japanese and Mandarin Chinese into the curriculum as well as offering a wide range of European languages including German, French, Spanish, Italian and Dutch.

Tomlinscote is at the forefront of curriculum innovation in language teaching and has received funding to participate in the Content and Language Integrated Learning Project (CLIP), which gave our Year 8 and 9 students the opportunity of accessing modules of the Key Stage 3 Geography and History curriculum through the medium of French, German or Spanish. The success of this approach have given ample proof that British students' enthusiasm and motivation are enhanced when they are presented with more stimulating and challenging content as the context for their language learning.

All students study at least one foreign language throughout Key Stages 3 and 4. In Key Stage 3, all students take either French or German as their first foreign language. Every attempt is made to ensure progression from their Key Stage 2 language learning experience. In Year 8 all students commence the study of Spanish, and the expectation is that a high percentage of students will continue their study to GCSE level.

A wide programme of extra-curricular language learning is offered, with opportunities for students to take up the study of languages such as Japanese, Mandarin Chinese or Italian to an accredited level via late afternoon and evening courses. In addition, approximately 80 Key Stage 4 students each year take a two-week intensive course in either Japanese or Mandarin Chinese, leading to an award at entry level with the ABC.

Language College status has also brought our students an entitlement to a varied programme of international cultural, educational and exchange visits throughout their years at Tomlinscote. Nearly all Year 7 students participate in our annual "international week" in France or Germany. We have partner schools in France, Germany, Spain, Japan and Hungary, and our students have exchange opportunities from Year 9 onwards, with a programme of work experience exchanges available for Sixth Form students. There are also regular opportunities for video-conferencing links with students at partner schools.

Internationalism is by no means restricted to the Modern Languages curriculum, but is embedded in all curriculum areas. The Creative Arts Area, for example, has strong links with Japan, while the Mathematics projects with Hungarian students from a specialist school, where Mathematics is taught in English.

'Specialist Language College'



Tomlinscote School & Sixth Form College

Prospective Parents and Students

An introductory evening for prospective parents is held annually in late September, at which time the Principal and Vice Principals talk to all parents about the aims of the school and questions of a general nature are taken. A parent who is contemplating sending a child to Tomlinscote may telephone the main office and arrange a visit to the school at a mutually convenient time. This visit will take the form of a tour of the school with the Principal, Vice Principals or a senior member of staff. It is very important for parents to view the school when it is functioning normally. Bookings can be made from mid-September onwards. A copy of the Admissions Policy is included with this Prospectus. Those parents who are offered places may expect their children to become involved with the school in the Summer term prior to entry. The Year 7 Co-ordinator is responsible for the new students and will visit contributory Junior and Primary schools in order to interview students and liaise with the Junior school teaching staff in order to ensure a smooth and trouble-free transition. This liaison is undertaken under the oversight of an Associate Vice Principal and simultaneous liaison occurs with regard to National Curriculum continuity and assessment of students. Just before the end of the Summer term students are invited to spend time at Tomlinscote in order to sample life in their new school. At this time they will meet their Form Tutors and undertake time with some subject areas.

Prospective parents may also wish to visit our website at
www.tomlinscote.surrey.sch.uk

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School Ethos and Expectations

As an inclusive school we value and promote the contribution made by all to achieve the academic and personal potential of all our learners and this includes students, staff, parents and members of the local community. This is accomplished within a framework of positive self discipline and mutual respect.

Students' achievements, in all aspects of the school's work, are celebrated and rewarded through praise, merits, commended work, certificates and postcards. We hold achievement assemblies, Awards Evenings and sport celebration evenings. We believe that this will raise self esteem and motivate learners.

We expect all members of our school to show respect for each other and ensure that behaviour in class allows effective learning to take place while behaviour around the school and in the local community contributes to a safe, calm and ordered atmosphere. Expectations are high and firm but fair sanctions are in place for the few who do not always meet the standards of the Behaviour Policy.

We will promote equality of opportunity by:

- The use of effective tracking mechanisms to measure the progress of groups of students
- Providing personalised learning
- Recognising and overcoming barriers to learning
- Working to break down gender divisions
- Developing positive strategies to counteract all forms of stereotyping, intolerance and discrimination
- Ensuring support for disabled learners and access wherever possible
- Providing mentoring and individual support to ensure success
- Taking account of the views of our learners and their parents

We will support our learners by:

- Promoting good behaviour, positive relationships and participation
- Offering new opportunities to learners who may have experienced previous difficulties
- High quality enrichment and extension of Gifted and Talented students
- Working with external agencies to prevent and overcome difficulties faced by learners
- Providing support through the work of well qualified teaching assistants
- Ensuring differentiation in the classroom through teaching methods and setting
- Ensuring high quality SEN provision
- Offering extra curricular activities

We will challenge our learners to:

- Achieve their full potential
- Work to succeed
- Be active and involved members of the school and wider communities



Tomlinscote School & Sixth Form College

Supporting New Students

- In July students spend a day with us as an Induction, so that they feel more comfortable in their new school.
- Students will meet their class prefects, Year 10 students who will support them through the first few months at Tomlinscote.
- On the first morning in September Year 7 arrive before the rest of the students to provide time to settle in.
- Students will go into lunch 20 minutes before the rest of the school for the first two weeks of term to ensure that they become familiar with the system.
- Year 10 prefects will escort their class to each lesson for the first two weeks so that they do not get lost.
- The planner contains some good advice in the 'what to do if' section.
- The Co-ordinator for Year 7 will look after the Year Group.
The Co-ordinator for Year 7 (not the Form Tutor) should be your first point of contact, should there be an issue that you wish to discuss.

Parents can meet the Form Tutors in October

Parents told Ofsted (February 2008)

'Tomlinscote is a truly excellent school, which upholds the values of caring, discipline and superb organisation ...'

'Whenever I am in the school there is a 'buzz' that would only be there if the children were happy.

I think the school is fantastic'.

'Learning for all; above all'



Tomlinscote School & Sixth Form College

Tutor Groups

Each student is placed in a tutor group with a tutor who will usually remain with the tutor group for five years. Tutors build a close rapport with the students in their group. The tutors work under the guidance of a Year Co-ordinator. The Year Co-ordinator is usually the first point of contact for parents.

A review day is held in December, when you will have the opportunity to have an interview with a member of staff regarding the progress of your son/daughter. If there are specific subject concerns you will then be invited to a Parents' Consultation Evening. Appointments are available but priority is given to those students who have issues to address. There will be an additional tutor-led evening for the parents of Year 7 students in October of the first term.

The school operates an inter-form structure for many sporting, social and cultural activities. Students are encouraged to help the local community in a variety of ways and raise money for charity or support local primary schools. Merit points are awarded for effort and achievement in work, extra-curricular activities and service to the school and community. Commended work qualifies for bonus merit points. Students may receive a postcard, posted home, to recognise an achievement or for representing the school. Work is displayed in the main foyer and around the school.

Achievements and activities are also shown on the electronic displays in all areas of the school.

Ofsted February 2008

'Personal Development and well-being are outstanding features of the main school and the Sixth Form'.

'Learning for all; above all'



Tomlinscote School & Sixth Form College

Equality

Tomlinscote is fully committed to a policy of equal opportunities in relation to race, colour, nationality, ethnicity, gender, disability, age or religion but regrets that the physical limitations of the site currently make it impossible to accommodate some disabled students.

Policies related to Equality, Inclusion and Race Equality can be found on our website www.tomlinscote.surrey.sch.uk and in the Parents' Information Centre by the main office.

Holidays

It is not expected that any parents, will remove their son/daughter from school in order to facilitate a holiday other than in the most extenuating circumstances. Holiday absence in order to receive a cheap 'off peak' holiday conveys a simple message to the student, namely that earning money and taking holidays are a higher priority than attending school and receiving a good education. This is clearly not the case and holiday absences will rarely be authorised. Staff are not expected to set work in order to cover holiday absences; equally staff are not required to rearrange assessment procedures in order to protect a student who is involved in a holiday during term-time.

Educational Visits

Visits enhance the learning experience by providing a context, developing skills and encouraging team building.

Tomlinscote offers a number of off-site learning activities related to specific curriculum areas. To help parents to plan ahead, and in response to a suggestion from the Parental Forum, there is a list of proposed visits and approximate costs on our website and in the Parental Information Centre by our main office.

Charging Policy

Tomlinscote School works within the Surrey Policy on charging and therefore charges for all activities where it is lawful to charge. Under the terms of the 1988 Education Reform Act 'voluntary contributions' will be requested from parents for particular educational excursions within school hours and parents will be informed whether an excursion is part of the curriculum or an 'optional extra'. In order to retain the practical element of some courses parents will be asked to commit themselves to retaining the finished product and providing ingredients or materials.

In cases of financial hardship parents may consult The Principal in complete confidence.



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Special Educational Needs

Gifted and Talented

The school identifies gifted and talented students by consulting with teachers and parents. The provision then aims to support, enrich and challenge the students in line with their particular talent and needs. Support is provided for students who excel in a sport and are following a demanding training schedule. Students have enrichment days linked to their areas of expertise for example in the disciplines of languages, Art, Science or Journalism. Challenge within the curriculum is through a more personalised approach. The setting in certain subject in Years 7 and 8 and setting across the curriculum in Years 9, 10 and 11 helps to meet differentiated needs. Accelerated learning programmes and fast tracking in subjects such as Mathematics supports individual needs.

Students with Learning Difficulties

The school has a Speech, Language and Communication Unit. Admission to the unit is only available via a Statement of Special Educational Needs for SLC related learning difficulties. Students admitted to the unit have the majority of their lessons with the rest of the students and are withdrawn from a small number of lessons for specific support. The Learning Support Team has links with all our feeder schools and a member of the team will visit all schools during the summer term to liaise with the teachers and plan the support needed when at Tomlinscote.

During the induction process, some students will be identified as requiring additional support in reading, literacy and numeracy which will be provided within the available resource. Students formally placed on the code of practice may also receive support from external agencies dependant upon their needs.

'Teachers are able to focus on learning'. Ofsted February 2008



Tomlinscote School & Sixth Form College

Attendance

Good attendance and punctuality are important factors in achieving high standards and results. For this reason Tomlinscote places a high priority on attendance. An electronic registration system is used to record attendance at morning and afternoon tutorial. We work closely with the Educational Welfare Officer to liaise with parents if concerns begin to emerge.

If your son or daughter is unwell and therefore unable to attend school, a telephone message can be left on our answer service. When the student returns to school we will require a note from the parent/carer to explain the absence.

All students are encouraged to walk or cycle to school. Students wishing to cycle to school must apply for a permit from the school, have a road-worthy cycle, wear a cycle helmet and use a D-lock or similar strong lock during the day.

The cycle sheds are locked during the day. The School Council has established the rules related to cycling, focussing on student safety and monitoring the provision.

If it is essential to bring your son/daughter by car please avoid dropping them in Tomlinscote Way or Felbridge Close to avoid congestion in these areas, which may put students' safety at risk.

'Student behaviour is excellent'.
Ofsted February 2008



Homework

Homework forms an integral part of school life and through it students can consolidate and extend learning that has taken place in the classroom. It allows individuals to work independently and to develop the research skills highly valued by Further and Higher Education and industry.

All students will receive a homework timetable and the individual homework tasks will be recorded in the student planner.

It is the teacher's responsibility to ensure that the homework is set and assessed in the most appropriate way e.g. self assessment, peer assessment or teacher assessment.

It is the student's responsibility to ensure that they complete the homework to the highest standard by the deadline set, therefore developing their self-reliance, self motivation and personal responsibility.

It is the parents' responsibility to ensure that their son or daughter completes the homework by providing a suitable environment for study and encouraging and supporting the student.

The Learning Resource Centre is open from 8.00am until 4.15pm (4.00pm on Fridays) and students may use this facility to study and complete homework. There are often Sixth Form students present after school to help to support students with their work.



Tomlinscote School & Sixth Form College

The Wider Curriculum

The compulsory school curriculum is extended by a large number of extra-curricular activities. These allow students to learn and develop new skills or practise existing ones.

For the full programme offered 2008 - 2009 please refer to our website.

Physical Education plays a vital part in the life of the school and among the sports played are Soccer, Rugby, Tennis, Hockey, Netball, Basketball, Badminton, Cricket, Rounders, Squash, Golf, Table Tennis, Volleyball, Archery, Cross-Country, Dance and Orienteering. Large numbers of students have represented the school at National, County and local levels both as individuals and in team events.

Computer Club, Photographic Society, Environmental Club, Science Club, Christian Union, Gym Club, Orienteering Society and several choirs are some of the activities undertaken. The school has a strong tradition in Music and Drama with choral, wind and stage band and dramatic productions taking place throughout the year. Ski trips are often organised during school holidays, and visits and exchanges are arranged with France, Germany and Spain involving many students. Continued expansion of overseas links and visits is a feature of the Language College.

Ofsted February 2008

'The school's specialist language status has a very strong impact on all aspects of school life and internationalism is embedded in all curriculum areas.'

'Excellent Facilities'



Tomlinscote School & Sixth Form College

Learning Resource Centre

The LRC is open from 8.00am to 4.15pm Monday to Thursday and 8.00am to 4.00pm on Fridays.

We welcome all students to the LRC and hope they will enjoy reading and recommending books and periodicals. We take daily deliveries of *The Daily Telegraph*, *The Times* and *The Independent*, plus the *Camberley News and Mail* weekly. We have an extensive range of Reference and Information books, Modern Foreign Language resources, and a wide variety of Fiction catering for all tastes.

The LRC is open at break, lunchtime and after school for private study. Computers with fast internet access are available for research and homework. The Group Room can be booked for meetings, quiet study or viewing DVDs/videos. There is a separate area dedicated to Sixth Form use only. Students are expected to use the LRC appropriately with respect for the needs of others, and care of the equipment and resources.

Homework Support



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Uniform

There is a strong tradition in the wearing of a high standard of school uniform which will continue. Students are expected to take a pride in their appearance and to wear the uniform correctly. The Student Council has been consulted on several changes to the uniform and under-pinning their discussion was the need to maintain high standards.

A uniform list is included at the end of this prospectus; some items are available from the school office following the New Parents' Meeting in early July as well as at the meeting.

First impressions are important and the Tomlinscote uniform is distinctive so that poor student conduct on the way to and from school is readily identified with the school and is, therefore, unacceptable. We have always valued the very good level of support provided by parents in the maintenance of high standards of appearance and parents wishing to enrol their son or daughter at Tomlinscote must be prepared to actively support these standards. It is a parental responsibility to ensure that a daughter/son leaves home correctly dressed to meet the school's requirements. Students with inappropriate dress and/or appearance may be sent home.

Key features of our standards include:

- Hair will be of one overall natural colour
- Hairstyles will not include shaved sections or razor lines, beads, braids or cornrows.
- Jewellery, belts and fashion accessories are not permitted other than a watch and one pair of plain stud earrings worn in the lobe of the ear for the girls.
- The summer uniform reflects the change in temperature associated with the Summer Term.
- Students in Years 10 and 11 have a different school tie to the rest of the school.

All details of the uniform can be found in this prospectus and the student planner.



Tomlinscote School & Sixth Form College

Food at School

Tomlinscote has embraced the changes to the provision of food and drinks in schools. Our vending machines only provide water and juices. There is a supply of fresh drinking water in the dining hall for students to access freely during break and lunchtimes.

The canteen and dining hall are open at break and serve a number of savoury and sweet items, as well as drinks. At lunchtime there is a choice of hot meals, including a vegetarian option, every day. A two course hot meal currently costs £1.85. If your son/daughter prefers an alternative option then there are sandwiches with a range of fillings, salads, pizza and pasta. Fresh fruit and yoghurt are always available.

Parents should consult the school regarding particular dietary requirements.

The catering service recognises and attempts to address, wherever possible, that individual students have specific allergies to food.

Students have to queue for lunch and senior staff are on duty to ensure the highest standards of behaviour. For the first two weeks in September Year 7 students will go into lunch before the rest of the school so that they have an opportunity to become familiar with the system.



Tomlinscote School & Sixth Form College

School Council

Tomlinscote has an active School Council which consists of two representatives from each Year Group and which is chaired by Sixth Form Student Presidents and a senior member of staff. Students' views on a wide range of matters are debated on a half-termly basis. School Council meetings are supported by further Year Council meetings, where two representatives from each tutor group meet to discuss current issues in that year. The School Council has been a pilot member of Youth Chamber for the past 2 years, which means the school has the Council's backing in additional external issues, such as surrounding road safety.

Achievements to date

The Student Council were actively involved in:

- ✚ Reviewing the Anti-Bullying Policy
- ✚ The introduction of trousers for girls
- ✚ Implementing new strategies to deal with litter
- ✚ Campaigning, through their status as a Youth Chamber, to have a barrier built in Tomlinscote Way to stop cars entering the site after hours
- ✚ Reviewing the Sex Education Policy
- ✚ Introducing new ways of policing bike permits
- ✚ Changes to the shape of the school day

Sixth Form Council

The Sixth Form Council sends the two Student Presidents to School Council meetings to represent the views of the Sixth Form, but is also involved in organising many activities for the benefit of the school. Examples of these include:

- ✚ Organising Mufti Days, where students pay £1 to wear their own clothes for the day. Sixth Formers organise other events throughout the day and on the last Mufti Day in March 2008, managed to raise £2544 for charity.
- ✚ Organising Tomlinstock, our school's annual charity rock concert, showcasing local bands.
- ✚ Organising a Quiz Night between staff and Sixth Formers.
- ✚ Organising a Valentine's Day sale of roses for Frimley Park Stroke Unit.

'Large Sixth Form'



Tomlinscote School & Sixth Form College

Communicating and Working Together

The school, its students and their parents are partners, as the young people develop and learn. The school provides the following to support the process.

- Reception:** Open from 8.00am until 4.00pm every day providing information and support.
- A telephone service:** That directs your message to the relevant section of the school.
- Senior Staff:** Able to discuss matters concerning students and parents if this is felt appropriate.
- Year Co-ordinator:** Able to discuss matters concerning students and parents of both academic and pastoral.
- Website:** Provides full range of information from policies to homework help sheets.
- Review Meetings:** Introduced for 2008/2009 for all students and parents to discuss progress.
- Academic Meetings:** For Year 9 and 11 students to discuss progress and plan for the future.
- Parents' Evenings:** Parents are invited to attend to address individual concerns.
- The Planner:** Allows regular contact between staff and parents regarding homework, behaviour, letters and assessment results.
- Reports:** Are sent home regularly to indicate how well their child is doing against target grades.
- Parental Forum:** An Open Meeting held three times a year for parents to discuss issues relevant to the development of the school.
- Newsline:** An in-house newspaper, reporting on the full range of activities taking place at Tomlinscote and celebrating our successes.
- Parental Information Centre:** Particularly for those without access to the internet. This area provides leaflets and policy documents.
- Letters home:** A regular feature of Tomlinscote. These should be recorded in the student planner. Advice to parents - Sign up for Parentmail or be prepared to search the school bag!



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SCHOOL TIMETABLE AS FROM SEPTEMBER 2008

School Timetable

Monday, Tuesday, Wednesday, Friday	Periods	Thursday
8.20am - 8.30am	Registration	8.20am - 8.45am
8.30am - 9.20am	Period 1	8.45am - 9.35am
9.25am - 10.15am	Period 2	9.40am - 10.30am
10.15am - 10.35am	Break	10.30am - 10.50am
10.35am - 11.25am	Period 3	10.50am - 11.38am
11.30am - 12.20pm	Period 4	11.42am - 12.30pm
12.20pm - 1.15pm	Lunch/Assembly Tutorial/Registration	12.30pm - 1.20pm
1.15pm - 2.05pm	Period 5	1.20pm - 2.08pm
2.10pm - 3.00pm	Period 6	2.12pm - 3.00pm

On **Fridays** Years 7 and 8 will finish at 2.05pm and Years 9, 10 and 11 and the Sixth Form will finish at 3.00pm.

The school day is currently under review and will be modified for September 2009 to meet the curriculum needs with our partner schools in SHAPE

Term Dates

Autumn Term:	Term: September 3 rd - October 24 th 2008
	Half Term: October 27 th - October 31 st 2008
	Term: November 3 rd - December 19 th 2008
Inset day:	3 rd September 2008
Spring Term:	Term: January 5 th - February 13 th 2009
	Half Term: February 16 th - February 20 th 2009
	Term: February 23 rd - April 3 rd 2009
Inset day:	23 rd February 2009
Summer Term:	Term: April 20 th - May 22 nd 2009
	(Bank Holiday May 4 th 2009)
	Half Term: May 25 th - May 29 th 2009
	Term: June 1 st - July 22 nd 2009
Inset days:	27 th April 2009
	19 th June 2009

Note: Inset Days - 1 more day to be allocated within the academic year



Ofsted Inspection February 2008

The conclusions reached by the inspection team included:

'It is a vibrant, exciting and happy community where students benefit from good teaching, a stimulating curriculum and excellent care, guidance and support.' Paragraph 1

'This results in students making good progress and, by the end of Year 11, attaining excellence in both academic standards and their personal development.' Paragraph 1

'By the end of Year 9, results in national assessment tests in Mathematics, English and Science are exceptionally high.' Paragraph 2

'Students achieve well because teaching is consistently good.' Paragraph 3

'Teachers plan well and frequently ask probing questions.' Paragraph 4

'The school has focused staff training on developing teaching strategies that engage all students and provide work that is closely matched to their ability.' Paragraph 4

'A very wide range of enrichment activities, both in and out of school, enhances the curriculum and contributes strongly to students' enjoyment of school and their learning.' Paragraph 5

'Excellent Results'



Tomlinscote School & Sixth Form College

Behaviour and Discipline

a) Behaviour of Students

Excellent behaviour and personal presentation on the part of students is conducive to a calm and purposeful atmosphere within the school and it is incumbent upon *all staff* to reinforce good behaviour and challenge that which is unacceptable. What follows describes the kind of behaviour expected of students. *It is vitally important that every member of staff personally models and enforces this behaviour.*

Behaviour during lessons must be of an extremely high standard if learning objectives are to be achieved by all students, and staff should be familiar with the relevant section of the Professional Development Review documentation within this handbook which points to good classroom practice.

In the classroom :

- Relationships between students and staff should be marked by obvious *mutual respect*.
- Lessons should contain behaviour which is directed at the task(s) set. Any behaviour which detracts from this focus *must* be discouraged.
- Students seeking attention should indicate their "need" to do so by raising a hand. Staff *must not* respond to students attempting to attract teacher attention by other means.
- The practice of 'directed questioning' is school policy when a 'question and answer' session is being conducted. *Calling out is totally unacceptable.*
- Seating should *alternate 'boy/girl'* - except for some sets where the gender imbalance renders this impossible - in Years 7 to 11. *This is school policy.*
- During structured debate, only *one voice* should be heard at a time.
- Anti social behaviour should be *immediately challenged* by staff. In some environments it can be downright dangerous.
- *The teacher is in charge.*
- Staff should be *smartly and professionally dressed* in clothing that is appropriate to the job. As a general rule, casual clothing suitable for a night out in the local hostelry, or that which might be worn around the house at home *is inappropriate to the position of a teacher at Tomlinscote.*

Anti social behaviour which constitutes bullying (physical, verbal, emotional, etc.) *must* be referred onwards as detailed in the following structure diagram. Tomlinscote has a clear anti-bullying strategy (see PD8) and staff and students were involved in its construction.



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Around the site :

Students moving around the site at times *other* than during lessons are expected to:

- do so without running, pushing or jostling.
- keep to the left on stairs and in corridors as far as is practicable.
- keep noise to an acceptable level.
- be punctual for registration and lessons. *This has obvious implications for teaching staff both from the point of view of student monitoring and personal timekeeping.*
- respect the overall school environment. This extends to the issues of room tidiness and litter.
- respect individuals - best demonstrated by obvious courtesy and appropriate actions e.g. holding doors open for others. *This applies to students and staff.*

Good behaviour should be the norm and should always receive positive reinforcement. This is best achieved through:

- immediate words of appreciation from the teacher.
- use of the merit award system featured elsewhere in the Handbook.
- the use of the 'postcards'.
- public recognition of good behaviour in front of other students whenever possible.

While staff should challenge unacceptable behaviour wherever it is apparent it is expected that staff/student relationships should be characterised by good humour, politeness, fairness and friendliness.

Staff have a vital role to play in setting the context in which such relationships develop and should always act as 'role models'.

b) Discipline

The ultimate aim is self discipline and this is reflected in the 'Aims and Objectives' of the school. However, in an imperfect world the following points are noteworthy.

1. In general a **fair**, firm and friendly approach to discipline will produce a happy and ordered community. The maintenance of good discipline is largely a personal matter between teacher and student, and staff should always be aware of this.
2. If a child is kept in detention after school hours then that child must be given 24 hours' notice - in fairness to parents - and the responsibility for supervision rests firmly with the member of staff giving the detention. *Without prior notice, a student may only be detained after school for 10 minutes.* Staff should familiarise themselves with the administration and purpose of the detention system.



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3. If you refer any child to the Head of Department or Year Co-ordinator, please follow up with the person concerned. It is quite easy for children to pretend they have seen the appropriate person, or to give their own version of events which will invariably be inaccurate. Any incident must be recorded on an Incident Report Form and passed to the appropriate member of staff.
4. A Special Report/Achievement Report Form is available for serious disciplinary matters and if you wish to place a child on 'Report' then the request should be made to the Year Co-ordinator. The Special Report/Achievement Report Form is a strong corrective and restrictive punishment and is to be regarded in this light. If it is to be effective then great care should be exercised over its use. When a child is on Special Report/Achievement Report the form must be completed and signed by the Form Tutor at the beginning of registration and the miscreant sent to the Year Co-ordinator *at* the final bell. In extreme cases the child may be sent to Year Co-ordinator for signature. If this is the case it will be obvious on the report.
5. Only a member of the Senior Leadership Team is able to place a student in the Referral Room. A student may only be placed in the Referral Room at start of day, break, or lunchtime - not in the middle of a session. Between an incident and being placed in the Referral Room, a student will be the responsibility of the Year Co-ordinator, unless the Principal or a Vice Principal determines otherwise.
6. Corporal punishment is totally unacceptable in school and ***physical contact with students must be avoided at all costs*** other than on those rare occasions when a student needs to be restrained. If any member of staff lays hands upon a student, he or she renders effective support from within the school virtually impossible.
7.
 - a) When a member of staff accompanied by a visitor enters a classroom, students should stand in silence and await instructions.
 - b) Students should wait quietly and in an orderly line outside the classroom at the start of lessons unless instructed to enter by the member of staff concerned.
 - c) There must be no cycling on the school premises. Various sanctions relating to offences are contained on PD17.
 - d) The uniform and appearance list is quite clear and specific and the tone of any school is partly judged by those outside from the appearance and behaviour of individuals. *Staff must know and be firm* in the matter of uniform/appearance and expect high standards of turn-out and conduct at all times. Staff should challenge any student exhibiting inappropriate appearance. Form Tutors should check uniform and appearance at the start of every day, and periodically remind students that their behaviour on the way to and from school will also reflect upon Tomlinscote standards. I am quite prepared to discipline students for unacceptable behaviour, dress or appearance on the way to school or when going home. Tomlinscote standards must be exemplary.



Tomlinscote School & Sixth Form College

The following section is for the benefit of staff, but is an extract from the school prospectus:

"b. Discipline

Every individual student is responsible for his or her actions.

Within Tomlinscote School and Sixth Form College high standards of student discipline are regarded as the accepted norm since young people function best within a structured and secure environment. Good discipline is central to personal and academic success since it provides the platform for effective learning and teaching.

Students are expected to exercise self discipline. If self discipline is not forthcoming, well established procedures will take effect. Proper respect for others is promoted and developed through assemblies, tutorial work, lessons, during 'one to one' meetings, and in the general operation of the school.

Although all staff have a responsibility for dealing with minor infringements of discipline, on rare occasions when a serious breach of discipline occurs it will be dealt with by senior staff.

Breaches of acceptable school conduct may lead to -

- a) Referral to the subject tutor and/or the Form Tutor. *On a first offence*, minor infringements will be dealt with in this way and may result in a note being placed in the Student Planner. Low level disruption in or out of lessons, unpleasantness to others, and wearing make up, would constitute examples of minor infringements. Action taken will be commensurate with the offence.
- b) Detention. A student will not be detained for more than 10 minutes after school unless parents have been informed. Parents will receive notice of such a detention by receipt of a form indicating time and reason for detention and requiring parental signature *as acknowledgement of the time/date of the detention*. This form must be returned to the appropriate teacher by the student. The level of offence that could generate a detention might be disruptive behaviour or persistent lateness. *Additionally, a second offence* of the type indicated in a) could lead to detention. *Tasks undertaken by a student on detention will be determined by the school.* A detention will normally last 30 minutes.



Tomlinscote School & Sixth Form College

Failure to attend a detention will result in a 45 or 60 minute detention with a senior member of staff. Failure to attend this detention will normally lead to either:

- *internal suspension*. This could result in the student being isolated in the Referral Room and being supervised by senior member of staff. Work will be brought to the student. The student will remain isolated during break and, at lunchtime, he or she will assist in the dining hall.
 - *fixed term external exclusion*. Parents will be contacted and the student will be sent home from school for a period of time, dependent on the offence. The school/college will provide work. It is the responsibility of the parent to ensure that the work is undertaken. The decision to issue a fixed term *external exclusion* can only be taken by the Principal
- c) The student being placed "on Report". A report sheet will be issued to the student for completion by subject staff each lesson before transmission to, and signature by, the parent. The nature of the report form will vary according to the reason for the student being placed on report. The student would report to the appropriate member of staff with the report before going home at the end of school. This might be appropriate for persistent minor infringements or unauthorised absence from school and/or lessons.
- d) External Exclusion [see b) above]. An external exclusion will only be activated after direct personal contact between school and parents. It will normally involve a parental interview as well as a written communication. Copies of the exclusion letter will be placed on the student's record and forwarded to Surrey Local Education Authority. *External exclusion is a very serious matter.*

Internal suspensions and/or external exclusions totalling more than 15 days' duration will trigger a full disciplinary hearing involving Governors, Parents, and Local Authority representatives. Exclusions apply to *serious breaches* of the accepted school Behaviour Policy and - in particular - for anti social behaviour, or behaviour that is disrespectful to the local community and/or would tarnish the standing of Tomlinscote within the local community. An example might relate to students indulging in persistent bullying, something which is extremely rare at Tomlinscote but which will be dealt with very severely. Persistent disruption, defiance or rudeness to staff, threatening or foul language, and violent behaviour are examples of behaviour that would generate a lengthy exclusion.

In extreme cases the Principal may move to a *permanent exclusion* i.e. an expulsion. Such instances are rare and would ordinarily be preceded by a student being provided with a Pastoral Support Plan [PSP] following a period of errant or anti social behaviour where the student had failed to respond to lesser sanctions (see above). Parents will be aware when a PSP is being contemplated *since the provision of the plan signals that the student is in danger of permanent exclusion*. A student on a PSP will be monitored and reported upon every lesson, and outside agencies will be involved. A Pastoral Support Plan is designed to operate for 16 weeks with an interim review involving all parties at the mid point.



Tomlinscote School & Sixth Form College

In exceptional circumstances a permanent exclusion may result from a *single, serious breach of the school Behaviour and Discipline Code*. Such an instance might relate, for example, to an extreme act of violence or a drugs related incident. With regard to the latter, Tomlinscote operates a policy of 'zero tolerance'. *That is, any student caught in possession of illegal substances during the school day, at school functions, or in school uniform, will automatically be permanently excluded.*

Parents with children that are subject to procedures b), c) and d) will be made aware of them by the school. Any parent wishing to discuss matters arising from these procedures is encouraged to make contact with the school, usually via the relevant Year Co-ordinator.

The high esteem in which Tomlinscote is held - locally and nationally - benefits all pupils, particularly when applying for jobs or positions in Further or Higher Education where membership of Tomlinscote is a positive advantage. Every student is expected to contribute to the continuance and preservation of this positive image, and it is important that our young people demonstrate real pride in their membership of Tomlinscote School and Sixth Form College at all times."

Once having accepted a place at Tomlinscote School & Sixth Form College, parents are expected to actively support this Behaviour Policy



Tomlinscote School & Sixth Form College

Tomlinscote School: Background Information and Summary

Address: Tomlinscote School and Sixth Form College, Tomlinscote Way, Frimley, Surrey, GU16 8PY

Telephone: 01276 709050/1

Email: office@tomlinscote.surrey.sch.uk

Website: www.tomlinscote.surrey.sch.uk

Type of School: 11-18 Mixed Comprehensive

Principal: Mr A A Ryles, B.Ed.(Hons.) London

Chair of Governors: Colonel K W Steel, C Eng., F I Mech E FCMI

Arrangements for visiting the school: Parents should telephone the Principal's Personal Assistant, Mrs H Jorgensen, for an appointment to visit and view the school. Parents are encouraged to visit the school during October/November of the Year preceding their application to the LEA for a place at Tomlinscote. Parents are welcome to visit at all other times but should have regard to the LEA date for submitting preferences.

Admission number: The 2008/2009 Published Admission Number (PAN) is 240. This is the number of places that have been offered for September 2008. However 331 applications were received and the Appeals Panel increased the number to 270 in order to satisfy local demand for places to the greatest degree possible. Parents are encouraged to obtain and read the Surrey County Council publication 'Information for Parents 2009-2010'. This document is usually issued to all Year 6 Primary School parents. Copies and/or further information are available from:-
NW Local Area Education Office
Alexander House
55a-61a Commercial Way
Woking
Surrey GU21 1HN
Telephone: 08456 009009

Complaints: Under the terms of the 1988 Education Reform Act parental complaints are taken seriously. Parents who wish to register a complaint are invited to resolve it via the school. If resolution is not possible through the school channels Section 23 of the 1988 Act states that schools should give parents access to the established channels for registering a formal complaint. Accordingly a booklet giving detailed information on procedures is available for inspection at the school office. The same documentation is available from the Area Education Office, the address of which is given above.

Prospectus: The information contained in this prospectus relates to the school year 2008-2009 and was correct at September 2008. It should not be assumed that there will be no change affecting the arrangements described in this document before the start of, or during, the school year in question.



Tomlinscote School & Sixth Form College

Governors

LEA Representatives:

Mr J D M Collingridge

Mr K Burgess

Partnership Governors:

Lt Colonel P Hassell

Mr R J Paton

Colonel K W Steel

Mr P Case

Community Representatives:

Miss E Rochfort

Mr R Coyne

Mrs D Carroll

Associate Member:

Mr B Telfer

Clerk to the Governors:

Mrs H Jorgensen

Parent Representatives:

Mrs R Catt

Dr K Foster

Mr A Johnson

Mr J Langhorn

Mrs K Bradley-Cole

Mrs R Lewis

Mrs S Wright

Principal Representative:

Mr A A Ryles

Teacher Representatives:

Mr D French

Ms H Livesey

Non-Teaching Representative:

Mrs R McDonald

The Governors of Tomlinscote are actively involved with the school. Key policy statements of the Governors relate to:-

Behaviour and Discipline
Charging
Curriculum
Equal Opportunities
Health and Safety
Religious Education
Sex Education
Special Needs

The essence of most policies is contained within the relevant text sections of this prospectus. Parents wishing to examine full policy statements may do so at the school office or via the school website.



Tomlinscote School & Sixth Form College

DATA PROTECTION ACT

Schools, local education authorities and the Department for Education and Skills (the government department which deals with education) all hold information on pupils in order to run the education system, and in doing so have to follow the Data Protection Act 1998. This means, among other things, that the data held about pupils must only be used for specific purposes allowed by law. We are therefore writing to tell you about the types of data held, why that data is held, and to whom it may be passed on.

The **school** holds information on pupils in order to support their teaching and learning, to monitor and report on their progress, to provide appropriate pastoral care, and to assess how well the school as a whole is doing. This information includes contact details, National Curriculum assessment results, attendance information, and characteristics such as ethnic group, special educational needs and any relevant medical information.

From time to time we are required to pass on some of this data to the Local Education Authority (LEA), to another school to which the pupil is transferring, to the Department for Education and Skills (DfES), and to Qualifications and Curriculum Authority (QCA), which is responsible for the National Curriculum and associated assessment arrangements.

The **Local Education Authority** uses information about pupils to carry out specific functions for which it is responsible, such as the assessment of any special educational needs the pupil may have. It also uses the information to derive statistics to inform decisions on, for example, the funding of schools and to assess the performance of schools. The statistics are used in such a way that individual pupils cannot be identified from them.

The **Qualifications and Curriculum Authority** uses information about pupils to administer the National Curriculum tests and assessments for Key Stages 1 to 3. The results of these are passed on to DfES in order for it to compile statistics on trends and patterns in levels of achievement. The QCA uses the information to evaluate the effectiveness of the National Curriculum and the associated assessment arrangements, and to ensure that these are continually improved.

The **Department for Education and Skills** uses information about pupils for statistical purposes, to evaluate and develop education policy and to monitor the performance of the education service as a whole. The statistics (including those based on information provided by the QCA) are used in such a way that individual pupils cannot be identified from them. The DfES will feed back to LEAs and schools information about their pupils where they are lacking this information because it was not passed on by a former school. On occasion, information may be shared with other Government departments or agencies strictly for statistical or research purposes only.

'Learning for all; above all'



Tomlinscote School & Sixth Form College

Pupils, as data subjects, have certain rights under the Data Protection Act, including a general right of access to personal data held on them, with parents exercising this right on their behalf if they are too young to do so themselves. If your child wishes to access their personal data, or you wish to do so on their behalf, then please contact the relevant organisation in writing:

- the school at Tomlinscote School, Tomlinscote Way, Frimley, Camberley, Surrey, GU16 8PY.
- the LEA's Data Protection Officer at SCC, County Hall, Kingston upon Thames, KT1 2DJ.
- the QCA's Data Protection Officer at QCA, 83 Piccadilly, LONDON, W1J 8QA.
- the DfES' Data Protection Officer at DfES, Caxton House, Tothill Street, LONDON, SW1H 9NA.

Please note that all rights under the Data Protection Act to do with information about your child rest with them as soon as they are old enough to understand these rights. This will vary from one child to another and you will wish to consider the position for your child, but, as a broad guide, it is reckoned that most children will have a sufficient understanding by the age of 12. We would therefore encourage you to share this note with your child if they are aged 12 or over.

Separately from the Data Protection Act, DfES regulations provide a pupil's parent (regardless of the age of the pupil) with the right to view, or to have a copy of, their child's educational record at the school. If you wish to exercise this right you should write to the school.

Providing information to Connexions

For pupils approaching or above age 13 the school is required to pass on information to the Connexions Service. This information includes the name and address of the pupil and parent, and any further information relevant to the Connexions Service's role, which is to support young people, helping them to achieve their potential and to realise benefits from education, learning and employment. However parents, or the pupil themselves if aged 16 or over, can ask that no information beyond name and address (for pupil and parent) be passed on to Connexions. If as a parent, or as a pupil aged 16 or over, you do not want Connexions to receive from us information beyond name and address, then please contact the school before the end of this summer term.

Since, for pupils aged 16 or over, the right to ask for information beyond name and address not to be passed to Connexions rests with the pupil rather than the parent, it is particularly important that you share this note with your child if they are of this age.

The LEA and DfES may provide Connexions with information they have about your child, but will not pass on any information they have received from us if you (or your child if aged 16 or over) have notified the school that Connexions should not receive information beyond name and address.



Tomlinscote School & Sixth Form College



Surrey Heath Area Partnership for Education

Tomlinscote in partnership with all Surrey Heath schools is committed to the extension and enhancement of participation and achievement and to ensuring that all learners have equal opportunities to progress to further learning or skilled employment.

Working together with our partner schools, we will provide a system and structure that remove barriers to success so that all young people in Surrey Heath succeed, whatever their ability, socio-economic background, ethnicity, gender, disability or learning difficulty.

All young people are entitled to successful progression to employment or further study.

All young people in Surrey Heath should have:

- A broad, relevant, coherent range of programmes of learning that meets their needs and overcomes barriers to success.
- The opportunity to be involved in a wide range of activities beyond the standard school day.
- A choice of **high quality and stimulating planned pathways** and programmes of learning that will lead to employment, further learning or higher education.
- High quality, co-ordinated and **impartial information, advice and guidance** that will build on prior attainment and provide access to appropriate progression routes.
- Learning that develops **individual skills and personal effectiveness** and provides the personal challenge to become active citizens and successful members of the community.

The opportunity to be involved in a dialogue about their learning options and experience so that their views and needs will be taken into account when provision is developed.

'Awarded Investors in Careers 2007'



Tomlinscote School & Sixth Form College

SHAPE is 1 of only 145 'consortia' of schools, colleges and training providers nationally, which have been approved to offer Diploma courses from 2008. We have established a learning network which ensures that:

- We provide every Year 9 learner with impartial information, advice and guidance about the full range of four year pathways available and relevant to their abilities, learning styles and interests.
- All learners across mainstream and special provision have access to an inclusive, local offer that increases the opportunities for them to learn together and not be excluded.
- Every young person in a Surrey Heath school or college has an entitlement to pursue any of the Diploma lines at an appropriate level.

As a result of our commitment, through SHAPE, to further enhance the curriculum opportunities offered in the Surrey Heath consortium, the institutions have already put in place a vocational programme, which is entering its third year. Students select either, Hairdressing, Beauty Therapy or Construction Skills and, using a mini bus service, travel to the school offering that course. All students who complete the course receive a Level 1 certificate, which places them in a much stronger position if they want to progress to a Level 2 course.

In view of the already strong links between the Surrey Heath schools, SHAPE decided, to bid for the right to plan and deliver Specialised Diplomas. These are new vocational qualifications, in a range of subjects, which allow students to specialise in an area related to the world of work, reflecting the needs of employers. The Diplomas provide the opportunity for learning in a wider range of contexts, with industry knowledge and an understanding of industry's structure and role in the economic development of society.

Following our successful bids to run the diplomas SHAPE will offer:

- A Specialised Diploma in IT from September 2008;
- A Specialised Diploma in Society, Health and Development from September 2008;
- A Specialised Diploma in Creative Arts & Media from September 2009.
- A Specialised Diploma in Business Administration from September 2009

These courses will be offered to students in Key Stages 4 and 5. In addition, Collingwood and Tomlinscote are offering a number of 'A' Level courses to all the students in the Surrey Heath area, thereby, increasing the opportunities available for academic success and developing social and cultural activities.

'Learning for all; above all'



Tomlinscote School & Sixth Form College

School Uniform

	<u>ACCEPTABLE</u>	<u>UNACCEPTABLE:</u> To be amended by student or parent immediately
Pullover*	Tomlinscote Black Pullover with the school crest. £18.00	Ill-fitting pullovers. Badly torn and frayed pullovers.
Shirt [†]	A traditional white shirt with either long or short sleeves. A gold polo shirt [†] [available from Trutex only], with the school crest, for the summer term only.	Collarless shirts. Any colour other than white. Any gold polo shirt (Summer term only) that does not have the embroidered school crest.
Tie*	The Tomlinscote school tie:- Gold with black stripes [years 7,8 & 9] £3.00. Black with gold stripes [years 10 & 11] - £4.50. Ties must be tied to the correct length.	School ties that have been coloured or threads removed. Any other type of tie.
Skirt [†]	Plain grey woven fabric, not flecked, knee length. Recommended; Trutex style JOO-HGY or GSA-HGY	Any colour other than grey. Skirts with side slits. Skirts rolled up. Skirts that are very tight. Skirts that are made of a knitted stretch material.
Trousers [†]	Plain Black, with a waistband and centre front zip. Straight leg. Recommended for Girls; Trutex style GTB-BLK	Any colour other than black. Hipsters, turn-ups, splits, flares, embroidery, jeans, combat styles. Trousers that are made of a knitted stretch material. Trousers that are too tight or too baggy. Torn or frayed trousers.
Belts	Plain black.	Fashion belts. Any colour other than black.
Socks* and tights [†]	Yellow socks* [£3.00 per pair] with the grey school skirt. Black socks [†] with trousers. Plain black opaque tights [†] for Years 7-10 from October half term until Easter. Plain black opaque tights for Year 11 all year.	Socks - any colour other than yellow with a skirt. Socks- any colour other than black with trousers. Tights - any colour other than black opaque.
Footwear	Traditional black shoes. Inside heel (instep) height <u>below 1¼ inches / 32mm</u>	Any colour other than black. Boots, trainers, stilettos, kitten heels, casual, canvas, platform soles, sling backs, backless, beads, sequins, diamantés, bows, wedges, espadrilles, any colour other than black laces, Doc Martens, flip-flops, clogs, or peep-toes.
Coats [†]	<u>A plain colour</u> suitable for school	Hooded sweatshirt/jogging top type garments. Offensive logos. Studs
Hats	None	All types of hat.
Hair	Hair should be of <u>one natural colour</u> . It should be clean, neat and tidy. Long hair must be tied back in practical lessons. Plain colour hair accessories to suit the school uniform.	Extreme hairstyles - for example overly spiked or sculptured hair. Shaved areas or razor lines. Obvious steps. Beads, braiding or cornrow plaits. Hair must not obscure the face. No fashion accessories.
Make-up	<u>Discreet</u> foundation or concealer	Eye make-up, lipstick/lip gloss, nail varnish.
Jewellery	A watch. Girls may wear one pair of plain studs in the ear lobe.	Rings, bracelets, chains or piercings, badges or brooches.
Bags	Bags must be able to hold at least two A4 folders, a planner, textbooks and a pencil case.	Handbags, fashion bags, plastic carrier bags.

*Available only at school

[†]Available through the Trutex website/catalogue. www.trutexdirect.com Login LEA00508SD

[†]Trutex telephone number – 0870 600 1033

The Principal is the final arbiter on the suitability of uniform and appearance.

If in doubt ASK.



Tomlinscote School & Sixth Form College

Physical Education Uniform

Full PE kit is to be worn for lessons, clubs and training sessions.

Safe practice dictates that appropriate clothing and footwear are vital in the physical education environment. Students may only wear the kit as per the uniform list. All items must be clearly named with the owners SURNAME & INITIALS.

Studded boots must be worn for football and rugby. It is not essential but we **highly recommend** mouth guards and Kite Marked Studs.

We expect every student to be fully equipped for PE lessons in order to appreciate the value and benefits of physical activities. If a student cannot participate in the PE lesson **they should still bring in their kit** and a letter or note in their planner explaining the reason. They will contribute to the lesson wherever it is taking place and by changing out of school uniform this ensures the student always has dry shoes and clothing to put on at the end of the lesson. Being with the timetabled teacher gives them the opportunity for continuation and development of their knowledge and learning within the specific module.

Compulsory items

Black sweatshirt with Tomlinscote logo £15*

Tomlinscote football/rugby/hockey socks £5*

These items are available to purchase **only from the school office, cheques payable to Tomlinscote School & Sixth Form College.*

White collared Polo shirt with Tomlinscote logo[†]

Girls – style number BKES1741-WHT or BSTA1741-WHT

Boys – style number BKES1741-WHT

It is important to emphasise that

- The sweatshirt is **not** an alternative to the school jumper. The sweatshirt may only be worn during physical education lessons.
- Only roll on deodorants are permitted- as spray deodorants are a danger for asthmatics in the changing rooms.
- The wearing of jewellery and earrings is not permitted on safety grounds during P E. lessons and sporting activities. The taping of earrings is also a danger and is not allowed for the same reasons. Students are encouraged to leave items of jewellery at home on days when they have Physical Education lessons.

Each student will also require the following

Boys - Black shorts ROM006[†]

Girls - Black shorts ROM006[†] and/or Black TRUTEX skort Style SKO-BLK[†]

(Skort cannot be worn whilst participating in gymnastics)

Both boys and girls

Black tracksuit trousers[†]

White tennis socks[†]

Trainers

Shin pads

Football boots

Rugby shirt is required for anyone representing the school in this sport and is available only from TRUTEX. Style RTW-BLK[†]

[†]These items are available to purchase through the TRUTEX website or catalogue.

www.trutexdirect.com School login LEA00508SD.

Trutex telephone number 0844 844 9945.