



Trinity

YEAR 9
HANDBOOK
2025/26

LEARNING • LOVING • LIVING

LEARNING • LOVING • LIVING



Welcome from our Executive Head Teacher



As the Executive Headteacher of this special 'all through' school, I am delighted to speak to you.

Trinity is a friendly, welcoming school where all pupils are happy learners. Your child is the most important person to you and to us and deserves the best possible start in life; and nothing is more important than a good education!

We have recently been inspected by Ofsted and SIAMS and they found our curriculum is challenging and our expectations are high for all our learners. At Trinity, we aim to provide a world-class education for all our pupils regardless of the age or stage at which they join us. Our pupils range from 4 to 16 years and are across two sites. Relationships at Trinity are strong, and all learners are offered the best support, stretch and challenge to ensure success is clearly evident.

We are an ambitious school, and all our pupils are encouraged to think about the changing world around us, and how the skills they develop will equip them for a rapidly changing world with 'Outstanding' futures.

Attainment and achievement at Trinity have improved rapidly over the last 5 years and is now currently above National Average and the top of the Local Authority. We have a strong curriculum intent that ensures our pupils have a relevant, engaging and knowledge rich experience as they move through the school.

Our unique knowledge mastery booklets across the school equips all our pupils with the understanding and skills to progress through Trinity and beyond for the rest of their lives. The secondary phase accelerates the pupils and works closely with all the local post-16 providers to ensure their progression beyond Trinity is as smooth as possible and tailored to the individual needs of the pupils. Despite being based in the heart of our capital city, we pride ourselves on the fact that we maintain a village school ethos, providing a friendly and caring environment to our pupils, parents and staff.

As a popular school in Lewisham that receives more applications than spaces available, we work closely with families to give each individual the best chance. We aim to offer life enhancing experiences that will ignite curiosity and provide a platform for all our learners to pursue their aspirations. We aim to develop well-rounded children, both academically and socially, so you can feel confident that



your child will get the best possible start in life. We place a strong emphasis on both the academic achievements and equally on the character development of our pupils.

As you progress through the school the expectations continue to rise, and the support and guidance grows to ensure everyone can flourish. If you have any questions or concerns, please make sure you come and speak to us – so that we can ensure everyone is on the right track to success.

Thank you for your continued support. If you have any feedback, concerns or ideas please contact us directly so that we can continue to grow, and your children can thrive and flourish.

David Lucas
Executive Headteacher

Who is who in Year 10?

In year 10, we strive to grow together as a community, showing respect, compassion, and courage in all we do. We support one another in our learning, celebrate our successes, and uphold our school's Christian values as we prepare for our future pathways. Every member of our year group is valued, has a voice, and is encouraged to achieve their God-given potential.

Year 10 is a busy year for all pupils as they embark on their penultimate year of their educational journey with us. In December of this year, all Year 10 pupils will be on Work Experience for 1 week, giving them an insight into the working world.

Pupils have been supported through this process by Mr Williams, Mr Morhen, HoY and their Family Group leaders who have always been on hand to answer any questions and deal with pupils' anxieties.

Pupils are covering substantive content for their GCSE courses, led by our expert teachers. They are starting to show a thirst for knowledge and a commitment to their learning which is being supported by the Study Guide and Study Skills workshops they have on Fridays during Family Group time.



As we head closer to final examinations, we place emphasis on mental health through our PSHE programme and bespoke interventions including Counselling and Drama Therapy. Year 10 is a year for flourishing; we build resilience so pupils can develop into knowledgeable, insightful, independent young adults.

The Year 10 Pastoral Team are always on hand to support the pupils with any difficulties they may face. Do not hesitate to contact your child's family group leader or Mr Adebawo for any concerns about your child's attainment. We have a range of intervention strategies in place to ensure that all pupils excel.

Please ensure your child is punctual to school and attends every day. Research shows that missing as little as one school day per year negatively impacts your child's attainment. It is crucial that they are in school on time and learning!

Mr Ebenezer Adebawo
Head of Year 10

Our Vision

In the Bible, John (10:10) tells us that Jesus said 'I have come that you may have life in all its fullness'. He calls us to a full life in mind, body, heart, and spirit. Therefore, we believe the purpose of education is to nurture and enable every child to flourish and to be the person they are fully capable of being. Life in all its fullness is about living a varied and full life full of learning, growing, helping, reward, joy, excitement and caring for each other. Trinity provides opportunities for growth in mind, body and spirit through inspirational and innovative education underpinned by a deeply Christian ethos

Our Ethos - Learning, Loving, Living

At Trinity, we are a community where learning is the key purpose for every member and in which every student has challenging targets and understands the journey to reaching them. We ensure that all members of our school community are valued for their uniqueness, are recognised for their contributions, and are developed to become outstanding citizens of the wider community.



Our aim:

To be a strong Christian community in which children and adults – all of whom reflect the goodness of God - can flourish. A community where pupils fulfil their potential and achieve the very best educational outcomes, enabling them to make good life choices, to uphold British values, and to take their place as citizens of the wider world. We warmly welcome pupils from all faiths and none.

WE ARE A LEARNING COMMUNITY

WE ARE A LEAVING GOOD LIVES

WE ARE A LOVING FAMILY

What makes a TERRIFIC Trinitarian?



Terrific Trinitarians are rewarded for demonstrating our distinctive characteristics and receive badges they can wear with pride on their blazers. These are awarded regularly in our Celebration Assemblies.

At Trinity, we are a family, striving for everyone to fulfil their potential.

We are proud of our Trinitarians and our Ethos is forming the foundation of our daily practices and successes based on

Learning – we are a Learning Community with high academic standards.

Loving – we belong to a Caring family which includes pupils, staff, parents, and governors.

Living – we are living our lives to the full and we seek to serve those in need within our wider community.

We have 9 distinctive characteristics we are instilling across our community. We envision our Terrific Trinitarians to be **Open Minded**, **Caring**, **Courageous**, **Reflective**, **Principled**, **Independent**, **Insightful**, **Resilient** and **Knowledgeable**.





Behaviour and Expectations

At Trinity we set **high expectations** of all of our pupils and have a commitment to enabling pupils to **live life in all its fullness** through having clear routines and rituals across the school. We ensure it is at the forefront of our school practice to give 100% effort and commitment to our pupils and we are receptive to learning from our mistakes in order to create the most conducive learning environment for all pupils. We understand that for all of us to **grow** and **develop** we need to be **open-minded** enough to reflect upon personal mistakes.

It is important for us to be inclusive as a school community and loving ourselves and each other is paramount to this. We continue to seek a collaborative working approach, so we are all **“rowing in the same direction”** as a school community.

Our golden ticket/reward system enables us to issue praise to our pupils consistently. More importantly, through our rewards system, we consistently celebrate the **successes** and **achievements** of our pupils, providing them with the recognition they deserve for their demonstration of our core **Trinity Characteristics**. This formulates a crucial facet of our **positive first strategy** for behaviour management. Pupils also receive **positive praise** postcards, emails home, invitation to Top Table, award badges, vouchers and certificates in their reward and **celebration assemblies** that take place at regular intervals each term.

We are unashamedly a strict school and are continuously seeking to raise the bar to provide our pupils with the perfect platform to be successful when they leave Trinity at the end of Year 11. There are **clear rules and boundaries** that we expect our pupils to follow. There are sanctions and detentions when things go wrong to enable pupils to be reflective and be held to account for their behaviour and actions. Our system and processes surrounding behaviour enable pupils to understand what the profile and characteristics of an outstanding “Trinitarian” is.

We teach and educate pupils on showing **respect** to each other irrespective of any individual differences or characteristics. Pupils are also supported in understanding the importance of being **open-minded** and encouraging others within our school community. We use **restorative approaches** for conflict resolution between pupils as this empowers both parties to understand and reflect upon the effect, physical and emotional, of their actions.

We do this to encourage pupils to empathize with those they have harmed so that they may learn from their mistakes. We also use **restorative approaches** as a supportive tool to repair and **rebuild relationships** between the wider school community.



We look forward to working with you and your child in line with the home-school family agreement to enable them to be successful throughout this academic year.

Ms Caren Onanda

Assistant Headteacher Behaviour & Attitudes

Safeguarding at Trinity



Ms C Shobbrook
Designated
Safeguarding
Lead

At Trinity School we have a duty of care to ensure that all pupils are safe and will not be subject to serious harm. We also have to make sure that you are happy and safe wherever you are.

There are a number of staff members in school that you can talk to if you feel that something is not right:

- 1: Family Group Leader
- 2: Behaviour managers
- 3: Head of Year
- 4: Subject teachers
- 5: Designated Safeguarding Officers
- 6: The Safeguarding Lead and Deputy Safeguarding Lead

Trinity's Safeguarding Lead is Ms Shobbrook. Her office is on the Ground floor by the carpeted area.

All the above are also available to talk to if you are concerned that you may suffer harm due to something that is happening to you at the moment either inside or outside of school. We cannot promise to make everything better, but we can and will support you. If you do decide to tell us something as you are feeling scared or worried, we may have to pass this on to another agency who will also support you further.

Attendance and Punctuality

We value teaching and learning in time. It is essential that pupils arrive on time to school every day. All pupils are expected on school grounds and in line up at 8:40am so that they can be ready to commence learning at 8:45am when the school day begins. Any pupil who is not in line up by 8:45am will be considered late



to school. We encourage pupils to arrive from 8.30am so that they can have a calm and organised start to their day.

Good attendance at school is not just valuable, it's essential. Going to school is directly linked to improved exam performance which should in turn lead to further learning opportunities and better job prospects. As well as this, going to school helps to develop friendships, social skills, team values, life skills, cultural awareness and career pathways.

All schools must record details of pupils' attendance and absence at school. They do this at the beginning of morning and afternoon sessions meaning that each day your child receives two half day marks.

If your child is going to be absent from school, for example for an unavoidable appointment, then you should let the school know as soon as possible. If your child has been absent due to an unexpected event such as bereavement or illness, then you must also let the school know on the first day of absence in line with our attendance policy.

Trinity will then record the absence. If you fail to tell the school as to why your child has not been present, then the school may record that period of absence as being unauthorised.

Trinity will advise parents of a child's attendance levels three times a year. This will usually include a percentage attendance figure.

Achieving 90 per cent in an exam or test is a fantastic result but if your child is at school for only 90 per cent of the school year then they will have missed 19 days - almost four whole weeks of school.

If your child is a pupil at post-primary school, 120 guided learning hours is the same as studying one full-time GCSE (normally taken over two years). You can help prevent your child missing school by:

- having a routine from an early age and sticking it to it

- making sure your child understands the importance of good attendance and punctuality
- making sure they understand the possible implications for themselves and you as a parent if they don't go to school
- taking an interest in their education - ask about schoolwork and encourage them to get involved in school activities
- discussing any problems, they may have at school and letting their teacher or principal know about anything that is causing concern
- not letting them take time off school for minor ailments or holidays during term time

To avoid disrupting your child's education, you should arrange (as far as possible), appointments and outings: after school hours, at weekends, during school holidays.

Term time holidays

Parents should make every effort to make sure that their child does not miss school due to holiday plans. Trinity is not obliged to agree to you taking your child on holiday during term time. We are entitled to record such holidays as being an unauthorised absence.

Action on school absenteeism

A child registered at a school can legally miss school when:

- they are too ill to go to school
- the school has agreed the absence beforehand



If your child is missing school without good reason, Trinity and Lewisham Education Authority have the right to find out why.

If your child is referred by their school to the EWS (Education Welfare Service) for absenteeism, the EWS will first arrange for an Education Welfare Officer (EWO) to visit your home. This visit provides the EWO with an opportunity to assess whether your child's absence is condoned by you as the parent(s) and if you are in a position to make sure your child attends school regularly.

The EWS will follow a process with you and your child to help make sure your child attends school regularly. The EWS also works with other agencies like Social Services to identify and deal with any complex needs that a family has.

Prosecutions against parents are used as a last resort where parents fail to engage with the service and continue to ignore their child's educational and welfare needs.

Fines

The EWS can apply to the courts to fine parents of children who aren't attending school regularly. In a magistrate's court, a parent could be fined up to £1,000 for each child who misses school.

Punctuality

Arriving on time to school is important because: Family Group time takes place quickly and smoothly and the day gets off to a good start for everyone.

Pupils hear information given and are included in important instructions and information to aid learning. This ensures that everyone knows what to do and understands what is expected.

When a child arrives late: time is wasted, class concentration is disturbed, the teacher has to repeat information and instructions whilst the others have to wait. The child is at an immediate disadvantage because discussion may have been missed where ideas were shared, and they will generally feel unsettled.

The child is marked late or absent. This information is made available to the Educational Welfare Officer when they visit.



Interventions at Trinity

We focus on the holistic approach here at Trinity. The intervention programme is designed to enable our pupils to receive personalised support that will provide them with the platform to be successful academically.

The intervention programme is also designed to facilitate emotional and personal development within our pupils that partake. We offer a wide variety of different therapies that help students of different ages achieve to their full potential. These include Drama therapy, Lego therapy, Draw and Talk therapy, Zones of Regulation, Mentoring, academic attainment, Empower & Achieve, Counselling, Restorative Justice and Mindfulness sessions. In addition to our extensive intervention programme, we also provide drop-in counselling sessions, which are on offer to all stu-

Come and talk to us !

Our Wellbeing Ambassadors team is here to point you at the right direction when it comes to your Well being. If you would like help from outside of school, there are a number of charities & organizations that are free and available for you on a call or online.

☐ Mind – 0300 123 3392	☐ Rethink Mental Illness - 0300 5000 927
☐ Young Minds - youngminds.org.uk	☐ Samaritans – 116 123
☐ Anxiety UK – 03444775774	☐ Kooth – Kooth.com
☐ Calm – 0800 58 58 58	☐ Childline – 0800 11 11
☐ Shout – Text 'SHOUT' to 85258	


Trinity

dents at lunch times throughout the week, ran by Miss Lewis, with the assistance of our Wellbeing Ambassadors.

There are a number of staff members who are trained as mental health first aiders, along with our newly trained Wellbeing Ambassadors. Our Wellbeing Ambassadors are a group of students that can be identified by their black and purple ties. If you or someone you are concerned about is experiencing a mental health issue, our ambassadors can give you some initial support and signpost you to the appropriate help if required.



Trinity School Uniform

School Uniform	TRINITY UNIFORM	PE Kit
Black blazer with school badge Black V neck school jumper no logos		PE white polo with Trinity logo
Black trousers (no combats/jeggings/leggings) Black pleated skirt, knee length		Plain dark navy-blue shorts, jogging bottoms or leggings. No stripes. No large logos.
White shirt (Long or short sleeves – to be worn tucked in and top button closed).		PE navy blue hoody with Trinity logo
School tie (6 stripes after the knot)		Sports trainers
Plain black leather shoes (No trainers or canvas shoes)		Rugby or football boots required when using the field. Trainers will not be allowed due to health and safety.
Black socks		Trinity drawstring PE bag
Jewelry: a watch is permitted and one small (2mm diameter) pair of silver or gold stud earrings. No other jewelry allowed.		**PE kit only worn for PE lessons and pupils must change out of PE kit at the end of lesson. Time will be allocated for this.
Black hair accessories only. Headscarves may be worn only for religious reasons.		No Durags.
Trinity school bag		**No hats or hoodies. Jackets/Coats/Hats should not be worn inside the school building.
Coat (black or dark blue and to be removed on arrival at school)		**No phones/headphones - they will be confiscated on sight

No makeup / nail varnish / false nails / false eye lashes / nose studs	**Be in full uniform when inside the school building, including a school bag at all times.
**Please label ALL items of clothing clearly **You will receive a day in <i>Trinity Centre</i> for uniform infringement.	**No trainers – at lunch pupils may wear trainers on the playground only and they must change on entering the building.



School Uniform Stockist: **WEARABOUTS SCHOOLWEAR**
 99 Sydenham Road, London, SE26 5UA
 Tel: 0208 659 9917



Wearabouts
 schoolwear

Stationery and Equipment

Ensuring you have the correct equipment for school demonstrates that you are ready for learning. Pupils are expected to carry their equipment with them at all times.

A same day detention will be issued to pupils who do not have the correct equipment in class (without a valid reason).

Family group leaders will also check equipment regularly.

All pupils must have a pencil case containing the following	
Eraser and 2 x sharp pencils	2 x blue or black pens
1 x green pen	Pencil sharpener
Ruler	Calculator
Math geometry set	Class book
Mini white board and pen (received from school)	Mastery booklet (received from school each term)
Highlighters (optional)	Colouring pencils (optional)
Glue stick	

**Basic stationary equipment can be brought from the school library for a reasonable price.

**If your stationary runs out it is your job to replace it. You will receive a whiteboard and pen at the beginning of year 7. If you lose it or it runs out, you will need to buy a new one.

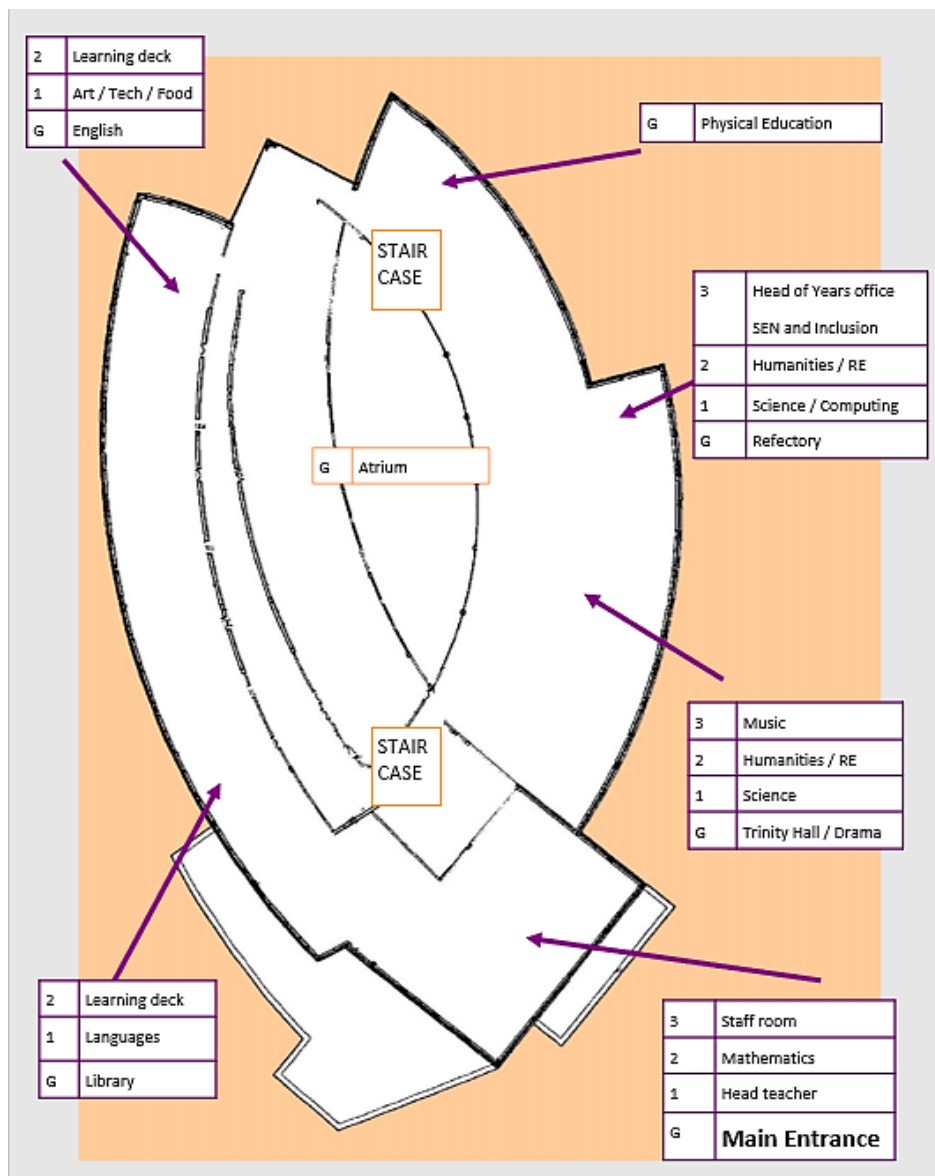


Trinity

TRINITY SCHOOL DAY

Before School	The school building is open from 8:00 if you need to arrive at school early. The library is open if you wish to meet friends and complete work. Some clubs run before school so keep an eye out.
8.45 - 09.15 am	Family Group, Worship and Personal Development All pupils are a member of a family group. Time in Family Group is really important, particularly in the first few weeks of Year 7, as you will get lots of key information and will get to know other people in your Family Group.
09.15 - 10.05 am	Period One
10.05 - 10.55 am	Period Two
10.55 - 11.10 am	Breaktime Pupils can buy a range of snacks from the Refectory using the <i>Parent Pays</i> system. All food must be consumed in the Refectory. Pupils have access to the playground, library and Atrium.
11.10 -12.00 pm	Period Three
12.00 - 12.50pm	Period Four
12.50 - 13.35 pm	Lunchtime Pupils have the option of packed lunch or school lunch and again these must be eaten in the Refectory. School lunch is purchased through the <i>Parent Pays</i> system. Pupils have access to the playground, library, and Atrium. Some clubs run at lunchtime so keep an eye out for those.
13.35 - 14.25 pm	Period Five
14.25 - 15.15 pm	Period Six
15:15 pm	Extra-curricular clubs (optional). A range of fun sport, music and creative clubs run after school. Keep an eye out and ask the teachers for more information.

The Map of Trinity Secondary Phase





Home Learning

Pupils who regularly complete home learning will leave school with better results than those who do not. We expect all pupils to complete all their home learning each week. Home Learning at Trinity will involve one of the following things:

Self-Quizzing/Retrieval Practice: to help pupils retain important information

Independent Practice: to build on work that they have done in the lesson and may involve extended writing, examination practice or anything else that helps consolidate what they have learned in class

Reading and Text Dependent Questions: to help build and develop their knowledge within a subject

Computer Based Learning: may involve programmes like Seneca Learning, MathsWatch, MathSparx, Tassomai. These platforms typically ask pupils to complete practice activities or other tasks that help with their learning

How Long Should It Take?

Each week, pupils will be set home learning for all subjects. They should expect to receive a maximum of 15 minutes work for each lesson that they have. For example, if they only have one lesson of a subject per week, they will get a maximum of 15 mins; if they have two lessons of a subject per week, they should expect to get 30 mins work.



Academic Planners

All pupils have been provided with an academic planner to help them be more organised and stay on top of the work that they need to complete. Pupils who are organised are far more likely to succeed and leave with good results.

Pupils are expected to always have their planners with them. Teachers will ask them to record their home learning in the planners and family groups leaders will also be checking that pupils use these properly.

You can ask your children to show you their planners to check what home learning they are expected to be working on.

You can also find out their home learning timetable by looking in their planners.

Teachers will also put all home learning and any necessary resources on TEAMS.

Mastery Booklets

Mastery Booklets are books that contain the **important, useful, and powerful knowledge** of a single unit of work. Mastery Booklets also include the knowledge organiser that are useful in:

- Helping build a foundation of **factual knowledge**.
- Embedding **retrieval practise techniques** for now and future studies
- Allowing knowledge to transition from **short term to long term memory** which frees up working memory for more complex ideas. It also allows you to connect concepts together, even across subjects.

Subject Leadership

Subject	Secondary Lead
Creative(Art, Food & Engineering)	Ms Dillon
Citizenship	Ms Adnitt
Computing	Ms Robbins
Drama	Ms Sears
English	Ms Marsh
Geography	Ms Adnitt
History	Ms Adnitt
Maths	Ms Turkington
MFL	Ms Lisowska
Music	Ms Sears
PE	Ms Paige
Phonics	Mr Clairmonte
RE	Ms Williamson
Reading	Ms Marsh
Science	Ms Robbins
SEN	Ms Shobbrook

Pupil Voice and Student Leadership

As a Trinity family, it is important that pupils from both phases and across all year groups have the opportunity to use their voice to make a difference. There are a number of ways in which pupils can do this across different year groups. All pupils are given the opportunity to apply for these exciting roles and will receive the relevant training.

Across all Year Groups	Trinity Voice	Every pupil in the school makes up the Trinity family and it is important every pupil feels that their opinion matters. Trinity voice allows this to happen. Across both phases, each year group has its own Trinity Voice group comprised of an elected girl and boy within each family group. Through regular meetings with the Pupil Leadership Team, the Trinity Voice group share feedback from their family group on key areas of Trinity life including learning, behaviour and events.
Year 7	Outstanding Trinitarian Buddies	The transition from Year 6 to Year 7 is significant. To support pupils in this process a team of Year 7 Trinitarians are selected to take on the role of an 'Outstanding Trinitarian Buddy'. These pupils will welcome, support and nurture pupils who join the secondary phase from non-Trinity primary schools, to help them settle quickly and feel part of the Trinity family and demonstrate what life is like as a Trinitarian.
Year 8	Peer mentors	In Year 8 pupils have the opportunity to become a peer mentor to support Year 7 pupils, particularly in their transition to the secondary phase, both academically and socially, to create a loving environment for learning to flourish and character to be developed.
Year 10 Year 7-9		Senior House Captains Junior House Captains
Year 9 / 10		Wellbeing Ambassadors

Pupil Leadership Roles

Trinity Voice		All pupils at our school, are a part of the Trinity family. We value our pupil's thoughts and opinions, and Trinity Voice is the conduit through which all pupils from KS1 to KS4 have their voice heard. Trinity Voice is comprised of two elected representatives from each family group. Through regular meetings with the Prefects and Pupil Leadership team, the Trinity Voice group share feedback from their Family Group on key areas of Trinity life including learning, behaviour and events. In turn, the Pupil Leadership Team meet with the Senior Leadership Team to discuss points raised and formulate plans for improvement. Feedback on improvements made are shown throughout family group times and assembly in 'You said, we did' format.
Buddies		The transition from Year 6 to Year 7 is significant. To support pupils in this process a team of Year 7 and 8 Trinitarians are selected to take on the role of an 'Outstanding Trinitarian Buddy'. These pupils will welcome, support and nurture pupils who join the secondary phase from non-Trinity primary schools, to help them settle quickly and feel part of the Trinity family and demonstrate what life is like as a Trinitarian.
Peer Mentors		In Year 9, pupils have the opportunity to become a peer mentor to support younger learners. They receive professional Peer Mentor training in the Michaelmas Term, and they are then assigned up to two Year 7 pupils to mentor both academically and socially. They create a supportive, yet challenging environment in which their mentees can flourish and grow.

Well-being Ambassadors		Trinity is passionate about caring for staff and pupils' mental wellbeing. Working with the Trinity Mental Health Ambassador team and the Trinity counsellor, Year 10 and 11 pupils are provided with an opportunity to take on the role of Wellbeing Ambassador. They raise awareness of mental health across the school and encourage peers to access relevant health and wellbeing opportunities. They positively support the implementation of Trinity's Wellbeing Strategy.
Head Pupils and Prefect Team		The Head Pupils and their respective deputies are part of the Trinity prefect team, who through a rigorous selection process, represent Trinity at key school events. They are nurtured and trained to become strong leaders in the school to lead the prefect team and to ensure that Trinity Voice operates effectively, so that all pupils across all year groups have their voice heard by the Senior Leadership Team. From leading assemblies to speaking at parental transition events, the Pupil Leadership Team are beacons of the school, which demands a high level of responsibility and genuine servant leadership, preparing them for leadership opportunities in their future.

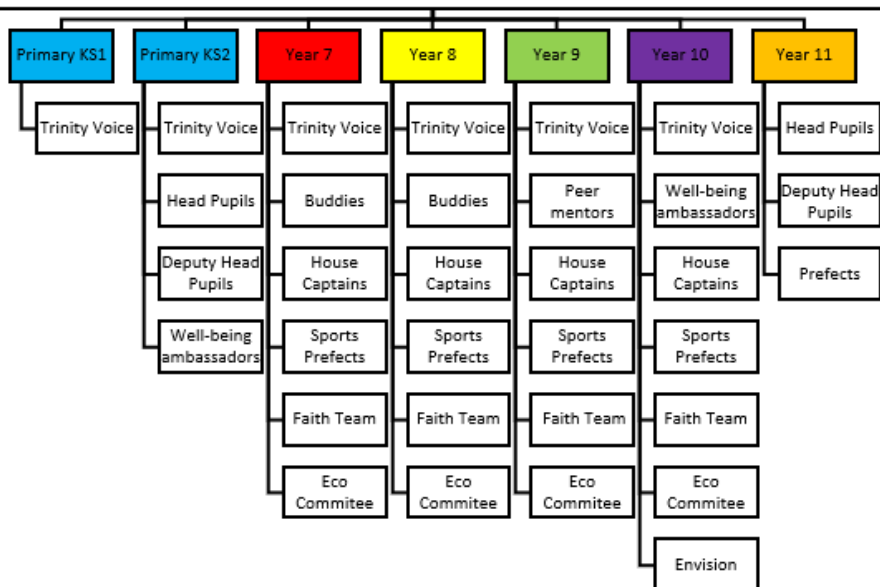
Pupil Leadership

At Trinity, we believe that developing Pupil Leadership is vital. When provided with the opportunity young people can have a profound impact on the development of their school, improve pupil confidence and help develop the skills and traits needed for success outside of the classroom. We aim to provide opportunities for leadership at all levels through a wide variety of roles. (see diagram below).

To be a pupil leader, there is a thorough application process and once pupils are appointed to roles, they receive tailored training for their bespoke roles to help develop leadership skills in the area of focus.

As well as pupil as leaders, we also value the views, opinions, and ideas of all pupils throughout the school from KS1 to KS4. Our robust Trinity Voice structure below ensures that pupils in all year groups have the opportunity to have their voice heard and make a positive impact within our school community.

Trinity All Through Pupil Leadership Structure



At Trinity, we are proud of the management capabilities of pupils at our school. We nurture future leaders by encouraging and advocating leadership at all levels.



Trinity House Structure

At Trinity we celebrate the successes of all our pupils who strive to achieve their best in all aspects of their life in school.

The House System gives our pupils this opportunity to be rewarded for efforts and achievement in all areas. Pupils regularly earn house points for excellent work, but the primary aim is to encourage all pupils to get involved in the many inter-house competitions within subjects and extra-curricular activities.

Each house has both senior and junior house captains and vice captains who have been voted for by their fellow pupils. Pupils are involved in running the termly house meetings thus promoting student leadership and responsibility.

Pupils are given the opportunity to represent their house in a wide range of activities including house debates, inter-house sports competitions, Maths challenges, English spelling plus other department challenges every half-term. The vast selection of events reflects our intention to make our house system holistic and engaging; we aim to give everyone the chance to shine. Another important focus of the house system is raising money for charity; pupils take part in at least three house charity events a year. All money raised is donated to the house annual chosen charities, one local and other international. Pupils are also given the opportunity to develop their leadership skills within the house system. Y10 pupils can apply for the role of House Captains and are at the forefront of all events and advancements.

Pupils from Y7-9 can also become Junior Year Captains and will be wearing one of the new house ties that will be provided for them. The new house names and their colours are as follows:

Zephaniah – Green, Isaac- Yellow, Lawrence- Red, Mizen – Purple and Pheonix- Blue
We are very proud of the House System at Trinity and aim to make every member of our community feel a sense of belonging and pride every time they enter through our school gates.

Competition between the Houses is fierce and always exciting.



The school prides itself on its very active House System whereby all staff and pupils are assigned to one of four houses. The houses have very strong historical/religious links with the school. The house names are based on Influential/Christian people in the Lewisham borough.

Mizen House - Inspired by the Mizen Foundation: Mizen House honours the legacy of Jimmy Mizen, and the Mizen Foundation's commitment to community service and peace. We encourage our (pupils) pupils to learn the importance of empathy, compassion, and active engagement with their community, which is very much at the heart of Jesus' teachings.

Isaac House - In Tribute to Les Isaac: Isaac House pays homage to Les Isaac, a Christian advocate for social justice and founder of Street Pastors. Our pupils' pupils will be inspired to love their community through service, leadership, and a commitment to addressing social issues, which is very central to the life and teachings of Jesus.

Lawrence House - Named after Doreen Lawrence: Lawrence House is a tribute to Doreen Lawrence, a relentless campaigner for justice and equality. Pupils Pupils in Lawrence House will learn the importance of fairness, inclusivity, and the power of standing up for what is right which Jesus similarly modelled in His life.

Zephaniah House - Inspired by Benjamin Zephaniah: Zephaniah House celebrates the values of freedom of expression, cultural diversity, and individualism championed by Benjamin Zephaniah. Pupils Pupils will learn to appreciate the richness of diverse perspectives, fostering an environment of understanding and acceptance, which are underpinned by our Trinity values.

Phoenix House - Honouring Sybil Phoenix: Phoenix House is named after Sybil Phoenix, a dedicated community activist. As a symbol of renewal and resilience, Phoenix House will instil in our pupils' pupils the values of resilience, determination, and the capacity to rise above challenges, which echoes the message of the parable of the Talents underpinning our value of learning.



Trinity Character Education

Firmly rooted in our ethos of **Learning – Loving - Living**, the Trinity Character Charter aims to support pupils **in flourishing** both in and outside the classroom. We recognise the importance of developing the whole child - not just their academic abilities, but their social, emotional, and moral capacities as well. We achieve this through a fully planned and resourced program of study.

Pupils have lessons in:

- Personal Social Health and Economic studies.
- Etiquette Lessons in KS3 – to help them love and respect each other better.
- Charter Projects in KS3 – building cultural capital and a greater understanding of Britain and British Society.
- Character Projects In KS4– looking at world affairs.

We also have a comprehensive careers program with careers interviews in years 8 and 10 pupils have work experience, interview skills day, college application events and the annual Trinity Futures. This is a two-week deep dive into career options led by multiple guest speakers.

Personal Development lessons every half term focus on current affairs, matters of diversity, inclusion, tolerance and respect for all in a modern Britain.

At the end of every year, we also offer a whole week of activities so that pupils can experience new challenges with new friends.

Developing good character at Trinity enables our pupils to live good lives together in all its fullness.

Mr Williams (*Assistant Head Teacher*)



Extracurricular Activities and Clubs

Trinity offers a wide range of clubs and activities including **Football, Netball, Science, Faith Team, Music**, etc. These take place before school, at lunchtime and after school. There is something for everyone and we are constantly looking to add even more to what we offer. If there is an activity that you would like to see running, or something that you would like to run, then please do speak to your Family Group Leader and let us know about it. We will do what we can to make it happen.

Mr Williams (*Assistant Head Teacher*)

Music at Trinity

There are many musical opportunities you will be able to take advantage of at Trinity. There is an opportunity to learn an orchestral instrument in their curriculum lessons as well as having access to a wide variety of private music lessons.

There is a wide range of extra-curricular activities open to all, which result in performances both in and outside of school. We have performed at Catford Broadway, The Royal Festival Hall, Blackheath Halls, Goldsmiths University, Lewisham People's Day and even in Paris!

We also offer private music lessons on many instruments. Application forms are available from reception or Ms. Sears.

Ms. Sears (*Head of Performing and Creative Arts*)



Trinity

ACTIVITIES & CLUBS

SPORTS

Football, Rugby, Netball, Basketball, Cricket
Softball, Athletics, Table Tennis, Multi Sports.

MUSIC

Choir, Concert Band, Senior Singers Club,
Performing Arts.

ARTS and CRAFTS

Digital Art, Visual Arts Club, International
Film Club, Dance Club, Knitting Club,
Jewelry Club, Gardening Club and Library.

CHARACTER BUILDING

Chess Club, Debate Club, Homework Club
Advanced Reading Club, Ambassadors
Leadership Program, House Charities.

FIELD TRIPS

Half-term Ski Trip, Museum Day Trips,
Athletic Field Trips.

CAREER FUTURES EVENTS

Celebrities Workshops, Outside Speakers,
Sixth Form College Trips, Career Events
Visits and Guidance Sessions.

Every term a revised list of Clubs and Extracurricular Activities can be found in our e-Newsletter. This is sent directly to your parents, so ask them to give their details to the school office and get the latest news and events from Trinity every week. You can also follow us on our Social Media accounts as seen at the back of the booklet.

Chaplaincy



We strive to embed our ethos in everything we do at Trinity, particularly through our planning, resources, and leadership of worship. In our worship time, we explore Christian values and reflect on themes relevant to our lives. At the secondary site, we gather for whole school worship on Mondays and in year or family groups on other days of the week. These morning worship sessions offer pupils the opportunity for personal growth and to learn to "live life in all its fullness."

What do we offer? What do we do?

- Church services and Eucharist services
- Pupil Faith Team
- Parent Prayer
- Pastoral support
- Community visits
- Fundraising events/initiatives
- School trips – places of worship

Trinity Chaplaincy team: Mr Cotton (Chaplain) and Mrs Buckley (Assistant Head). The chaplaincy office is located on the ground floor next to the library, make sure you pop in and say hello.





SEN and Inclusion

At Trinity, we are proud to have an exceptional team dedicated to supporting the Special Educational Needs (SEN) of our pupils. This team comprises highly skilled teaching assistants, mentors, and external professionals, all committed to fostering a nurturing and inclusive educational environment.

Our collaborative approach ensures that we work closely with teachers, parents, and other professionals to gain comprehensive insights into each child's unique needs. By understanding these needs, we are able to implement effective strategies that promote academic, social, and emotional development.

We prioritise creating individualised support plans tailored to each student, ensuring they receive the appropriate assistance to thrive both within and beyond the classroom. Through continuous communication and cooperation with all stakeholders, we strive to provide a holistic support system that addresses the diverse challenges faced by our pupils.

Achieving IQM Flagship status signifies that a school has demonstrated exceptional commitment to inclusive education practices. This prestigious recognition is awarded to institutions that excel in providing an inclusive learning environment, fostering the academic and social development of all pupils, particularly those with additional needs. It reflects a school's innovative approach, continuous improvement, and successful implementation of strategies that support diversity and inclusion. Attaining IQM Flagship status not only highlights the school's exemplary standards but also serves as a model for other educational institutions striving to achieve similar levels of inclusivity and excellence.





Ms Samuels
SEN 2IC



Ms. Genutiene
EAL support



Ms. Kelly
Transition TA



Ms. Kohistani
Dyslexia and speech
and language
support



Ms. Jones
SEMH Support



Ms. Challender
SEMH



Ms. Hemsley
ASD support



Trinity

Trinity Home-School Agreement

Trinity recognises that the success of its pupils depends on the effective partnership between school, pupil, and parents. All three parties share responsibility for the development and achievement of each child. Together, we commit ourselves to:		
The school will	As Parent/Carer, I/we will:	As a pupil, I will:
• Provide a learning environment that is stimulating, safe and caring • Ensure that each pupil has the opportunities, support and guidance to achieve his/her full potential • Report regularly on each pupil's progress • Expect high standards, set clear rules, promote mutual respect in line with Trinity's characteristics. • Keep parents informed about school matters, be welcoming to enquiries and responsive to concerns • Offer extracurricular activities that will develop cultural capital and prepare pupils for life and the world of work • Provide an opportunity for conflicts to be dealt with in a restorative manner to ensure relationships are repaired • Confiscate inappropriate items that are against school policy	• Ensure my/our child attends school in correct uniform, is punctual and has all the appropriate equipment needed to learn. • Encourage my/our child to work hard and support my child in home learning to maximise their academic potential. • Regularly attend parent events that support my/our child in their educational journey. • Support Trinity's policies and guidelines • Encourage my/our child to participate in extracurricular opportunities offered by Trinity. • Inform the main office when my child is absent by calling the school. • Support Trinity's behaviour policies including the issuing of detentions after school.	• Arrive to school and to lessons on time with the correct equipment for learning. • Attend school in the correct uniform and continue to wear the appropriate uniform throughout the school day. • Apply myself diligently in lessons and complete home learning to the best of my ability. • Speak to my Family Group Leader if I have any concerns • Use my planner/journal to record any home learning. • Uphold the school behaviour policy and demonstrate Trinity etiquette which displays the 9 characteristics • Be involved with extra-curricular activities. • Conduct myself outside of school in a positive manner that represents the high expectations of Trinity.
Name: Signature:	Name: Signature:	Name: Signature:

LEARNING • LOVING • LIVING

We value an evidence-based approach to learning, loving, living and have drawn from highly reputable and trusted sources to inform our practices. These references underpin the integrity of our work and decision-making processes. We support pupils to 'live life in all its fullness' by leveraging insights from these esteemed publications and experts, we ensure that our approaches are informed, evidence-based, and aligned with the highest standards of pedagogy and pastoral care.

1. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour?utm_source=/education-evidence/guidance-reports/behaviour&utm_medium=search&utm_campaign=site_search&search_term=BEHAVIOUR
2. https://educationendowmentfoundation.org.uk/guidance-for-teachers/learning-behaviours?utm_source=/guidance-for-teachers/learning-behaviours&utm_medium=search&utm_campaign=site_search&search_term=BEHAVIOUR
3. https://www.annafreud.org/resources/schools-and-colleges/5-steps/?gad_source=1&gclid=EALaQobChMlo-if-4n0hgMVMp-dQBh16zwVgEAAYASAAEgKiAfD_BwE
4. <https://www.teachfirst.org.uk/blog/pastoral-roles-critical-schools>
5. <https://fft.org.uk/how-schools-use-data/>
6. <https://www.sec-ed.co.uk/content/best-practice/ten-ways-to-use-school-data-more-effectively/>
7. <https://teacherhead.com/2018/01/28/data-drops-get-some-perspective/>
8. <https://www.sec-ed.co.uk/content/best-practice/making-better-use-of-data-to-improve-student-outcomes/>



Useful Notes

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**TRINITY CHURCH OF ENGLAND
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 trinity_art_department

LEARNING • LOVING • LIVING