



Buxton Community School

Annual Information Booklet





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As a school we have a clear picture of how education becomes truly effective through;

- High quality teaching and learning in every lesson
- Students who are active learners and seize every opportunity they are given
- Strong partnerships with parents and carers

This is underpinned by a culture of high expectations and standards across the school in every aspect of academic and personal development. Every student matters and every lesson counts and we will not lose sight of that.



The School Day

Here at Buxton Community School we have one hour lessons, we strongly believe this allows the opportunity for teachers to deliver really engaging lessons, provide time for students to develop their own thinking and for them to secure their progress in the classroom. Our students start the day with a lesson so it is very important that they are on time for the start of the day.

Every student belongs to a tutor group and they meet with their Form Tutor every day. This is a meaningful time where they discuss and grow their thinking about many important topics that affect them both inside and outside of school.

8.50-9.50am	Period 1
9.50-10.50am	Period 2
10.50-11.10am	Tutor Period
11.10-11.30am	Break
11.30-12.30pm	Period 3
12.30-1.15pm	Lunch
1.20-2.20pm	Period 4
2.20-3.20pm	Period 5

Lunch time

We have very high quality in house provision for food for our students. They have a wide choice of meals at very reasonable prices and students are regularly asked for feedback on the menus. We operate a cashless system with pre-payment cards which are credited through Parentpay. This means students do not need to bring cash in to school and also means any students who access free school meals can do so discretely as their cards are automatically credited.

Parents can see a computer record of what their child is buying each day. We do not sell sweets, chocolate, crisps or fizzy drinks and we ask parents to help us by making sure these items are not brought into school. Energy drinks are not allowed in school.

We encourage all our students to stay on site at lunchtime although a small number elect to go home for lunch. (We must receive parents'/carers' written permission for all students in Years 7 – 11 who wish to leave the site to have lunch at home).



School Uniform

School uniform plays a really important part in setting the tone for the day and preparing students to learn. It also helps create a real sense of togetherness and community. Please make sure all clothing is clearly named.

Black blazer - the school blazer carries the school logo and is available from Trutex or Tesco.com (full details on our website)

Plain white shirt - plain white school uniform shirt with a pointed collar. This does not include fitted blouses and it should be worn tucked in to trousers or a skirt.

School tie - only available from school

Black trousers or skirt - both should be plain black. Skirts should be knee length. **Trousers and skirts** must be plain black, made of school uniform type material only, (not denim, canvas, cord, linen, or leather). Leggings/legging type trousers and jeans or jean type trousers with patch pockets are not allowed.

Shoes - Shoes should be leather or leather-look, polishable, **all black, flat, sensible school shoes**, not canvas, not boots or trainers. There should be no logos.

Socks should be plain black or white. Tights should be black.

Students can also wear an **all black V neck, knitted school jumper** under the blazer (no logos). A jumper cannot be worn instead of the blazer.

Jewellery - a watch and one small stud in each ear (**no other piercings**).

Hair and Make-up - hair; any make-up and nails should appear natural – no extreme styles.

PE kit (boys and girls have same)

Badged navy blue polo shirt

Badged navy blue zip up hooded top

Navy blue elasticated waist sport shorts

Plain white football socks for outdoor

Plain white short socks or trainer socks for indoor

Training shoes do not have to be a specific colour





Attendance

Good attendance is really important, on a basic level, if a student isn't here, they can't learn. One of the simple ways in which parents can support us is in ensuring punctual and regular attendance. In cases of unavoidable lateness or absence an early telephone call to the attendance officer is very helpful.

We do query any unexplained or unexpected absences and we will be in touch by phone, text or email so please keep these contact details up to date.

If a student has an appointment during the school day they must have written permission from their parents or carer. On the first day back at school after absence, students must bring a note unless the full period of absence has already been discussed with us. All holidays during term time are classed as unauthorised absence due to new regulations and we do issue penalty notices for unauthorised absence.

Any absence can seriously affect a student's progress and the impact of what may seem relatively low levels of absence can be severe. For example, 90% attendance over a 5 year school year career may seem very positive at first glance. However, in reality, this adds up to 4 months absence from school.

School Office

Telephone lines are open between 8.15am and 4pm. Our office staff are friendly and efficient. However, there may be a short delay in answering your call as we have six telephone lines which are automatically put through to the office on a rota basis.

Visiting Us

Ours is an open school and parents are always welcome to visit. However, parents wishing to meet with the Headteacher or another member of staff should telephone to make an appointment to be sure the person they wish to see is available. Visitors should always report to reception on arrival.





BCS PTA

BCS PTA are proud of our school and believe it to be a great resource that should be an accessible and active part of the community. To achieve this we need the support of parents, students, teachers and friends of the school. We are involved in fundraising activities and welcome new and innovative ideas that include students and the community. If you have an idea, we will try to support you to achieve it! All parents, students and teachers are automatically members of the PTA. We also welcome people previously connected with the school and those who just want to support us. To get actively involved in the PTA, please contact Sandi Flint, Headteacher's PA, at the school or email buxtoncommunityschoolpta@gmail.com

Parents as Partners

We want to build a successful and long lasting partnership with our parents and carers. Please talk to us as early as possible about any issues that you think might be affecting your child as we have invested heavily in expert staff and support structures that will provide significant levels of intervention should they be needed.

We will be in touch whenever a concern arises and we will contact you with updates on your child's progress at regular intervals during their time with Buxton Community School. There will also be annual Progress evenings and other support events throughout your child's career with us as we look to support them and you as effectively as possible.





The Tutor

Each student is placed in a tutor group, which is the special responsibility of a member of the teaching staff. Tutors meet their tutor groups every day so that firm relationships are formed. The tutor is the central figure in the day-to-day wellbeing of the students - sharing in achievements, monitoring individual progress, dealing with concerns, and generally providing the first link with home. Please contact the form tutor if you have any concerns over your child's progress.

The Progress Teams

Each year group has their own dedicated Pastoral Manager who will deal with any day to day issues and get to know the students under their care inside out. In addition, there are 3 key leaders in the school who are our Directors of Progress. Their primary role is to monitor progress across each year and intervene where necessary to support a child in staying on track. They will also act as a senior pastoral lead if necessary.

The Intervention Team

We also have a dedicated intervention team who will work with any students who may be finding being successful in school difficult.

You may be surprised by just how much we can help in school, so please talk to us if you have any concerns.

The Student Voice

The school is keen to hear the views of the 'Student Voice'. We value the views and opinions of our young people and believe that they have an

important role in helping to improve the school and wider community. Using the Student Voice enables our young people to engage in a democratic process that reflects the society we live in. Examples of how the Student Voice is used include: School Council, student views on how to improve their environment, the use of students in helping to select new teaching staff and feedback from students on their learning. Student views have been influential in changes to lunch provision and improvements to the school environment.

We also have an active Prefect Team made up of; the main prefect body with several senior prefects, a deputy head boy and girl and a head boy and girl. The prefects are chosen through application and interview and then receive training from members of our senior leadership team.

Liaison with our Partner Primary Schools

Our year-round programme of liaison with partner primary schools is extremely effective. Our Transition Co-ordinators and Director of Progress for year 7 make regular visits to schools, meeting with staff and students along with other members of our teaching staff, including staff with responsibility for Special Educational Needs. The Transition Co-ordinators and Director of Progress for year 7 play a key role in securing an effective and enjoyable transition and look to make the process as smooth as possible. In addition to this, primary school students visit us at other times of the year for special activities and at the end of the summer term for an Induction Day, during which they work in their new year 7 groups. Parents and prospective year 7 students are also welcomed into school for an informal evening in the autumn to look round and to meet and talk with teaching staff.

Encouraging Success and Responsible Behaviour

We regard encouragement and praise as the most successful method of ensuring good discipline. All students accumulate points if they regularly work hard and do all we ask of them, so that achievement, hard work, good behaviour and helpfulness are recognised.

Our RAP rewards system focuses on the 6 Rs in lessons and on other aspects of school life such as; membership of school clubs, being a good register monitor and also attendance and punctuality. We also give regular Attitude to Learning grades so that families are kept informed of how much effort students are putting into their learning. We also have 'Praising Stars' and postcards for nominated students every half term and a Presentation Evening to reward those students who work and contribute best across the year.

We aim to maintain a calm atmosphere where high standards are apparent. Should any student fall below an acceptable standard despite warning, we use sanctions which include: withdrawal of privileges; detention at break, lunchtime or after school; being placed 'on report' or being isolated from other students for a limited period.

Although schools have the right to detain students without parental consent, we will give notice if the detention is to last more than 10 minutes after school. We give 24 hours' notice, communicating through the student planner, by email, text or telephone call except where special individual "no-notice" arrangements have been agreed. Where a student gives rise to serious concern for any reason, we contact parents so that a meeting may be arranged to discuss our concern.

We invite parents in to school if a student is causing serious concerns as a face to face meeting is often very powerful in securing a positive outcome.

We will on occasion choose to place a student in to INTEX, this is an internal exclusion room and is used as a very serious sanction. It may be that a student commits a particularly serious breach of the school's behaviour policy and fixed term exclusion will be enforced. This can be for a period up to 45 days.

We will always invite parents in to discuss a student's return from exclusion. The school also reserves the right to permanently exclude a student should there be a very serious incident or a pattern of poor behaviour over an extended period of time.

Avoiding Distractions

Mobile technology can be really useful but the technologies associated with its use in the classroom are not yet fully developed. Additionally, the level of distraction that mobile phones and other devices offer to young people is substantial and the associated impact on learning can be severe. Our policy at Buxton Community School is simple, between the start of the school day at 8.50am and the end of the day at 3.20pm the whole school site is a mobile device free zone for every student in Y7 to Y11 and any student found using a mobile device will have it confiscated. This does not mean they cannot bring them with them for use on the way to and on the way from school but they must not be used at all on the school premises during that part of the day. We must also make it clear that the school is not responsible for any damage or loss to a mobile device brought to school by a student. A more detailed version of the mobile device policy is available on the website.





Our Curriculum

We strongly believe in a curriculum that is accessible, relevant and progressive where every student can achieve meaningful success.

In Year 7 students are placed in tutor groups, most of which have a broad range of ability. These groups are based on information gathered from primary schools and are designed to provide a secure start to secondary school. Students will be taught in these groups for most subjects. However, in Mathematics students are set by ability. In Years 8 and 9, students are placed in sets for a number of subjects and a mixed ability teaching group in others, although tutor groups remain as in Year 7. We set challenging individual targets for each of our children that are aspirational but achievable. We use national flightpaths for each subject to help inform our target setting process.

In Years 7-9, our students study English, Maths, Science, History, Geography, Religious Studies, Design Technology (includes subjects like Resistant Materials – working with metals, wood, acrylics etc. – Food and Graphics), Modern Languages, Information Technology, Health and Social, Citizenship, Art, Music, Drama and Sport.

In Year 10-11, all students will follow a curriculum that is designed to offer a more personalised programme of study. In the curriculum there is a strong focus on an academic core where English, maths, science, humanities and languages play a key role. In Science our top sets study the separate Sciences and everyone else studies for two GCSE's in science. In addition there will be a range of option subjects from which the students can choose to create a personalised curriculum.

Options include many of the subjects studied in Years 7 to 9 as well as access to new subjects such as Psychology, Media, Business, Construction etc.

The selection of options is a guided choice. The option choices will create a learning pathway that is designed to enable progression through Key Stage 4 into both further and higher education; preparing our students for lifelong learning.

The focus on pastoral support and careers education, information, advice and guidance at this stage is designed to help our students make realistic, sensible and informed choices about which pathway to follow. For a very few students there may be a need to make significant variations in personalising their curriculum and in this case we will discuss specific arrangements with the students and their parents/carers. However, to meet the varying needs of our students and to ensure we are offering the best preparation for our young people to enter the workforce of the 21st century. As well as GCSE we also offer a range of nationally recognised accredited courses.

In the Sixth Form most subjects from years 7-11 are offered, as well as some additional choices. We also have an Engineering Centre. This has opened up an even wider range of opportunities to our students. For information on our most recent exam results, please look on our website: www.buxton.derbyshire.sch.uk

Meeting the needs of students with additional needs

Students with additional needs and disabilities, with or without statements, occupy an important place in our student body. Learning Support staff and Learning Support Assistants work across the curriculum, offering support within mainstream lessons.

We also provide students with more specialised individual and small group teaching where appropriate. This might involve withdrawal from lessons to consolidate learning in spelling and reading using conventional pen and paper techniques or specialised computer programs. Our school is barrier free with lift facilities and other features designed to support students with additional physical needs. The Learning Support Team consults with subject teachers in order to provide appropriate and differentiated learning materials suitable for all levels of ability to ensure that account is taken of students' needs in all lessons.

As well as learning support, we provide behaviour support for a small number of students whose learning difficulties are not solely due to ability.

Additionally, with full disabled access to all areas of the school and LSAs, we can also provide for students with a range of medical needs.

Our aim is that all students should experience the mainstream curriculum as fully as possible through a whole school approach to meeting additional educational needs of all kinds. We liaise closely with the junior schools to identify students who will require additional support in their transition into secondary education.

Homework

Homework contributes to students' learning and study skills and is set as an integral part of all courses. We set homework on a regular basis in Years 7 - 9. Time spent on each homework should be between twenty and forty minutes. Every student has a homework diary where they will record what they need to do and when it is due. In Years 10-13 students will need to spend considerably more time on homework. During these years, the amount of homework given, and the time allowed to complete it, will vary from subject to subject according to course requirements. Students will need to become increasingly responsible for organising their own study.





Safeguarding

Parents should be aware that the school is committed to taking any reasonable action to ensure the safety of our students. In cases where the school has reason to be concerned that a child may be subject to ill-treatment, neglect or other forms of abuse, the Headteacher is obliged to follow the Child Protection procedures established by the Derbyshire County Council and inform the Social Services of the concern.

Equal Opportunities

At Buxton Community School we recognise that, in society and at school, prejudice, discrimination and disadvantage can arise because of differences in – ability, age, religion, gender or sexual orientation, ethnicity or colour, or class.

The school is committed to ensuring equality of opportunity, to maintaining the right of all its members to feel valued and respected and to be able to develop to their full potential. We aim to provide our students with the knowledge, skills and confidence to identify and combat prejudice and discrimination and to overcome disadvantage.



Disability and equality

Duties under Part 5A of the Disability Discrimination Act require the Governing Body to:

- Promote equality of opportunity for disabled people: students, staff, parents, carers and other people who use the school or may wish to; and
- Prepare and publish a disability equality scheme to show how they will meet these duties.

Buxton Community School define Disability in line with the current definitions in the Disability Discrimination Act (DDA). This means that in this school we define Disability as: 'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

Medicines

If your child has prescribed medicines we ask that you let us know and we will look after their medication for them. It is also important that you let us know if your child has a serious medical issue we should be aware of. We have good systems in place to make sure all key staff are aware of any care plans and how to act should an emergency arise but they are dependent on us having up to date information. We are advised by the Local Authority that a child under 16 should never be given aspirin or medicines containing ibuprofen unless prescribed by a doctor; and staff must refuse to administer these unless prescribed.

Data Protection

We are GDPR compliant – please see our website for full notices, protocols and policies. Basic information is held on the school administration system to assist with the efficient organisation of the school and the students' educational needs. This information is kept confidential and is available only to authorised staff. Under the provision of the Data Protection Act, the school is registered to disclose student information to parents/carers and to the following authorities: Health and Social Welfare; Education and Training; Police and Courts. If you are concerned about any aspect of personal information held on the computer please contact the Headteacher.

Policy on Charges and Remissions

The 1988 Education Act obliges Governing Bodies to publish a statement on charges for activities provided by a school for its students. The Governing Body wishes to see the many activities and visits that help widen a student's education continued and extended, whilst remaining open to all students. Whilst we cannot require payment for activities required by the curriculum, we are only able to run some visits and trips by requesting voluntary contributions to cover our costs. We would not be able to offer such a wide range of opportunities without these contributions.

In principle, it is hoped that all students who wish to be involved in an activity can be, and cases of hardship can always be discussed in confidence with the teacher organising an activity. We work hard to resolve any financial issues to help our students. For example, we can arrange 'staggered payments' and sometimes we can obtain external funding support to help individual students.



Key Contacts in School

Headteacher: Mr Craig Yates

Deputy Headteacher: Mrs Sam Jones

Special Educational Needs Co-ordinator:
Mrs Alex Garner

Transition Co-ordinators: Mr Gary Wentworth
and Miss Annika Hall

Director of Progress Year 7: Mr Charlie Holman

Director of Progress Year 8: Mrs Jess Lomas

Director of Progress Year 9: Miss Amy Meaden

Director of Progress Years 10 & 11:
Mrs Claire O'Brien

Headteacher's PA: Mrs Sandi Flint

Chair of Governors: Mrs Judy Vale

Clerk to the Governors: Mr Ben Mawbey

School Details

Buxton Community School

College Road, Buxton, Derbyshire SK17 9EA

Tel: 01298 23122 (six lines)

E-mail: info@buxton.derbyshire.sch.uk

Website www.buxton.derbyshire.sch.uk





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