



Buxton Community School

Part of the EMBARK Federation





Annual Information Booklet

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

- High quality teaching and learning in every lesson
- Carefully structured learning for the long term that builds knowledge and confidence
- 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 day contributes to long term learning and we will not lose sight of that.



The School Day

We believe the length of our lessons 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.

Every student belongs to a tutor group and they meet with their Form Tutor every day for registration and personal development. 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.

Registration and Personal Development	8.50am – 9.15am
Period 1	9.15am – 10.15am
Period 2	10.15am – 11.15am
Break	11.15am – 11.30am
Period 3	11.30am – 12.30pm
Lunch	12.30pm – 1.20pm
Period 4	1.20pm – 2.20pm
Period 5	2.20pm – 3.20pm



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. 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 recently achieved plastic-free status and do not sell anything in single-use plastic bottles/containers. The ECO Club worked hard to fund raise for touch-free water dispensers which have been installed in our dining rooms. Here students can fill water bottles and we request that all students bring a water bottle in to school.

We expect all our students to stay on site at lunchtime.

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 Classworx or MyClothing.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 must 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 a suitable length. **Trousers and skirts** must be plain black, made of school uniform type material only, (not denim, canvas, cord, linen, or leather). Leggings 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 or any other material. There should be no coloured or white 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 ear studs (**no other piercings are allowed**).

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

PE kit (boys and girls have same)

Badged BCS PE top

Badged BCS PE shorts

Badged BCS PE hoodie (optional)

Badged BCS leggings and/or joggers (optional)

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, if a student isn't here, they can't learn. One of the best ways a parent 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

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.



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 should a concern arise 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.



Team BCS

Our PTA – Team BCS – is an important part of our school. We 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 Team BCS, please contact Sandi Flint, Headteacher's PA, at sandi.flint@buxton.derbyshire.sch.uk.

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 Head of Pastoral Care who will deal with any day to day issues and get to know the students under their care inside out. In addition, there are 4 key leaders in the school who are our Directors of Progress who each have their own specialism. Their primary role is to monitor progress across their specialism and intervene where necessary to support a child in staying on track.

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: the Prefects, Well-being Champions, Student Council, School Newspaper and House system. We also use students in helping to recruit new teaching and support staff. Student views have been influential in changes to lunch provision and improvements to the school environment.

The Prefects, House Captains and House Ambassadors and the Well-being Champions are

chosen through application and interview. Student Council members are nominated by their fellow tutor group members. All the groups, once formed, then receive training from the appropriate staff.

Liaison with our Partner Primary Schools

Our year-round programme of liaison with partner primary schools is extremely effective. Our Director of Progress for Transition and our Transition Co-ordinator make regular visits to the schools, meeting with staff and students. Other relevant members of staff, including staff with responsibility for Special Educational Needs also keep in regular touch. The Transition Team 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 attend Induction Days, 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 school words are **Ready, Respect** and **Safe**:

Ready – we expect our students to be ready to learn. This means that the students will come to school with the correct equipment; will demonstrate effective learning behaviours in the classroom and will have the confidence and independence to extend their learning beyond the classroom.

Respectful – we expect our students to behave with respect towards: each other; our staff; visitors and the wider community. The Headteacher shares, and will continue to share, her expectations regarding respect. As a school, we will continue to have the highest expectations of behaviour and uniform as these underpin the values we have for each other and the school environment as a whole.

Safe – we expect students to always behave in a safe and mutually respectful way. This may be in a technology lesson, a science lesson or whilst enjoying social time.

Our RAP rewards system focuses on rewarding those who consistently behave the right way in lessons and other aspects of school life. We also give regular Attitude to Learning grades so that families are kept informed of how much effort students are putting into their learning. Our Presentation Evening also rewards those students who work and contribute best across the year.

We maintain a calm atmosphere where high standards are apparent. Should the conduct of any student fall below an acceptable standard, we use a tier system of warnings and 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 will always inform of a detention and these will be given on the same night when parental

permissions have been given, or the following night when not. 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 always invite parents in or make a telephone call to discuss a student's return from suspension. The school 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. On the first occasion the student will be allowed to collect their device at the end of the day from reception. However, should there be further confiscations, it will be necessary for a parent/carer, or another adult nominated by the parent/carer to come in and collect it.

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

Vision

At Buxton Community School our students are at the centre of what we do; we want to prepare them with the knowledge, skills and attributes that will enable them to thrive within and beyond the world of school.

The highest of expectations are embodied in the school curriculum. Our aim is to provide a strong, broad and challenging educational experience that supports students in developing the values of a lifelong learner. Every student is entitled to a curriculum which provides a well-balanced education, developing the abilities of individual students so that they may play a valuable, positive and active role in the community and wider society. This entitlement is for each student, regardless of age, gender, race, religion or disability.

The curriculum is underpinned by a commitment to high quality knowledge. Subject specific knowledge taught by specialists in their field is key to this. We believe that immersion in powerful knowledge enriches the life of a student within and beyond the classroom.

However, our curriculum is not simply focused on acquiring knowledge for its own sake. We will equip our students with the skills to use and apply the knowledge they learn. Not only will students have access to the best specialist knowledge to date; they will also understand that knowledge is forever developing and expanding, and that they themselves may play a part in that expansion in the future. We will nurture the spirit of intellectual curiosity and develop students' skills in creativity, reasoning, critical analysis and problem solving.

The curriculum provides access to a wide-ranging education across the sciences, humanities, languages, arts, technologies and physical activities to provide a meaningful experience for each student. The thoughts and opinions of students are taken into account when shaping the curriculum. We are also committed to providing a comprehensive range

of opportunities beyond the classroom to create an appetite for new learning experiences. Extra-curricular activities are therefore an integral feature of our ethos.

Our school-led reading programme has been set up to keep our students reading and accessing high quality texts and stories from diverse cultures, transitions, and time periods. By reading to them, we can supplement the text with valuable context that boosts student knowledge and understanding, drawing links and parallels to content in the wider curriculum as appropriate. We are dedicated to ensuring that progress is made at every stage of your child's learning journey and are sure that this new initiative will provide endless opportunities for that. We invite parents to regularly engage with their child about the books being read.

Great importance is also placed on Citizenship under the umbrella of provision for Personal, Social, Health, Emotional and Economic education (PSHE). Our students will be taught tolerance, empathy, and how to show kindness and respect to others. This, combined with enterprise, work-related learning and artistic experiences, constitutes outstanding provision for all students.

Design

Key Stage 3

Our three-year Key Stage 3 is designed to ensure all students in Years 7-9 have the opportunity to study a wide range of subjects. We believe our offer constitutes a well-balanced and rich curriculum of sufficient quality, breadth and ambition. All students study English, Maths, Science, History, Geography, Ethics, Technology (Food and Design), Modern Foreign Languages (French or Spanish), Computing, Physical Education, Art, Music, Drama and PSHE.

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 our feeder primary schools and are structured to provide a secure start to secondary school. Students will be taught in these groups for most subjects. However, in Maths students are set by ability.

In Years 8 and 9 students are placed in sets for a number of subjects and mixed ability groups for others, although tutor groups remain as in Year 7.

Key Stage 4

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, Film Studies, 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 some nationally recognised accredited courses.

Key Stage 5

In our Sixth Form we are committed to offering a wide range of subjects to support students in progressing into whatever career they wish to pursue. Please see the website for more information.

Meeting the needs of students with additional needs

Students with additional needs and disabilities, with or without an EHCP, 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.



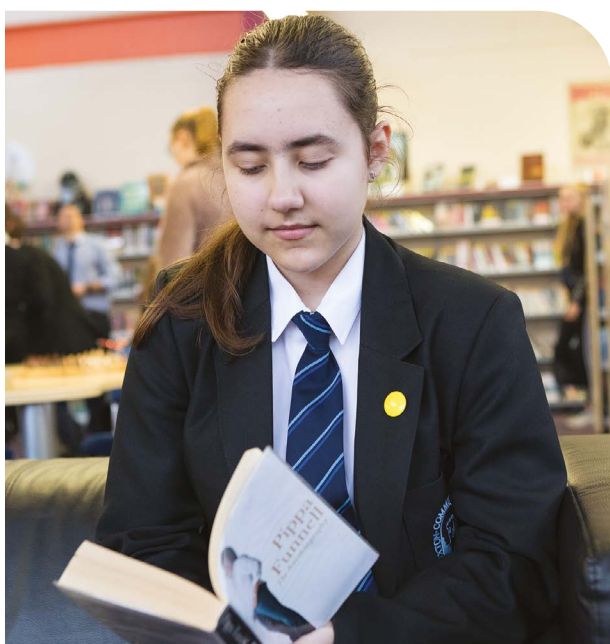


Homework

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. 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. Students and Parents/Carers are able to keep track of homework via Classcharts.

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 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, 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:	Mrs Sam Jones
Deputy Headteacher:	Mrs Alex Garner
SENCo:	Mrs Steph Reddy
Transition Co-ordinator:	Mr Gary Wentworth
Director of Progress	
– Transition:	Mr Charlie Holman
Director of Progress	
– Pupil Premium:	Mrs Jess Lomas
Director of Progress	
– Boys Achievement:	Mr Greg Smith
Director of Progress	
– More Able:	Miss Lucy Ingham
Director of Intervention	
– Head's Up:	Mrs Claire O'Brien
Head of Pastoral Care:	
Y7	Mrs Caroline Siddons
Y8	Mrs Laura Gale
Y9	Mrs Denise Lowe
Y10	Mrs Debbie Birkin
Y11	Mrs Jane Walters
Head of Sixth Form:	Ms Jackie Cruse
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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