



**TRINITY  
ACADEMY**

# **PARENT HANDBOOK**

An Introduction to Year 7  
September 2020



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# 1. HEADTEACHER'S WELCOME

Head – a Place of Learning  
Heart – a Place of Care and Respect  
Soul – a Place of Engagement

It is my pleasure to formally welcome you to Trinity Academy and I look forward to getting to know you and your family and to watch your child thrive in our care. Despite the challenges posed by lockdown, we are very optimistic for your child's future and highly ambitious for his or her prospects. Our mission is to create a world-class school. As such, we expect that all members of our community seek to become the best versions of themselves, developing Head, Heart and Soul. Our students will ultimately be successfully and happily employed in a career with prospects, as well as being citizens with a burning passion to serve their communities.

Change can be a challenge to us all and the transition from primary to secondary education is no different. Year 7 is an important year. It is a time for embedding **good learning habits**, both at school and at home. I hope you've found our bulletins helpful as we explore the practices we think will help make your child successful. We have very high standards in everything we do and are unapologetic in expecting every student to work hard, show care and respect to all and be fully engaged in the co-curricular life of the school. Along with high challenge, we also give high support – our pastoral team will work tirelessly to make sure your child is safe and happy.

We hope this booklet gives you some helpful information as your child starts Year 7. If you have any questions, please do not hesitate to contact us.

We look forward to working closely with you over many years to come.



Mr Eiron Bailey  
Headteacher

## 2. HEAD – A PLACE OF LEARNING

Learning is at the centre of all that we do at Trinity. It happens everywhere – from classrooms and the sports field, to after-school clubs and music practice rooms. Our focus on learning is what we call the ‘Head’. All our members of staff work tirelessly to make sure that your child has the best possible start at secondary school. Beyond all else, we are highly ambitious for every single student and are driven to support them in becoming the best version of themselves, academically and beyond.

### 2.1 PHASES OF LEARNING

We guide our students through three Phases of Learning, each culminating in a ‘Crowning Ceremony’, or graduation-style celebration event. These phases empower our students to become reflective, self-aware and ultimately in control of their own learning. A summary of the purpose and content of our each Phase of Learning is shown below:

#### **Phase One: Years 7 and 8 (Learning to Learn)**

- Students learn the ‘Trinity Way’ in order to find success in a broad curriculum. Students focus on learning to learn, behaviour for learning and mastery. The curriculum is delivered by subject specialists. Literacy, numeracy and oracy is taught across the curriculum.
- Students produce a ‘Passport’ to graduate from Phase One. This includes personal, social, health and economic education (PSHE) and an introduction to career pathways and employability skills.
- Students evidence their engagement in learning outside of the classroom, particularly (but not exclusively) in the performing arts, their contribution to the school community and the development of their character.

#### **Phase Two: Years 9 and 10 (Deepening Learning)**

- Students choose and start their GCSE options. Students focus on deepening learning from Phase One, developing a passion for the knowledge, skills and understanding that are specific to each subject.
- Passports will be developed to support graduation at the end of Year 10 and these will include evidence of continued and deepening excellence in co-curricular opportunities, contributions to our community and developing the aspects of character critical in Phase Three and life beyond.

#### **Phase Three: Year 11 (Realising Success)**

- Whilst we do not believe that it is the only way in which success is defined, doing well in public exams is important. As such, students focus on exam technique and preparation for these formal assessments.

- Fundamental to supporting our students during this time, is our commitment to developing their understanding of personal wellbeing (physical, emotional and spiritual), as well as our ongoing focus on promoting the growth of aspects of character that support the realisation of their success.
- Central to the phase is also the significance we place on finalising and formalising pathways to post-16 education, employment and training. Building on the employability work of Phase Two, we are committed to ensuring that all of our students are supported in making ambitious and appropriate decisions about their next steps.

## 2.2 ACADEMIC CURRICULUM

We ensure an academically rigorous curriculum, with particular focus upon developing cultural capital and appreciation of the performing arts. This is delivered through an extended school day and is driven by our commitment to educating the whole child. Our teachers think hard about both what and how they teach. There is rigour and coherence in both curriculum design (planned intent) and its delivery (implementation through our teaching). This framework gives us the platform to realise terrific learning. In Year 7 our students follow a weekly timetable that includes:

| Subject   | No. of weekly lessons |
|---|-----------------------|
| English & Maths   | 5 lessons each        |
| Science (combined biology, physics and chemistry lessons)           | 4                     |
| Spanish   | 3                     |
| Art, Games, Geography, History, Music                               | 2 lessons each        |
| Dance, Extended Tutor Period, Religion, Ethics and Philosophy (REP) | 1 lesson each         |

This curriculum offer is supplemented by a cycle of form time activities in the morning and our co-curricular clubs programme in the afternoon.

## 2.3 ACADEMIC SKILLS

All lessons are different, depending on the subject and the content being taught. However, your child may notice that many teachers, across different subjects, will be focussing on improving students' key academic skills. These include:

- **Extended writing.** Teachers will support students in activities which require them to write a lot about things they have learnt. This helps students to learn to express their ideas in detail and allows teachers to evaluate each child's quality of communication.

- **Oracy.** Teachers will design activities that encourage children to express their ideas verbally and to an audience. This helps children to build confidence in public speaking, pronunciation and use of formal spoken English.
- **Quizzing.** Teachers will quiz students a lot, both verbally and in writing. Learning is not a single event – children need to practise recalling information in order for it to be securely learnt.
- **Note-making.** Teachers will ask students to make notes when listening to the teacher, when reading textbook pages and when watching educational videos. This is a difficult skill to master, and teachers will guide students through the process carefully.

## 2.4 ONLINE LEARNING

We use an online platform called Firefly as our virtual learning environment. This can be accessed by both students and parents and requires a login that we will send to you in early September. Each subject has a specific page where important information and resources (such as knowledge organisers and schemes of work) can be found. All homework assignments are posted on Firefly. Students and parents can also monitor rewards, sanctions and reports via this platform. Each student has their own school email address which they can access both at school and at home via Google Mail. Students also use the Google Suite (such as Google Docs and Google Slides) to complete online work. This has a number of helpful features including automatic saving, an easy way of sharing work with other members of the school community and the ability to access documents from anywhere with an internet connection. We also use subject specific online learning tools such as Quizlet, Hegarty Maths, Times Table Rock Stars and Memrise. We guide students through using these various online platforms during their first term at the school and help them trouble-shoot any problems. Please inform the school if your child does not have regular access to the internet at home (when filling in the forms accompanying this handbook).

## 2.5 HOMEWORK

Students will receive a homework timetable and will have up to two pieces of homework to complete every school night. Students should spend about half an hour on each homework task (and an hour for English and maths). All homework is published on Firefly (the school's virtual learning environment, see above) and parents will have access to the homework and be able to track its completion. Managing homework can feel daunting for a new Year 7 student. However, we find that students are successful in completing high-quality homework when:

- They have a quiet place to do homework at home;
- They successfully avoid distractions – with phones being out of reach;
- Parents and carers help them with time management – setting clear expectations and avoiding working just before bedtime;

- Parents and carers are positive about homework – your attitude will become their attitude; and
- Guidance is given but not answers – giving too much help teaches children that when the going gets tough, someone will do the work for them.

## 2.6 ACADEMIC CHALLENGE AND SUPPORT

We recognise that children starting secondary school have different levels of understanding. We are also very aware that the premature closure of primary schools this year (as a result of COVID-19) has meant that each child's education has been interrupted. It is important for us to quickly find the gaps in each child's learning and help them to catch-up. We start identifying these gaps through a range of assessments held early in the academic year and from observations by teachers of the work produced in lessons. This also gives us a clear idea of each child's academic strength and allows teachers to set work that is of the right level of challenge – not so easy that it is boring, and not so difficult that it is inaccessible.

The school has a learning support team that can help children who have additional barriers to learning. The school has a designated SENDCo, Deputy SENDCo and a Senior Learning Support Assistant that you can contact if you have any questions or concerns – their details are shown below.

| Name           | Role                              | Email  |
|----------------|-----------------------------------|--|
| Mrs S Penellum | SENDCo                            | <a href="mailto:spenellum@trinityacademybristol.org">spenellum@trinityacademybristol.org</a> |
| Ms H Deans     | Deputy SENDCo                     | Available from September 2020  |
| Ms R Gray      | Senior Learning Support Assistant | <a href="mailto:rgray@trinityacademybristol.org">rgray@trinityacademybristol.org</a>         |

## 2.7 ASSESSMENT AND REPORTING

Towards the end of each term we hold an Assessment Week – where children complete tests and projects in all subjects. We treat Assessment Week seriously and we help students to prepare for it thoroughly. The results of assessments help us understand how each child is progressing and how we can help them further. Teachers will reteach parts of topics and clarify areas of misunderstanding in lessons immediately after Assessment Week.

We feed back the results of Assessment Week to parents in online reports that are published on the final week of each term. These reports will also give other important information – including summaries of attendance, rewards accrued, behaviour and character. During the Spring Term, we also host a Parents' Evening, giving you the opportunity to meet teachers and discuss the progress your child is making.



## 2.8 TIMINGS OF THE SCHOOL DAY

The timings of the school day are below. Students must be at school by 8.25am. Please note that as part of our co-curricular provision, students will opt for three after-school activities per week (finishing at 4.10pm). On the days a child does not have a co-curricular club, they will be dismissed from school at 3.10pm.

| Session               | Time  |
|-----------------------|-------|
| Breakfast available   | 8:00  |
| Form Time/ rehearsals | 8:30  |
| Lesson 1              | 9:00  |
| Lesson 2              | 9:50  |
| Break                 | 10:40 |
| Lesson 3              | 11:00 |
| Lesson 4              | 11:50 |
| Lunch                 | 12:40 |
| Lesson 5              | 1:30  |
| Lesson 6              | 2:20  |
| Co-curricular club    | 3:10  |
| End of day            | 4:10  |

## 2.9 TERM DATES FOR 2020/21

### Autumn Term

Tuesday 1st September 2020 – Staff INSET day (School closed to students)

Wednesday 2nd September 2020 – Staff INSET day (School closed to students)

Thursday 3rd September 2020 – Year 7 Induction (Year 7 students only)

Friday 4th September 2020 (AM only) – Year 7 Induction (Year 7 students only)

Monday 7th September 2020 to Friday 18th December – Lessons for all students

Monday 26th October to Friday 30th October 2020 – HALF TERM WEEK (School closed)

Monday 2nd November – Staff INSET day (School closed to students)

Friday 11th December AFTERNOON ONLY – Staff INSET afternoon (School closed to students)

**Spring Term**

Monday 4th January 2021 – Staff INSET day (School closed to students)

Tuesday 5th January 2021 to Thursday 1st April 2021 – Lessons for all students

Monday 15th February 2021 to Friday 19th February 2021 – HALF TERM WEEK (School closed)

Friday 26th March AFTERNOON ONLY – Staff INSET afternoon (School closed to students)

**Summer Term**

Monday 19th April 2021 – Staff INSET day (School closed to students)

Tuesday 20th April to Friday 16th July – Lessons for all students

Monday 3rd May 2021 – May Bank Holiday (School closed)

Monday 31st May 2021 to Friday 4th June 2021 – HALF TERM WEEK (School closed)

Friday 9th July AFTERNOON ONLY – Staff INSET afternoon (School closed to students)

## 3. HEART – A PLACE OF CARE AND RESPECT

Trinity students know to value, not just their academic and co-curricular learning, but also their well-being and sense of care and respect. At Trinity we call this the 'Heart'. We understand that students (and indeed all of us) make mistakes. We believe that, in order to respect and care for others and our surroundings, we must start by caring, respecting and valuing ourselves.

### 3.1 SAFEGUARDING

The safeguarding of our students is of paramount importance. Teaching children how to be safe, including when online, is an important part of our pastoral curriculum (see below). We work closely with external agencies, including the Police and Bristol City Council and all of our staff receive regular safeguarding training. There are three members of the school's Safeguarding Team you can contact if you have any concerns – their details are shown below. If you need to contact the school urgently regarding a safeguarding concern, please call us on 01174509379.

| Name            | Role                               | Email  |
|-----------------|------------------------------------|--|
| Dr W Nottingham | Designated Safeguarding Lead (DSL) | <a href="mailto:wnottingham@trinityacademybristol.org">wnottingham@trinityacademybristol.org</a>         |
| Miss H Garrad   | Deputy DSL                         | <a href="mailto:hgarrad@trinityacademybristol.org">hgarrad@trinityacademybristol.org</a>                 |
| Mr J Mackenzie  | Deputy DSL                         | <a href="mailto:jdavis-mckenzie@trinityacademybristol.org">jdavis-mckenzie@trinityacademybristol.org</a> |

### 3.2 PASTORAL CURRICULUM

Too often in schools, pastoral learning is the poor relation of academic disciplines. We believe that this is a mistake and fails to value the vital role played by pastoral learning in enabling students to realise success, both academically and personally. As a consequence, we invest a lot of care and thought into planning a rigorous and coherent pastoral curriculum across our three Phases of Learning. Our pastoral work is built around three principle pillars:

1. SMSC (Spiritual, Moral, Social and Cultural)
2. Health (Physical, Mental and Relationship and Sexual)
3. Preparedness (Character, Careers Education, Transition between Phases)

Our approach here is built upon a culture of respect and we encourage open and honest dialogue with our parents and carers, to make sure that the pastoral curriculum delivers in its intent for all of our students.

We also recognise that delivering pastoral learning doesn't just take place in form time – it is all of our responsibility all of the time. This means that we consider other ways to teach the pastoral curriculum – from untaught (staff conduct, language, assemblies) and co-curricular opportunities, to subject lessons and termly 'drop-down' days (such as careers and ICT awareness). For these reasons, you can expect your child to be engaged in pastoral learning in all aspects of school life and throughout their time with us.

### 3.3 BEHAVIOUR

To help children to become the best versions of themselves, we need the school to be a calm, purposeful and respectful environment. To foster this culture, we have developed a very clear [behaviour policy](#), premised upon the highest expectations for all members of our community. We encourage and promote positive behaviour choices through a system of rewards ('R' points) and manage instances when student choices are not meeting our expectations through an escalating system of consequences ('C' points). Rewards feed into our termly tutor competition, with prizes given to the form group with the highest number of reward points. Some consequences will require students to remain in school at the end of that day and potentially miss their co-curricular club or early finish. Having a clear system to manage behaviour is only one way we help children become the best versions of themselves. We also help children develop good character and have clear school routines that promote positive relationships (see below). We combine our behaviour management, school routines and character development to form our 'Trinity Way' – how things are done at the school.

We recognise that behaviour can best be supported when both school and home are working together and we will maintain regular communication and support regarding your child's behaviour.

### 3.4 SCHOOL ROUTINES





We believe that good learning habits are vital for children to learn effectively. We use daily school routines to help establish these habits. These include:

- **The prompt locking of the school gate at 8.30am.** Children who arrive at school after this time should report to the shared Stoke Park and Trinity reception on Brangwyn Grove.
- **Morning roll-call at the start of the day.** This is when we check children have the correct uniform and equipment. It is also when we announce important notices for the day.
- **A clear one-way system around the site.** This prevents congestion and allows for the safe movement of children – this is especially important given the small site we currently occupy.
- **Silent transition between lessons.** This allows children to move between lessons quickly and safely. We also expect children to line up outside of lessons without talking, and to have their pencil case and subject book to hand, ready to learn.

- **An active listening routine used by all teachers in all lessons.** Students are taught to **Sit up, Listen, Ask** and answer questions, **Nod** to show they understand and **Track** the speaker (SLANT, for short).

## 3.5 DEVELOPING CHARACTER

Character is often referred to as being made up of those ‘soft skills’ that we draw on to function effectively in society. They can often be those skills that separate one candidate from another in an interview. There are lots of different words and phrases to describe various ‘soft skills’. At Trinity we focus on four, listed below. We work with students to help develop these characters in their learning.

|   |  |
|---|--|
|    | <b>Self-Direction</b> – ‘I am in control of my learning both in and outside the classroom’                 |
|    | <b>Resilience</b> – ‘I try new things and persevere even when it is tough’                                 |
|   | <b>Self-Control</b> – ‘I am in control of my emotions and responsible for myself and others’               |
|  | <b>Communication</b> – ‘I ask questions showing others I am interested in their ideas and points of view.’ |

## 3.6 USE OF PHONES AND DIGITAL MEDIA

We operate a strict no-phones policy and reserve the right to confiscate any phones that are seen or heard on site. Students may have their phones with them (for example to allow calls to be made to and from school) but when in school these must be switched off and placed in blazers or bags (at the owner’s risk).

We do not allow students to access social media at school, unless for a specific educational purpose (for example, when teaching about online safety). We ask parents at home to play a proactive role in checking their child’s online activity and to report any concerns to their child’s tutor. We will be providing parent training on online safety in the Autumn Term.

## 3.7 ATTENDANCE

There is a well-established link between high school attendance and strong academic performance. Every child should therefore aim to have a school attendance rate at, or as close as possible to, 100%. We ask that, wherever possible, routine dental and medical appointments are organised outside of school hours. If an appointment during school hours is unavoidable, please inform us by emailing [enquiries@trinityacademybristol.org](mailto:enquiries@trinityacademybristol.org) at least a day before the appointment. If you would like to request other planned absences for your child during term time – for example for a funeral or marriage – please email the Headteacher directly. Please note that we do not authorise any form of term time holiday and removing your child from school for this, as for other unauthorised absences, may lead to the issuing of a fixed penalty notice.

In the event that your child is too sick to attend school, please call us on 01174509379 before 8.15am, giving the reason for the absence. Please refer to the very useful [NHS guidance](#) to decide if your child is too sick to attend school

## 3.8 UNIFORM

Our dress is smart and business-like to show the respect and care for ourselves and our community. When dressed in their uniform, students are representing Trinity Academy and they should look smart and well-presented at all times. All students must wear the correct school uniform to and from school and during the school day. This will also be a requirement for school trips, unless stated otherwise. The decision of the Headteacher is final and students may not be allowed to participate in the school day if they are not wearing the correct uniform. If this occurs students may be lent uniform or asked to return home to change (following parental contact).

All parts of the school uniform and sports kit must be clearly marked with the student's full name. School sports kits must be worn for all games lessons, after school sports sessions, matches and for dance. Some parts of the uniform can only be purchased directly from Famous School Branches who have two shops in Bristol. The full stock is available from their Henleaze branch only and is available on their [website](#). Customers can choose 'Click and Collect' online to be delivered to either branch (please allow 3 working days to collect orders from Bedminster) or orders can be posted directly to the customer for £4.95.

### **Daywear**

#### Compulsory

- Grey blazer with embroidered school badge to be worn at all times (available from Famous School Branches only). Students are expected to wear their blazers at all times around the school unless permission to remove it is granted by a member of staff. Blazer sleeves should not be rolled up.

- Knee-length tartan skirt (available from Famous School Branches only). This is to be worn on or below the knee.
- Tailored black trousers (for boys or girls). Straight, skinny leg trousers , capri-style, 'ankle grazers', cropped, leggings or jeggings are not acceptable.
- School tie (available from Famous School Branches only), to be tied up to collar and normal length with seven stripes showing.
- Plain white shirt with buttons to the neck and standard collar. Must be tucked in at all times. Top button done up at all times.
- Black or dark grey plain tights, no stockings or hold ups are permitted. Tights with holes and/or ladders are unacceptable.
- Dark grey or black socks. No sports/trainer socks or over the knee socks.

#### Optional

- Black v-neck pullover with stripe (available from Famous School Branches only).

#### Daywear - Compulsory



#### Shoes

Please check with the school if there are any queries regarding the suitability of footwear. We will insist on student's wearing appropriate footwear. Students will not be allowed to participate in the school day in inappropriate footwear and will either be provided with alternative footwear or asked to return home in order to change.

- All students should wear black low-heeled polishable shoes
- Ballet pumps, boots or trainers are not acceptable
- Heel height should not exceed 4cm
- Markings and logos are not permitted

- Soles, laces and stitchings on shoes should be black only

Examples of acceptable shoes:



## **Sportswear**

Compulsory

- Black and purple round neck short-sleeved sports top with school badge (available from Famous School Branches only).
- Black and purple shorts or skort (available from Famous School Branches only).
- Black and purple socks (available from Famous School Branches only).
- White sports socks for PE
- Trainers (no black-soled trainers allowed) for PE
- Studded boots suitable for rugby and football (for girls and boys). Due to the specialist sports pitches that we will be using moulded studs, traditional studs, blades or artificial ground boots are acceptable footwear. No trainers or flat surface shoes are permitted for these surfaces. Boots must be as clean as possible.





## Sportswear - Compulsory



### Optional

- Shin pads and gum shields (for girls and boys). These items are not compulsory but they are recommended for participation in certain sports (i.e. football and rugby) as failure to wear these items will increase the risk of injury.
- Black and purple zip up jacket (available from Famous School Branches only).
- Black track pants with school badge embroidered under pocket (available from Famous School Branches only).
- Black leggings with school badge at the bottom of the leg (available from Famous School Branches only).
- Plain black base layers.

**N.B. If students want to wear outer clothing for sport they may only wear the items listed above. Alternative items purchased elsewhere are not permitted where it is stated that the items must be purchased from Famous School Branches only.**

### Other

- Coats are permitted to suit the weather conditions but must be removed for lessons.
- Headscarves must be plain black and securely fastened with a plain black pin. Students must be prepared to remove their headscarves if requested by staff for any reason.
- Vests or t-shirts worn under shirts for warmth must not be visible.
- No scarves, hats or gloves to be worn in school.
- Hair styles and colour must be natural and moderate. We reserve the right to ask students to change their hair colour or style if we deem it inappropriate for school. Coloured headbands, wraps or bandana/scarf type hair bands are not permitted.

- A single, small plain stud earring in each earlobe is allowed but no other visible piercings will be permitted, including facial, tongue and nose piercings. These earrings will need to be removed for PE. If students come to school with unacceptable piercings they will be required to remove them in order to participate in the school day.
- No bracelets, rings or necklaces to be visible. No hoops or dangly earrings, nose studs or stretchers.
- Make-up must be discreet and no henna tattoos or false nails/extensions are permitted. Nail varnish must not be worn at school. Nails should be kept short, especially for PE.
- Earphones must not be worn in lessons, or around school unless specific permission is given.

### 3.9 EQUIPMENT REQUIRED FOR LESSONS

Students should come to school with the following equipment:

- Pencil case, pens (including black or blue pens for class work and green pens for feedback), pencils and pencil sharpener, coloured pens, pencils and highlighters.
- Rubber, compass, circular protractor and ruler.
- Scientific calculator (we strongly recommend the [Casio FX-83GTX](#))
- Glue stick and small scissors.
- Water bottles (these should be used for water only and can be refilled throughout the school day).

Students should pack their school bag the night before and bring only the books they will need for the following day. We advise wrapping books in a plastic bag to avoid water damage when it rains.

### 3.10 GETTING TO AND FROM SCHOOL

We actively promote sustainable ways for the whole school community to travel to and from school. Bike racks are available on the site and there are three main bus services which serve the school. Service 24 provides a frequent service from Ashton Vale to Southmead Hospital via Bristol city centre and there is a bus stop on Romney Avenue directly in front of the school. Service 72 – from the University of the West of England to Temple Meads – has a stop on Gainsborough Square, which is approximately 500 metres from the school entrance. Service 17 connects Southmead with Stapleton, Fishponds and Hanham and students can alight on Muller Road, a short walk from the school gates.

If travelling by car is your only option, please drop off your child on Romney Avenue. Please avoid using Brangwyn Grove as it is a very narrow street not capable of handling a rise in car numbers.

## 4. SOUL – A PLACE OF ENGAGEMENT

Our intellectual, spiritual and emotional selves develop together when we are doing the things we choose and love with others. We might describe those things as hobbies, interests, or passions. They can often be those things that connect us and keep us going through challenging times. They feel good for our 'Soul'. Finding those things that ignite that spark requires us to try something new, take risks and meet new people.

### 4.1 CO-CURRICULAR CLUBS

Co-curricular clubs form a central part of the Trinity experience. These are opportunities to learn, have fun, find your 'spark' and develop the skills that universities and employers are telling us young people are lacking. Students attend three clubs a week and, as with all school activities, we expect full commitment, effort and attendance. At the beginning of every term, students will choose from a wide range of options – these include (but are not limited to) art, drama, orchestra, rugby, choir, board games, dance, football, book club, netball and volleyball.

We are always interested in expanding our co-curricular clubs provision. If you, or someone you know, are keen to run a club and have the time to commit for at least a whole school term, please register your interest by emailing [enquiries@trinityacademybristol.org](mailto:enquiries@trinityacademybristol.org).

### 4.2 MUSIC SPECIALISM

Trinity Academy allocates 10% of Year 7 places to students who show an aptitude in Music. The offer of a music specialist place means a child will receive:

- A personalised music plan, starting with an interview with the Head of Music or Headteacher in the first year. This will be used to discuss hopes and to put in the necessary steps and targets throughout your music education.
- 50% discount on instrumental or voice lessons for one study (set of lessons) for the first year.
- Priority access to masterclasses with visiting professionals from UK Conservatoires and orchestras.
- Participation in specialist music projects. Examples of this would be working with the Royal Welsh College of Music & Drama, participating in composition and performance projects, attending professional concerts and performances.

We would expect music specialists to be involved in at least one additional music group – for example boys and girls choirs and ensembles.

**Fees for Music Lessons** – Instrumental and vocal teachers provide 30 lessons a year (an average of 10 a term, although often teachers provide more than 10 in the first term as it is often difficult to fit 10 in the final term). Students eligible for the Pupil Premium receive a 50% discount on ONE study (set of lessons) throughout their time at Trinity. Music Specialists receive 50% discount on ONE study in Year 7 ONLY. Finance should never be a barrier to learning an instrument so please contact us if you feel this is the case.

**MUSIC THEORY LESSONS** – Complements instrumental/vocal and curriculum studies.

£5.16 per group lesson x 10 each term = £51.60 a term

£8.25 per paired lesson x 10 each term = £82.50 a term

£16.50 per individual lesson x 10 each term = £165.00 a term.

Please note that paired lessons are subject to availability and cannot be guaranteed.

**TRAILBLAZERS** – A beginner-friendly scheme providing music accessibility for all.

£35 for Term 1 (including instrument hire)

£35 for Term 2 (including instrument hire)

£35 for Term 3 (including instrument hire)

Membership of the Noise (beginner orchestra, timings tbc) is compulsory for all on the scheme.

**INSTRUMENTAL / VOCAL LESSONS** – All lessons and disciplines other than those above.

£16.50 per individual lesson x 10 a term = £165 a term

£8.25 per paired lesson x 10 a term = £82.50 a term

Please note that paired lessons are subject to availability and cannot be guaranteed.

**Instrument Hire** – £25 termly / £75 annually. Finance should never be a barrier to learning an instrument. Please contact us if you think that is the case.

## 4.3 SPORT

All students have an afternoon of games every week, where they play a range of team sports. This takes place at Lockleaze Sports Centre (LSC), a short walk from the school. Students are escorted to the LSC after lunch and are dismissed directly from the venue at the end of the school day. As part of our co-curricular clubs offer, students can opt to be involved in one of the after-school sports clubs. We are excited to have partnered with Bristol Rovers and Bristol Bears – their coaches will provide the sessions for both games and for sports clubs. We have tasked them with producing the best sport teams in Bristol.

## 4.4 STUDENT PARLIAMENT

We value the views and opinions of our students and we want to empower them to make positive contributions to school life. The Student Parliament is one of the ways in which we do this and is an important part of life at Trinity. Members of Student Parliament are democratically elected each year in the second half of the Autumn Term. Each tutor group has three members who represent either Head, Heart or Soul. Students meet weekly to discuss feedback from other students and plan ongoing projects. Members of Student Parliament also run weekly drop-in sessions for students, monitor a suggestion box, give speeches in assemblies and represent the school for external events. A highlight from last year was visiting City Hall to meet Marvin Rees, the Mayor of Bristol.

## 4.5 STUDENT PASSPORT

Students chart their progress in Head, Heart and Soul through an online document called a Passport. This is an opportunity for our students to reflect and record instances of leadership, resilience, teamwork and communication within their lessons, co-curricular activities and life outside of the school. At the end of the phase, there will be an award ceremony where students will receive Gold, Silver and Bronze certificates based on their level of participation and reflection.

## 5. ADDITIONAL INFORMATION

### 5.1 Parent Pay

We are a cashless school and operate an online payment system called ParentPay (hosted by [www.parentpay.com](http://www.parentpay.com)). This gives you the ability to pay by debit card for school meals, trips, and other items. We will send you login details and instructions for use by the start of the academic year.

### 5.2 LANYARDS



All new students will be issued with a lanyard and access card which needs to be worn around their neck at all times. This is for identification purposes for both staff and students and allows secure access to the school site. The card will hold any credit applied through ParentPay for payment of school meals. It will also be needed for printer access.

If any of these items are lost or damaged they need to be replaced at the student's own expense. If the lanyard is lost or damaged, it will need to be replaced. A new card costs £2.50, the holder costs 50p and a lanyard costs £3.00. These can be purchased via ParentPay.

### 5.3 FREE SCHOOL MEAL ELIGIBILITY

You will receive a letter in the induction pack with detailed information on how to apply for free school meals. If you think you might be eligible please do apply, as the school will receive additional funding to support your child's education. Please be aware that those children who are already entitled to free school meals at their primary schools must renew their applications with our provider by completing the form. To apply for free school meals please visit our [website](#).

If you need any assistance or have any queries please do not hesitate to contact us on [enquiries@trinityacademybristol.org](mailto:enquiries@trinityacademybristol.org)

## 5.4 FINANCIAL SUPPORT

The government provides the school with additional funding to support children who have been on free school meals at any point in the last six years, or have been in care or have a parent active in the armed forces (or died in action or left due to injury). This is called the Pupil Premium. If you think your child qualifies for this, we may be able to provide financial support. We may be able to fund:

- Essential educational school trips
- Year 7 Trailblazers
- Transport to and from school
- Educational resources such as revision books
- Food at Breakfast Club
- Peripatetic lessons including music lessons
- Additional tutoring in English and/or maths
- Reading recovery program
- Counselling

This list is not exhaustive. Should your child have an alternative requirement, or if you have a query regarding Pupil Premium or concerns about financial support, please contact us at [enquiries@trinityacademybristol.org](mailto:enquiries@trinityacademybristol.org). Further information about Pupil Premium is available on our [website](#).

If you believe that your child should be eligible for Pupil Premium but is currently not identified please contact [enquiries@trinityacademybristol.org](mailto:enquiries@trinityacademybristol.org).

## 5.5 KEEPING IN TOUCH

### **General enquiries**

These should be made to the school by:

- Telephone on 01174509379
- Email on [enquiries@trinityacademybristol.org](mailto:enquiries@trinityacademybristol.org)

## 5.6 STAFF LIST

| Name               | Role                              | Email  |
|--------------------|-----------------------------------|--|
| Mr E Bailey        | Headteacher                       | <a href="mailto:ebailey@trinityacademybristol.org">ebailey@trinityacademybristol.org</a>                 |
| Mrs M Barker-Boyne | Teacher of Science                | Available from September 2020  |
| Ms H Deans         | Deputy SENDCo.                    | Available from September 2020  |
| Miss H Garrad      | Head of Phase One                 | <a href="mailto:hgarrad@trinityacademybristol.org">hgarrad@trinityacademybristol.org</a>                 |
| Mr T Godfrey       | Teacher of English                | Available from September 2020  |
| Ms R Gray          | Senior Learning Support Assistant | <a href="mailto:rgray@trinityacademybristol.org">rgray@trinityacademybristol.org</a>                     |
| Mr J Harty         | Teacher of Geography              | <a href="mailto:jharty@trinityacademybristol.org">jharty@trinityacademybristol.org</a>                   |
| Ms K Hughes        | PA to Headteacher/ Office Manager | <a href="mailto:khughes@trinityacademybristol.org">khughes@trinityacademybristol.org</a>                 |
| Mr S Leitch        | Pastoral Support Lead             | Available from September 2020  |
| Miss R Lunt        | Head of English                   | <a href="mailto:rlunt@trinityacademybristol.org">rlunt@trinityacademybristol.org</a>                     |
| Miss I MacMillan   | Teacher of Maths                  | Available from September 2020  |
| Mr J Mackenzie     | Pastoral Support Lead (Year 8)    | <a href="mailto:jdavis-mckenzie@trinityacademybristol.org">jdavis-mckenzie@trinityacademybristol.org</a> |
| Dr W Nottingham    | Deputy Headteacher                | <a href="mailto:wnottingham@trinityacademybristol.org">wnottingham@trinityacademybristol.org</a>         |
| Mr A Pearson       | Head of History and REP           | Available from September 2020  |
| Mrs S Penellum     | SENDCo.                           | <a href="mailto:spenellum@trinityacademybristol.org">spenellum@trinityacademybristol.org</a>             |
| Mrs C Potter       | Head of Maths                     | <a href="mailto:cpotter@trinityacademybristol.org">cpotter@trinityacademybristol.org</a>                 |
| Mr H Shellard      | Teacher of Music                  | Available from September 2020  |
| Mrs R Taylor       | Teacher of Dance                  | <a href="mailto:rtaylor@trinityacademybristol.org">rtaylor@trinityacademybristol.org</a>                 |
| Mr J Thurston      | Deputy Headteacher                | <a href="mailto:jthurston@trinityacademybristol.org">jthurston@trinityacademybristol.org</a>             |
| Mr H Young         | Teacher of Art                    | <a href="mailto:hyoung@trinityacademybristol.org">hyoung@trinityacademybristol.org</a>                   |
| Ms K Youhill       | Pastoral Support Lead (Year 7)    | Available from September 2020  |

## 5.7 POLICIES AND PRIVACY NOTICE

For a full list of policies, and to read our privacy notice, please see the Trinity Academy [website](#).