



Trinity

YEAR 7
HANDBOOK
2024/25

LEARNING • LOVING • LIVING

LEARNING • LOVING • LIVING

Welcome from our Executive Head Teacher

I am very proud to address you as the Executive Headteacher of this unique 'all through' school.



Mr David Lucas

Trinity is a warm, welcoming, friendly 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 they felt our curriculum is challenging and our expectations are high for all our learners. Here 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 in most areas. The benefits of us being an all-through school ensures that the curriculum is built across the Primary and Secondary phase, affording students continuity to develop through the secondary transition, ensuring progress is continually achieved. We have a strong curriculum intent which ensures our pupils have a relevant, engaging and knowledge rich experience as they move through the school.

Our distinctive knowledge organisers 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 students 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 an oversubscribed popular school in Lewisham, 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.



Who is who in Year 7?

Year 7 is a busy year when pupils embark on their journey into secondary education. This can be scary and daunting for pupils and parents, but we have a range of people and service on hand to help if and when needed. More information on this can be found throughout this booklet.

In Year 7 pupils will learn subjects they may not have done previously for example Food Technology, Engineering and Languages. We hope they are excited about these new opportunities.

All pupils in Year 7 will be part of a Family Group and this is where they register each morning. They will also complete PSHE, reading, study skills and develop their Character Charter. Your child's Family Group Leader is the first point of contact if you have any questions or concerns. They are supported by me as Head of Year.

Please ensure your child is punctual to school and attends every day. Please support your child by ensuring they have the correct uniform and equipment. Year 7 is a year for flourishing; we build resilience so pupils can develop into knowledgeable, insightful, independent young adults.

Miss B Hollett *Head of Year 7.*



Trinity

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

LEARNING • LOVING • LIVING

What makes a TERRIFIC Trinitarian?

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**.



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.

Behaviour and Expectations



At Trinity school we are **proud learners**. We try our best at all times and we learn from our mistakes when things go wrong. Being **open minded** enough to **reflect** upon personal mistakes is important to us. **Loving** ourselves and each other and **working together** in harmony as a community.

We issue lots of **praise** in school to encourage you to keep doing your best and to help steer you towards making the right choice in regard to behaviour. This is part of our **positive first strategy** to behaviour management. Students receive positive **praise** postcards, emails home and award badges and certificates regularly.

We are a strict school. There are **clear rules and boundaries** that we expect our pupils to follow. There are sanctions and detentions when things go wrong to hold pupils to account for their behavior and actions.

We teach and train pupils to **respect** each other no matter the differences, to be **open minded** and encouraging of all others. We use **restorative approaches** when friends fall out. This empowers the victim and helps the perpetrator 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.

Safeguarding at Trinity

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: Head of year
- 3: Subject teachers
- 4: Designated Safeguarding Officers
- 5: The Safeguarding Lead and Deputy Safeguarding Lead

Trinity's Safeguarding Lead is Ms Shobbrook (Deputy Headteacher). Her office is on the ground floor. Her Deputy is Mrs Taitt. Her office is on the ground floor, close to the Atrium. You can see their photos below.

All of the above are 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.



Ms C Shobbrook
Designated
Safeguarding Lead



Ms Taitt
Deputy Safeguarding Lead



Attendance and Punctuality

We value teaching and learning in time. It is essential that pupils arrive on time to school every day. School begins at 8.45am, but 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 at 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 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 school work 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.



Trinity

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


Trinity

Mental Health and Wellbeing

We take mental health and wellbeing issues seriously at Trinity. As well as being a trained counsellor Miss Lewis has the responsibility of ensuring that all staff, pupils and their families have access to the help and support they need.

Miss Lewis runs drop-in counselling sessions, which are on offer to all students at lunch times throughout the week. There are a number of staff members who are trained as mental health first aiders, along with our newly trained Wellbeing Ambassadors. Our Wellbeing Ambassador 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.

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 Regulations, Mentoring and Mindfulness sessions.

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 for religious reasons.		No Durags.
Trinity school bag		**No hats or hoodies.
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.



Trinity

Trinity School Uniform



P.E Kit: “Fit or Not fit—you MUST bring your PE kit”

- If pupils are not fit for PE (with a medical note) they still have to change and support the teachers during the lesson.
- If you have any questions please do contact your son/daughter’s PE teacher.



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

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 30-minute 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 students 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 stationery equipment can be brought from the school library for a reasonable price.

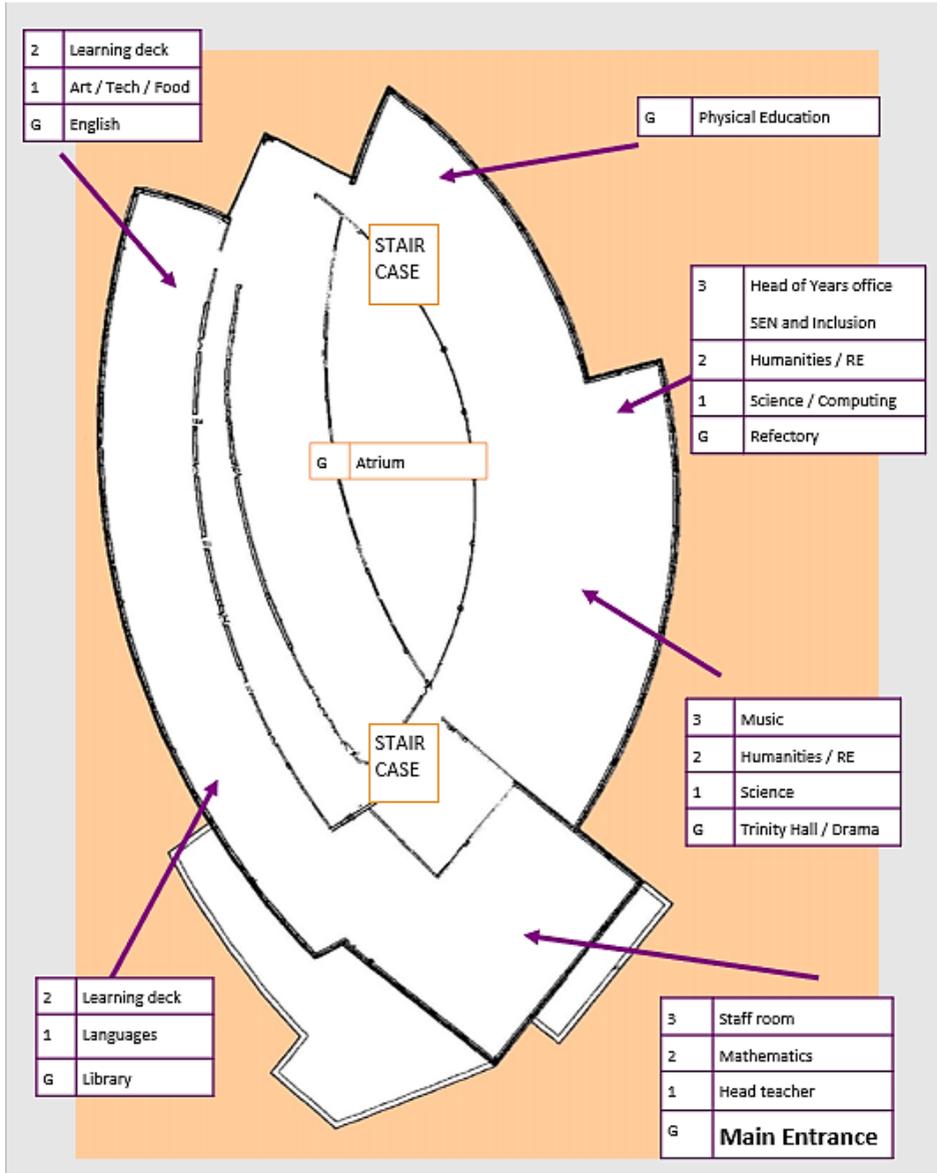
**If your stationery runs out it is your job to replace it. You will receive a whiteboard and pen at the beginning of year 7. If you lose it or it runs out, you will need to buy a new one.



TRINITY 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 students 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 Students can buy a range of snacks from the Refectory using the <i>Parent Pays</i> system. All food must be consumed in the Refectory. Students 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 Students 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. Students have access to the playground, library, and Atrium. Some clubs run at lunchtime so keep an eye out for those. In KS3 we have extra reading at lunchtime
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

Students who regularly complete home learning will leave school with better results than those who do not. We expect all students 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 students 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, MathsWarch, Quizlet or Commonlit. These platforms typically ask students to complete practice activities or other tasks that help with their learning

How Long Should It Take?

Each, week, students 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 students 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. Students who are organised are far more likely to succeed and leave with good results.

Students 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 students 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
Art	Ms Karppinen
Citizenship	Ms Adnitt
Computing	Ms Robbins
DT	Ms Karppinen
Drama	Ms Clarke
English	Ms Marsh
Food	Ms Hollett
Geography	Ms Adnitt
History	Ms Adnitt
Maths	Ms Turkington
MFL	Ms Lisowska
Music	Ms Sears
PE	Ms Wright-Davies
Phonics	Mr Clairmonte
RE	Ms Buckley
Reading	Ms Marsh
Science	Ms Robbins
SEN	Ms Dillon / 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 students 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
Year 11	Pupil Leadership Team and Prefect team

Pupil Leadership Roles

<p>Trinity Voice</p>		<p>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.</p>
<p>Buddies</p>		<p>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.</p>

<p>Peer Mentors</p>		<p>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.</p>
<p>Well-being Ambassadors</p>		<p>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.</p>
<p>Head Pupils and Prefect Team</p>		<p>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.</p>

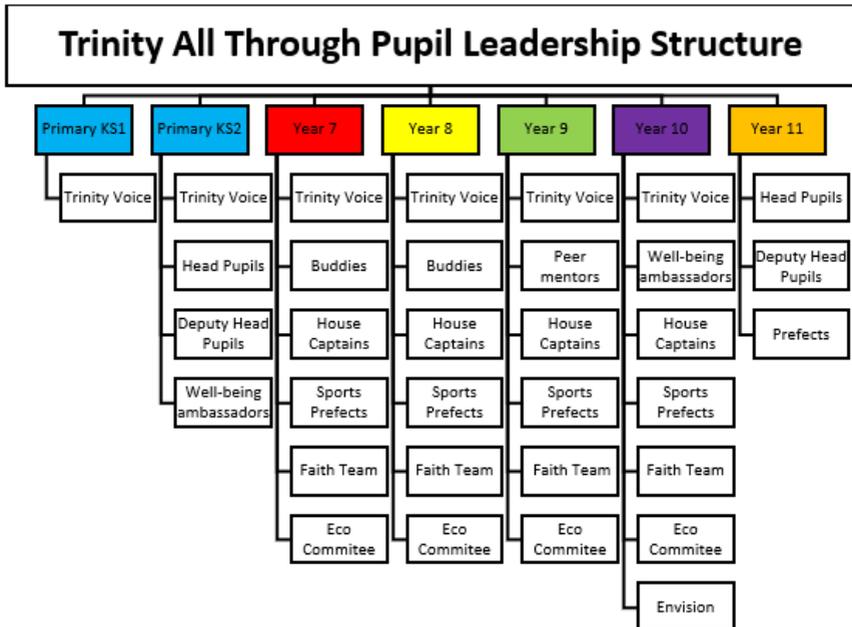
Pupil Leadership

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.

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 students who strive to achieve their best in all aspects of their life in school.

The House System gives our students this opportunity to be rewarded for efforts and achievement in all areas. Students regularly earn house points for excellent work, but the primary aim is to encourage all students 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 students. Students are involved in running the termly house meetings thus promoting student leadership and responsibility.

Students 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; students 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. Students are also given the opportunity to develop their leadership skills within the house system. Y10 students can apply for the role of House Captains and are at the forefront of all events and advancements. Students from Y7-9 can also become Junior Year Captains and will be wearing one of the new house ties from the picture below.

We are very proud of 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
always exciting.



the Houses is fierce and



Trinity

Trinity House Structure

The school prides itself on its very active House System. The houses have very strong historical and current links to our local community.

Jimmy Mizen house – Jimmy Mizen was a young person in Lewisham who lost his life to knife crime. The pupils at Trinity voted him as one of our house names to remind of the sacrifice he made that has resulted in a safer community for us to live in. The associated characteristics for Mizen house are: compassion, resilience and determination.

Doreen Lawrence house – Doreen Lawrence is a campaigner in South East London for equality and justice for all in spite of race, gender, sexuality, religion, disability or background. This journey started when her son Stephen Lawrence was murdered in a racially motivated attack. Doreen has an OBE for her services to our school's local community, therefore our Trinitarians thought she would be a great role model to be one of our house names. The associated characteristics for Lawrence house are: courage, inspiration and resilience.

Les Isaac house – reverend Les Isaac was the founder of street pastors, a global group of Christians who help the community whilst spreading Christian values. It started in Brixton and moved quickly to Lewisham to help confront gang culture. As a school community we thought Les Isaac would be someone we should name our house after and follow in his selflessness. The associated characteristics for Isaac house are: Leadership, empathy and compassion.

Sybil Phoenix house – Sybil founded a homeless shelter alongside Lewisham Council to help young homeless women aged 16-21. She was the first black woman to receive an MBE for services to her local community and fostering young people. We identified Sybil to have characteristics we would like to possess at Trinity so we named one of our houses after her. The associated characteristics for Phoenix house are: compassion, empathy and teamwork.

Benjamin Zephaniah house – Zephaniah house was created by the trinitarians because we all saw and learned about the impact of his art, whether that be poetry, music or creative writing. The associated characteristics for Zephaniah house are: peace, empowerment and individualism.



Trinity

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. It aims to develop pupils' skills of **independence and perseverance**, to **encourage selflessness and compassion** and help build a sense of **kindness and curiosity** in the world around them. Pupils will continue to grow academically while also developing their **moral and ethical character** within our Christian setting. The charter will support pupils in building their **cultural capital**, in recognising and developing the skills and attributes they already have and will challenge them to think strategically about how they can enhance their education beyond the classroom.

So how does it work?

Pupils must complete the specified number of activities to gain an award. Evidence should be provided and kept in their folder for each activity and a reflection note written after each experience. Family Group leaders will sign or stamp to verify entries.

There is opportunity for pupils to complete additional activities beyond those specified in the Charter and to be recognised for that in this process.

Pupils will then be awarded with a certificate on completion of each award. Parents and pupils are encouraged to complete the Voice section at the end of the booklet to share their thoughts on the project and the impact it has had.

Mr Williams (*Assistant Head Teacher*)



Extracurricular Activities and Clubs

Trinity offers a wide range of clubs and activities including **Football, Netball, Science, Japanese(!), Faith Team and Music**. 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 Mrs Lowe.

Mrs 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 CRATFS

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

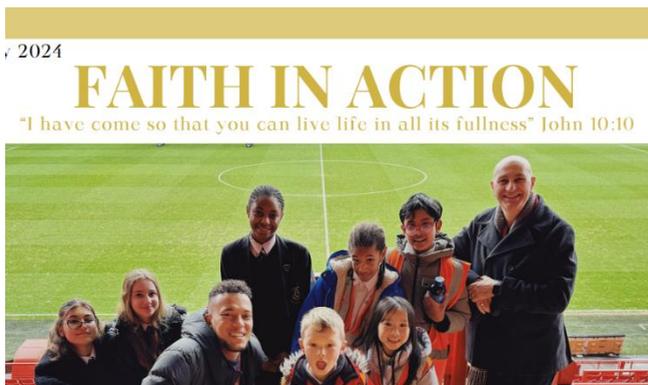
We work to ensure that our ethos underpins all we do in school, primarily through planning, resourcing, and leading worship. In our worship we learn about our Christian stories and reflect on a theme which connects to our lives. At the Secondary site, this is with the whole school on Monday and in our year groups / family groups on the other days in the week. On the other days of the week all pupils have the opportunity to worship and read Bible passages.

What do we offer? What do we do?

- Church services and Eucharist services
- Pupil Faith Team
- Christian Union
- RE film club
- Youth Alpha courses
- School trips – places of worship, Taize
- Faith and Belief Forum - NEW THIS YEAR



Trinity Chaplaincy team: Mr Cotton, Mrs Marie Buckley and Reader Paul. Their office is located on the ground floor next to the library, make sure you pop in and say hello.



SEN and Inclusion

We have a team of teaching assistants and mentors trained to help students in all areas of development; academically, socially, and emotionally.



Ms Samuels
SEMH teaching assistant
and deputy SEN
manager



Ms Helena Dillon
SEN Manager



Ms Kohistani
DYSLEXIA Teaching Assistant



Ms Genutiene
SLAC Teaching Assistant/EAL



Ms Kelly
Transition Teaching Assistant



Ms Ashdown
Thinking & Reading
Teaching Assistant /
KS4 Sen Manager



Ms Schettini/Ms Cabellon
EAL Teaching Assistant/Teaching Assistant



Ms Hemsley/Ms Jones
ASD Teaching Assistant





Trinity

Trinity Home-School Agreement

<p>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:</p>		
<p>The school will</p> <ul style="list-style-type: none">• 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	<p>As Parent/Carer, I/we will:</p> <ul style="list-style-type: none">• 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.	<p>As a pupil, I will:</p> <ul style="list-style-type: none">• 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:



**TRINITY CHURCH OF ENGLAND
SECONDARY PHASE**

Taunton Road, Lee, London, SE 12 8PD Tel: 0208 3254 551

admin@trinity.lewisham.sch.uk

www.trinitylewisham.org.uk

 @news4Trinity

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LEARNING • LOVING • LIVING