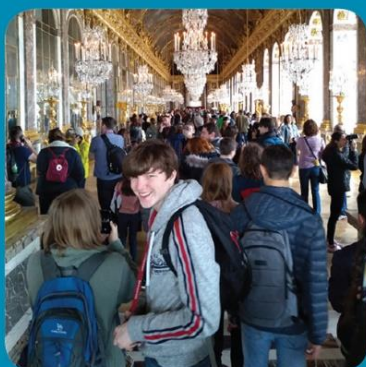


## Transition Brochure 2023



Aspire • Innovate • Respect

# Welcome to Carrington School

For your family, starting secondary school is a huge milestone. The transition goes seamlessly for most, but for some families it can be very stressful and overwhelming. We are here to support you every step of the way. We want each student to remember their school years fondly and look back in admiration at the amazing things they achieve.

From today we expect your young person to embody Carrington School's motto: *Ad Astra (to the stars)* and perform at their very best. Our aim is for everyone to fulfil our values: *Aspire, Innovate and Respect*.

We know that our most successful students are those who strive to do just that. We will be teaching your young person the skills and knowledge that will enable them to reach their potential, their personal goals and their aspirations, whatever they may be. The school on its own cannot achieve this however, and we will need your support as parents and carers, and as your young person grows and matures, we will be encouraging them to take on responsibility for their learning. This will be shaped everyday as tasks and activities will be set to encourage resilience and independent learning. We want students to be curious, to be actively involved and to challenge themselves (and us).

This information booklet will have some of the day-to-day detail that we hope you will find useful as your young person moves from primary to secondary school.

## Our Values

<b>Aspire</b>	<b>Innovate</b>	<b>Respect</b>
We pursue excellence We believe in ourselves We are ambitious We persevere	We are curious and creative learners We are courageous We show initiative and embrace change We work collaboratively	We are kind to ourselves We take responsibility We celebrate diversity We care for our environment



# A Message from Mrs Williams, Senior Leader

Starting secondary school is a big change, involving a bigger school, more classrooms, more subjects, more teachers and lots more friends. We hope that your children are looking forward to the opportunity to succeed in this new environment and to take on the challenges ahead.

From September, we will be encouraging and supporting your children every day. By doing this, their time at Carrington School will be one of great success and will help them to form fond memories. We will ensure that all students have the tools to enable them to build on their skills and knowledge, guiding and supporting them through the next five years. In return, students will need to take responsibility for their own learning by following the school's expectations, giving 100% to every lesson and continuing to be curious in their desire for knowledge and accomplishment.



The Year 7 team will ensure that your children are fully supported throughout this transition, as well as recognise the importance of this step into secondary education. We will ensure that they are prepared for this new adventure, that they feel valued within the Year 7 cohort and that ultimately, they have the opportunities to become the most successful versions of themselves.

If you have any questions throughout the next few weeks, please do not hesitate to contact me and I will be more than happy to help. My email address is [cwilliams@carringtonschool.org](mailto:cwilliams@carringtonschool.org).

I look forward to meeting you and your children very soon.

**Mrs Williams**

Senior Leader for Transition, Year 7 and Year 8



# Contact Details for Carrington School

<b>Address</b>	Carrington School Noke Drive Redhill Surrey RH1 4AD
<b>Telephone</b>	01737 764356
<b>Website</b>	<a href="http://www.carringtonschool.org">www.carringtonschool.org</a>
<b>Absence Telephone</b>	01737 378447 (24 hours)
<b>Absence Email</b>	<a href="mailto:attendance@carringtonschool.org">attendance@carringtonschool.org</a>

We aim to offer a first-class service at all times with the following response times:

- \* During term-time the school switchboard is staffed between 08:30 and 16:30 and telephone calls will be returned within 24 hours. During school holidays answer phone messages are checked regularly.
- \* Letters and emails will receive a reply within 48 hours.
- \* Requests for information should be dispatched within 3 working days. If this is not possible, an interim response should be made within 3 working days, and you should be informed when you can expect the information requested.
- \* Visitors to Carrington School with an appointment should be attended to within 10 minutes of their appointment time. Visitors without an appointment may be seen within 30 minutes if the appropriate person is available, or offered an appointment at a mutually convenient time.

If you have a complaint, you will find our [Complaints Policy on the school website](#). We will acknowledge your complaint within 48 hours. An interim report should follow within 5 working days, together with an indication of when you can expect to receive the final report. You will receive an apology, if appropriate, and we will use any complaints to help us improve. If you are still dissatisfied, you can appeal to the Governing Body by writing to the Chairwoman, Mrs Ruth Willis, c/o the School address or by email to [clerk@carringtonschool.org](mailto:clerk@carringtonschool.org).

The Governing Body has approved a number of policies [available to view on the school website](#).



# Key Contacts at Carrington School

## Senior Leadership Team

Headteacher	Miss K Oakley
Senior Deputy Headteacher	Mrs M Basso
Deputy Headteacher	Mr S Rolt
Assistant Headteacher – KS4	Mr M Lockhart
Assistant Headteacher – Learning Support	Miss A Akhavan
Assistant Headteacher – Teaching and Learning	Mrs A Blackwell
Senior Leader – Transition, Year 7 and Year 8	Mrs C Williams
School Business Manager	Ms E Maden

## Learning Support

SENCo	Mrs B Maddox
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## Year 7 Pastoral Team

Senior Leader – Transition, Year 7 and Year 8	Mrs C Williams
Year 7 Heads of Year	To be announced
Year 7 Hub Coordinator	Mrs S Knight & Mrs S Grace

## Governance

Chair of the Governing Body	Mrs R Willis
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All staff can be contacted using their first initial and surname followed by [@carringtonschool.org](mailto:@carringtonschool.org) for example:

Mrs C Williams – [cwilliams@carringtonschool.org](mailto:cwilliams@carringtonschool.org)



# Timings of the School Day

Breakfast Club (AIR-BC) from 07:45; Antares (the Library) opens from 08:00, closes at 17:00

Each Day begins with a Tutor Time for 10 minutes, this is extended on one day in the week to incorporate a Personal Development lesson, which is delivered by Tutors.

On a further day in the week, there is an Assembly either led by the Year Team or a member of the Extended Senior Leadership Team.

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Start</b>	08:30	08:30	08:30	08:30	08:30
<b>End</b>	15:05	15:05	15:20	15:05	14:20

On Wednesdays, there is a slight extension to the school day to enable students to participate in a full hour of the Excellence Programme.

On Fridays, we finish slightly earlier! There are Clubs available every day after school and details of these can be found [here](#). We encourage all our students to take part in these.



# Quality of Education - Curriculum

Our curriculum has been purposefully planned and:

- \* is inclusive and generates high aspirations for all students
- \* promotes the spiritual, moral, cultural and social development of students
- \* nurtures students' personal, mental and physical development through high quality provision of Personal Development (PD)
- \* develops students' understanding of fundamental British Values through a rich and diverse Excellence Programme (EP) and other wider curriculum opportunities
- \* prepares students at the school for the opportunities, responsibilities and experiences of later life through exceptional Careers Education Information, Advice and Guidance (CEIAG)
- \* aims to develop the whole person, as well as stretching students academically through an extensive programme of extra-curricular opportunities

## The Year 7 Curriculum (2023-2024)

Our timetable is composed of thirty 45 minutes periods per week. Students are given opportunities and encouraged to develop their Literacy, Numeracy and ICT skills across all subjects including Maths, English, Science, French/Spanish, History, Geography, Religious Education (RE), Computing, Technology, Art, Music, Drama, Dance and Physical Education (PE).

We also offer a range of Clubs to develop interests in sports, outdoor learning, intellectual thinking and much more. All information on Enrichment, Clubs & Trips can be found on our school website, on our [Learning page](#).

## Teaching Groups

At KS3, students are taught in mixed ability groups with two or three extension groups. This is to ensure there is a high level of challenge for all students.

At KS4, all core subjects are grouped according to ability, but option subjects are taught in mixed ability groups.



# Personal Development (PD)

From September 2020, Personal, Social and Health Education (PSHE) became statutory for all schools under the Child and Social Work Act (2017). This includes Relationships and Sex Education (RSE) and Health Education at Key Stage 3 and Key Stage 4. The content that we deliver at Carrington School is based on the [Department for Education \(DfE\) Statutory Guidance for Relationships education, relationships and sex education \(RSE\) and health education in June 2019](#). We have designed a comprehensive programme of study called Personal Development (PD) to cover economic wellbeing, careers and enterprise education, and education for personal safety, including assessing and managing risk. This is regularly reviewed and adapted to address local, national and global developments. PD is a core part of the curriculum and taught by a range of staff. It is delivered every other week. Sessions are planned under each of the Core Themes below:

<b>Core Theme 1 Health and Wellbeing</b>	<b>Core Theme 2 Relationships</b>	<b>Core Theme 3 Living in the Wider World</b>
<ul style="list-style-type: none"> <li>* Self-concept</li> <li>* Mental health and emotional wellbeing</li> <li>* Healthy lifestyles (KS3)</li> <li>* Health-related decisions (KS4)</li> <li>* Drugs, alcohol and tobacco</li> <li>* Managing risk and personal safety</li> <li>* Puberty and sexual health (KS3)</li> <li>* Sexual health and fertility (KS4)</li> </ul>	<ul style="list-style-type: none"> <li>* Positive relationships</li> <li>* Relationship values</li> <li>* Forming and maintaining respectful relationships</li> <li>* Consent</li> <li>* Contraception and parenthood</li> <li>* Bullying, abuse and discrimination</li> <li>* Social influences</li> </ul>	<ul style="list-style-type: none"> <li>* Learning skills</li> <li>* Choices and pathways</li> <li>* Work and careers</li> <li>* Employment rights and responsibilities</li> <li>* Financial choices</li> <li>* Media literacy and digital literacy</li> </ul>

At KS3, students build upon previous knowledge and understanding, skills, personal attributes and values. This curriculum addresses the changes that young people experience during adolescence. They are equipped with the knowledge and skills to prepare them for later life.

At KS4, students deepen their previous knowledge and understanding; develop their skills and further explore personal attributes and values to ensure they are fully prepared for life beyond school as adult, and to ensure they are independent, productive and positive contributors to society.





# Excellence Programme

Teaching life-skills and character has always been one of the forefront objectives of education but often these skills are forgotten about amid the quantitative measures of academic performance. The purpose of enrichment is to provide extended learning opportunities to study concepts greater depth, breadth and complexity, while also helping students to pursue their own areas of interest and strengths outside the normal school curriculum.

Ofsted are looking for a well thought out knowledge led curriculum that:

- \* promotes mastery of skills;
- \* stimulates experiences students are likely to encounter in later life;
- \* develops students' character, their quality of debate and discussions, their understanding of equality and diversity

Our aims for the Excellence Programme are to promote:

- \* Self-confidence
- \* Leadership
- \* Self-motivation
- \* Teamwork
- \* Wider participation
- \* Creativity
- \* Emotional well being



Our Excellence Programme which runs for 60 minutes each week provides students with the opportunity to engage in a range of activities and aims to develop students' cultural capital alongside a range of transferrable skills such as communication, participating, leadership. This programme also enables us to run programmes such as the Duke of Edinburgh Award, as well as allowing us to provide bespoke packages for whole year groups at specific times such as Careers Presentations.

Examples of activities that students can choose from are:

- |                       |                       |
|-----------------------|-----------------------|
| * First Aid           | * Lino Printing       |
| * Space and Astronomy | * Woodland Activities |
| * Coding              | * Cooking             |
| * Feminism            | * Rock Band           |
| * Board Games         | * Lawn Bowls          |
| * Jewellery Design    | * School Newspaper    |



# Homework

## What type of learning is set?

Homework tasks may be set to extend work begun in lessons, e.g. writing up a Science experiment. Others may involve factual or imaginative writing. A student may be asked to read a passage or learn for a test. Students may be set research work using information such as that found in the local library or on the internet. Listening to a podcast or critically watching a television programme are legitimate homework tasks, as are surveys of local information or interviews of family members, friends or neighbours. We also use a variety of apps to further support learning, for example, [Tassomai](#) and [GCSEPod](#), and website sites as [Mathletics](#). Homework will always be set on our School Information system, called Arbor. Parents and students will set up an Arbor account where they can keep track of their homework tasks.

## How long should homework take?

In Year 7 each homework task is intended to take about 30 minutes. Children work at different speeds and so homework will take longer for some than others. If there is a repeated problem of students appearing to work much more than the stated amount, you are encouraged to contact your child's Tutor. Likewise, if your child is completing homework more quickly, they should be encouraged to complete additional reading, or the Subject Teacher can be contacted to provide a greater level of challenge. Homework can be completed in Antares (Library) which opens at 08:00 and closes at 17:00.

## How will homework be marked?

Subject Teachers will check that homework has been done. On occasions work will be thoroughly marked and comments given. On other occasions it may be checked during the lesson. Our Marking and Feedback Strategy provides further details regarding this.

## How can parents and carers help?

*'If students receive appropriate homework and do it on a regular basis over a five-year period, they will in effect be receiving the equivalent to at least one additional year of full-time education'*

- \* Display the Homework Timetable prominently in your home
- \* Set up your Arbor account and make sure your child sets theirs up too
- \* Take note of your children's subject teachers so you are aware who to contact in the first instance
- \* Support the routine of completing homework – we recommend it is completed on the day it is set
- \* Provide a space to complete homework that is without distraction or interruption
- \* Share an interest in your children's studies



An example homework timetable can be viewed on our website, on our Learning page.

## Feedback to Parents and Carers

Parents and carers will receive:

- \* Three interim reports
- \* Two Consultation Evenings (Autumn Term and Summer Term) with 5-minute appointment times allocated for each subject they are studying (one of these will be online and one face-to-face)
- \* One face to face meeting with the Tutor (Autumn Term) to see how your child has settled into the school

Additionally, teaching staff will be reviewing progress on a regular basis and you will be kept informed of progress and / or any concerns. We also encourage parents and carers to contact us with any questions at all about your child's progress. It is always best to make an appointment first, as all staff have a teaching commitment. Please contact staff directly using their email address, or telephoning the school.



# Quality of Education – Teaching and Learning

## [The Teaching and Learning Strategy](#)

**Ad Astra** is our promise to you as we endeavour to guide your children to fulfil our motto: *To the stars.*

We will do this by providing a broad and balanced curriculum with exciting, innovative and challenging learning to promote curiosity, independence and collaboration within each lesson.

We have high expectations of students in lessons and they will be expected to work hard and complete classwork and homework as guided by their teachers. We deliver lessons by ensuring students:

- ✿ All lessons begin with staff greeting students at their door, and a **Do it Now!** Task planned to engage interest from the outset.
- ✿ We indicate **The Big Picture** to students so they understand the learning journey they are part of across a half term or series of lessons. This will include the skills and knowledge required for success.
- ✿ Students are always encouraged to actively participate in their learning by **Getting Involved**. They should consider how they learn best, and how they can work differently, their subject teachers will do the same.
- ✿ A core part of our Teaching and Learning Strategy focuses on the ability to **Reflect and Improve**; they will be encouraged to review their classwork and homework regularly. This includes checking for spelling errors, improving presentation, and responding to feedback to develop subject skills and knowledge.
- ✿ To ensure students are always learning, they will be provided with **Astra Challenges**, activities and higher order questions to develop their thinking in each subject. This may include further research, or attempting GCSE questions at KS3 or A Level questions at KS4.



# Marking and Feedback Strategy

## *Meaningful, Manageable and Motivational*

At Carrington School, we will ensure that students get the maximum benefit from their education through an entitlement to regular feedback from staff, both verbal and written. This will enable them to understand their progress and achievement and inform them what they need to do to improve.

The methods of marking and assessment of work will be applied consistently through the school. We are committed to providing feedback and marking that should:

- \* Be manageable for teachers and accessible to students
- \* Relate to the success criteria to include required knowledge and skills
- \* Have a positive impact upon the progress of students
- \* Ensure the criteria for assessment are shared
- \* Give recognition and praise for achievement
- \* Address misconceptions, providing constructive feedback leading to student improvement
- \* Allow time for students to reflect and improve
- \* Inform future planning

Students will be given **DIRT time (Dedicated Improvement and Reflection Time)** within the series of lessons to upskill their work, improve it and make any necessary corrections.

### KS3 Assessment and Reporting Strategy

At Carrington School, we use a range of data to arrive at a context-based level that would place a student in or above the 20% of similar students nationally, this is referred to as the Fischer Family Trust. We also recognise that cohort referencing can be aspirational but also demotivating and so we use this data to provide the student with a Expected Range.

### ASTRA Expected Range

ASTRA Expected Band	Grade range in which the student is working.
Attitude to Learning	Indication of the student's learning behaviour for the subject, including their attitude and respect.

#### ASTRA Expected Band

Accelerating (8-9)

Soaring (6-8)

Tuning (4-6)

Rising (2-4)

Acquiring (1-2)

Student progress to their Expected Goal is indicated by working towards, working at or working above or working above and beyond.



Their Attitude to Learning is indicated by the following terminology: Reluctant Learner, Motivated Learner and Star Learner.

## Development and Inclusive Centre of Excellence (D.I.C.E)

D.I.C.E. is the term used to cover all aspects of a student's behaviour, well-being and learning, underpinned by strong safeguarding practice. Central to our work and decision-making is how students can develop their learning, and we recognise the need to support them holistically to achieve this. Communication is key, and staff are encouraged to discuss and refer students to the appropriate support via their Year Team.

## Safeguarding at Carrington School

Carrington School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment by following our [Child Protection Policy](#) and the robust procedures in place. All staff (including supply staff, volunteers and governors) are aware of these procedures.

Sometimes we may need to share information and work in partnership with other agencies when there are concerns about a child's welfare. We will ensure that our concerns about our students are discussed with parents and carers first unless we have reason to believe that such a move would be contrary to the child's welfare.

### Designated Safeguarding Lead (DSL)

- ✿ Mr M Lockhart, Assistant Headteacher – KS4

### Deputy Designated Safeguarding Leads (DDSLs)

- ✿ Miss A Akhavan, Assistant Headteacher – Learning Support
- ✿ Mrs S Davis, Head of Year 11 and Looked After Children (LAC) Coordinator
- ✿ Mrs C Williams, Senior Leader – Transition, Year 7 and Year 8
- ✿ Mr K Sorensen, Director of Inclusion
- ✿ Mr P Taylor, Behaviour Support Coordinator – Stream 10
- ✿ Mrs L Burgess, Behaviour Support Coordinator – Stream 9
- ✿ Mr I Miles, Teacher of Geography

Students are introduced to these key staff during their first few days, and there are posters displayed throughout the school indicating this team so all staff and students are aware of who they can speak to if they have concerns.



# Tutor Groups

Students entering the school in Year 7 are placed in mixed ability Tutor Groups. Students generally remain with their Tutor and Tutor Group throughout their time at Carrington School.

The Year 7 Team have oversight of the whole year and oversee the transition programme throughout their first year in secondary education. The Tutors remain with the students throughout their full five years with us, with the Year 8 Team also seeing them through their final four years at the school. Contact with the School should be made through the Tutor. We encourage you to use your children's Student Planner for written communications, such as explanations of absence. As all Subject Teachers have a teaching commitment, it is always best to make an appointment through the school office for any visits.

Please note: messages from parents and carers to individual children can be given but we would ask that this facility is for emergencies only. Parents and carers are advised that students are not allowed to access mobile phones during lesson times and so should only contact them during break and lunchtimes.

# Attendance

The national average for school attendance is 95%. We expect this as a minimum at Carrington School; for students to attend every day and be punctual. We will work with you to support the best attendance and punctuality.

Should families wish to apply for leave, this request will need to be made in writing, directly to Miss Oakley, the Headteacher. This will only be granted in exceptional circumstances.

If a student does not attend as expected, we make a referral to the Inclusion Service. Once this is accepted, an Inclusion Officer will work with families to improve attendance. If less than expected attendance continues, we will utilize the system of Fixed Penalty Notices or Prosecution.

For term dates, please see the Info section of school website.



# Reflection for Learning

## Rewards and Sanctions

Rewards and sanctions can be viewed on the School Information system, Arbor. You and your young person will be able to keep track of this using your own Arbor accounts.

We aim to recognize effort and academic achievement, success (in a range of activities) and care and helpfulness in the school community. These rewards include:

- \* Credits awarded under the categories of Aspire, Innovate and Respect
- \* Certificates and awards for success in specific activities
- \* Annual awards including those for Punctuality and Attendance
- \* Postcards and letters home recognizing excellent effort and achievement
- \* Headteacher's Tea for excellent work
- \* Privileges such as Lunch Passes to go to the front of the queue in The Observatory

We expect students to show courtesy, care and consideration to all members of the community and to adhere to the school rules. Any choice not to comply will result in consequences. Such sanctions can include:

- \* Learning discussions
- \* Detentions for 30 minutes or 1 hour
- \* Monitoring reports to Tutors, Heads of Year or a member of SLT
- \* Withdrawal of privileges
- \* Community service
- \* Time in our P2L (*Prepare to Learn*) Centre
- \* Suspension – temporary from lessons with Heads of Year; to another school or a suspension from school for up to 5 days
- \* In extreme cases, Permanent Exclusion (automatic for dealing in illegal drugs for profit)





# Support for Learning

We recognise that some students will find school challenging because of circumstance beyond their control. To support them during these periods, we have systems in place to ensure they are referred in a timely manner.

**ELSA** (Emotional Literacy Support Assistance) is offered to students via referral where there is an underlying concern that needs discussion and students need regular check-ins (often weekly) to support them through a difficult period. Sessions typically continue for six to eight weeks.

**Counselling** is offered to students through staff referral or self-referral. Sessions are not limited to a set number of sessions. Instead, counsellors respond according to student need. We Work with two fully qualified counsellors who are experienced at working with young people of secondary school age. The service is confidential.

**The School Nurse Service** is available to students via a Drop-In (one lunchtime a week) or via referral by a member of the Year Team.

**Peer-Mentoring** is offered to students who need guidance from other young people. Often this is to support their transition into secondary school but is available at any time on their Carrington journey.

**Volunteer Support** from SparkFish (based centrally in Redhill) who join us at lunchtime and create a supportive and friendly environment in which students can play games and discuss topics of their choice. They also support students via a mentoring programme either 1:2:1 or in small groups.

**The YMCA** support our students regularly throughout the week in one-to-one or group sessions. Students will typically attend six to eight sessions.

**Forest School** is run on a termly basis for a small group of students in Year 7. This group spend two lessons each week in our Ecology area, learning practical skills suited to the outdoors.



# General Information

## Mobile Phones

We allow students to use mobile phones at break and lunchtimes in zoned spaces around the school such as in The Observatory. Outside these spaces, mobile phones and headphones will be confiscated on sight. They may sometimes be used in lessons under the direction of the Subject Teacher. Any student who misuses this privilege will also have their phone or device confiscated.

## Lockers

Each student will be allocated a locker on receipt of an annual £5 hire fee via Parent Pay. A padlock will be issued to students, and they are responsible for replacing the padlock if it gets lost or damaged. Students should clear their lockers at the end of each term so they can be cleaned. Lockers must not be decorated on the outside but can be on the inside using blu-tack or clear sellotape only.

## Lost Property

One of the most difficult aspects of the transfer to secondary school for Year 7 students is looking after their belongings. Each term, large amounts of unclaimed lost property accumulates which can be avoided if parents and carers ensure that all items of school clothing are named. All named items found are returned quickly to their owner, usually via the Student Hub. The school is not insured against the loss of a student's personal property. Whilst care will be taken to ensure security, the school cannot accept responsibility for any losses. It is possible for parents and carers to be covered on their own house contents insurance at only a small increase in cost. For example, parents and carers may wish to secure insurance for mobile phones brought in to school where parents and carers view these as a safeguarding measure. There is a Lost Property store under the main staircase in The Observatory.

## School Shop

Revision guides and subject specific resources are available to purchase using the Online Shop which can be accessed via the school website, on the Quick Links page.



# Uniform and Equipment



Your Image Ltd  
28-30 Holmethorpe Avenue  
Redhill  
RH1 2NL  
Email: [carringtonschool@yiltd.co.uk](mailto:carringtonschool@yiltd.co.uk)  
Telephone: 01737 766106

## Trouser Uniform

- \* Charcoal grey blazer\*
- \* Teal and grey tie\*
- \* Teal Jumper\* (optional)
- \* Black trousers (short tailored trousers are acceptable between Easter and October half term)
- \* White collared shirt (long or short sleeved)
- \* Black leather school shoes



## Skirt Uniform

- \* Charcoal grey blazer\*
- \* Grey tartan skirt\*
- \* Teal jumper\* (optional)
- \* White reverse collared shirt (long or short sleeved)
- \* Black leather school shoes

## PE Kit

- \* School sports shirt\*
- \* School tracksuit jacket\* (optional)
- \* Black sports leggings\* (optional)
- \* Black shorts
- \* Black skort
- \* Plain black tracksuit trousers (optional)



Items marked with a \* must be purchased from our supplier, Your Image. Other items can be brought from any shop.

All uniform and PE kit must be clearly marked with the student's name.

We expect a very high standard of uniform including PE kit. Please insist that your child attends



school correctly dressed. If in doubt about the suitability of clothes for school or hairstyles/colours, please check with the Head of Year.

PE kit must be plain black, a small discreet logo may be worn. Please do not send your child into school wearing trainers with school uniform, hoodies, denim jackets, sandals, flip flips, sliders or trousers that are not tailored.

Jewellery	Hair	Make-Up
<ul style="list-style-type: none"> <li>✱ 1 small pair of studs – lower lobes only</li> <li>✱ 1 single band ring</li> <li>✱ Watch</li> <li>✱ 1 small chain, to be kept under the shirt</li> </ul>	<ul style="list-style-type: none"> <li>✱ Hair must be natural in colour</li> <li>✱ Hair must not be shaved or include tramlines or patterns</li> <li>✱ Long hair must be tied up for all practical lessons</li> </ul>	<ul style="list-style-type: none"> <li>✱ Make up must be discreet and neutral if required at all</li> <li>✱ Nail varnish and acrylic nails are not permitted. Nails should be kept a reasonable length for health and safety reasons</li> <li>✱ False eyelashes are not permitted</li> </ul>

## Unacceptable items

- mini-skirts
- pencil skirts
- long skirts
- skirts with long slits
- tracksuit bottoms
- fashion trousers
- cords or denims or any skirt not purchased from Your Image
- casual blouses or shirts
- T-shirts
- multi-coloured socks/tights
- patterned tights
- over the knee socks
- socks over tights
- trainers
- sandals
- backless shoes
- boots
- heels over 2" high
- informal shoes such as canvas shoes
- hoodies
- denims



# Meal Arrangements in The Observatory

School meals are cooked on site in the school kitchen and are served in The Observatory. A two-course meal costs approximately £2.50. Snacks are also served at morning break. Any plated food bought in The Observatory must be eaten in there and not taken out. Packed lunches may be eaten in The Observatory or, during summer months, on the seating outside The Observatory and Sports Hall. There is also a breakfast service between 08:00 and 08:30. A variety of hot and cold breakfast foods are available. We also serve free porridge for all.

As part of our commitment to being a Healthy School, we do not sell crisps or sweets. We encourage those who bring packed lunches to follow suit and in line with school rules, students are not allowed to bring in canned or bottled fizzy drinks. These will be confiscated on sight.

## Cashless Catering

Carrington School operates a cashless system for our catering service which enables us to deliver a more efficient, faster service and to continue to provide wholesome, healthy and enjoyable meals at the lowest cost. No cash is accepted at the Till Point. There is a daily spend limit of £6.00 and this can be increased or decreased for an individual student by making a written request to the school kitchen.

When new students start with us, they will have an image of their fingerprint used to create a mathematical algorithm (biometric technology). The fingerprint is then discarded and only the numbers remain (and these cannot be reinterpreted back into a fingerprint image).

The system works exactly the same for all students whether they pay or have a Free School Meal (FSM). All students will use the system via the biometric technology. The amount allocated for the free school meal is available each day and is accessible only at break or lunch time.

There are three methods for payment:

- 1) **Payment via the internet:** Carrington School uses ParentPay. This is a system where payments can be made directly to your child's account. Usernames will be issued to parents and carers at the beginning of term. Any amount of money can be paid into the account. Money spent on food will be taken automatically and the revaluation terminal can be used to see how much money is left on the account.
- 2) **Revaluation machine:** cash and notes can be placed into the revaluation machine in The Observatory and this is immediately credited to the student's account. The machine is programmed to accept £5, £10 and £20 notes, along with £2, 50p, 20p and 10p coins. No 5p, 2p, or 1p coins are accepted.
- 3) **PayPoint cards:** if you wish to pay using a PayPoint card (for those without bank accounts or internet connection and sometimes used to pay for utility bills) a card can be set up on request to the school.

Certain data will be held on the system to enable accurate operation. This will include your child's name, class, photo, account balanced and meal entitlement. This data will be handled under the guidelines of the General Data Protection Regulation. If you have any concerns, please contact the school or see Parent



Pay for more details.

## Carrington School Fund

In this challenging financial climate, schools are under considerable pressure to provide facilities and equipment that are beyond department budgets. We ask our families for a voluntary donation to help us fund more enriching experiences for your young people. The suggested annual amount is £50 but we are most grateful for any amount you can contribute, which does not all have to be paid at once.

Examples of things that your voluntary contributions go towards include but are not limited to: up-keep of the school minibus, sports team kits, events and activities on our Culture & Challenge days, table tennis equipment, basketball hoops, outside canopies to provide shaded areas for outdoor learning and rest breaks, and music equipment.

Your voluntary donation will not be used to fund trips and visits that support the curriculum.

If you are in a position to donate any amount, please visit ParentPay where you will see Carrington School Fund/Voluntary Contribution 2023/24.

Carrington School Fund is a registered charity (No. 1051181). Under its Deed of Trust, the Charity has 4 Trustees; the Headteacher, 2 Deputy Headteachers and the Chairman of Governors.

If you prefer to set up a Standing Order from your bank, please use the details below:

**Account Name:** Carrington School Fund

**Sort Code:** 30-94-38

**Account Number:** 42748360

All members of the school are very grateful for your support.



# Useful Websites for Parents and Carers

The following websites provide useful information, advice and support for parents and carers which are Surrey-specific and some more general.

Organisation	Website	Phone Number
Surrey Children's Services (including Social Services, Admissions & Transport)	<a href="http://www.surreycc.gov.uk">www.surreycc.gov.uk</a>	0300 470 9100
Surrey Family Information Service	<a href="http://www.surreycc.gov.uk/fis">www.surreycc.gov.uk/fis</a>	0300 200 1004
Surrey SEND Information Service	<a href="http://www.sendadvice.surrey.org.uk">www.sendadvice.surrey.org.uk</a>	01737 737300
First Community Health and Care (0-19 Team)	<a href="http://www.firstcommunityhealthcare.co.uk">www.firstcommunityhealthcare.co.uk</a>	01737 775450
CYP Haven	<a href="http://www.cyphaven.net">www.cyphaven.net</a>	Please check website for phone numbers, subject to change
Citizens Advice Bureau	<a href="http://www.citizensadvice.org.uk">www.citizensadvice.org.uk</a>	03444 111 444
Online Protection Information/Cyber Bullying	<a href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a>	
Parenting and Family Support	<a href="http://www.familylives.org.uk">www.familylives.org.uk</a> <a href="http://www.yourteenager.co.uk">www.yourteenager.co.uk</a> <a href="http://www.parentproject.com">www.parentproject.com</a> <a href="http://www.teenissues.co.uk">www.teenissues.co.uk</a> <a href="http://www.relate.org.uk/relationship-help/help-family-life-and-parenting/parenting-teenagers">www.relate.org.uk/relationship-help/help-family-life-and-parenting/parenting-teenagers</a>	



**SESSET**

Therfield School, The Ashcombe School and Carrington School are part of South East Surrey Schools Educational Trust (SESSET); a charitable company limited by guarantee and registered in England and Wales with company number 10479401.

The registered address is The Ashcombe School, Ashcombe Road, Dorking, Surrey, RH4 1LY

