

July 2009



TRENT
COLLEGE

Dear Parents

Students entering the Sixth Form of Trent in September 2009 will find many opportunities and challenges ahead of them, whether they are experienced members of the Trent community or students coming here for the first time. We are very proud of our close community and the various leadership opportunities which develops confidence and maturity. Our aim is with this in mind.

We are delighted to be at the forefront of developments in post-16 qualifications by offering the AQA Bacc from this September. This is a qualification which we believe encourages and rewards independence and commitment as well as academic endeavour, and as such compliments the educational ethos of the school. Students will have the opportunity to complete the Extended Project Qualification, as well as being rewarded for the extra-curricular commitments they pursue. With these elements combined with a 'breadth' AS level (for instance Critical Thinking) and three A2 qualifications, all are united to create an exciting and rewarding opportunity for our students and one that is worth enhanced UCAS points (and therefore advantageous for university applications).

The very nature of a 'total' curriculum has its strengths as much outside the classroom as in it, and consequently the Activities and PHSE Programme has been reviewed, refreshed and extended over the last year. There are now more opportunities than ever for students to involve themselves in sporting, cerebral, musical, dramatic, artistic, community and service - based activities, whilst the highly praised Sixth Form Programme has evolved too. Toby Leadbetter will continue to organise a comprehensive programme which includes not only academic extension events (eg lectures, seminars and presentations) but also team competitions and social events. Sixth Form students will be encouraged to inspire, assist and lead activities they are enthusiastic about, acting as role-models for the younger members of the community and gaining in valuable life skills.

Central to the philosophy of education in the Sixth Form is the principle that we must challenge and support each individual student to do their very best, across academic and non academic pursuits. The measure of our success is how well prepared our students are for life beyond Trent, and this focus on developing the potential of the individual offers the best results in terms of choice for our students when they leave Trent College. The University and careers advice we give to students is a very strong and successful feature of the Sixth Form. This advice and guidance will be a significant part of the tutor - tutee relationship, but we are also very fortunate in gaining the services of Mark Field as Co-ordinator of Higher Education. Mark has been Head of Careers for many years at Trent and so this combining of complementary roles is a logical one which will ensure the highest quality in terms of support for our students. The process of preparing for life beyond Trent begins in Year 12 and is, I believe, one of the most exciting aspects of life in the Sixth Form.

Dan Brown will be joining the Sixth Form Management Team from September 2009. Dan has been a Sixth Form tutor since he joined Trent as Director of Drama, and as established himself as a dynamic and inspirational leader. He will be a real asset to the team.

I am very much looking forward to welcoming the new Year 12 into the Sixth Form community. I firmly believe that Trent can offer the opportunities and support, both academic and pastoral, which will enable every student to feel happy valued and to retain the best of our Sixth Form education but also to embrace new developments which will further benefit our students to fulfil their potential.

Yours sincerely,
Lucy Matthews
Head of Sixth Form

THE EDUCATIONAL AIMS OF THE SIXTH FORM

Although the Sixth Form lasts for less than two years, it is a significant and important period of education during which there should be profound change in an individual. The principal aim must be to ensure that students fulfil their academic potential. We want to ensure that every student secures his/her preferred placement, probably at a university, after leaving Trent. However there are many other objectives to be achieved in the Sixth Form if each individual is to be properly equipped for life in the twenty-first century. These are highlighted below.

To learn how to manage greater academic freedom – so that students:

- develop self-motivation;
- develop intellectual curiosity;
- develop initiative;
- make informed decisions;
- learn time-management;
- cope with pressures;
- reflect and enquire;
- develop a firm foundation for future studies.

To teach the responsibilities that go with greater personal freedom – so that students:

- appreciate their potential influence as 'role models';
- develop 'social graces' and a cultural awareness;
- give positive leadership, regardless of title or position;
- develop good relationships with teachers;
- support each other;
- understand what taking on a commitment entails;
- appreciate the qualities of others.

To encourage spiritual awareness and growth – so that students:

- appreciate Christian values;
- learn to appreciate the multi-cultural nature of modern society;
- understand the importance of personal morality.

THE ROUTINE OF THE SIXTH FORM

Time	Monday to Friday
0830	Registration
0835	Chapel/Tutor/Assembly
0955	Period 1 (PHSE on Thursday)
0945	Period 2
1035	Break
1055	Period 3
1145	Period 4
1235	Lunch
1345	Period 5
1435	Period 6
1525	Period 7 (Service Activities on Mondays)
1615	Tea
1635	Monday Service activities, Tuesday Thursday Friday optional activities, Wednesday Whole School Programme
1735	Buses depart
1740	Boarders' Supper
1900	Boarders' Prep
2100	Boarders – Free Time, Private Study, Activities, Societies and Clubs
From 2150	Boarders' Bed Time

Time	Saturday
0830	Registration
0840	Period 1
0940	Period 2
1040	Break
1100–1200	Period 3
From 1215	Lunch
From 1300	Games
From 1800	Boarders' Supper
From 1830	Boarders' W/E Activities
From 2150	Boarders' Bed Time

TUTORIAL SYSTEM

All those entering the Sixth Form will be assigned a tutor for their two year course. Students will be asked to nominate friends with whom they would like to be tutored, and then smaller groups will be combined to create tutor sets of around 11 students. Tutors are then allocated to each set. The tutor, working closely with a Head of Year and the Head of the Sixth Form, will be responsible for the academic and pastoral welfare of their tutees.

If the tutor system in the Sixth Form is to work effectively, it is important that the student and tutor quickly form a good working relationship which facilitates clear communication on all issues. Indeed, it is best for tutees to view their tutor as a mentor, who will guide and assist them to make the most of their time in the Sixth Form. The tutor also has a responsibility to communicate with the tutee's parents on any relevant issue and again we hope a good relationship will soon be established. Tutors, whose contact details are listed in the School Diary, also welcome parents being in touch either to clarify any uncertainty or brief them on any relevant issue.

REGISTRATION

We place a very high importance on the relationship between student and tutor and this runs alongside the regulatory requirements for registration. Because of both of these, all Sixth Form students, day and boarding, must register with their tutor in their tutor groups at 0830 each day, Monday to Saturday inclusive. Students within the boarding community will have a daily meeting before this registration. As well as being a requirement for health and safety reasons, it is essential that students register – to encourage communication, to enable information to be passed

from tutor to tutee and so that the day gets off to a common start throughout the Sixth Form. Any student failing to register at 0830 is deemed late, and must see their tutor before 0900. If a student arrives after 0900 then they should first report to the Resources Manager in the Sixth Form Centre and then see their tutor by the end of first break. Any absence from school must be authorised either by a parental phone call, letter, fax or email. For more detail on absence from School please refer to the Leave of Absence Policy in the Policies area of the website.

REPORTING SYSTEM FOR 2009–2010

Reporting to parents on the progress of their children is an important service for the School to provide, whether it is orally or in writing. All members of the Pastoral and Academic teams at Trent believe whole-heartedly in the relationship between themselves and each student's parent or guardian, and are willing to go beyond the formal reporting structure outlined here in order to provide up-to-date information. Students' self-assessment is an important part of the reporting process as it encourages greater responsibility for their own academic progress; because of this students are asked to evaluate their performance formally on the full report and orally with their tutors after the Interim Report.

One of the essential ingredients of our tracking and monitoring system is the Benchmark Grade, against which students' progress is monitored. In the Sixth Form this process begins with the ALIS test in September. A national data collection and analysis system run by the University of Durham, this is widely regarded as the most reliable and accessible of the many available. ALIS uses both GCSE results and a test of natural ability to produce a series of possible grades at both AS and A2; students then work with their subject staff, tutors and ALIS's findings to agree on Benchmark grades for all subjects. These benchmarks give staff, parents and students a useful yardstick against which to measure current performance. They are not, however, designed to be predicted grades; nor are they the ones which Universities will see on the students' University application forms.

IN TERM REPORT – TWICE A YEAR

In the form of a card, this is our means of reporting on pupils' learning since either the start of the academic year or the last report. Against each subject taught, with the exception of PE and Games and PHSE, there will be an attainment and effort grade. Once the benchmark grades have been agreed with students and subject staff, these will also appear on the Interim Report. If the attainment grade is significantly different from the benchmark, there will also be a comment from the appropriate member of staff.

PARENTS' CONSULTATION – ONCE A YEAR

At these meetings parents are able to meet with every teacher associated with their child's life at the School and discuss in detail the progress being made. The evening, in the Michaelmas Term, starts at 6.30 pm in the Obolensky and usually lasts two hours.

SUBJECT REPORT – ONCE A YEAR

This will be a detailed written report from each subject teacher, which will include an attainment and effort grade. Again current attainment will be measurable against the Benchmark grade.

GAMES, LAMDA AND MUSIC REPORTS – ONCE A TERM

Reports will be written as appropriate.

EFFORT AND ATTAINMENT

Effort Grade

Students are responsible for ensuring their behaviour enables excellent learning and teaching for all. The grade is a judgement on the student's effort with reference to the key elements of the classroom guidelines for behaviour: punctuality, conduct, class contribution, organisation, completion of prep and class work.

Grade	
1	An excellent level of effort
2	A good level of effort
3	A lack of effort
4	A totally unacceptable level of effort

Attainment Grade

For Years 12 and 13, **attainment is based on current performance using AS/A2 standards.**

PRIVATE STUDY PERIODS

Most students during their year in Year 12 will study four subjects to AS level. As each of these subjects is allocated six 50 minute periods per week, the teaching of these subjects will occupy 24 of the 35 teaching periods that are available each week. Another period will be taken up with the PHSE programme, and up to 4 by games on Tuesday and Thursday afternoons. Period 7 on a Monday is taken up with a service activity detailed elsewhere. This leaves 5 periods, called Private Study Periods, where a student is not taught a formal lesson. However, given the volume of work a Sixth Form student is expected to take on outside formal lessons, there is a need for these Private Study lessons to be used effectively. A good rule of thumb is that for every hour spent in the classroom, there should be at least one further hour of additional study outside the formal teaching time for that subject and also beyond any prep or homework set.

AS levels are a heavy commitment in terms of time and students must realise early in the course that success lies with effective time management and serious application to academic study. We therefore ask all students to nominate 3 of their 5 study periods as being ones where they will come to the Resource Centre to work. A register is taken by the member of staff on duty and attendance is monitored by the tutor. Initially the student's management of his or her time outside formal lessons and other fixed commitments is for him or her to organise as this is an important aspect of their learning to cope with the responsibilities of increased freedom. Students who find this transition to Sixth Form-style learning a challenge will be offered support and guidance by their tutor, in the first instance.

In Year 13, three subjects are taught to A2. Each is allocated 6 50 minute periods, plus two afternoons of Games (Tuesday and Thursday), one period in a service activity and one of PHSE. Again we expect students to nominate a percentage of their unsupervised lessons, which they will spend in the Resource Centre. The rest of a student's timetable should be used effectively and a student will be assisted in this by their Tutor.

LEARNING SUPPORT

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

Students are also able to make use of the School Counselling service, which is run by our trained counsellor Margaret Braine.

THE WORTLEY SIXTH FORM CENTRE

This well-equipped area was completely refurbished in September 2005. It is for the exclusive use of those in the Sixth Form and provides the following:

Appropriate Facilities which will assist and support Students in their Academic Studies

The Resources Centre has over twenty PCs for students to use, either in private study periods or at any other time between the opening hours of 0830 and 1800 and 1900 to 2100 for boarders. It also has other useful resources which will assist students in all aspects of their lesson preparation and studying, for example a full colour printer, scanner, laminator, display materials, stationery, guillotine and back-lit light box. The area is always staffed by a member of the Wortley Resources Management Team, led by Mrs Shirley McIntyre and supported by Mrs Heather Shaw. As well as ensuring a positive working environment, staff will provide advice on the use of equipment, assist students with their research and advise on the availability of publications. The area will also be open on weekday evenings for boarders.

There are other study areas where a student may study in private. The private study rooms housed on the ground floor can be booked out by students for a designated period and are extremely popular during exam times. All of these are networked, enabling use of a laptop computer.

Computers

Computers are now an important tool in most subjects that are studied in the Sixth Form and the School network has a wide range of high-quality software, fast, filtered internet access and other resources for student use. All areas in the Wortley Centre have network points, as do boarding studies and a large number of Sixth Form teaching areas. Wireless access is also widely available.

The Student Network enables remote access to Trent's intranet from any internet access point. This a university-standard service of which the school is very proud, enabling students to have access to essential study, revision and contact resources.

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 both pupils and their parents for pupils to remain connected to the network.

Lockers for the Safe Storage of Books, Kit and Equipment

Wortley's lockers were completely refurbished in 2008. All day students have the individual use of a custom-built wooden locker specially designed by our own Trent site staff.

Areas for Recreation

As the working areas of the Centre are meant to be peaceful, there are specific areas for recreation which include two games rooms, a coffee bar, and a television room.

Naturally we expect everyone using the Wortley Centre to treat it and all its facilities with the respect that it deserves. Furthermore, we also expect everyone to uphold the calm atmosphere which we wish to prevail at all times in those areas that are specifically laid aside for studying.

Whilst we will accept the normal wear and tear from 200 students using the Centre daily, we will not accept anything that goes beyond this. We therefore expect everyone to be mindful about behaviour which either will cause immediate damage or will increase wear and tear beyond the norm. With this in mind, we make all members of the Centre accountable for their actions. If any damage can be attributed to specific people, they will be expected to cover the full cost of repair (including labour costs). The cost of repairing any unattributable damage will be paid for out of the Centre Fund (see below).

Centre Fund

At the start of their time in the Sixth Form all members of Lower Sixth are asked to deposit £10 in the Wortley Centre Fund. This fund is used to cover the cost of repairing any unattributable damage. Should there be any surplus, it is used to improve the facilities of Wortley for succeeding generations.

THE EXTENSION PROGRAMME

The importance of the education available outside formal teaching in the classroom was highlighted in the paragraph which explained our educational aims in the Sixth Form. The Whole School Programme is made up of lectures, seminars, society meetings, visits and competitions, and makes an important contribution to the breadth of extra-curricular activities on offer to Sixth Formers. At the start of next year a programme for the academic year will be given to all in the Sixth Form. In this programme there is a full explanation of how the Programme operates but it is important to appreciate:

- Some of the lectures are compulsory for all members of the Sixth Form;
- It is an obligation to attend a certain quota of the optional lectures and the students have to choose in advance which these will be.

After either a compulsory or optional lecture, the speaker is usually joined for further discussion, and a meal, by an invited group of students. We try to give as many as possible an opportunity of attending these functions or, failing this, some are included in dinners which are staged after other meetings associated with the Programme. Those who become highly involved gain much from this experience. The Sixth Form Committee is responsible for the routine operation of such functions and students from Year 12 will become eligible for membership of this committee during the Lent Term.

SERVICE ACTIVITIES

Usually these will take place on Monday afternoons from 1525 –1730, and students are expected to participate, in order to give something back to the immediate or wider community. The range of opportunities was widened considerably last year, and gives every student the opportunity to involve themselves fully, whatever their interests. All options available are listed below and choices will be made at the beginning of next term (inevitably there is a limit on the number who can take an option).

COMBINED CADET FORCE (RAF OR ARMY SECTION): The aim of the CCF is to develop the cadet's power of leadership. This is achieved through training to promote qualities of responsibility, self-reliance, resourcefulness and a sense of service to the community. In addition, it is intended to give cadets background knowledge of a way of life in the Armed Forces of the United Kingdom. Cadets are encouraged to remain in the CCF after Year 12 so that they can take up command appointments, where they gain valuable experience of leadership, instructional and management skills. Students joining Trent in the Sixth Form are also welcome to join the CCF.

DUKE OF EDINBURGH GOLD AWARD: In the 6th Form it is possible to enrol for the Gold Award, whether as someone who has already completed Bronze and Silver or as a direct entrant. This will involve one training session each week, attending a 5 day training expedition in the Yorkshire Dales during the Easter holiday and completing a 5 day qualifying expedition after AS exams in the Trinity Term. Taking part in D of E also requires completion of 4 other sections over periods of between 6–18 months, depending on circumstances. These are: Volunteering, Skill, Physical Recreation and Residential Project. More details can be found at www.dofe.org.

COMMUNITY SERVICE: Trent is keen to be heavily involved in the local community and, given the privileges of those attending the School, to try and share these with others who are less fortunate. The Community Service Programme year after year proves to be a most rewarding activity. Most volunteers are assigned to weekly house or nursing home visits to an elderly person living within the Long Eaton area. Volunteers visit in pairs and are able to build up a relationship with these people, whilst making themselves useful by shopping, gardening or just making tea and chatting.

Other forms of service involve helping out in local charity shops, visiting and assisting in local primary schools and helping with the Junior Science afternoons here at Trent. On Field Days, Trent hosts a visit by those who are physically and mentally handicapped. Community Service volunteers are expected to be fully committed to their assignment throughout Year 12. Those who choose this service activity will need to be patient and understanding, and willing to do whatever is asked of them.

LIFE SAVING: this is a one-year advanced course in which individuals will be able to gain national RLSS Awards. Entrants at Year 12 level must possess the basic Life Saving qualification. The course will pursue both pool-based and theory sessions during which all students will become familiar with basic first aid and life saving techniques. It is to be hoped that towards the end of Year 12 each awardee will gain experience in Life Guarding both at local swimming facilities and perhaps on a beach itself.

LEADERSHIP: Taking real responsibility, making real decisions and being willing to work as part of a team are all part of Trent Leadership. Year 13 students run this option from the teaching to the marketing and from the syllabus to the organisation. The key behind Trent Leadership is that students plan, develop, deliver and evaluate weekly lessons to younger pupils in Years 9, 10, 11 and 12. In Year 12 the emphasis is in preparing students to take over the responsibility of running the option in Year 13.

NATURE CONSERVATION COMMUNITY ACTION PROJECT: This is a very practical project which employs D&T and commercial and conservation skills and makes a real difference to the local environment. Students will have the opportunity to engage in meaningful conservation projects beyond Trent, and to design and produce commercially marketable bird-houses and nesting boxes which will be used within the local community.

POD-CASTING: An exciting innovation in Trent which aims to develop students' skills in digital technology to produce, in the first instance, a half-termly pod-cast. This will complement the Echo without duplication and will have a very distinctive style, developed by the pupils who manage the project. As well as developing sound general journalistic skills, it is anticipated that pupils will research, record and edit their work to produce an up-to-date record of Trent life which will be accessible to all on our website.

THE ECHO: The Echo is Trent's student newspaper and, like all such institutions, it carries a mixture of reported news, comment, features and investigation. As an Echo editor your job would be to work with reporters from other tiers, along with staff members, to identify the stories and issues which are relevant, informative and appealing and to communicate them in an appropriate and accessible way.

PHOTOGRAPHY: With the help of Trent staff and an OT professional photographer, students will have the opportunity to develop a range of photographic skills which will then be practised within Trent's grounds and beyond. Students' work will certainly contribute to the Echo and provide a pictorial record of the life of Trent which, it is anticipated, will appear throughout School.

LEADERSHIP IN THE SIXTH FORM

The development of leadership and management skills and experiences is an important aspect of the Sixth Form, and is something we seek to begin straight away. All Year 12 students have the opportunity to join the Trent Leadership activity, which further develops students' skills and is the preparation for leading the option in Year 13. This includes teaching leadership to pupils in Years 9 to 12 inclusive. There are other routes to develop experience in leadership and management, for example through the CCF, Community Service, Duke of Edinburgh Award, sport and the Arts, Paragon and Shares 4 Schools.

As there are many different styles of leadership and management, we believe that all students should be encouraged to take on responsibilities. The development of a new system for student responsibilities has led to the creation of an enlarged body of School Prefects, and a comprehensive and coherent organisation of Tier Prefects. All Prefects are given support and training; and School Prefects, Senior Tier Prefects and Heads of Houses all have management meetings with the Sixth Form Management Team.

Through the Heads of Houses, the Sixth Form Council, Sixth Form tutor reps and the Sixth Form Committee, all students have opportunities to raise issues and be consulted over Sixth Form matters. Within the Sixth Form Centre, students have an important part to play in the fostering of the community and in the maintenance of good order and respect – for both the fabric of the building and for those who work and socialise within it.

APPEARANCE AND DRESS CODE FOR THE SIXTH FORM

At Trent we feel an important part of a Sixth Form education is to instil in the students the importance of maintaining high standards in personal presentation, especially when at work. They must learn that first impressions are a most important part of establishing relationships. Although we are delighted to allow the Sixth Form students some freedom in choosing their style of dress, as with working in most professional offices there are clear parameters within which their dress style and appearance must fall. On working days, it is expected that professional dress is worn on journeys to and from School.

- Uniform** In the Sixth Form, students are expected to be smartly presented in a dark coloured business suit. Extreme colours, patterns and fabrics are not appropriate. Girls should wear a collared blouse or shirt. Skirts should be no shorter than 5cm above the knee; trousers should not be overly tight. Our Sixth Form students are role models for the rest of the school community. Whilst the school respects a degree of individuality and sense of fashion that adds to the Sixth Form community the fact that they are an influence on younger students should be considered.
- Make up** Modest make up is permitted for girls.
- Jewellery** Modest jewellery is permitted, in line with business dress. Boys are not allowed to wear and earrings or studs. Girls are allowed simple studs or earrings appropriate for business dress. No student should have any other body piercing
- Hair** Hair should be neat, of one natural colour and without excessive decoration. It should be of reasonable length and worn off the face, in line with business dress. Hair should not be bleached.
- Nail varnish** If worn, only clear or pale shades are acceptable.

BOYS AND GIRLS DRESS FOR GAMES/MATCHES

For students new to Trent, it is suggested that little, if any, games kit is purchased prior to the start of term. Once the student has decided which game he/she is undertaking then the appropriate kit can be obtained (there are occasional bargains available at the 'As New' Shop).

SIXTH FORM PERSONNEL AND MANAGEMENT 2009–2010

Head of Sixth Form	Lucy Matthews
Head of Year 12	Dan Brown
Head of Year 13	Gemma Green
Head of Whole School Extension Programme	Toby Leadbetter
Co-ordinator of Higher Education and Careers	Mark Field
Housemaster of Blake	Kevan Taylor
Housemaster of Shuker	Philip Millward
Housemistress of Martin	Chris Rayfield
Housemistress of Bates	Desire Webster
Resources Centre Manager	Shirley McIntyre/Heather Shaw

Year 12 Tutor Team

Liz Dunford
Keri Price
Mike Westhead
Kevan Taylor
Alison Wright
Lee Taylor
David Tidy
Karen Sunderland
Andy Gibb
Charlie Salisbury

Year 13 Tutor Team

Nicki Duguay
John Morley
Chris Rayfield
Carrie–Anne Wakerley
Lee McKenna
Paul Mayfield
Adam Benstead
John Rayfield
Michelle Daykin
Toby Leadbetter

SCHOOL POLICIES

At the beginning of the Michaelmas term every parent is advised to consult the School Policies, published on the website. These policies will give a clear indication of the principles that the School wishes to maintain on a whole range of issues and the systems that we have in place to try and uphold these principles. Parents who do not have access to the Internet may request hard copies by contacting the School Office. There will also be a number of hard copies available for reference in various areas of the School, so all members of the Trent community are expected to uphold our policies. Should a policy be revised, which will be rare during the course of an academic year, this will be communicated to both parents and pupils through the website.

A list of policies available at July 2009 is as follows:

Admissions Policy	Medical Care
Alcohol policy	Parent Complaints
Anti-Smoking	Pupil Complaints
Anti – Bullying	Pupil Photographs
Behaviour Management Policy	Recruitment
Boarding Principles and Practice	Risk to Health
Child Protection	School Ethos & Aims
Crisis Management	School Parent Acceptance Form
Drugs and Solvents	School Parent Contract
Equal Opportunities	Searching a Pupil

Ethos & Aims
Health & Safety
ICT Acceptable Use
Investigation Procedure
Leave of Absence

Sexual Health
Sixth Form Drivers
Sports Teams Off Site
Supervision of Visitors
Use of Restraint

These are under continual review and additional policies may be produced.

CARS AT SCHOOL

No student may drive to school or be driven to school by another student without the clear permission of the Head of Sixth Form. Before any student drives him/herself to or from School or uses a car for any School commitment, it is essential that the School Policy on this topic is studied carefully. Any breach of our expectations on this policy is taken most seriously.

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. However, although such personnel 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 VALUABLE EQUIPMENT LOCKED AWAY WHEN NOT IN USE;
- NEVER LEAVE ANYTHING OF VALUE IN A CHANGING ROOM.

SCHOOL OFFICES

Bursary Staff

0115 849 4923 are available at the following times:

TERM TIME & HOLIDAYS – Monday to Friday 0830–1200 and 1300–1730

Head's PA

0115 849 4945 is available at the following times:

TERM TIME Monday to Friday 0845–1200 and 1300–1715.

HOLIDAYS Monday to Friday 0900–1200 and 1300–1700.

Registrar

0115 849 4950 is available at the following times:

TERM TIME Monday, Tuesday, Wednesday & Friday: from 0900–1300 and 1400–1700.

Thursday 0900–1300.

Saturday 0830–1330.

HOLIDAYS Monday to Friday: from 0900–1200 and 1300–1700 (for some of the holiday only).

The School Office/Reception

0115 849 4949 is open at the following times during term time only:

TERM TIME Monday to Friday 0830–1800.
Saturday from 0815–1230.

Outside these hours, these office phones will not be answered. If you need to make urgent contact with anyone outside these hours, you should phone your child's Tutor. In a genuine emergency and if the previous contacts have proved unsuccessful, ring the Medical Centre, a member of the Senior Management or the Security Officer's mobile number.

THE SCHOOL DIARY

A diary of events for the term is published in advance of the term. Diaries are distributed at the end of the preceding term. The diary is the official record of what is going to happen at School and, via your child, we will keep you informed of any additions, cancellations or amendments to the facts as they are published in the diary. It can also be viewed on the School's website: www.trentcollege.net.

PARENTS' SOCIAL ASSOCIATION (PSA)

The main aim of the PSA is to provide the opportunity for parents, and sometimes teachers, to meet socially. The work of the PSA is managed by a committee and each term it arranges at least one social event. The success of the PSA relies on the parents supporting these social events and recruiting volunteers to be members of the Committee. The PSA is also responsible for organising the 'As New' shop (Tel: 0115 973 6646) where school uniform can be bought at a modest price. Any profit from their activities is used to buy extras which benefit a large number of pupils.

The **Annual General Meeting** of the PSA will take place on **Saturday 10 October 1045**

PARENTAL INVOLVEMENT AT SCHOOL

Parents are encouraged to support School matches, both at home and away, and any official School functions (concerts, recitals, plays, lectures, etc). Some of these will be ticketed as demand can exceed supply. Whenever parents visit the School, we try to be as welcoming as possible with any entertainment. Refreshments are always provided after every function and after every home match tea is provided for all supporters.

EXTRA-MURAL PARTIES

During their time in Sixth Form a great many of our children attend parties outside school and, as they grow up, increasing numbers of these parties expose them to alcohol and drugs. While the school has no role in organising or monitoring such events, we often need to respond to the consequences, such as lack of motivation, poor academic work and damaged relationships. We are also conscious that parents have expressed concern about their vicarious liability when parties are not well-planned.

The following guidelines have been suggested for parents who are either organising a party for teenage children or whose children wish to attend a party.

When organising a party:

- Agree in advance with your child which adults will be present during the party
- Have an agreed guest list and admit no-one whose name is not on it
- Provide all drinks and accept no drinks brought in from outside
- Agree in advance how the drinks, if alcoholic, will be served, by whom and in what quantity

- Telephone the parents of the children who have been invited to confirm
 - a contact name and number
 - supervision arrangements
 - the age-range of the party
 - whether or not alcohol will be available and, if so, how it will be served
 - that no guests should bring additional drinks
 - the start and end times of the party
 - transport arrangements

When your child attends a party:

- Telephone the parents who are arranging it, if they have not already contacted you to confirm the above points.

Reassuringly, most of our children simply want to enjoy themselves in the company of their peers and they do not view drinking excessive alcohol as an impressive feat. With guidance and understanding, we can help them to have and enjoy themselves and socialise responsibly.

ACADEMIC YEAR 2009–2010 (for details see next page)

PLEASE NOTE

- The dates listed overleaf 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. In the Sixth Form, parents should apply to the Head of Sixth Form for leave of absence in all cases.

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

ACADEMIC YEAR 2009–2010

MICHAELMAS TERM 2009

Start of Term	For boarders	2000 on Wednesday 2 September
	For day pupils	0830 on Thursday 3 September
Exeat Weekend	after commitments on Friday 25 September to either 2100 on Sunday 27 September or 0830 on Monday 28 September	
Half Term	For boarders	1615 on Wednesday 21 October to 2000 on Sunday 1 November
	For day pupils	1615 on Wednesday 21 October to 0830 on Monday 2 November
Exeat Weekend	after commitments on Friday 20 November to either 2100 on Sunday 22 November or 0830 on Monday 23 November	
End of Term	For boarders and members of the Chapel Choir 1915 on Friday 11 December	
	For day pupils	1615 on Friday 11 December

LENT TERM 2010

Start of Term	For boarders	2000 on Monday 4 January
	For day pupils	0830 on Tuesday 5 January
Half Term	For boarders	1615 on Friday 12 February to 2000 on Sunday 21 February
	For day pupils	1615 on Friday 12 February to 0830 on Monday 22 February
Exeat Weekend	after commitments on Friday 12 March to either 2100 on Sunday 14 March or 0830 on Monday 15 March	
End of Term	For boarders	1615 on Friday 26 March
	For day pupils	1615 on Friday 26 March

TRINITY TERM 2010

Start of Term	For boarders	2000 on Tuesday 20 April
	For day pupils	0830 on Wednesday 21 April
May Bank Holiday Weekend	after commitments on Friday 30 April to either 2100 on Monday 3 May or 0830 on Tuesday 4 May	
*Half Term	For boarders	1615 on Friday 28 May to 2000 on Sunday 6 June
	For day pupils	1615 on Friday 28 May to 0830 on Monday 7 June
End of Term	For all pupils	1330 on Saturday 3 July (Speech Day)

ACADEMIC YEAR 2010–2011

MICHAELMAS TERM 2010

Start of Term	For boarders	2000 on Wednesday 8 September
	For day pupils	0830 on Thursday 9 September
Exeat Weekend	after commitments on Friday 1 October to either 2100 on Sunday 3 October or 0830 on Monday 4 October	
Half Term	For boarders	1615 on Wednesday 20 October to 2000 on Sunday 31 October
	For day pupils	1615 on Wednesday 20 October to 0830 on Monday 1 November
Exeat Weekend	after commitments on Friday 26 November to either 2100 on Sunday 28 November or 0830 on Monday 29 November	
End of Term	For boarders and members of the Chapel Choir 1915 on Friday 17 December	
	For day pupils	1615 on Friday 17 December

LENT TERM 2011

Start of Term	For boarders	2000 on Sunday 9 January
	For day pupils	0830 on Monday 10 January
Half Term	For boarders	1615 on Friday 18 February to 2000 on Sunday 27 February
	For day pupils	1615 on Friday 18 February to 0830 on Monday 28 February
Exeat Weekend	after commitments on Friday 18 March to either 2100 on Sunday 20 March or 0830 on Monday 21 March	
End of Term	For all pupils	1615 on Friday 8 April

TRINITY TERM 2011

Start of Term	For boarders	2000 on Monday 2 May (Bank Holiday)
	For day pupils	0830 on Tuesday 3 May
Half Term	For boarders	1615 on Friday 27 May to 2000 on Sunday 5 June
	For day pupils	1615 on Friday 27 May to 0830 on Monday 6 June
End of Term	For all pupils	1330 on Saturday 9 July (Speech Day)
