



For Students & Parents

Weekly

16-10-2020

FOCUS



Welcome to the latest issue of the weekly newsletter that aims to keep our communication lines open between home and college.



Dartmoor
MULTI ACADEMY TRUST

On Wednesday 14th October we hosted some eager and keen potential new year 7 students at the college. This event was largely publicised through our facebook page and online prospectus. The tours were a mammoth effort to organise but the outcome and impact was exceptional. Small groups of five socially distant families were given a tour of our college including visiting faculties. In these rooms they met specialist teachers, asked questions about the course and saw student work. The passion and enthusiasm of staff was infectious and the quality of work including challenge and productivity was excellent. As a tour guide I witnessed that each family was extremely grateful for the opportunity. We hope these families choose Tavistock as their first choice and we very much look forward to seeing them next academic year.

Whilst tours were ongoing through the afternoon, staff were using this CPD opportunity to implement/ evaluate their catch up plans and resource online platforms such as Google classroom. Staff have also been using visualisers and Google Chrome "add ons" to enhance online virtual learning. This will enable teachers to provide "live" lessons or summarise complex ideas for students to review. Education is moving more virtual and Tavistock college is ahead of the curve in providing online resources. Black History month is half way through and students are being educated on British history focussing on important people that have been underrepresented in our current way of learning or our current understanding of society. Black History Month is an opportunity to begin reassessing how we view British history; as something that includes a lot of black history as part of the history of this country, rather than being seen as separate. Students are watching educational videos and reading case studies about important historical people. On the following page I have attached some guidance that was given to tutors.

As an education establishment the COVID-19 "rule of six" does not apply, as the measures we take reduce the risk of contamination. In our risk assessment students are in communities and excellent hygiene is strongly encouraged. However, the "rule of six" does apply outside of our setting including at local meet up points such as the park, in town and at the skate park. Students need to be socially responsible to and from school including populating meet up points. Gathering in large groups is irresponsible and if this message could be conveyed at home it would be appreciated.

Horse riding success - Harriet-Rose Hayley year 9

Over the weekend Harriet competed at an event with British Eventing. This consisted of dressage, showjumping and cross country. She competed in the 90cm class and was in a section with 35 other competitors- this class was 12yrs+ meaning she was competing against adults. In this event Harriet managed to get a huge PB in the dressage, scoring 23/100 (the lower the better). After this success she then went on to get a clear round in the showjumping. Then in the final event another clear round in the cross county whilst being under the time limit.

Harriet is now hoping to step up to 100cm at the next event- which is an international event against competitors of all ages and abilities- even the top world class competitors on their young horses! This will be happening at the end of October! Best of luck Harriet

Please feel free to follow us on Facebook - search Tavistock College or on Twitter- we use the Twitter handle @Tavicollege.

Mr J Stroud

Important reminders

Detention system.

This will only be used on rare occasions as an upscaled event for students not following rules and impacting the learning of other students. This will include failing RTL.

- These will be on a Tuesday and Thursday night only. This is due to late buses.
- Detentions will be on hour long and take place in the hall to meet social distance rules and our risk assessment.
- Detention staff will be on a rota
- Parents and Carers will be notified of an after school detention through class charts notification/ school communications.
- The detention will occur on the next Tuesday or Thursday unless it was issued on a detention day.

Remote learning

If your child is isolating work can be found on Google Classroom. This platform was used over lockdown so students should be familiar with the process. Please encourage your child to access Google Classroom to complete work they are missing from their timetable each day. That way they will not fall behind when they return to school. Teachers will be using class charts to notify students (and parents) about their homework.

- Classcharts - Positive and negative behaviour, homework notifications
- Google Classroom - A platform where work can be uploaded.
- Teachers will ALWAYS notify students using Classcharts. This might be a link to Google Classroom.

Revision guides and books

If your son/ daughter has any course textbooks/ revision guides please could these be returned to the college? If they could be dropped off to reception or handed over to teachers if a sibling attends the college.

Black history month

Why study Black History Month, what about white history?

There are an awful lot of misconceptions about why we have a focus on certain communities at certain times (similar questions come up when we talk about Pride, for example). But, as for other groups within society that we study and focus on at certain points, it is usually done because these groups are under-represented in our current way of learning or our current representations of society.

Many people have the impression that the history of Africa began with slavery, or that black people first came to the UK with the arrival of the Windrush in 1948. Neither of these impressions are accurate. Black people have been part of English and British history for a much longer period of time than that, and black history is far more intertwined with English and British history than we tend to think.

The history of black people's contribution to England, Britain and the UK has often been overlooked, due in part to stereotypical views towards black people, and the way that society has been structured to reinforce a hierarchy of race which put whiteness above blackness. Black History Month is an opportunity to begin reassessing how we view British history; as something that includes a lot of black history as part of the history of this country, rather than being seen as separate.

We only ever talk about white people being racist, black people can be racist too?

We have to recognise a difference between prejudice and racism. Prejudice is where we have an idea or opinion about a group of people which is not based on our own knowledge or experience, or is applied to a group of people based on our experience of an individual. In that case, yes absolutely, all people can be and often are, in differing ways, prejudice.

However, racism is more than simple prejudice. Racism is a form of prejudice, formed around a person's racial or cultural background, which extends into all areas of society, both in terms of individual people's opinions, but also the very structure and make up of our society. In this sense – racism is as much to do with societal norms and conditions where people of colour are not represented fully, are not afforded the same opportunities as white people, and experience disadvantages based on how society views their race, that white people do not.

Why is slavery still relevant?

There is a useful Ted Ed video that has been shared on this. I would suggest looking at this in two ways. The first is the impact that the slave trade had, and continues to have, on the African continent. The slave trade came to dominate many African countries' economies. When the slave trade was made illegal in the British Empire, many of those economies collapsed, leaving the societies and communities within them vulnerable to corruption and colonisation, both of which went on to have huge effects – still being felt in those countries and the countries which colonised them.

The other way I would look at this is from the perspective of slavery continuing, despite the slave trade ending. While the slave trade ended in the British Empire in 1807, slavery continued in America until 1865. It has been 155 years since US Congress abolished slavery in the US. Since that time, only five generations of African Americans have been born

free. If we take a minute to apply that to our own families, the relevance of slavery to our lives becomes apparent. In my family, that means that the first person in my family to have been born free would have been my great-grandmother. I think, when looking at it in those terms, that is pretty staggering.

Conspiracy theories around Equality Act.

I often hear students say things like 'it's been made illegal now to have a business where only white people are employed'. This is not true. Usually students saying things like this are repeating comments or ideas they have heard elsewhere, perhaps online, about the impact of the Equality Act. The Equality Act (2010) is a piece of anti-discrimination law. The Equality Act makes it illegal to discriminate against a person in the work place based on age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. With relevance to whiteness and blackness, this does not mean that companies are forced to employ black people. It means it is illegal for a company to choose not to employ someone on the basis of them being black.

White Privilege?

The concept of white privilege does not suggest that all white people's lives are the same, it doesn't mean that all white people's lives are easy, or that all white people are wealthy. The concept means that white people do not experience any disadvantages in western society solely based on the fact that they are white. They may experience other disadvantages, but these are because of other issues, not because of their skin colour. This is in comparison to black people and other people of colour who do experience disadvantages based solely on their skin colour and society's perception of it.

Why is it 'Black Lives Matter'? What about white lives/all lives?

The best way I have found of explaining this is to focus the emphasis on the 'matter'. It's not 'black lives matter', it's 'black lives matter.' This distinction is important because no one anywhere is claiming that other people's lives are not valued. However, in many places in the world, the way that black people and other people of colour are treated (both by individuals, and by the structures and systems of our society) does give the impression that black lives don't matter, or certainly that they matter less.

Another common discussion point here is that BLM is an American focused issue, and not really relevant to the UK. Here are some statistics about the UK that help put this into perspective:

In the most recent census, the data showed that around 3% of people living in the UK were from black African or black Caribbean descent. However:

- Black mothers are 5 times more likely than white to die in childbirth in the UK.
- Black men have a lower life expectancy than white men by approx. 9 years. Black women have a lower life expectancy than white woman by approx. 7 years. This is largely due to black people being more likely to live in impoverished and deprived areas. This is also despite the data showing that black men and women are less likely to smoke, and less likely to be admitted to hospital for alcohol related issues than white people.

- Black people are 3 times more likely than white people to be detained under the mental health act.
- Black students are twice as likely to be excluded from school than white students, and three times more likely to be permanently excluded.
- The unemployment rate among black people is more than double that of white people.
- On average, ethnic minorities in the UK earn 20% less than white people.
- Black people are more than five times as likely to be made homeless than white people.
- Black people are more than ten times more likely to be stopped and searched by police than white people; three times more likely to be arrested; more likely to be sent to prison; and, when in prison, on average serve longer sentences.
- And, perhaps most upsetting: nearly a third of all deaths in police custody in the past two years were of black people. 3% of the population, 30% of the deaths in police custody.

Importantly, it is clear that these huge disparities are down to social reasons, not genetic. The Human Genome Project found that the average genetic difference between one African and another is the same or greater than that between a black person and a white person. The only genes that distinguish races are those determining skin colour.

What does representation mean? Why is it important?

When it comes to talking about representation in this context, we mean the act of portraying something in a certain way. We often mean whether particular social groups are represented fairly (the way they are presented is fair and accurate, and not reinforcing stereotypes) and proportionally (does the number of people from this community being shown to us accurately reflect how many people there are from that community?).

Representation is important because inaccurate and stereotypical portrayals (of any group of people, but particularly of groups of people already in a minority and/or disadvantaged) can be incredibly damaging because they reinforce people's prejudices and make it more difficult for those people to exist and succeed in our society.

Similarly, representation is important because it is widely recognised that key factors involved in any person achieving success towards a goal are: whether they consider that goal in the first place; if they consider that goal achievable or accessible to them; and if they have a role model who they can look up to and emulate. In this way, representation is key. If people from certain communities (people of colour, people from the LGBTQ community, women, people with disabilities) never see someone that looks like them on TV, in literature, in film or anywhere else (other than in a stereotypical way), the implicit message is that those areas of society being shown are not open to people from those groups.

IMPORTANT: COVID 19 measures on school transport

Dear Parent/Carer, IMPORTANT: COVID 19 measures on school transport – face coverings must now be worn by all students as a condition of travel Devon County Council are working cooperatively with schools and transport operators to ensure that children have as safe a journey as possible to and from school.

It has become apparent that, although we asked previously for face coverings to be worn on school transport, some children have not been adhering to this guidance.

The government, as part of their measures to combat COVID 19, have made the wearing of face coverings mandatory on public transport. Devon County Council have been in discussion with the Department for Education and it has been decided that face coverings for students over the age of 11 must be worn at all times on contract school transport vehicles.

Those travelling on SEN transport will not be included in this new policy, as the majority of children fall into the category of being excluded from wearing face coverings. We do however, encourage those passengers with SEN who can wear a face covering, to do so. Although face coverings should be worn now, from Monday 2nd November this will become a condition of travel unless your child is exempt from wearing one. For more details of those who are exempt please visit:

<https://www.gov.uk/government/publications/face-coverings-when-to-wear-one-and-how-to-make-your-own/face-coverings-when-to-wear-one-and-how-to-make-your-own>

If your child is exempt from wearing a face covering then please contact your school office. All secondary schools and colleges are being issued with DCC exemption cards which they will give to students upon parental request. A failure to produce this exemption card when boarding without a face covering could result in a warning and ultimately a refusal to accept your child onto the vehicle. If your child attends a SEN school they will not require an exemption card. www.devon.gov.uk Text 80011 (start your message with the word Devon) General Data Protection Regulations Notice: <http://devon.cc/tcsprivacy> Devon County Council has adopted a "two strikes" policy in terms of the wearing of a face covering. Should your child be discovered not wearing a face covering by the school or transport operator, and there is no record of them being exempt from using one, then after the second incident they will be refused travel for a period of time. I shall be grateful if you will impress upon your child the importance of wearing face coverings for their own safety as well as other students, and that they should be worn at all times on school transport to and from school.

Thank you in advance for your co-operation with this matter.

Yours sincerely, Damien Jones Head of the Transport Co-ordination Service

Code of Conduct for using school transport

Why have a code of conduct?

We know that most young people behave well on school transport, but occasionally the behaviour of a few can make the journey unpleasant for everyone, and can sometimes endanger others.

We have a code of conduct because we want everyone to stay safe and travel in comfort. To make sure this happens we need all young people and their parents/carers to agree to abide by this code of conduct.

By accepting school transport assistance you are agreeing to abide by this code of conduct.

Remember - we have the power to ban pupils who don't behave properly

Our code of conduct should give you a clear idea of what is expected of you, and if you follow the guidelines it contains your journey to school will be safe and enjoyable. We all have a responsibility to make sure this is the case.

If you don't keep to the code of conduct your parents or carers will be told and you may not be able to use school transport any more.

If you lose your place on school transport how will you get to school?



For more information about school transport please contact 0345 155 1019 or visit www.devon.gov.uk/school_transport

CODE of CONDUCT



For **young people** who use school transport

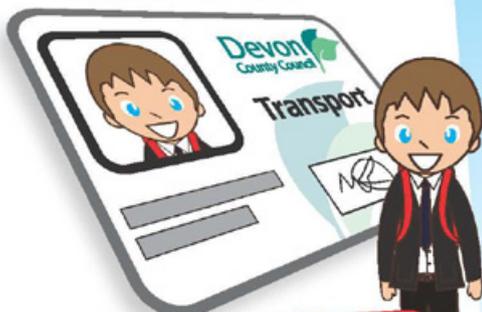
Printed June 2016
CODE2

Devon
County Council

Here's what you need to do to travel safely

Your pass

Your pass is for you only and must always be carried if you want to use school transport. Be ready to show your pass to the driver; you will not be allowed to travel without it.



NO pass NO travel!

If you lose your pass phone
0345 155 1019

How to be a good passenger

- Treat the bus driver and your fellow passengers with respect.
- Do as the driver asks.
- Stay in your seat and keep your seat belt on.
- Look after your possessions and the bus.
- Take any litter home with you.
- Keep noise to a reasonable level.
- If you see someone behaving badly or bullying others always report it to the driver or your school.
- Don't distract the driver except in an emergency.
- Don't carry real or replica weapons.
- Don't throw things.
- Don't eat, drink or smoke (smoking is against the law for everyone on buses, taxis and trains).
- Don't use bad language.
- Don't damage the vehicle - if you do your parents or carers will have to pay for the damage.

You and your parents or carers are responsible for making sure that you get to and from the pick up point safely, at least 5 minutes before the bus is due.

If you're late the bus won't wait

If the bus or train is late only wait at the pick up point for **20 minutes**.

Agree a **plan** with your parents or carers about what to do if transport doesn't arrive or you forget your pass.

If there is a **storm** or **snow** visit

new.devon.gov.uk/schools for school and route closure information or listen to the local BBC radio station.

Remember if your parents or carers take you in to school in the morning they must also be prepared to collect you in the afternoon if the weather is still bad.



Family Support

Grants and funding

You may be entitled to some financial support through the West Devon Council Welfare support fund.

https://www.devon.gov.uk/coronavirus-advice-in-devon/document/grant-and-funding-support/#indiv_fam

Back To School After Lockdown

Tips From An NHS Psychologist

<https://www.mytutor.co.uk/blog/back-to-school-after-lockdown-tips-from-an-nhs-psychologist/>

Barnados

See Hear Respond by Barnados.

www.barnados.org.uk/see-hear-respond

See Hear Respond is a partnership to help children, young people and families cope with the Covid-19 crisis.

Free Solihull online courses

- Understanding your baby
- Understanding your child
- Understanding your teenagers' brain

Link to the courses www.inourplace.co.uk access code TAMAR.

Support for parents

www.parent-talk.org.uk/devon

LiveWest

It is becoming increasingly important for young people to have online access for homework and studying. If you live in a LiveWest property, are on a low income and do not have digital devices already at home, you could possibly qualify for a Hardship and Crisis grant for a laptop or tablet.

For more information <https://www.livewest.co.uk/my-community/grants>

or email grants@livewest.co.uk

or phone 0300 1238 080.

Department for Education Coronavirus helpline

A helpline to answer questions about COVID-19 related to education. Staff, parents and young people can contact the helpline Opening hours: 8am to 6pm (Monday to Friday) Phone: 0800 046 8687 Email: DfE.coronavirushelpline@education.gov.uk

Message from Mrs Greener

For the attention of year 7 parents - warnings system to help develop good behaviour.

Working alongside the reward system in school please note the following: If a year 7 student gets three warnings in a calendar week from 3 different teachers then tutors will ring home to discuss this with the parent and see how we, you and us, as a team need to support and/or discipline the student. If there is another warning in the week following this discussion and any necessary action, the student will receive a detention on Tuesday or Thursday after school with Mrs Greener the Head of Year. The detention will last approximately one hour and the late busses will bring home bussed children. We anticipate this being used rarely and by few students, however the process will be in place from next week.

Parents/carers of the student will be contacted by HOY admin in this case.

Many thanks for your kind attention to this matter.

Logo competition

Well-being at Tavistock College

Year 7 LOGO competition

Mental health and well-being are very important to us here.

If you have the skills to design a 'well-being' logo for Tavistock College this competition is for you!

The winning design will be used on our WEBSITE!

Entries from Year 7 should be e-mailed to n.hosking@tavistockcollege.org by 22 October 2020

Please send your entry as a jpeg file
GOOD LUCK!

Duke of Edinburgh award at Tavistock College.

Completing their DofE award is a great chance for your child to broaden their horizons, discover new interests, have fun and boost their mental and physical health. Essential skills will be gained and a highly respected award will be achieved that can enhance both their CV and job prospects.

DofE programmes can be done safely and in line with social distancing and Government guidelines – with all the usual benefits, experiences and memories.

Sign up will be very soon! If your child has already enrolled previously we will be in touch soon with details about progressing to the silver/gold awards. If your child in year 9 and you would like more information about enrollment onto the bronze award please email (n.hosking@tavistockcollege.org) to register your interest and to receive further details.

For more information about this opportunity please visit:

<https://www.youtube.com/watch?v=kfAS2rLdJKg&list=PLJwqW7XmD1vIQuZy07M-36SXamlwLO2TC&index=8>

Tavistock COLLEGE