

## TWGGS PASTORAL CARE POLICY

### 1. Rationale

Pastoral care is concerned with promoting pupils' personal and social development and fostering positive attitudes. Through the pastoral care arrangements and provision, TWGGS demonstrates its continuing concern for its pupils as individuals, actively encouraging them to be secure, successful and fully participating members of the school and its wider community. Pastoral care is also concerned with preparing pupils for the demands and challenges of adult and working life.

### 2. The Importance of Pastoral Care at TWGGS

TWGGS promotes positive moral values in a climate of high expectations and achievement among all the individuals and groups, based on mutual respect. Pupils exhibit self-control, personal responsibility and self-worth, developed in the classroom and through a wide range of extra-curricular activities. Pupils learn, grow and succeed in an atmosphere of praise and encouragement which promotes a sense of belonging and enjoyment for everyone.

Good quality pastoral care will:

- help prevent academic and personal problems from arising
- equip pupils to deal with problems when they do arrive
- raise standards of behaviour in school. All research suggests that pupils with high self-esteem on average behave better than those with a low self-image
- lead to higher academic performance. Pupils with high self-esteem and who are content, will be well motivated
- improve partnership with parents. Parents will want to send their children to a school where they will be cared for, where individuals matter, where each child is known and where the children feel that they can talk to teachers, and where the school works in partnership with parents
- improve staff morale, as staff work together with a common purpose

Pastoral care at TWGGS is a priority. It is acknowledged as playing a crucial role in the development of the ethos of the school. This ethos is based on values, with emphasis on the intellectual, moral, emotional and spiritual development of each pupil. The Pastoral Care policy supports the school in promoting a caring, supportive environment in which staff and pupils can work in an atmosphere of mutual respect where the pupils feel secure and safe from emotional and physical harm. Their opinions are valued and their concerns dealt with sympathetically and appropriately.

At TWGGS we recognise that central to the success of this is the involvement of parents and outside agencies within the community. We strive to work in partnership to achieve our aims. TWGGS strives to be a community-based centre of excellence whereby high quality teaching and learning will serve to enhance the lives of all, enabling pupils to achieve their potential in a spirit of mutual respect and support. Pastoral care is an integral part of the whole educational experience offered to our pupils and is not a distinct entity. It underpins every aspect of the pupils' experience in school, and exists, not for its own sake, but to enable pupils to achieve their potential.

### 3. Aims

- To offer the best possible pastoral care by providing support and guidance for pupils in an environment which is characterised by good relationships, mutual respect and tolerance.

- We strive to continue to create an atmosphere in TWGGS:

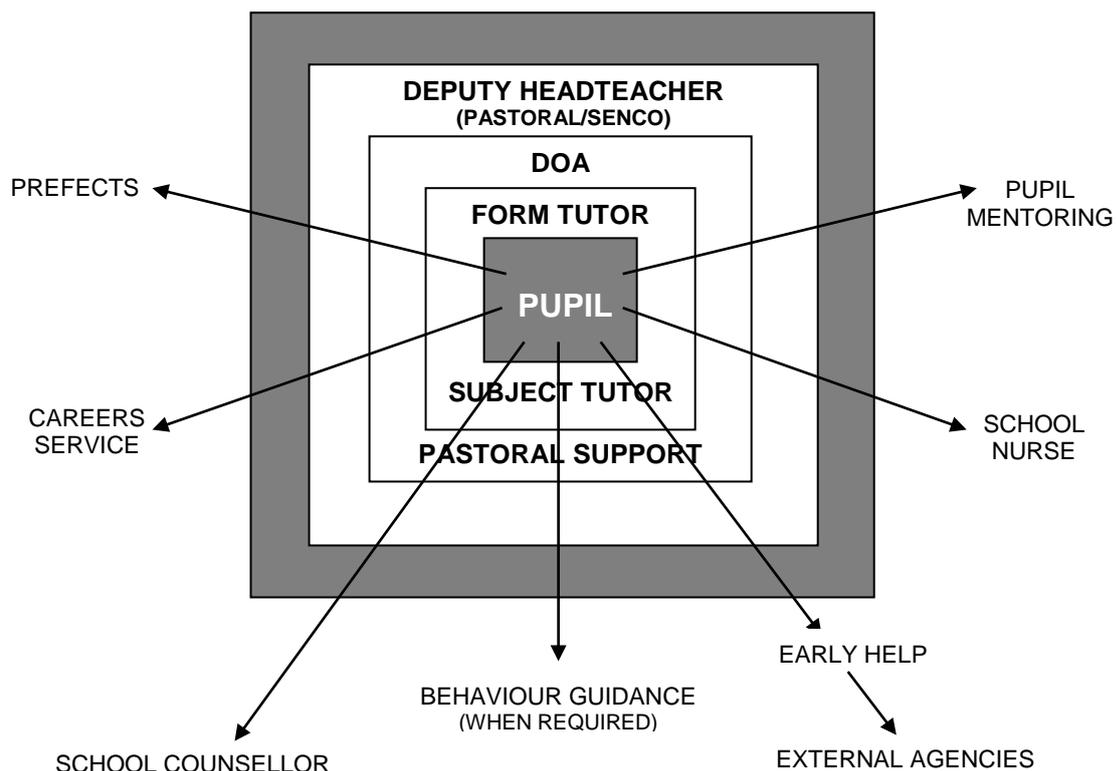
where our pupils:

- feel secure and accepted in a safe environment;
- know that they are valued as individuals;
- are encouraged in their learning, take pride in their work and develop a positive approach to study;
- can grow in their self-esteem, confidence and independent thinking;
- develop self-discipline and a sense of responsibility;
- have the ability and knowledge to make informed decisions in relation to life choices;
- develop a positive approach to leisure activities and healthy living;
- contribute to the life of the school and the wider local community;

- foster good relationships among their peers;
- where the staff:
- know that they are valued as individuals;
  - are treated with respect;
  - use professional knowledge and judgement to offer the best support and guidance possible to pupils & parents;
  - use their professional knowledge and expertise to praise and encourage pupils to fulfil their potential;
- where parents:
- are well informed;
  - are reassured that their children are being educated in a safe and caring environment;
  - have opportunities to act in partnership with the school;
  - display a sense of responsibility in terms of the support they provide at home to supplement learning in school.
- The Pastoral Care system will provide academic and emotional support and help to promote good discipline and challenge unacceptable behaviour. At TWGGS we undertake the following to help us to achieve our Pastoral Care aim:
    - ensure that Pastoral Care is central in the daily life of the school and is fully embedded within the curriculum;
    - develop a timetabled programme of study for all pupils - PSHE
    - ensure a well-developed programme of Careers Education, Information and advice is offered;
    - adopt and implement policies and procedures which ensure the physical and emotional security of pupils (Child Protection/Safeguarding, Behaviour, Equalities Policies, Special Educational Needs and Disability, Anti-Bullying, Pupils with Medical Needs, Confidentiality and any others which may be relevant)
    - put in place a pastoral structure which identifies staff with particular specialised roles and responsibilities;
    - monitor pupil progress and communicate this to parents;
    - offer a wide variety of extra-curricular activities;
    - help and guide pupils through critical transition times by providing advice, support, mentoring and counselling;
    - liaise with parents and other agencies for the benefit of the pupils;
    - create a caring and orderly community which is sensitive to the needs of pupils, staff and parents and promotes good relationships;
    - aim for high standards of behaviour to provide an environment in which pupils can achieve their potential;
    - provide support services (school nurse, school counselling, pastoral support staff, careers support, Education Welfare Officer, External agencies as relevant)
    - respond to critical/traumatic incidents

#### 4. The Organisation of Pastoral Care in TWGGS

The individual guidance and welfare of pupils is provided through a pastoral system as seen in the diagram below.



## **5. Pupil organisational structure**

### **KS3 -KS4 -SIXTH FORM**

On entry to the school each pupil is allocated to a form group with a Form Tutor who has daily contact with the pupils and is responsible for dealing with day to day matters, as well as monitoring overall progress and providing educational guidance. All year groups have a PSHE lesson once a fortnight which covers a variety of issues including SRE, drugs, nutrition and physical activity, mental and physical health, economic well-being and financial capability, anti-bullying, safety/e-safety, careers advice and social integration. (See the PSHE Policy.)

Form Tutors are supported by Directors of Achievement, Pastoral Support and the Deputy Headteacher (Pastoral/SENCO) who works closely with the Headteacher, parents, support services and welfare services.

Once pupils have been accepted into TWGGS from primary school, they are visited by members of staff at their primary school before being invited to an induction evening in June. They meet other pupils transferring to the school and, together with their parents/guardians, have an opportunity to meet staff. Any issues concerning the pastoral, medical or educational needs of the pupils can be discussed with the relevant member of staff in confidence. Pupils then attend an Induction day where they meet their Form Tutor and other pupils and sample lessons at TWGGS for a day. All pupils are assigned to a form group with a Form Tutor, form prefects and Year 8 buddies. The Primary Transition Leader, along with the Director of Achievement for KS3 has responsibility for all pupils in Year 7 and liaises with the primary schools from which the pupils are transferring.

Pupils usually remain in the same tutor group with the same Form Tutor for two years. At the end of Year 8 we change the forms around to allow them to meet other pupils as we find that this is very beneficial to them. Pupils will also usually have a new Form Tutor. The Deputy Headteacher leads an assembly to inform pupils of the process and then works with Form Tutors and the DoA (KS3) and Pastoral Support to rearrange the forms. This is done as sensitively as possible and parents and pupils are asked to provide information to help the process.

The DoA (KS3) has responsibility for all pupils in Years 7,8 and 9 and works closely with his/her colleagues to maintain co-ordinated support for pupils in terms of academic tracking and pastoral support.

Interim reports signed by the DoA are sent to parents/guardians prior to Christmas, for all year groups except Year 11, as they have mock examinations and a full report in January. Parents/guardians are invited to a parents' evening once a year. Pupils experiencing difficulties may be placed on report by the DoA and progress is communicated with parents/guardians. Pupils will have examinations during the school year, after which a full report will be sent to parents/guardians.

Pupils experiencing difficulties due to health or personal reasons will be given extra support and may have their timetables reduced/amended if required. (See Supporting Pupils with Medical Conditions Policy.) Monitoring and tracking of pupils takes place in each Key Stage and is the responsibility of the DoA. The DoA communicates regularly with Pastoral Support and the Deputy Headteacher. Regular communication with parents takes place.

Careers information is provided to pupils in Years 10, 11 and Lower Sixth, before selecting the courses they wish to study. Individual careers interviews are arranged in Year 11 with the careers adviser and with the DoA and/or Deputy Headteacher or an Assistant Headteacher. In Lower Sixth pupils meet with the DoA and attend a careers/UCAS evening led by the Deputy Headteacher.

In the Lower Sixth, pupils stay in their form groups, however, they may change form if they wish to. An Induction Day for the Lower Sixth takes place early in September which provides an opportunity to mix informally with other pupils in the year group, including pupils transferring from other schools. In the Upper Sixth pupils are encouraged to think about their increased responsibility for their own learning and the path ahead after school. During PSHE the focus is on relevant issues, including career pathways and the procedures for applying to university. Pupils have the opportunity to study independently, under supervision, and are given the opportunity to socialise in the Common Room.

The academic progress of pupils is tracked to ensure that all pupils are fulfilling their potential, and this can lead to extra support measures being put in place if there are difficulties which are causing the pupils to underachieve.

## 6. Form Tutors

Most members of staff are required to act as Form Tutors. This is a very responsible role which is vital both to the efficient running of the school and successful pastoral care. A Form Tutor is accountable to the DoA. The Form Tutor should be the first person to whom a pupil will turn for help or advice, although it may sometimes be necessary to refer the matter to the DoA, Pastoral Support or the Deputy Headteacher/ DSL or, through them, to an outside agency.

Daily contact with the Form Tutors ensures that unobtrusive care is exercised. The main functions are as follows:

- Registration and routine business - The Form Tutor is responsible for the accurate daily marking (usually electronic) of the class register at the beginning of the Registration Period and for seeing that all information is maintained and up to date. Other returns of a routine nature should be dealt with as required, together with the distribution of information to parents. All absences must be accounted for by parental notes which should be retained for one year and failure on the part of pupils to supply these should be reported to the DoA.
- Reports and Records - The Form Tutor along with the DoA and Pastoral Support is responsible for the maintenance of report cards, planners and pupils' individual files together with duplicates of reports. Any information of a confidential nature should be referred to the Deputy Headteacher. The Form Tutor will write a comment on reports to cover aspects of achievement and personality which are not included in academic reports.
- References -The DoA and/or the Deputy Headteacher write references for outside agencies as required. Upper Sixth tutors are responsible for writing the UCAS reference for each pupil in their form.
- Personal appearance and conduct – Form Tutors are expected to keep a close eye on the personal appearance and behaviour of the pupils in their charge and to insist on reasonable standards being maintained.
- School Planners - Form Tutors will check and initial school planners during registration periods.
- Assemblies - Form Tutors are expected to attend assemblies with their classes.
- Tutor Team Meetings – Form Tutors are expected to attend Tutor Team meetings led by the DoA.
- Communication with Parents – Parents are encouraged to communicate with the school. Subject teachers and Form Tutors are the first point of contact for parents, however for more serious issues the DoA, Deputy Headteacher and Headteacher may be involved.
- Attendance and punctuality - Form Tutors will supervise attendance and punctuality using their attendance registers twice a day each week and checking reasons for absence, truancy and punctuality. DoAs will be made aware of any pupil whose record is unsatisfactory.

## 7. DoAs

DoAs have a key role to play in the school's pastoral structure and provide information, support, encouragement and guidance for each pupil in their year group. They are also responsible for challenging unacceptable behaviour and promoting alternative positive behaviour. Each DoA leads and manages his/her team of Form Tutors and co-ordinates and oversees their work. In addition to dealing with individual pupils, the DoA establishes a relationship with each tutor group and promotes a sense of year group identity, through Key Stage Assemblies. DoAs work in close partnership with parents, pastoral support and the Deputy Headteacher.

- Responsibilities of DoA
  - Leadership of and support for Form Tutors within the year, ensuring that registration times are used constructively.
  - To assist in the production of relevant study skills booklets.
  - To help tutors to familiarise pupils with the School rules/ Behaviour policy and encourage them to adhere to them.
  - To ensure that Form Tutors (i) meet regularly and understand the policy of the school on all important matters of discipline and pastoral care and (ii) develop their form groups so that every pupil feels that the school is doing everything possible to fulfil her full potential.
  - To liaise between SLT and Form Tutors and to brief the Deputy Headteacher regularly.
  - To supervise attendance and punctuality. DoAs will inspect absentee lists on a regular basis. The DoA should follow up and interview any pupils referred to them by form tutors. A letter is sent home to parents/guardians of pupils whose attendance falls below 96%. If attendance falls below 96%, the pupil may be referred to the Education Welfare Officer.
  - To liaise with members of staff when a pupil has problems.

- To arrange meetings as required with parents in order to acquaint them with school policy, or to discuss the welfare and general problems arising with a particular pupil. Meetings to discuss academic progress after interim reports or examinations, in order that parents are fully informed.
- To know pupils in the year group as well as possible and to become a person to whom they can turn for guidance, in addition to their form tutor.
- To liaise closely with the Deputy Headteacher and Pastoral Support in relation to the involvement of outside agencies such as: the Educational Welfare Officer, Social Services, Police Liaison Officer and medical staff.
- To liaise with staff and pupils involved in mentoring in relation to pupils within their year group.
- To monitor behaviour, report cards and merits, initiating the award of certificates at KS3 Awards and merit treats where appropriate.
- To have the oversight of the maintenance of all appropriate records, including pupils' individual files and records.
- To liaise with the Deputy Headteacher (SENCO) in relation to individual needs of pupils.
- To make regular spot-checks of homework planners and to encourage Form Tutors to make a thorough inspection on a weekly basis.
- To liaise with Pastoral Support to co-ordinate all information received from staff, parents and outside agencies regarding individual pupils; to ensure that this information is distributed correctly and check that action is taken where and when necessary.
- To write to parents when necessary, ensuring that the Deputy Headteacher receives a copy of all letters sent out.
- To ensure that Key Stage assemblies are conducted appropriately.
- To organise representatives for the School Council.
- To check Interim reports and full school reports and write comments about progress
- To track pupil progress and work with pupils and parents to provide support where necessary
- To design and review the PSHE programme

## **8. School Counsellor**

The school counsellor is available weekly to provide support for pupils and to try to resolve concerns or problems they may have in a confidential manner. Pupils are referred to the Deputy Headteacher by parents, Pastoral Support, the school nurse and DoAs; the Deputy Headteacher will then determine whether counselling is appropriate. Attendance at any counselling appointment is voluntary, and pupils may withdraw at any time. The focus is very much on empowering the pupils to formulate their own ways of dealing with the circumstances in which they find themselves. All information discussed during an appointment will remain confidential between the pupil and the counsellor, unless it relates to a Child Protection issue, in which case the counsellor forwards the information to the DSL (Designated Safeguarding Lead) who will take the appropriate action, as is required by the law and the safeguarding of the pupil (see Child Protection/Safeguarding Policy). Brief confidential notes are kept by the counsellor, and a weekly appointment log of the pupils' names and times is compiled by the Executive Assistant to the Headteacher/Head of Admissions and Personnel. A copy is passed to the Deputy Headteacher.

## **9. Prefects**

All prefects, both junior (Lower Sixth) and senior (Upper Sixth) make a valuable contribution to the school as role models, promoting a sense of responsibility and commitment to the school. They mix with junior pupils as they carry out their duties at form times, break and lunch times and can be approached by a pupil who has concerns. Some pupils will be assigned mentors to help them with their academic work. Each form group for pupils in Years 7 to 11 is assigned two junior prefects who are selected to assist the Form Tutor and support the younger pupils. They play a very important role as often younger pupils will feel more comfortable first raising an issue or concern with their form prefect. Junior prefects also support subject areas, do lunchtime canteen duties, assist with events/ refreshments, support Duke of Edinburgh Award and the Library.

### **- Senior prefects**

Up to 30 senior prefects are elected each year for the following positions:

Head Girl; Deputy Head Girls x 2; Charity prefects x 2 ; Senior Officers x 10; Music Prefect x 2; Sports Prefects x 2; Drama Prefect x 2; Art/Display Prefect; Debating Prefect; KS3 and Buddies Prefect x 2; KS4 Prefect; Careers Prefect; Sixth Form Prefect x 2 and PTA/School Council Prefect.

Pupils and staff are able to vote and SLT discuss the results of the votes and select 7/8 candidates to attend Head Girl interviews in April. Once the Head Girl Team has been selected, SLT discuss the remaining candidates and allocate positions of responsibility as fairly as possible.

### **10. Mentoring**

Some pupils require additional support in terms of organisation, presentation of homework, or with certain subjects. Once such pupils have been identified, they can be referred to the mentoring programme by either a Curriculum Leader or DoA. Mentoring takes place during registration times or at lunch times. Pupils receive one-to-one support from a Sixth Form pupil. Where appropriate, this support may be delivered in a group setting. Parents/guardians are informed of the referrals to mentoring, and their support is important to ensure the pupils meet the targets set. The scheme is co-ordinated by Pastoral Support.

The aims of the mentoring programme are to:

- establish and promote good organisational skills
- support those who are underachieving in academic subjects
- promote self esteem
- develop personal and interpersonal skills
- create positive relationships between junior and senior pupils
- encourage and enable Sixth Form pupils to take increased responsibility in a leadership role

The library and computer rooms are also available after school to facilitate those pupils who choose to remain in school to complete homework or study.

### **11. Inclusivity**

TWGGGS supports the fundamental principle that every pupil is entitled to be educated. We ensure therefore that pupils' individual needs are identified and supported so that they continue to feel part of the school community.

TWGGGS is committed to the five outcomes of Every Child Matters

- be healthy
- be safe
- enjoy and achieve
- make a positive contribution
- achieve economic well-being

### **12. Special Educational Needs and Disability (SEN)**

Pupils who are identified as SEN learners (for example, pupils with specific learning difficulties, emotional and behavioural difficulties, physical disabilities, sensory impairments and speech and language difficulties) are placed on one of the SEN registers at the appropriate stage. A separate register is kept of pupils with medical conditions. An Individual Education Plan (IEP) is agreed by the SENCO, DoA, support staff, parents, pupil, for children with special educational needs. In some cases an Educational Health Care Plan (EHCP) is required for pupils with complex needs. All subject staff have an input to this plan and it is reviewed annually. Subject staff create specific plans for these pupils. Teachers of pupils with specific learning difficulties are provided with notes, based on the assessment report, to help tailor their teaching for these pupils. If appropriate, the pupil with an EHCP will receive support from a teaching assistant. Other pupils may receive additional support from Pastoral Support and may receive support from the Educational Welfare Officer, Educational Psychologists and the Specialist Teaching Service.

The school makes necessary adjustments to provide full access for those with physical disabilities. The SENCO liaises with the DoA and the Examinations Officer to ensure that special examination access arrangements are in place for those pupils entitled to such arrangements and pupils are guided in how to gain the most benefit from such arrangements. Those pupils who are in Years 10 and above will be given advice about suitable career options through the Morisby test and Careers Advisor.

### **13. School Nurse**

The school nurse is based in the Pastoral Support office one lunch hour a week. She plays a vital role in the pastoral care of pupils and is contacted by the school if required. The medical room may also be used at the discretion of

Pastoral Support, DoAs and the Deputy Headteacher as a place for a short period of 'time out' for those pupils who require this facility.

#### **14. First Aid and Illness**

Any pupil who feels unwell in school should ask permission from a member of staff to absent themselves from class and report to the medical room via reception, accompanied by another pupil. The receptionist will decide on the appropriate treatment and will contact a parent/guardian if necessary. Pupils must not contact parents themselves. A number of other staff have received First Aid training and are available to help pupils if the receptionist is unavailable. (See Supporting Pupils with Medical Conditions Policy.)

**15. Late arrival to school** Pupils who arrive late to school must also report to reception and sign in the signing in book, noting their time of arrival in order that this can be added to the computer system. The receptionist rings round parents of absent pupils as soon as possible to check on their whereabouts. Parents are asked to report absences in order to make this a more manageable process.

#### **16. PSHE (see the separate PSHE policy)**

All pupils in Year 7 to Upper Sixth have timetabled classes once a fortnight for PSHE. In these taught classes pupils cover discrete topics relating to their personal and social development. The pupils have an opportunity to develop interpersonal and study skills and self-discipline. Pupils are encouraged to discuss issues relating to healthy living, relationships and sexuality, citizenship and employability and to think about the consequences of choices made and actions taken. In the Sixth Form the PSHE programme is designed to prepare pupils for life beyond school as they make the transition to adulthood. Topics include personal and road safety, managing time and money, developing independent learning skills and preparing for university, higher education or the world of work. There are also visits from former pupils, charity representatives and speakers from various universities.

#### **17. Options/Careers**

Information relating to the subjects on offer at GCSE is available for pupils and parents at the Year 9 Parents'/Options evening. The Options Manager also visits forms to discuss the options process. Similarly, in Year 11, information relating to the subjects on offer at A level is available for pupils and parents. In addition all pupils in Year 11 have an individual interview with the careers adviser, arranged by the DoA KS4. In Upper Sixth pupils are interviewed by the DoA and offered an interview with the careers adviser within school to assist with choices in relation to further education or employment. Pupils have the opportunity to have an interview with an experienced person related to the area in which the pupils wish to pursue their careers.

All pupils in Upper Sixth work closely with their Form Tutor, The Deputy Headteacher, the DoA Sixth Form and Pastoral Support Sixth Form to discuss their UCAS application. The Form Tutor writes the reference and checks the personal statement, which is then checked by the Headteacher or Deputy Headteacher ensuring that they have made realistic choices based on their potential, and that there are no mistakes on the application or reference.

#### **18. School Council**

Each form group in Year 7 nominates two pupils to stand for election for the School Council. They join the two members elected from each of the other year groups. The School Council meets twice per term and provides the opportunity for pupils to have an input into the management of the school by:

- allowing pupils to become involved in the decision-making processes of the school
- having the opportunity to contribute to school improvement through the discussion of issues that are important to them.
- promoting communication between the SLT, and the pupils representing different year groups.
- Parents of school council members are consulted with regard to policies relating to pastoral matters

#### **19. Extra-curricular activities**

All pupils are encouraged to develop and pursue their interests through a wide-ranging programme of extra-curricular activities. These activities afford pupils the opportunities for personal and social development, acquiring and refining skills, facing and overcoming challenges and co-operating with others, whilst engaging in an enjoyable activity. These voluntary activities take place before and after school, during lunch time and at weekends. Individual music tuition with

peripatetic staff takes place during the school day, with pupils missing lessons on a rotational basis to minimise the impact on their learning. All tutors are DBS checked and have undergone Child Protection Training in school.

All pupils are strongly advised to engage in extra-curricular activities on offer, using their energies, talents, skills and enthusiasm in a constructive manner which will give rise to a sense of belonging to the school and, in many cases, represent the school positively within the community.

School trips afford pupils the opportunity to travel, make new friends, experience new cultures and there are many on offer from year to year. See Appendix 1 for details. All activities and trips are organised and supervised by school staff on a voluntary basis and pupils are expected to show courtesy and respect at all times. Some volunteers from the local community also participate in these activities and have been DBS checked and have undergone Child Protection Training in school.

## **20. Health Promotion**

A healthy lifestyle is promoted throughout the school and at all times during the year. Pupils are encouraged to eat healthily in the canteen and there are no sweets available for purchase in school. Pupils are asked to refrain from bringing products which contain nuts into school. This is to minimise the risk to those with severe nut allergies. Pupils are also encouraged to actively participate in PE lessons, to walk to school, where possible, and to exercise at lunch time. Pupils are encouraged to drink water, rather than any other drinks to keep hydrated. TWGGS has gained the award for Healthy Eating. Health Promotion Week/ National School Sports week takes place annually to reinforce the benefits of following a healthy lifestyle. A team of staff and senior pupils, led by the Curriculum Leader PE, devise a week's programme of activities following a theme, which differs from year to year. Almost all pupils participate in the programme on offer and there is a great sense of enjoyment and well-being evident.

## **21. Links to other policies**

Anti-bullying, Behaviour, Drugs, Child Protection/Safeguarding, Online Safety, Health and Safety, Single Equality Policy, Special Educational Needs and Disability, Confidentiality, Supporting Pupils with Medical Conditions, PSHE, Pupils with Self-Injury policies

## **22. Liaison with parents**

At TWGGS we value working in partnership with parents in the education of their children. Mutual support and co-operation is an essential element in achieving our objectives. On-going activities to ensure communication and parental involvement include:

- prospectus, newsletters, parentmails
- interim and full school reports
- parents' evenings
- information on the school website
- sport, music and drama events
- extra-curricular activities
- parent meetings with, telephone calls, e mails and letters from and to, members of staff as necessary

## **23. Staff development and training**

Pastoral care remains a permanent feature of our School Development Plan and thus staff training (CPD) is considered essential to support this. Staff are trained on: Child protection/safeguarding; Online safety; anti-bullying; drugs and a range of wider issues. To enable implementation of this policy and the PSHE policy the Headteacher will ensure that adequate resources are made available to develop the programme throughout the school.

## **24. Liaison with external agencies**

TWGGS is committed to developing good working relationships with relevant external support agencies to enhance, protect and support the social and emotional welfare of pupils and staff.

## **25. Monitoring, review and evaluation**

This policy will be evaluated and reviewed every three years by the Deputy Headteacher in conjunction with DoAs, Pastoral Support, SLT and the Governing Body.

## Appendix 1 - Trips and visits list - example from 2016-2017

*\* All costs are approximate and subject to change*

### YEAR 7

OCTOBER	CARROT WOOD TEAM-BUILDING DAY for the whole year group - £32.43
MARCH	GEOGRAPHY day trip to Bluewater for the whole year group - £10 MUSIC theatre trip £30 HISTORY visit by Medieval Re-Enactors £7
JULY	ENGLISH trip to Regents Park Open Air Theatre - £25

---

### YEAR 8

SEPTEMBER	HISTORY day visit to Hampton Court - £18
DECEMBER	ENGLISH evening theatre trip in - £20
MAY	GEOGRAPHY 1 day coastal fieldtrip - £10
JUNE/JULY	GERMAN half a day to Europa Centre, Hornchurch Essex, for the whole year group - £30 MUSIC theatre trip - £30 BEWL WATER Activity Day for the whole year group - £30 (tbc) LANGUAGE DAY 20 Gifted and Talented pupils to Canterbury University - £14

---

### YEAR 9

NOVEMBER	GERMAN 3 days at the Christmas markets in Cologne, 96 places by application - £165
APRIL/MAY	ENGLISH evening theatre trip - £21
MARCH	ENGLISH day trip to The Globe Theatre - £23.50 MUSIC theatre trip for prospective GCSE pupils - £26
JUNE	KNAPP HOUSE DEVON 5 days residential, Mon-Fri for whole year group -£378 CCF SELF RELIANCE CAMP OUT staying overnight at TWGGS for prospective CCF cadets and Bronze D of E training
DECEMBER	CCF NEW RECRUITS SIGN UP (from Year 9) – Initial Siberian Tiger Club weekend at Crowborough Military Camp £20

---

### YEAR 10

SEPTEMBER	CCF- TIGER CLUB CAMP – GP rifle training at Crowborough Camp - £20
OCTOBER	CCF RANGE DAY shooting at 100m and 300m for cadets at Hythe Ranges in Folkestone - £10
NOVEMBER	FRENCH EXCHANGE (tbc-or March) 1 week to La Teste (Aquataine) - £350
DECEMBER	GERMAN EXCHANGE 1 week, Year 10 to Bad Godesberg. There is a return visit from the German partners in March - £260
JANUARY/FEBRUARY	ART day trip to a gallery for GCSE pupils, Dec/Jan - £20 CCF WEEKEND WARRIOR EXERCISE held at Crowborough Camp where the TWGGS Contingent acts as enemy for Tonbridge School - £20
FEBRUARY	ENGLISH evening theatre trip - £22
MARCH	SPANISH EXCHANGE 6 days to El Escorial-Madrid. There is a return visit made by Spanish partners - £300-£320

	CCF MILITARY SKILLS COMPETITION weekend competition for the South East - £20
	FRENCH EXCHANGE (tbc or November) 1 week to La Teste (Aquataine) - £350
	MUSIC theatre trip for GCSE pupils - £26
JUNE	GEOGRAPHY 1 day planning in school, followed by 2 day trips - £35
	DRAMA compulsory matinee for GCSE pupils to prepare for written examination on Live Production- £25-£30
JULY	CCF ANNUAL CAMP Venue changes each year – approximately £70
NOVEMBER	DRAMA compulsory matinee Unit 2 performance for GCSE pupils - £25-£30

---

**YEAR 11**

OCTOBER/NOVEMBER	INDIA EXCHANGE 3 weeks, every other year, 16 places by application. There is a return visit from the Indian partners. Next exchange 2018 - £1150
	CCF MILITARY DINNER for all cadets, staff, parents and supporters approximately £35 per ticket
	GHANA 3 weeks for Years 11 and L6 bi-annually. 16 places by application. Next trip 2018 - £1750
	CCF RANGE DAY shooting at 100m and 300m for cadets at Hythe Ranges in Folkestone - £10
JANUARY	CCF WEEKEND WARRIOR EXERCISE held at Crowborough Camp where the TWGGS Contingent acts as enemy for Tonbridge School - £20
MARCH	CCF MILITARY SKILLS COMPETITION weekend competition for the South East - £20
JULY	CCF ANNUAL CAMP Venue changes each year – approximately £70 BOLIVIA EXPEDITION – 3 weeks, every other year, 16 places by application. Next expedition – Summer 2018. £3750

---

**LOWER 6<sup>TH</sup>**

SEPTEMBER	*6 <sup>th</sup> Form Theatre Studies trips are arranged throughout the year to prepare pupils for the written examination at the end of the course. Pupils can expect to pay between £15-25 for each trip to see current, acclaimed work. CARROT WOOD TEAM- BUILDING DAY whole year group - £32.42
	*THEATRE STUDIES 1 day physical theatre workshop in the PAC (tbc) - £25.
	ART day trips to galleries and site visits relevant to the AS course. £15-£25 per visit.
	DESIGN & TECHNOLOGY trip to London to research architecture/visit an exhibition or museum. Approx. £15
OCTOBER	EXTENSION GEOGRAPHY half term 6 day trip to Iceland for AS/A2 Level pupils, 40-50 places, every other year. Next trip 2017- £885
	CCF RANGE DAY shooting at 100m and 300m for cadets at Hythe Ranges in Folkestone - £10
	CCF MILITARY DINNER for all cadets, staff, parents and supporters approximately £35 per ticket

OCTOBER/NOVEMBER	INDIA EXCHANGE 3 weeks, every other year, 16 places by application. There is a return visit from the Indian partners. Next exchange 2018 - £1150
	CCF RANGE DAY shooting at 100m and 300m for cadets at Hythe Ranges in Folkestone - £10
	GHANA 3 weeks for Years 11 and L6 bi-annually. 15 places by application. Next trip 2018 - £1750
NOVEMBER	ENGLISH West End evening theatre trip - £27
JANUARY	CCF WEEKEND WARRIOR EXERCISE held at Crowborough Camp where the TWGGS Contingent acts as enemy for Tonbridge School - £20
FEBRUARY	HISTORY visit to Russia for AS & A2 pupils – during half term £1200. Bi-annual-next trip 2019
	SPANISH 1 week (half-term), every other year, to Andalucia for AS/A2 Level pupils. Next exchange 2018 - £600-£650
MARCH	GEOGRAPHY 1 week fieldtrip to Devon for AS Level pupils - £450 (tbc)
	CCF MILITARY SKILLS COMPETITION Weekend competition for the South East - £20
	*THEATRE STUDIES 1 theatre trip, evening - £10-£25. For AS Level pupils.
	PSYCHOLOGY/SOCIOLOGY day trip to London for AS Level pupils. Train fare £25
APRIL	SKI TRIP 8 days to USA, 30-40 places by application - £1480
JULY	CCF ANNUAL CAMP to be held in the penultimate week of the school year. Venue changes each year – approximately £70
	BOLIVIA EXPEDITION – 3 weeks, 16 places by application. Next expedition – Summer 2018. £3750

---

**UPPER 6<sup>TH</sup>**

	*6 <sup>th</sup> Form Theatre Studies theatre trips will be arranged to support pupils prepare for DRAM4, The Devised Practical between September and February. Each evening performance will cost between £15-£25
SEPTEMBER	*THEATRE STUDIES 1 day physical theatre workshop in the PAC (tbc) - £25.
OCTOBER	EXTENSION GEOGRAPHY half term 6 day trip to Iceland for AS/A2 Level pupils, 40-50 places, every other year. Next trip 2017 - £885
NOVEMBER	*THEATRE STUDIES 1 day workshop - £20
SEPTEMBER -NOVEMBER	DESIGN & TECHNOLOGY trip to London to research architecture/visit an exhibition or museum. Approx. £15
NOVEMBER	ENGLISH West End evening theatre trip - £27
JANUARY	CCF WEEKEND WARRIOR EXERCISE held at Crowborough Camp where the TWGGS Contingent acts as enemy for Tonbridge School - £20
FEBRUARY	HISTORY visit to Russia for AS & A2 pupils – during half term £1200 Bi-annual-next trip 2019
	SPANISH 1 week (half-term), every other year, to Andalucia for AS/A2 Level pupils. Next trip 2018- £600-£650
MARCH	*THEATRE STUDIES theatre trip, evening or matinee, for A2 Level pupils - £10-£25

**PSYCHOLOGY / SOCIOLOGY day trip to London for A2 Level pupils – train fare + £25**

**JULY**

**CCF ANNUAL CAMP Venue changes each year – approximately £70**

The timetable illustrates trips that we hope to run during the academic year 2016 – 2017. They may have been repeated or newly planned. Please note that the school reserves the right to cancel or change dates of trips where the school calendar demands. Please note that the cost quoted for a trip is variable and approximate. All Drama trips are subject to availability and suitability except for the GCSE matinee trip in April/May. Other subject related trips may be scheduled on a more informal basis, as and when opportunities arise. For example:

- Spare places may be available on all Sixth Form theatre trips – pupils wishing to join the department on any trips should see Mrs Davis who can reserve additional places in advance. In previous years touring companies have performed their work in the Performing Arts Centre – these events are open to all pupils on a first come first served basis once places have been allocated to Drama pupils
- The Mathematics Department will be running a ‘Maths Fun Day’ for the whole of Year 7 in June 2017

Speakers from a variety of different organisations and industries may also be scheduled to perform or give presentations to pupils, and there may be a small charge made for these events. For example:

- Visitors from the Design Industry come to talk to Sixth Form Design Technology pupils
- Other professionals from a variety of career paths are invited to visit and give talks to interested pupils - e.g. Journalists, Veterinarians, Doctors, Lawyers etc. - cost free
- The Languages Department invite a theatre group to perform a German, French and Spanish play for the whole of Year 8 and 9 - cost £3 each
- Drama organise a touring company production by ‘The Glass-Eye Theatre’ in the Performing Arts Centre for GCSE/AS/A2/Arts Award pupils. £10.

A variety of different organisations come to deliver PSHE topics to every year group and the cost, if there is any, is budgeted for by the school. A few examples:

- The Samaritans
- Alcoholics Anonymous
- Kent Fire Service
- Work Experience
- Money Management
- Local Political Party Candidates
- Yoga
- Sex Education