



Main School

handbook



TRENT
COLLEGE

2021/2022



Dear Parents & Guardians,

Welcome to the Main School Handbook.

The purpose of this handbook is to communicate the information that you and your child need for a smooth, enjoyable start to the school year. It explains key features of Main School (Years 9/10/11) including the practical aspects of school life, such as start of term arrangements, key dates, absence procedures, uniform and school kit requirements.

The line of communication between home and school is crucial, with tutors being the main point of contact for both parents and pupils. Main School tutor groups are small, allowing tutors the time to get to know their tutees well and provide effective guidance to all pupils in their group. The tutor-pupil association will normally continue through to the completion of GCSE examinations and is led by the Head of Year. With this in mind, please feel free to contact your child's tutor about any queries you might have, or to pass on any information about your child that will assist the school in providing the highest standard of welfare and academic support for your son or daughter.

Whatever your child's stage in their Main School journey, I hope they are looking forward to an exciting and

rewarding year at Trent College. Main School prides itself on being a happy and nurturing community, where pupils are supported, challenged and encouraged to flourish. We aim to achieve this through cultivating a Positive Education culture whereby, those within our community demonstrate respect for themselves, respect for others and respect for their environment; all underpinned by the following day to day good habits - be in the right place, at the right time, with the right attitude, the right equipment, wearing the right uniform correctly.

These seemingly small things glued together will go a long way to enable all within our school to achieve their potential and make a positive contribution to the school community.

I hope to get to know your son or daughter well along this journey and look forward to working with them.

Yours sincerely

Mr Guy Hope
Head of Main School

Our Vision

To provide a first-class all-round education for boys and girls which ensures the best possible start for their future and enables them to be the best they can be.

Our Ethos

We give the highest priority to the quality of our academic provision. We are also proud of our reputation for delivering a fully rounded curriculum, with sport, music, art and drama all being important elements of an education at Trent and The Elms.

This, coupled with a focus on the strongest pastoral care. We are a school that nurtures young people to be the best they can be in terms of achievement and character, enabling them to flourish in a changing world.

This is what stands at the very core of Trent and The Elms.

We believe every person can make a difference and that diversity and difference enriches our community.

We are committed to promoting equality for everyone in our school.

We reject discrimination in all its forms, against all people, regardless of their identity, background or beliefs.

We are committed to providing an education which nurtures these values in all our pupils.



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Our Educational Aims in Main School

In order to have a positive experience and to flourish, pupils need to be happy, thrive in their personal relationships, achieve their goals with confidence and competence, and make a contribution to the society around them. The overall aim of Trent College is to provide a supportive and nurturing environment where all of its pupils are able to flourish.

During his or her Main School career, your child will study a wide range of academic subjects as we aim to help our pupils to discover their true academic passions. Pupils in Main School need to work hard to fulfil their potential and there will be times when they are tested by the increasingly high expectations in this section of the school. However, by the end of their time in Main School, all pupils will be in a position to make well-informed choices for the future and should have developed the attributes that they will require to thrive in the Sixth Form as an independent learner.

Whilst the school is fully aware of the importance of examination results, it is also aware that a good education has to achieve much more than this. One of our main aims in Main School is to encourage your child to develop resilience and the personal qualities

that are essential in the adult world. We will give each pupil opportunities to reflect on their progress and communicate with confidence about themselves and encourage them to identify their key interests, character strengths, areas for improvement, life aspirations and much more. In Main School pupils should enjoy a variety of challenging, character building co-curricular experiences. It is important for their personal development that all pupils make the most of the activities available to them beyond the classroom at Trent and seize the opportunities to take on new challenges and push themselves beyond their comfort zone.

Parents are warmly welcome at school and it is hoped that you will be able to come and support your child at matches, concerts, plays and Parents' Association events. A calendar of all important events is made available to parents.

Below are some important guiding principles of positive education; principles that are central to an education at Trent College and are published and emphasised to all of our pupils.

Positive Accomplishment

Pupils achieve excellent outcomes relative to their ability and goals. This requires pupils to take responsibility for their learning and to aim high in all they do.

Positive Purpose

Pupils develop and demonstrate presence of mind and determination to achieve both short and long-term goals.

Positive Engagement

Pupils demonstrate a commitment to the school community and to school life. This requires them to put full effort in to all they do.

Positive Relationships

Pupils display respect, kindness, compassion and an ability to work well with others. As well as developing their own interpersonal skills, pupils should appreciate the character strengths and qualities of others, regardless of background.

Positive Emotions

Pupils approach school with a can-do attitude. They should enjoy school and demonstrate emotional intelligence and self-knowledge in doing so. Pride, appreciation and gratitude are all key here.

Positive Health

Pupils demonstrate a positive attitude towards leading a healthy, mindful and active lifestyle and make positive, well-informed choices.





THE DAILY ROUTINE

MONDAY-FRIDAY

Buses arrive / Registration	08:30
Chapel/Assembly/Form time	08:40 – 09:00
Period 1	09:05 – 09:55
Period 2	10:00 – 10:50
Break	10:50 – 11:15
Period 3	11:15 – 12:05
Period 4	12:10 – 13:00
Lunch & activities	13:00 – 14:10
Period 5 (incl. registration)	14:10 – 5:00
Period 6 (tea available in Obo afterwards)	15:05 – 15:55
Activities	16:15 – 17:30

SATURDAY

Period 1	08:40 – 09:40
Period 2	09:40 – 10:40
Break	10:40 – 11:00
Period 3	11:00 – 12:00



These are the timings of the school day that were in place prior to the global pandemic. We will adjust these prior to the start of term if we have been advised of any restrictions that make this necessary.

REGISTRATION

All day pupils must arrive at school no later than 08:30 where they will be registered by their tutor. Any pupil who arrives late, whether this is for authorised reasons or not, must register at reception. When registration closes, if a child has not registered and is unaccounted for, we will contact the parents to find out why they are absent. This will happen in almost all cases by the end of morning lessons.

Any unforeseen absence should be reported by 08:45; either telephone reception 0115 849 4949 or e-mail absence@trentcollege.net. Tutors and Boarding HoMs will then be informed of any pupils who are absent. We also ask parents to call/email daily to inform of any on-going illness. If, despite our efforts to contact parents, we have no information about a pupil's absence on any given day, it will be recorded as an 'unauthorised absence'.

Leave of Absence requests should go to the tutor for standard medical appointments. For anything other than this, requests should be addressed to the Head of Main School, Mr Guy Hope guy.hope@trentcollege.net, in good time for consideration; at least two weeks ahead of the absence would be our standard expectation. Please note that Saturday afternoon is part of the school week in Main School at Trent and potential absence from a sporting fixture would be considered in the same way as an absence from school.

NB If a child has to miss any games or PE periods for any reason, it is essential that he/she brings a note from parents making clear the reasons for this.

CHAPEL / FAITH PROVISION

The school is founded on Christian values and all pupils are required to attend Chapel. There is a short service for different groups of pupils at 08:40 with every pupil attending Chapel once a week.

HOUSE SYSTEM

HOUSE SYSTEM

In order to encourage wider friendship groups, both within the year group and with older pupils, pupils are allocated to one of five Houses:

• Cavendish	Purple
• Hanbury	Red
• Kemp	Blue
• Owen	Orange
• Wright	Green

The House system exists to prepare pupils to be active, confident and responsible members of society; to foster personal and social development and academic education; and to create an atmosphere in which everyone is well known, safe, valued, respected and has their progress regularly monitored and reported.

When placing the children in House groups, we try to get a good balance of boys and girls and a mix of actors/actresses, sportsmen, musicians and artists across the five Houses, so siblings may well find themselves in a different House.

During the school year there are a number of inter-House sporting and cultural activities which are run by the members of the Houses themselves with guidance from members of staff. All pupils are encouraged to take part in these activities and to be responsible for them.

To develop the House identity, boys wear a tie, girls wear a badge (or tie).

TUTORIAL SYSTEM

On entering Main School, pupils join Year 9, which is led by the Head of Year 9. Each Year Group in Main School has a team of 10 tutors. Each pupil is assigned to a tutor who, working closely with the Head of Year, takes direct responsibility for the academic and pastoral care of a group of around twelve pupils. Tutors maintain regular contact with parents by phone, e-mail and more formal letters. Tutors also expect to be contacted by parents; to this end, all tutors' contact details are published on the Parent Portal. The aim is that pupils will remain in the care of the same tutor throughout their time in Main School, with the Head of Year and their tutorial teams moving up through Years 9, 10 and 11 at the same time as the pupils. As well as meeting their tutees as a group daily, for registration and routine administrative matters, tutors will have regular one-to-one conversations with their tutees and will lead the group in their Personal, Social and Health Education (PSHE) lessons.

POSITIVE EDUCATION THROUGH TUTORIALS - PSHE & PUPIL BOOK

Each pupil in Main School will have one lesson of PSHE per week. The PSHE course is structured around the strands of Positive Education and gives the tutor a weekly opportunity to promote the personal development of their tutees. Whist usually delivered in small groups, occasionally PSHE takes the form of an assembly style presentation. The PSHE curriculum is flexible in its nature, so that we can adapt to the ever-changing needs of the young people in our care.

In addition to the PSHE programme, tutors work with pupils on a personal development programme during tutorials, structured around the 'Pupil Book'. During the year, your child will consider a range of questions relating to his or her character, strengths and weaknesses, aspirations for the rest of this year and beyond, and much more. These activities will be written up by your son/daughter during tutorials into their Pupil Book. This information is invaluable to both pupils and Form Tutors and will:

- Aid the development of the relationship between the pupil and the important members of staff for that pupil.
- Help the pupil to be self-reflective and aspirational about their academics and their character.
- Help the pupil to be able to talk or write with confidence about their strengths, weaknesses, interests and aspirations.
- Help pupils to make well informed, well considered choices at the end of Main School.

Please could we ask you to talk to your child about their Pupil Book and encourage them to take the process seriously. Self-reflection does not always come naturally

to teenagers and your child might not find it easy, but we are sure you will agree that this is an important reason for having them attempt it.

POSITIVE EDUCATION AND THE CURRICULUM

All staff at Trent College contribute to a positive learning approach and environment which enables pupils to develop as independent and aspirational learners and to accomplish well, academically. We aim to provide a high quality, academic and all-round education for our pupils and, in doing so, the school ensures that its curriculum reflects the needs of those who will be living and working in the twenty first century. The curriculum is constantly under review so that we can provide the most appropriate package for our pupils and offer as much individual choice as possible. In Years 9 and 10 pupils begin to exercise an increasing degree of choice of subjects studied, and at the end of Year 11, pupils will be in a position to make an informed decision about the subjects they will study in the Sixth Form. Curriculum information is always available to pupils and parents but full details and advice are actively provided at the most appropriate times, as part of any significant choices process.

The two-week timetable and structure of the school day consists of 50 minute lessons which, in addition to academic lessons, will include Sport. Beyond the school day, there is a rich and varied activity programme, including Music, Drama, Sports practices, Leadership, CCF and Community Service. Pupils also have the option to stay at school to attend a supervised session in order to complete their prep.

LEARNING CULTURE

A positive learning culture is shaped around everyone within our community having respect for themselves, respect for others and respect for their environment.

Be in the right place, at the right time, with the right attitude and the right equipment.

PREP (HOMEWORK)

In Main School, pupils will be expected to undertake prep in out-of-class time from Monday to Saturday. This should average around one and a half hours per night. So that a day pupil does not have to face excessive prep every evening on his/her return from school, we make it possible for them to undertake prep whilst at school from **16:15-17:30**; providing they have no other out-of-class commitment. Pupils who need to access a computer in these periods can usually do so as an increasing amount of prep does necessitate this. Should tutors feel that a pupil needs to spend additional time working on a topic, they may direct them to prioritise prep and forego certain other activities until a recovery programme has been completed satisfactorily. To prevent disturbance to others we would ask that pupils either leave school at 16:15 or 17:30.



Prep is regarded as a vital part of a pupil's education and it must always be the pupil's aim to produce high quality work. This means every measure should be taken to ensure that pupils take the right amount of time over their prep and undertake it in the right conditions. Each pupil is provided with a diary in which to record preps as they are set. All prep is also set on the Intranet. Parents are encouraged to check that their children are being set prep regularly and are doing the appropriate amount of work. If there are issues with a pupils prep from school's perspective, parents will be notified in good time.

LEARNING SUPPORT

The Learning Support Department aims to offer support to all pupils who wish to have advice or individual tuition in areas in which they experience difficulty. Pupils may refer themselves, or referrals may be made by staff or parents. Parents of new pupils are asked to send any previous assessments or Learning Support screenings to the Learning Support Department.

The Head of Learning Support liaises with parents, professional advisers such as Educational Psychologists and Advisory Teachers, and with subject teachers, about the needs of individual pupils. In addition to supporting those pupils who enter school with assessments, there are two routes for identification of learning difficulties: by referral and through routine screening.

During Year 9, standardised tests of reading comprehension, spelling and maths are administered to the whole year group by the English and Maths departments. Further information is available from the MidYIS testing in Years 7, 8 and 9, and Yellis testing in Year 10. Any unexpected results and particularly low scores will be investigated further using dyslexia screening tests. This may lead to a recommendation for further assessment or an appropriate course of support lessons; these options will be discussed with tutors and parents.

REPORTING SYSTEM

Reports, along with Parent-Teacher and Parent-Tutor consultation evenings, are the main way in which we can inform parents of the progress and attitude of a pupil. Over the course of the year, parents receive regular reports, each containing a combination of Attitude to Learning Grades, Target Grades, Assessment Point Grades and Examination Grades.

Attitudes To Learning

A pupil's attitude to learning underpins their academic achievement and is as important, at this stage, as any formal assessment grade. The attitude to learning criteria that we report on have been designed after consideration of what behaviours the student needs

to develop and demonstrate in order to improve their capacity to learn and achieve.

Focused

- Concentrates on work
- Settles quickly to tasks
- Does not distract others

Reflective

- Listens to and acts on feedback given by teachers
- Actively seeks opportunities to work on targets set by teachers
- Makes an effort to demonstrate progress in a particular area
- Makes adjustments to working in response to feedback

Resilient

- Is able to maintain concentration when the work gets difficult
- Maintains a positive attitude when facing challenge

Resourceful

- Uses initiative to seek answers or solve problems
- Makes use of notes, board, textbooks and exercise books to help

The Attitudes to Learning behaviours are graded according to the following scale in each subject:

- 1 – The student rarely exhibits these behaviours
- 2 – The student sometimes exhibits these behaviours
- 3 – The student often exhibits these behaviours

Assessment Point Grade

For Year 9, the assessment point grade gives an indication as to what grade the student may obtain given their current work should they complete a GCSE course in this subject. They are graded 9 to 1. Teachers use their professional judgement and evidence from class work, homework, and assessments to decide this assessment point grade. For Year 10 and 11, the assessment point grade indicates what the student, in the professional judgement of the teacher, is most likely to obtain, given their current work, in the GCSE course in this subject. Again, teachers use the evidence from class work, homework, and assessments.

Target Grade

Target grades are created and maintained for each pupil in each of their subjects in Years 9, 10 and 11, from baseline data, and are regularly reviewed by classroom teachers and Heads of Department. These are provided along with the report from Michaelmas of Year 9 onwards, and represent an aspirational target for the pupil to aim for, as they progress towards the GCSE exam.

Examination Grade

Mock examination and whole-school examination grades are recorded on the appropriate reports. Note that the assessment point grade is still shown on reports and is not necessarily, and is often unlikely to be, the same as the examination grade.

POSITIVE EDUCATION AND CO-CURRICULAR ACTIVITIES @TrentCoCu

In order to achieve the overall objectives of Main School, giving pupils the opportunity to be involved in a great breadth of activities is enormously important. All of our co-curricular activities promote positive accomplishment, engagement, purpose, relationships, emotions and health in some combination. Tutors, in close consultation with parents, encourage participation, as well as checking that a pupil does not become overcommitted to his/her co-curricular programme. The tutor will also be responsible for the effective management of an unforeseen clash of commitments. The activities programme for those in Main School takes place after lessons from 16:15 to 17:30 on Monday to Friday; participation in some of the programme is obligatory from Year 10.

Music @Trent_Music

Throughout Main School, pupils have the opportunity to develop their musical skills. This can be through one-to-one lessons or through attending one of the various orchestras, bands and ensembles. As well as affording the pupils a chance to perform in the various recitals and concerts throughout the year, their involvement facilitates positive relationships with pupils from across the school and encourages discipline, hard work and creativity.

Drama @TrentDrama

Throughout Main School there are opportunities for pupils audition for parts in school Drama and musical productions. Whilst clearly being suited to pupils with an established interest in Performing Arts, Drama in Main School is equally suited to a pupil wanting to challenge themselves for the first time in this respect. Roles within the tech, sound or scenery crews within any production, along with roles for musical accompaniment, make this area of the school community about far more than acting ability.

Sport @TrentSport

Sport plays a big part in the lives of almost all Main school pupils, as they enjoy two dedicated Games slots per week, one of which is a full afternoon of Sport. Those involved in any of the performance sports will benefit

from specialist coaching on a weekly basis and pupils look forward to competing with other schools in regular Saturday fixtures, with A, B and C team fixtures regularly in action. We expect pupils to engage positively with school sport and enjoy the health and emotional benefits that they will result.

The Duke of Edinburgh's Award

Pupils in Year 10 will have the opportunity to follow the Duke of Edinburgh's Bronze Award with weekly guidance sessions to facilitate the completion of this challenging programme. Included in the Bronze Award is the requirement for pupils to develop a personal skill, complete an extended period of service and learn the navigational and survival skills to complete a number of expeditions. The contribution that we regularly see this award having on the teamwork, resilience and emotions of our pupils justify its reputation and its perceived value.

Combined Cadet Force (CCF)

In Year 10, all pupils join the Combined Cadet Force. They may express a preference for the Army Section or the RAF Section and we shall try to meet their request, although if one section is oversubscribed, this may not be possible. Cadets will learn and practise skills of: leadership; field craft, including map-reading; and safe handling of weapons. RAF cadets attend flying and gliding days during term time and there are opportunities to join gliding courses during the holidays. There are at least two field days in which cadets further develop their skills.

During Year 11, many pupils continue in the CCF, but some opt for a change to one of the Service Activities described below.

Debating and Oxbridge @TrentHistPol

In Main School, pupils have the opportunity to represent the school in competitive debating, they are also able to attend Oxbridge sessions. Both of these co-curricular activities encourage the type of higher-level thinking and problem-solving that will equip pupils well in application for and subsequent success at the top universities. Through these academic, co-curricular activities, Main School pupils with a serious interest in interested in engaging in intellectual debate are able to work with subject specialists and Sixth Form students to explore and develop their love of learning and academic aspirations.



Careers and the Speaker Programme @TrentCareers

Led by the Head of Careers and Higher Education, from the new Careers Hub, pupils in Main School have access to comprehensive and personalised advice about their future direction, both in terms of potential vocations and destinations and courses for university. This aspect of the Main School provision includes a programme of guest speakers from a wide range of careers, exposing pupils to potential career paths and future directions.

As well as being informative, the careers function in Main School serves as an inspiration to pupils in terms of their future at a crucial time in terms of their development.

SERVICE OPTIONS

In Year 11, if pupils do not take up the option of continuing with CCF, they are expected to take part in a service activity each Monday after school. The options here include Community Service, Leadership, the Environment Team and Life Saving.

Community Service

This is an opportunity to put something back into the community. The main activity of the programme is visiting elderly people, often those who live alone, and visiting mothers at home with young children, all of whom appreciate extra company once a week. There is also a team that goes to The Elms to help with after school activities.

Leadership

This is an activity run by pupils for pupils. It emphasises some of the most important skills that employers and universities are looking for: team work, problem solving, communication, initiative, and individual responsibility.

Trent Environmental Team

This very practical project employs D&T, commercial and conservation skills and makes a real difference to the local environment. Pupils have the opportunity to engage in meaningful conservation projects beyond Trent, and to design and produce bird-houses and nesting boxes which will be used within the local community.

Life Saving

This activity follows guidelines of the Royal Life Saving Society and should enable completion of the Bronze Medallion Award in Year 11.

School Council and Main School prefect opportunities

Throughout Main School, pupils are encouraged to think critically and constructively about issues that they face within school and to exercise their voice within the community. There are various channels for 'Pupil Voice', perhaps most notable are the school council meetings that regularly take place. In addition to having a genuine effect on the life of the school, pupils learn important lessons in diplomacy, democracy and critical debate.

In Year 11 pupils have the opportunity to become prefects. Whilst a significant aspect of this role is around representing their peers and being a champion of pupil voice, prefects have a range of responsibilities from peer mentoring to promoting areas of the school e.g. Careers, Sport, Music and Drama.



BOARDING @TrentBoarding

Boarding can be a tremendous experience for young people and helps them grow up, care for others and have time to achieve all they are capable of. We are very proud of our happy, purposeful boarding community and delighted with the ongoing healthy interest in boarding at Trent.

It is common for pupils to seek to change status from a day pupil to a boarder in Years 9 to 11. This decision is often due to increasing time pressures and pupils taking a greater involvement in school activities (academic and co-curricular). Boarding can also give parents greater flexibility in making their own arrangements during a busy week and give them the peace of mind that their child is safe, working hard and happy.

If you wish to register an interest in your child boarding at some point of their schooling, please inform their Tutor and our Boarding Admissions Manager, Georgina Sanders (admissions@trentcollege.net). Although places are limited, we do all we can to accommodate requests. Ms Sanders will supply you with the required information and, if desired, arrange a tour of the relevant boarding house and a meeting with the Housemaster or Housemistress. For further details on boarding, please refer to our website and our Boarding Handbook on the Parent Portal, under Policies, titled "Boarding Handbook").

BEHAVIOUR

Trent College is a vibrant, stimulating and civilised environment in which all members of our community should feel welcome, respected and safe. Our Rewards and Sanctions Policy seeks to shape good behaviour by effective use of education, rewards and sanctions. We also encourage pupils to take full responsibility for their actions and for the consequences of these.

Rewards

Staff are encouraged to ensure that all aspects of positive behaviour are acknowledged and rewarded and are relative to the capabilities of the individual. It is hoped that pupils will be regularly rewarded for their achievement, improvement and/or effort inside the classroom, in activities, in boarding houses, in Year group areas and in all aspects of school life. Rewards include:

- Verbal praise to the pupils or via their parents
- Written praise on an individual piece of work
- A glowing School Report
- The award of Merits
- The award of a Main School Commendation following a report
- Public mention of achievements in School Assembly or at Tier Assemblies
- School Colours
- Drama and Music awards
- Academic prizes on Speech Day

In addition to the above, tutors and Heads of Year are encouraged to think creatively about how to reward and reinforce excellent work and/or behaviour.

Merits

Merits are awarded according to the following categories and are aligned with a desire to encourage positive education for all pupils.

- Positive Accomplishment
- Positive Engagement and Purpose
- Positive Relationships and Emotions

Merit certificates will be awarded after a pupil has received 25, 50, 75 and 100 merits in total.

Sanctions

All members of our school community should expect to teach, learn, supervise, tutor and, for boarding staff, to live in a positive, civilised and stimulating environment. If pupils are going to develop into well-rounded and successfully functioning individuals, they must learn to operate within a set of rules and respect those around them. In particular, in a school environment, this requires pupils to behave in a cooperative manner, trust the staff who are implementing the rules and do so with good grace. The school's rules and expectations are made clear to all pupils.

If a pupil's behaviour falls short of our expectations, then staff at Trent will manage this in a positive way. They will do all they can to ensure that the pupil understands what has gone wrong and make it clear what they need to do to correct the situation. Following behaviour that causes concern to a member of staff, there will often be communication between the member of staff and the pupil's tutor and/or Head of Year. Whilst this may be a face-to-face conversation or an email, the official vehicle for this communication is a School Referral. Good communication between our staff is key to understanding and managing this type of event, especially at a lower level; the follow-up conversations that happen after a School Referral are often enough to enable the pupil to understand why their behaviour has caused concern, reflect on it and, ultimately, correct it moving forwards.

If an initial intervention is not successful, or the offence is significantly serious, then the classroom teacher may need to use a more serious sanction or pass the matter to the pupil's tutor, Head of Year or Head of Tier. In addition to the Main School Sanctions detailed, a tutor may choose to put a pupil on subject report or on report for all lessons, if they are having ongoing problems, in order to gain more frequent feedback and so that they can offer well-informed support to the individual.

Please see the Rewards & Sanctions Policy for full details.



Main School Sanctions

Level 1: Informal intervention

Level 2: Detention

Level 3: Friday Detention

Level 4: Saturday Detention (supervised by Head of Tier or Deputy Head)

This is for repeated offenders or any sufficiently serious isolated incident and will take place on Saturday between 12:30-15:00. The Head of Main School may use such detentions for sustained low level problems, or for serious misdemeanours. A pupil may not represent the school at games during the period of detention.

Behaviour Review Meetings

Behaviour Review Meetings are held when the school has more significant concerns about the behaviour of a pupil. They are not sanctions in themselves. They are, however, a formal, high level review of pupil conduct and are held separately to the usual pastoral discussions with parents. They may be called following an isolated, serious incident or as a result of a concerning pattern of behaviour.

A Behaviour Review Meeting is called to enable pastoral staff (normally a combination of Tutor, Head of Year, Housemaster/Mistress, Head of Tier and Deputy Head) to meet with the parents and the pupil to attempt to understand the behaviour and, in most cases, to agree the actions required to ensure improvement and guide future behaviour.

In accordance with our commitment to the role of positive dialogue in relation to behavioural change, Behaviour Review Meetings play an important role in ensuring that any punishment is accompanied by additional supportive measures whenever possible. Behaviour Review Meetings provide an important opportunity for the pupil to:

- reflect on their behaviour and identify areas for action
- take responsibility for their actions
- make a commitment with regard to their future conduct
- agree any support that they may need to improve their conduct.

Parents will always be contacted in advance of a Behaviour Review Meeting to ensure that they are fully and appropriately informed of the reason(s) for the meeting, how it will be carried out, and what any possible consequences might be. Parental attendance is usually expected. The Housemaster/mistress may represent parents at a Behaviour Review Meeting involving a boarding pupil. If parents are unable, or

unwilling, to attend a Behaviour Review Meeting, it may be conducted in their absence at the school's discretion. Parents will be informed in writing of the outcome of any Behaviour Review Meeting. Following an incident, the school may decide that a pupil needs to be sent home (as a neutral act) prior to the Behaviour Review Meeting.

This would be rare and only done in the interests of pupil welfare.

Outcomes of a Behaviour Review Meeting include:

- No further action
- Direction on the necessary actions to address behavioural concerns
- A short term behaviour contract between the pupil and the school
- A Formal Warning, normally issued by a Deputy Head or a Head of Tier to the pupil.
- A Final Warning, issued by the Head or a Deputy Head
- Suspension or permanent exclusion

Bullying

Trent is a very friendly school and Main School pupils enjoy positive relationships with their peers and, for the overwhelming majority of the time, treat each other with respect and courtesy. If we have suspicions that a particular friendship group are having difficulties, a tutor or Head of Year may get in touch with parents in an attempt to help the young people negotiate the matter.

It is important to state that Trent College does not accept bullying of any kind and will take any suspicion of bullying very seriously. If a pupil has any concerns about bullying or about the conduct of another pupil, whether this is in relation to themselves or another pupil, they should report this to their tutor or Head of Year as quickly as possible. There is also an easy-to-use, online incident report form that pupils can use, if they prefer to report concerns in this way.

APPEARANCE AND DRESS CODE

Trent has a school uniform and we expect our pupils to wear it smartly both at school and on any visit away from school. On working days, it is expected that full school uniform is worn on journeys to and from school. A pupil failing to wear the appropriate uniform, according to the guidelines set out overleaf, should expect a sanction and to be removed from lessons until the issue is resolved.

For good reason, some parents may wish to request permission for a pupil to wear an alternative form of the uniform. Please contact the Deputy Head (Pastoral) jeremy.hallows@trentcollege.net to discuss your needs.

THE UNIFORM SHOP

The uniform shop is located on the campus, next to the Chapel on the main school drive.

The opening hours are:

Tuesday & Thursday	12:00-17:00 (term times and summer holidays)
Wednesday	08:30-13:30 (all year round)
Saturday	11:30-17:00 (all year round)

During school holidays opening times are subject to change and parents are notified in the school newsletter. Appointments can be booked at any time by either dropping into the shop or telephoning 0115 871 7661 during normal shop opening hours. Please note that there is no one present to answer the telephone outside of opening hours.

You can also buy our school uniform online at www.schoolwearsolutions.com/our-schools/trent-college/

'As New' Shop

The Trent Parents' Association (TPA) has an 'As New' Shop which sells outgrown quality school uniform and games clothes on behalf of parents. Please email the TPA trentparents@gmail.com to confirm next opening times / dates.

**UNIFORM LIST FOR GIRLS**

Uniform	Description
Blazer	Navy with Trent badge
Skirt or Trousers	Navy, pleated kilt
Shirt or Blouse	Charcoal or dark grey, tailored in a traditional style, non-stretch material
Tie	White, tailored with a reverse collar if not wearing a tie
Jumper	House colour. Optional
Tights	Plain navy V-neck
Socks	Flesh or navy coloured
Shoes	Navy
	Smart and formal plain black leather flat shoes (no patent, suede or material). Ballet, boot or trainer styles are not acceptable.
Outdoor Coat	Plain navy or black
School bag	Dark-coloured rucksack or satchel large enough to hold A4 folders

UNIFORM LIST FOR BOYS

Uniform	Description
Blazer	Navy with Trent badge
Trousers	Charcoal grey
Shirt	White
Tie	House colour
Jumper	Plain navy V-neck
Socks	Charcoal grey
Shoes	Smart and formal plain black leather flat shoes (no patent, suede or material). Ballet, boot or trainer styles are not acceptable
Outdoor Coat	Plain navy or black
School bag	Dark-coloured rucksack or satchel large enough to hold A4 folders



GENERAL NOTES ON UNIFORM

Girls may wear one small, stud earring in each ear. No bracelets or wrist bands should be worn. Jewellery worn for religious reasons is acceptable. We ask that parents inform the pupil's tutor at the start of the year if this is the case. With the exception of stud earrings (one in each ear for girls) no student should have body piercing.

Coloured T-shirts or coloured bras should not be worn under white shirts. Generally, make up is not worn in school. However, there may be occasions when, for pastoral reasons, a pupil may be permitted by prior agreement to wear unnoticeable concealer or foundation.

Hair should be neat, out of the eyes and of one natural colour without adornments or extensions. Boys' hair should be above collar length and neither sculpted nor shorter than a number 2 cut. Pupils with unsuitable dress or an extreme hairstyle may be sent home. Nail varnish is not allowed.

SPORTS CLOTHING

Trent Sports clothing is supplied via the School Shop and we use internationally recognised clothing manufacturers to ensure we keep abreast of current technology, comfort of fit and style.

Sports Clothing for Girls

Vibe Polo Top	White (red piping) with Trent badge
Vibe Polo Top	Red (white piping) with Trent badge
Skort	Navy with Trent badge
Sports Socks	Red with Trent name
Ankle Socks	White
PE Fleece	Red with Trent badge
Tracksuit Trousers	Navy with Trent badge
Optional:	
Long Sleeve Base Layer	White
Tracksuit Jacket	Navy (white piping) with Trent badge

Sports Clothing for Boys

Reversible Rugby Shirt	Navy / Red with Trent badge
Performance Polo Top	White (navy piping) with Trent badge
Performance Polo Top	Navy (white piping) with Trent badge
Shorts (Rugby)	Navy with Trent badge
Shorts (Hockey/PE)	Navy with Trent badge
Sports Socks	Red with Trent name
Ankle Socks	White
PE Fleece	Red with Trent badge
Tracksuit Trousers	Navy (white piping) with Trent badge
Cricket Shirt* (Trinity Term only)	White (navy trim) with Trent badge
Cricket Trousers* (Trinity Term only)	White (navy trim) with Trent badge
Optional:	
Long Sleeve Base Layer	Navy
Tracksuit Jacket	Navy (white piping) with Trent badge
Cricket Jumper* (Trinity)	White
Cricket Cap* (Trinity)	Navy with Trent badge

Not all the items outlined above need to be purchased immediately (*), particularly the Trinity Term Sports clothing. The base layer and ankle socks can be purchased independently of the Uniform Shop.

SPORTS EQUIPMENT

Sports equipment can be the largest expense that any parent will make through a pupil's time at Trent. Of primary concern is the safety of our pupils when taking part in sport. We therefore ask that all pupils have a gum

shield for Rugby and Hockey. These can be purchased cheaply through sports shops and you could make them yourselves. These tend to be temporary in nature and do not always fit comfortably for the student. We strongly recommend that your child has a fitted gum shield. They are more expensive, but are far superior. The school does not offer a fitting service, but we recommend that you get one from your dentist. We also have a very good relationship with Sunshine Denture in Long Eaton, who offer a very good service for the school (0115 973

3591). In the event of a pupil not remembering their gum shield, the Department has a small supply of 'snap fit' temporary gum shields that can be used on these occasions, but they will incur a cost which will be placed on the School Bill at the end of the relevant school term.

Shin pads are also required for Hockey as the injuries that can be received from a stick or ball can be severe.

We believe that appropriate footwear will help keep your child safe on the various surfaces on which they perform. We can only recommend that you look at the guidance, as we fully appreciate that the costs will soon mount up. However, some form of cushion soled training shoe is essential on all hard surfaces and for Physical Education. On the Astro turf, training shoes that offer more grip are required as the playing surface is more slippery than a hard surface. These will have a moulded sole. Cricket shoes offer similar safety and they have a moulded sole and/or spikes, in the Cricket Term.

Rugby Boots do require studs that conform to IRB regulations. Bladed boots are neither permitted or recommended. Metal tipped football studs are not allowed under any circumstance because of their very hard nature and the damage they can inflict. Rugby boots are better all-round, as they have longer studs and will offer far more stability to the player when the ground becomes soft. Scrum caps and shoulder pads are sometimes worn by players and these too must conform to IRB standards. They are worn at the discretion of the parent and player and are not compulsory items of wear.

The school does not purchase hockey sticks or tennis rackets on behalf of the pupils and these will be required during the relevant school term. With cricket we recognise the potential extra costs involved and ask that every boy or girl has their own box. The school does have a number of sets of pads, helmets and gloves which are primarily for match play but which can also be used in training.

We would advise you not to buy top of the range items as your son or daughter will grow out of them in a very short space of time. Sometimes buying the cheapest item will not allow for your son or daughter to have a positive experience in their sport. Going to a reputable sports shop is the best way forward as you are going to get the best advice and most appropriate piece of equipment. The Department can give advice and recommend shops to you should you wish to seek advice on the purchase of any item.

Kit Bags

These come in all shapes and sizes and can be specific for certain sports, like Hockey and Cricket or more general. Some pupils will have more than one, depending upon the equipment that they possess. However, a general clothing bag is essential. Too big and it will not fit in the lockers, too small and the zips will break. We recommend the following

approximate sizes; Girls size (H: 27cm x W: 27cm x L: 57cm) and Boys size (H: 35cm x L: 62cm x W: 30cm), but again this is solely at your discretion as a parent. When kit bags are stored in bag drop areas you must ensure these are padlocked for extra security.

Naming every item of sports clothing and equipment that you buy for your son or daughter is essential. Clothing does sometimes go astray and is expensive to replace. The school will always endeavour to reunite found items with the rightful owner, either through the PE Department or Lost Property Service at school, but this is significantly easier when items are named.

Initials may be embroidered on the games and PE kit, on the top right-hand side of shirts and lower right on shorts and skort. The school shop offers this service.

GENERAL EQUIPMENT KIT LIST FOR MAIN SCHOOL PUPILS

- Uniform & Sports Kit - all items named
- Dark-coloured rucksack for school books
- Sports bag - see Kit Bags section of this handbook
- Zip-fastened pencil case with selection of pens and pencils
- Eraser, pencil sharpener, solid glue stick, pair of scissors
- Maths set containing ruler, protractor, set square and pair of compasses
- Solar-powered Casio fx-85GT+ or Casio fx-85GTX calculator
- Wrist watch
- Combination padlock for sports bag
- Combination padlock for locker
- Reading book
- Water bottle

SELECTION OF GAMES TEAMS AND COMMITMENT TO SCHOOL FIXTURES

All pupils, if selected for a sport fixture, are expected to represent the school. In Main School, the majority of the fixtures are played on a Saturday afternoon. Parents are urged to consult the school calendar at all times for all sports fixtures. Fortunately, most pupils are excited at the prospect of representing their school and feel proud and honoured to have been selected. Nevertheless, it is important to stress that being selected for a school team is a school commitment from which pupils are released neither lightly nor at short notice. When pupils are asked to take on the tasks of touch judge, scorer or team substitute, the same commitment applies. It is the pupils' responsibility to inform their parents that they are in teams and therefore may return home late. Teams travel in blue blazers, white shirts and appropriate tie (summer wear is not an option).

Selection is carried out by the sports teachers who coach your child each week. Once the teams are selected, the names are written on a team sheet and posted upon the



sports boards. These teams are published at least 24 hours before a match, but often well before. The teams are published, along with all the fixture details, on the FixturesPro platform on the sports page of the school website at least 36 hours in advance, and often earlier. The Department will also send a text to parents alerting of a pupil's selection, or if there are changes to a fixture. We encourage parents to refer to the Calendar as much as possible for updates and advance notification of Sports Fixtures or Competitions. On occasion, there are circumstances which create a clash with a home and school commitment. We ask that any Leave of Absence requests, which will affect participation in a calendared fixture are sought and communicated through the Head of Tier, Mr Noble (david.noble@trentcollege.net) who will then communicate with the relevant parties regarding a request and reply to such a request. Requests are considered in line with the School Leave of Absence Policy.

MEDICAL CENTRE

The Medical Centre is staffed by a full time Nursing Sister, who is assisted by one additional professionally qualified nurse employed part time. There is also a School Doctor, with whom all Boarders are expected to register. For all our day pupils, we provide limited medical care, including administration of first aid, emergency care, supervision of the administration of prescription medicines and provision of inoculations for duly authorised school trips abroad.

Except in genuine emergencies, day pupils should not visit the Medical Centre. In an emergency, a pupil should seek permission to do so from the school office.

ICT AT TRENT

ICT is used widely in teaching and learning at Trent. In their GCSE courses, pupils are required to demonstrate ICT competence in many coursework tasks.

Trent College has invested in a modern, industry standard ICT network of which we are justly proud. We have a large number of ICT suites and we have around 450 PCs and notebook computers connected to our network. All computers on our network run on modern Microsoft Windows-based platforms. Pupils are encouraged to make responsible use of the facilities available during lessons and in their self-directed time. All pupils are expected to observe the guidelines laid down in the Trent College 'ICT Acceptable Use Policy', a copy of which must be signed by all pupils.

MOBILE TELEPHONES AND HEADPHONES

In Main School, our aim is to teach responsible use of mobile phones and, as an extension, Social Media. In order to try to encourage this, during the school day we

only allow pupils to use mobile telephones in the Main School Common Room (or their form room with their tutor's permission) at break and lunch time. We do not allow pupils to use their mobile phones or headphones around school, neither in lessons nor between them. During the day we want pupils to be focussing on their academic studies, and on the people they will physically be sharing their experiences with, rather than taking every opportunity to engage with social networking. The only exceptions to these are when members of staff ask pupils to use their mobile phone for a specific reason.

CALCULATORS - Casio fx-85GTX / Casio fx-991EX

All pupils require their own calculator to use in Mathematics lessons and for school and public examinations. Any scientific calculator will do and there is no need to have a more advanced calculator than is required.

We currently favour the Casio Natural-VPAM models as these allow pupils to enter an expression into the calculator so that it appears as it would if written down on paper. Our preferred model is the solar-powered Casio fx-85GTX, in grey, pink or blue. They are readily available from most supermarkets and stationers.

Changes to A Levels from 2017 mean that this model is no longer suitable for study beyond GCSE and so a pupil considering further mathematical study may want to consider the Casio fx-991EX ClassWiz which we would expect all A Level students to own.

SECURITY

Following the pattern that is being experienced by all schools in Britain with the growth of high-tech equipment, such as computers etc, maintaining adequate security at Trent has become a high priority. To try and maintain the high standards that we have set ourselves in this respect, we have employed a team of Security Officers and have extensive CCTV coverage of the site. However, although such resources can play a significant role in maintaining a high level of security at Trent, nothing is more important than each individual at this school being sensible about the management of their own personal possessions. In particular:

- Only bring to school equipment that is genuinely needed at school;
- Keep all personal possessions locked away when not in use;
- Never leave anything of value in a changing room;
- Valuable items may be given to the tutor/Head of Year for safe keeping.

Each pupil is provided with a locker in, or near, their form room and this should be used to store books and folders. Each pupil should also have a school bag to carry their

belongings from one place to the next during the school day. Making sensible decisions about belongings and encouraging sound, simple organisation can go a long way to ensuring the safety of belongings and avoiding the loss or misplacement of academic materials and kit.

Money at school

It is most unwise for members of the school to have large sums of money in their possession and certainly we would never recommend a pupil carrying more than £10 on his/her person.

THE SCHOOL CALENDAR

Term dates are published in advance on the school's website www.trentschools.net. In addition, parents have access to the Parent Portal, which provides a full diary of school events, as well as access to timetables, reports and letters. The Parent Portal App can be downloaded at www.trentschools.net/parents/parent-portal.

TRENT PARENTS' ASSOCIATION

The Trent Parents' Association is a small charitable trust, run solely by parent volunteers for the benefit of children and other parents, helping to forge closer relationships between our school and the wider parent community. The Association integrates directly with the Senior Leadership Team in school and Governing Body meaning that they can help shape Trent's thinking across many aspects of the broader school life. Each parent

member has active roles in educational support work, communications and parent engagement. The TPA is involved with the further development of the careers programme and widening the network of business contacts, including pupils' work experience. It also supports the school's speaker programmes.

There are a number of social events held including a Quiz Night, a Burns Night, a Trent Ball and a Summer Concert. The Association also supports school charities, an As New shop, expedition fundraising, special recognition awards and competitions. To contact the TPA email trentparentsassociation@gmail.com or follow them on Twitter @TrentParentsTPA

PARENTAL INVOLVEMENT AT SCHOOL

Parents are encouraged to support school matches, both at home and away, and any official school functions (concerts, plays, lectures, etc.), some of which will be ticketed as demand can exceed supply. During competitive fixtures, we appreciate positive support from parents and would ask that all parents refrain from questioning officials' decisions or hectoring coaches; such conduct, which is very rare, is inappropriate and sets a poor example to our pupils. Whenever parents visit the school, we try to be as welcoming as possible with any entertainment and after every home match, for example, tea is provided for all supporters.





SCHOOL OFFICES

Head of Main School	Mr Guy Hope	
Head of Year 9	Mr Michael Brookes	
Head of Year 10	Mrs Julie Gale	
Head of Year 11	Mr Phil Shorland	
School Secretary	Mrs Sharon Moulds	0115 983 6991

Bates House	Mr Sean Houltham & Mrs Leanne Houltham	0115 983 6961
Shuker House	Mr Chris Kelly	0115 983 6963

School Office	Available at the following times:	
Term Time ONLY	Monday to Friday 08:00-12:00 and 13:00-17:00	0115 983 6991

Bursary Staff	Available at the following times:	
Term Times & Holidays	Monday to Friday 08:30-12:00 and 13:00-17:30	0115 983 7023

Head's PA	Available at the following times:	
Term Time ONLY	Monday to Friday 08:30-12:00 and 13:00-17:00	0115 983 6990

Admissions Manager	Available at the following times:	
Term Times & Holidays	Monday to Friday 08:30-12:30 and 13:00-17:00 Saturday (Term Time Only) 09:00-12:00	0115 849 4950

The School Reception	Open at the following times:	
Term Time	Monday to Friday 08:00-18:00	
Saturday	from 08:15-12:30	
Holidays	Monday to Friday 09:00-16:00	0115 849 4949

In cases of a genuine emergency outside these hours, if the previous contacts have proved unsuccessful, ring the Medical Centre, Security or a member of the Senior Management.

Medical Centre	Available at the following times:	
Term Times ONLY	Monday to Friday 08:30-17:00	0115 983 6999

LEAVE OF ABSENCE AND TERM DATES

Term Dates for the coming academic years are available on the Trent College website: www.trentcollege.net/media/calendar (and can be found at the end of this document).

Term dates should be recorded and all steps taken to avoid clashes that could lead to a pupil being absent during term-time. Trent College discourages pupils from taking any leave of absence during term-time, especially holidays during term-time. If there is a genuine need for leave of absence to be sought, contact must be made with the Head of Main School at the earliest opportunity. It should never be assumed that leave of absence will be automatically granted. It is important that the correct procedures are followed for the following:

- Special family circumstances such as weddings/ bereavements and occasions where there may be unforeseen circumstances for a holiday request. Other additional special circumstances where there may be a clash with a school sport fixture or school event: contact to be made in writing (email or letter), well in advance where possible, to Mr David Noble (david.noble@trentcollege.net). It should never be assumed that leave of absence will be automatically granted.

- All medical appointments and music/ballet examinations outside of school to be requested by writing (email/letter/record book) through your child's tutor.

Parents are recommended to read the school policy on 'Leave of Absence' which explains in more depth Trent's expectations on this issue and the procedures that should always be followed.

Term dates for The Elms are slightly different to those in the Main School and so those parents with children in both the Junior and Main School should check both sets of dates prior to booking holidays.

Trent College Deputy Heads:

Mr Jeremy Hallows
Deputy Head Pastoral



Mr Darren Brumby
Deputy Head Academic



Ms Lucy Matthews
Deputy Head Co-Curricular

WHO TO CONTACT IN THE MAIN SCHOOL:**Your Form Tutor:**

Your tutor is one of the key figures in your school life and they will play a key role in supporting your wellbeing, personal development and academic progress. Please stay in touch with your tutor.

Trent College Main School Team:

Mr Guy Hope
Head of Main School



Mr Mike Brookes
Head of Year 9



Mrs Julie Gale
Head of Year 10

Mr Phil Shortland
Head of Year 11

Welfare Team:

Beyond your tutor there are a number of staff who you can turn to for advice, support or help in any given situation. This includes the staff below, all of whom would be happy to speak to you:



Mrs Lesley Curran
School Nurse
Head of the Medical Centre



Mrs Justine Rimington
Designated
Safeguarding Lead



Mrs Catherine Parfitt
School Counsellor



Mrs Sharon Moulds
School Secretary



ACADEMIC YEAR 2021-2022

MICHAELMAS TERM 2021 - 2022

Friday 27 August	New Staff Induction Day
Monday 30 August	Bank Holiday
Tuesday 31 August	INSET Day
Wednesday 1 September	INSET Day

Start of Term	For boarders For day pupils	2000 on Wednesday 1 September 0830 on Thursday 2 September (school buses operate as normal)
Exeat Weekend	after commitments on Friday 24 September to either 2100 on Sunday 26 September (boarders) or 0830 on Monday 27 September	
Half Term	For boarders For day pupils (Buses leave at 1640)	1615 on Friday 15 October to 2000 on Sunday 31 November 1615 on Friday 15 October to 0830 on Monday 1 November
Exeat Weekend	after commitments on Friday 19 November to either 2100 on Sunday 21 November (boarders) or 0830 on Monday 22 November	
End of Term	For all pupils	1615 on Friday 10 December (buses leave at 1640)

LENT TERM 2022

Monday 3 January	Bank Holiday
Tuesday 4 January	INSET Day

Start of Term	For boarders For day pupils	2000 on Tuesday 4 January 0830 on Wednesday 5 January (school buses operate as normal)
Half Term	For boarders For day pupils (Buses leave at 1640)	1615 on Friday 11 February to 2000 on Sunday 20 February 1615 on Friday 11 February to 0830 on Monday 21 February
Exeat Weekend	after commitments on Friday 11 March to either 2100 on Sunday 13 March (boarders) or 0830 on Monday 14 March	
End of Term (Good Friday 15 April, Easter Sunday 17 April)	For all pupils	1615 on Friday 25 March (buses leave at 1640)

TRINITY TERM 2022

Monday 18 April	Bank Holiday
Tuesday 19 April	INSET Day

Start of Term	For boarders For day pupils	2000 on Tuesday 19 April 0830 on Wednesday 20 April (school buses operate as normal)
May Day	Bank Holiday school closed Monday 2 May open as normal Tuesday 3 May	
Half Term	For boarders For day pupils (Buses leave at 1640)	1615 on Friday 27 May to 2000 on Sunday 5 May 1615 on Friday 27 May to 0830 on Monday 6 June
End of Term	For all pupils	1330 on Saturday 9 July (Speech Day)

PLEASE NOTE

- These dates should be recorded and all steps taken to avoid clashes that could lead to a pupil being absent during term-time. If there is a need for leave of absence to be sought, contact must be made with the relevant Head of Tier at the earliest opportunity. It should never be assumed that leave of absence will be automatically granted.
- Parents are recommended to read the school policy on 'Leave of Absence' which explains in more depth Trent's expectations on this issue and the procedures that should always be followed.