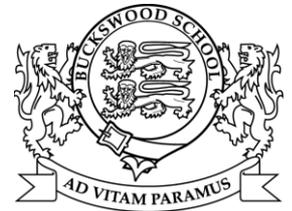


Buckswood Staff Handbook

2018/19



Handbook

To be employed at the school everyone (new and old) must ensure that they completed the following forms and understood the rules, regulations and the structure of the organisation as a consistent approach to all aspects of school life is essential.

New staff induction forms	https://www.buckswood.co.uk/administration/new-staff/
---------------------------	---

The History of Buckswood

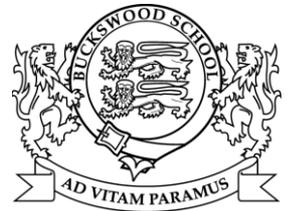
Buckswood has existed as an independent school since 1933. Originally, the school was based in Uckfield, East Sussex, where it remained (except for a wartime move to Crawley in the 1940s) until 2001. For the first forty years or so, Buckswood was very much an English institution of the “old school” for young ladies and gentlemen. From the late 1970s its focus very much became international in terms of its pupil base. However, in recent years the school managed to combine both eras in its twentieth-century past by becoming a thriving boarding and day school of around 420 pupils, with half being British and half from over thirty nationalities. Buckswood is now a British boarding school with a strong international ethos, but very much committed to its roots in educating young ladies and gentleman from all over the world. The beautiful Broomham Hall estate in Guestling, East Sussex, has been the school’s home since 2001. Since then, much significant development has been completed making Buckswood an eminently desirable destination full of academic, sporting and cultural opportunity for future generations of Buckswodians.

The School Mission

At Buckswood, the curriculum is designed to give children an enduring education; it enables them to study the classic and the contemporary as they acquire the knowledge necessary to develop academic, artistic, and sporting skills – all under the thoughtful guidance of teachers who take the time to know each child well. Buckswood seeks to develop in each girl and boy the ability to work effectively, to communicate articulately, to approach life with a sense of competence, and to use to the fullest the gifts that God has given each of us. We are a close-knit community, a school, international in make-up and in vision, working together to cultivate young minds and hearts. Our goal is to develop independent-minded young men and women, eager to continue their studies and take their places as thoughtful citizens of the world. We believe that in the process of preparing and guiding young people towards intellectual growth and moral and spiritual awareness, the beginning is everything.

General Responsibilities as a Teacher at Buckswood

- 1) Active involvement in pastoral care with a clear understanding of safeguarding and wellbeing.



- 2) Positive input to the momentum of the School.
- 3) Recognition of your role in providing that essential framework of supervision and structure.
- 4) Comprehensively fulfilling all aspects of your job description, particularly in the following areas
 - 1) Plan lessons to enable you to teach your subject to the very best of your ability.
 - 2) Liaise with your colleagues, both within and outside of your departments to ensure that your pupils' needs are being met.
 - 3) Track pupil progress throughout the academic year, using the given procedures
 - 4) Use analysis of pupil assessment data to evaluate and adjust your SoW / lesson format to better facilitate pupil progress.
 - 5) Adhere to the Staff Code of Conduct (<https://www.buckswood.co.uk/policies/>)

Most of the remainder of the booklet is concerned with procedures, which are essential so that we have a standardised approach to working towards our aims. The link between these procedures and our aims comes through our subject teaching, our expectations, our manner in conducting lessons and other duties, our sensitivity to the pastoral system – in general, our whole contact with the student body.

Communications

The school contact details

School Address: Buckswood School, Broomham Hall, Guestling, East Sussex, England, TN35 4LT

Email: achieve@buckswood.co.uk

School Telephone Number

01424 813 813

Absence Telephone Number

01424 815 915

Who is who – Communication and *where do I fit in* within the organisation

You will find a link to the school's organisational chart and each member of the organisation's job description. It is important that each person is aware of their expectations and that others are also aware of what role their colleagues at the school have. This is part of the good communication and transparency practice followed at the school.

The organisational	https://www.buckswood.co.uk/wp-content/uploads/2017/03/Organisational-Chart-
--------------------	---

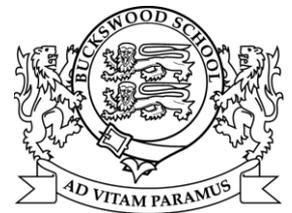


Chart	2017-18.pdf
-------	-----------------------------

Governance

The Role of the Advisory Board

Buckswood is a proprietorial school, with the director of the proprietorial company (Mr. Sutton) having oversight of the school. He and the Co-Principals are aided in this by the members of the advisory board, who provide support, as well as scrutiny and challenge.

Responsibility for the day to day operation of the school is undertaken by the 2 co-principals and the senior management team. There are various other committees which meet regularly and report to the senior management team to triangulate information and ensure that student progress and behaviour is being appropriately managed. The student council also meets to discuss aspects of school life and provide input on the future direction of the school.

Advisory Board Member.

Chair – Mr. Stuart Whorlow – chairofgovernors@buckswood.co.uk

Safeguarding Advisor – Mrs. Julie Reece

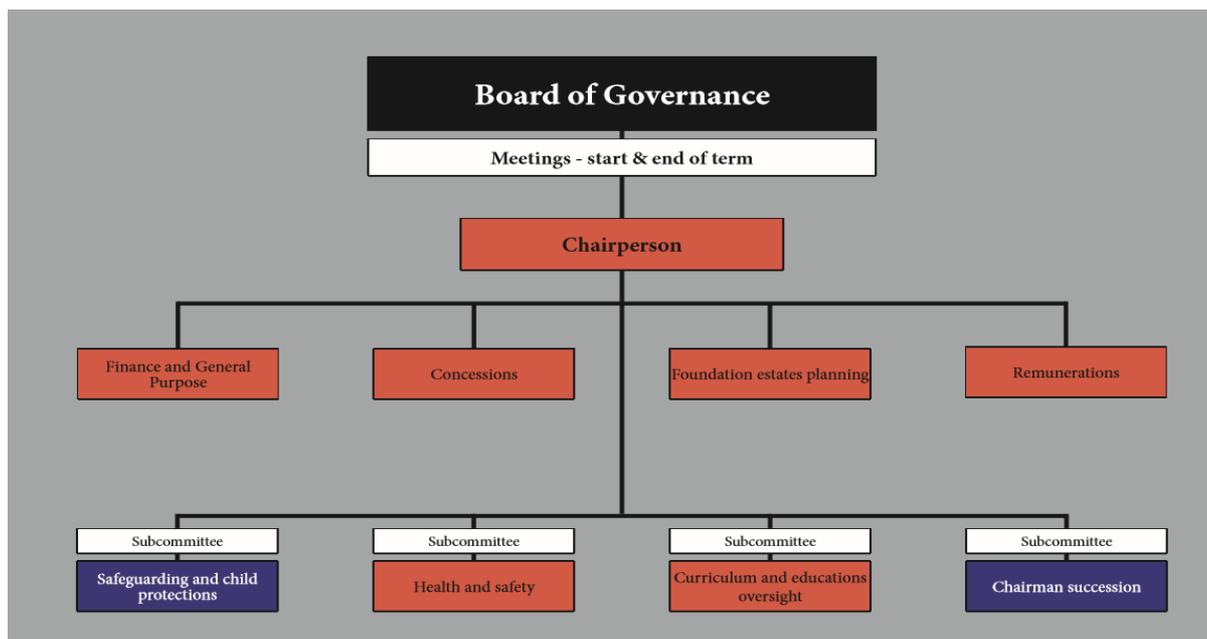
Independent Safeguarding Advisor – Mr. James Wilding

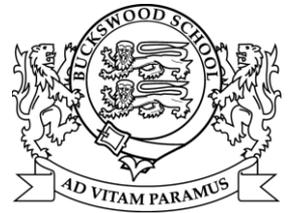
Advisor – Mrs. Nicola Piper

Advisor – Mr. Lawrence Walker

Advisor – Mrs. Maureen Coleman

Clerk – Mrs Anne Jeffrey- clerktothegovernors@buckswood.co.uk





Appraisal system – link to document on website

Appraisal of teachers will always include a formal observation and feedback, linked to teaching standards and Teaching and Learning behaviours listed below (see lesson observations checklist)

SMT

The SMT is made up of the senior staff whose remit it is to ensure that the school functions smoothly to meet regulatory requirements, by offering support, scrutiny challenge throughout the school.

Strategic Development plan (add link here)

Education is a lifelong journey. Being in the business of education, here at Buckswood, we recognise the value of self-reflection for improvement and in this folder you will find our constantly evolving improvement plan that aims to support us in our endeavour to deliver outstanding provision in all areas of the school. The very nature of a school environment means that we face daily challenges that call for review and scrutiny of our policies and procedures, and so these should always be viewed as working documents., so that they can adapt to the changing needs of our students within our school environment and reflect the best working practice in line with the School's ethos. The School Principals welcome any ideas and suggestions. The SDP can be viewed through the link above.

Policies

The school policies are the backbone of the school. Please familiarise yourself with these via the school's website found on <https://www.buckswood.co.uk/policies/>

Academic information

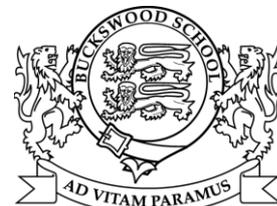
In the Classroom

Please follow the Class Code of Conduct, Prep and Marking, Behaviour and Sanctions policies found on <https://www.buckswood.co.uk/policies/>.

At Buckswood, we strive to improve the quality of teaching and learning through formal observations and learning walks, which inform the Appraisal process.

We have included a checklist to help you think about your lessons and what qualities they need to show. Below is

- 1) A comprehensive checklist of what lessons should contain, in order to be graded 'good' or 'outstanding'. Please bear in mind that it is in our development plan to eradicate all teaching at Buckswood that is not, at least, good.
- 2) A copy of an OFSTED 'drop in' sheet, to show you how judgements about teaching



are made

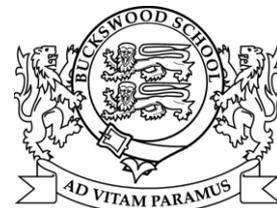
Lesson Observation Criteria Checklist

LO: lesson objectives

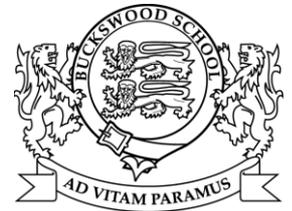
SC: success criteria

TA/LSA: teaching assistant/learning support assistant

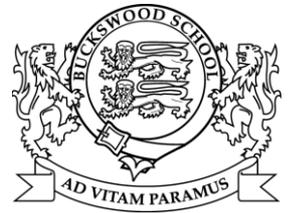
Type of Area	Area of lesson	Outstanding Teaching
Environmental	Positive, purposeful atmosphere	<input type="checkbox"/> Children are not off task <input type="checkbox"/> Learning is purposeful for children to feel motivated (to stay on task) <input type="checkbox"/> Positive atmosphere provided <input type="checkbox"/> Behaviour is impacted by positive and purposeful environment
	Planning in place and available	<input type="checkbox"/> Planning is thorough and detailed <input type="checkbox"/> Subject links are clear <input type="checkbox"/> Cross curricular links are clear <input type="checkbox"/> Assessment opportunities are identified <input type="checkbox"/> Assessment opportunities are annotated accordingly <input type="checkbox"/> Previous plans provided and annotated to show assessment <input type="checkbox"/> Identified links for speaking and listening <input type="checkbox"/> Identified links for ICT <input type="checkbox"/> Homework opportunities ensures integrated approach
	Key vocabulary displayed and used	<input type="checkbox"/> Vocab is displayed (if children are out of the classroom, vocab must be displayed where they are working and referred to) <input type="checkbox"/> Key vocab is a key component of the lesson <input type="checkbox"/> Routines for vocab are evident <input type="checkbox"/> The use of vocab has an impact on the learning
	Well-prepared resources in place	<input type="checkbox"/> A full range of classroom resources are used <input type="checkbox"/> Specific resources effectively prepared available to all and distributed <input type="checkbox"/> Resource routines lead to minimal disruption <input type="checkbox"/> Resources are fit for purpose – imagine you are a child having to use it, does it enable you to complete the task to full potential?
	Effective use of display	<input type="checkbox"/> Wide range of well thought out, high quality displays support the work in class <input type="checkbox"/> Examples of 3D work <input type="checkbox"/> Examples of interactive displays <input type="checkbox"/> Examples of best work
	TA/LSA Deployment	<input type="checkbox"/> Strategic deployment <input type="checkbox"/> TAs engage actively with groups/ individuals <input type="checkbox"/> Children achieve exceeded progress with additional support
	ICT used effectively,	<input type="checkbox"/> ICT is used in interesting ways



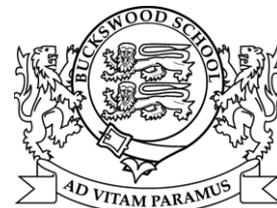
	where appropriate	<input type="checkbox"/> It adds to learning significantly
Learning Habits	LO	<input type="checkbox"/> LO's permeate all aspects of the lesson <input type="checkbox"/> Evidence of effective routine for sharing the LO <input type="checkbox"/> Evidence for reflecting and assessing the learning is in place
	SC	<input type="checkbox"/> Children are involved in developing the SC before the task is started <input type="checkbox"/> SC is referred to throughout the lesson <input type="checkbox"/> SC is used for group/peer/ self-assessment
	Quality examples of work	<input type="checkbox"/> Examples of work are shared <input type="checkbox"/> Work is carefully chosen for examples <input type="checkbox"/> The work is of good quality and shares high expectations, achievement <input type="checkbox"/> Work is used to stimulate success and provide a good example of success.
	Recall of previous learning	<input type="checkbox"/> Shared and understood link between previous learning and the current lesson <input type="checkbox"/> Preparations are in place to link today's lesson to the next lesson (this could be during plenary)
	Differentiation	<input type="checkbox"/> Tasks are carefully designed, chosen and adapted to meet the full range of needs <input type="checkbox"/> A range of strategies are employed
	Effective plenary	<input type="checkbox"/> Mini plenaries should show an example of how children can begin to extend their learning, adding to the LO. <input type="checkbox"/> Children articulate and communicate their learning <input type="checkbox"/> Wider implications and links are clarified <input type="checkbox"/> Links are made to future learning
	Success celebrated	<input type="checkbox"/> There is evidence of a culture of success being celebrated <input type="checkbox"/> Success is celebrated in terms of the LO/SC <input type="checkbox"/> Children know and expect their successes to be recognised and celebrated
	Cross curricular links identified and promoted	<input type="checkbox"/> Specific links are made to how their knowledge <i>can and will be</i> used in other areas.
	Pupils make good progress	<input type="checkbox"/> ALL children fully engage with the learning <input type="checkbox"/> ALL children demonstrate GOOD progress has been made in their learning



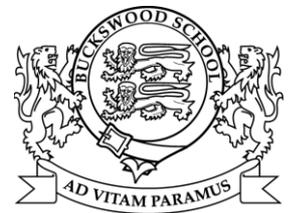
Teachers Habits	Good teacher subject knowledge	<input type="checkbox"/> Teacher uses in depth subject knowledge to support learning, to support ABL pupils and extend learning for all.
	Targeted closed questions used	<input type="checkbox"/> Closed questions (needing specific answers) are carefully chosen <input type="checkbox"/> Closed questions are used strategically to explore levels of understanding, misconceptions and used for assessment
	Open questions used	<input type="checkbox"/> Open questions are carefully chosen to extend children's learning and understanding
	Teacher modelling	<input type="checkbox"/> Teacher clearly models expectations through modelling <input type="checkbox"/> Modelling indicates how children will meet LO/SC (as modelling refer back to LO/SC and show how what you are doing is ticking off those criteria) (This will show children HOW they can achieve in the lesson) <input type="checkbox"/> Modelling indicates how children will exceed expectations beyond LO/SC (This will show your able children HOW they can extend their learning)
	Teacher works with a focus group	<input type="checkbox"/> The teacher significantly enhances the learning of the group they are working with. <input type="checkbox"/> Children know who they can go to for support
	Use of speaking and listening	<input type="checkbox"/> A range of speaking and listening activities are carefully chosen to enhance children's learning
	Range of learning styles catered for (VAK)	<input type="checkbox"/> There is evidence that the teacher has provided learning opportunities which caters for all le <input type="checkbox"/> arning styles <input type="checkbox"/> Children's opportunities enable them to use a range of learning styles <input type="checkbox"/> Children have differentiated choices



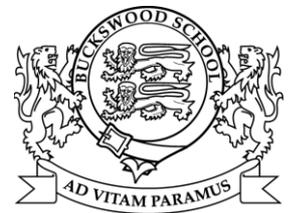
		that supports specific preferences
	Lesson is well- paced	<ul style="list-style-type: none"><input type="checkbox"/> Lesson is well – structured and planned with thought out time limits<input type="checkbox"/> The lesson has a sense of determination and perseverance<input type="checkbox"/> Lesson does not over- run/ under run<input type="checkbox"/> Pace keeps children engaged (criteria from good)



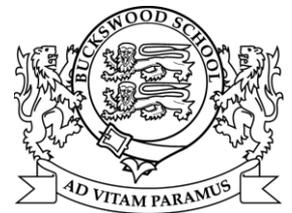
Children's Habits	Maximum involvement of children at all times	<input type="checkbox"/> Lesson is planned so children maintain an active engagement throughout
	Dialogue between children and children/ children and teacher promoted	<input type="checkbox"/> There is evidence of effective dialogue including modelling <input type="checkbox"/> All children have opportunities to express and discuss aspects of their learning with each other and with the teacher (procedures are in place for those who find communicating about their learning through dialogue more difficult, i.e. communication cards)
	Independence is encouraged	<input type="checkbox"/> Work is organised so children must use skills of independence to succeed <input type="checkbox"/> Support is also in place and effectively used
	Response partners used	<input type="checkbox"/> Children know who their Response Partner is <input type="checkbox"/> Children make effective use of their partner both when directed and also independently
	Children demonstrate	<input type="checkbox"/> Children demonstrate what they have done <input type="checkbox"/> Demonstrations are used effectively by the teacher to encourage, praise, support learning, model and self- review <input type="checkbox"/> Demonstrations are used to provide opportunities to extend learning
	Children carry out self-assessment	<input type="checkbox"/> Children use the LO and SC to effectively assess their own work, identify strengths and weaknesses and set targets



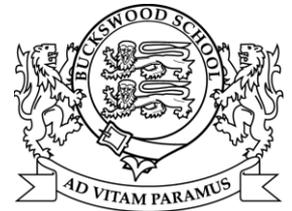
<p>Inadequate Pupils make inadequate progress</p>	<p>Satisfactory* Most pupils are making satisfactory progress.</p>	<p>Good** Most pupils are progressing well and this is maintained over time</p>	<p>Outstanding Almost all pupils are making <u>rapid</u> and <u>sustained</u> progress.</p>
<p>Assessing Progress</p> <ul style="list-style-type: none"> Ineffective use of AFL and questioning in lessons leads to unnecessary repetition of work for pupils and tasks that are unchallenging Teacher rarely monitors pupils' work during lessons, leading to misconceptions not being picked up and lesson plans not being adjusted accordingly. 	<p>Assessing Progress</p> <ul style="list-style-type: none"> Ineffective AFL and questioning in lesson may result in <u>some</u> unnecessary repetition of work for pupils and tasks not fully challenging pupils. Teacher monitors pupils' work during lessons, picking up any general misconceptions and adjust their plans accordingly to support learning. 	<p>Assessing Progress</p> <ul style="list-style-type: none"> Teacher regularly listen astutely to, carefully observes and skilfully question groups of pupils and individuals during lessons. Teacher uses AFL to assess pupils' progress regularly and accurately 	<p>Assessing Progress</p> <ul style="list-style-type: none"> Teacher systematically and effectively checks pupils' understanding * throughout lessons, with effective AFL. <p>*Prior knowledge is ascertained by systematic and accurate assessment.</p>
<p>Planning for progress</p> <ul style="list-style-type: none"> Little or no attention is given to assessment of pupils' learning and this often leads to tasks being planned and set that do not challenge pupils. 	<p>Planning for progress</p> <ul style="list-style-type: none"> The lesson is planned with attention given to the careful assessment of pupils' learning, leading to some tasks being planned and set that do not fully challenge. Adaptations to lesson plans as a result of AFL are usually successful but occasionally are not timely or relevant and this slows learning for 	<p>Planning for progress</p> <ul style="list-style-type: none"> The lesson is planned with accurate assessment of pupils' prior skill, knowledge and understanding, leading to appropriately challenging tasks The teacher uses information gained during the lesson to reshape tasks and explanations to improve learning. 	<p>Planning for progress</p> <ul style="list-style-type: none"> The lesson is planned with a keen awareness (astutely) of pupils prior knowledge, skills and understanding, leading to appropriately challenging tasks The teacher uses AFL to anticipate where they may need to intervene and do it with notable impact on the quality of learning.



	some pupils.		
Feedback for Progress <ul style="list-style-type: none"> Pupils are unaware of the progress they are making and have no knowledge of how to improve their work further. 	Feedback for Progress <ul style="list-style-type: none"> Pupils are informed about the progress they are making and how to improve further through marking and dialogue that is usually timely and encouraging. 	Feedback for Progress <ul style="list-style-type: none"> Teacher has discussed assessments with students so they know how well they have done and what they need to do to improve. 	Feedback for Progress <ul style="list-style-type: none"> Marking and constructive feedback from the teacher and pupil are frequent and of a consistently high quality. The comments enable pupils to understand how to improve their work, encouraging high levels of engagement and interest.
Teaching methods <ul style="list-style-type: none"> <u>Activities are not sufficiently well-matched to the needs of pupils so that they make inadequate progress.</u> 	Teaching Methods <ul style="list-style-type: none"> Uses strategies that ensure that the individual needs of pupils are usually met. Demonstrates expectations that enable most pupils to work hard Uses appropriate homework and these contribute reasonably well to the quality of learning. 	Teaching Methods <ul style="list-style-type: none"> <u>Uses strategies that are effective so that pupils progress well</u> That consistently deepens pupils' knowledge and understanding Uses appropriate and regular homework contributes well to pupils' learning Ensures opportunities to develop a range of skills including reading, writing, communication and mathematics 	Teaching Methods <ul style="list-style-type: none"> <u>Are well judged and often imaginative teaching strategies that ensure rapid progress.</u> Ensures a <u>rapid</u> pace of learning Ensures opportunities to successfully develop crucial skills, including literacy and numeracy Uses appropriate and regular homework contributes very well to pupils' learning.
Intervention <ul style="list-style-type: none"> Support staff and not effectively deployed 	Intervention <ul style="list-style-type: none"> Ensures the careful deployment of any available additional support 	Intervention <ul style="list-style-type: none"> Use AFL to appropriately target support. Ensures that intervention matches most 	Intervention <ul style="list-style-type: none"> Due to effective AFL the teacher demonstrates sharply focused and timely support.



		pupils' individual needs so that pupils learn well.	<ul style="list-style-type: none"> Ensures that intervention is used that closely matches individual needs accurately, leading to pupils learning exceptionally well.
Teacher <ul style="list-style-type: none"> Does not demonstrate sufficiently high expectations Does not excite, enthuse, engage or motivate particular groups of pupils Has an environment where pupils' lack of engagement and persistent low-level disruption contribute more than occasionally to reduced learning and/or a disorderly classroom environment 	Teacher <ul style="list-style-type: none"> Demonstrates satisfactory subject knowledge Ensures that low-level disruption only occurs occasionally Ensures that major disruption to learning is uncommon 	Teacher <ul style="list-style-type: none"> Demonstrates well-developed subject knowledge. Demonstrates high expectations of pupils' knowledge. Generally promotes resilience, confidence and independence of pupils when tackling challenging activities. Enthuses and motivates pupils to participate. Enables, through good behaviour management, good levels of engagement which allows the lesson to flow smoothly throughout so that <u>disruption is unusual</u> 	Teacher <ul style="list-style-type: none"> Demonstrates excellent subject knowledge. Demonstrates consistent and high expectations of pupils Evokes high levels of enthusiasm for, participation in and commitment to learning. Ensures <u>consistently high behaviour</u> promotes resilience, confidence and independence of pupils when tackling challenging activities
Learners <ul style="list-style-type: none"> a significant minority of pupils show a lack of respect and intolerance for each other or staff and a lack of self-discipline, 	Learners <ul style="list-style-type: none"> Respond promptly to teacher's direction and work cooperatively with each other The large majority of pupils are 	Learners <ul style="list-style-type: none"> Are typically, considerate, respectful and courteous to staff and each other. Make a very positive contributions to 	Learners <ul style="list-style-type: none"> Show very high levels of engagement, courtesy, collaboration and cooperation Show excellent, enthusiastic



resulting in poor behaviour	punctual to lessons.	lessons <ul style="list-style-type: none"> The very large majority of pupils are punctual to lessons. Demonstrate positive attitudes towards the teacher, their learning and each other 	attitudes to learning, enabling lessons to proceed without interruption <ul style="list-style-type: none"> All pupils arrive punctually to lessons Are highly adept at managing their own behaviour in the classroom
-----------------------------	----------------------	---	--

* 3 Levels of progress ** 4 Levels of Progress

Overall Grade:

A successful lesson will be thoroughly planned and motivating, allowing for EAL, SEN and G&T pupils to be appropriately stretched and challenged and for progress to be evident throughout the lesson. The checklist above will give you a clear idea of what we (and OFSTED) will be looking for in observations and learning walks.

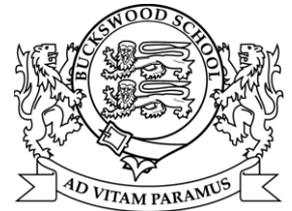
Assessment

All full time pupils will be tested using the GL online testing system, to provide baseline data. Realistic targets can then be set and subsequent progress tracked from this point

There are 6 assessment periods in each academic year, which are cumulative in nature. The assessment grade grid makes clear what grades are possible in each year, leading up to GCSE.

Subject	Christmas Term						Easter Term						Summer Term					
	Assessment 1		Assessment 2		Exam	Holiday Work	Assessment 1		Assessment 2		Exam	Holiday Work	Assessment 1		Assessment 2		Exam	
	ACH	EFF	ACH	EFF	%	EFF	ACH	EFF	ACH	EFF	%	EFF	ACH	EFF	ACH	EFF	%	
English	A	1				2												

Buckswood School	Well Above Average	Above Average	Average	Below Average	Well Below Average	Fail
Achievement	A	B	C	D	E	F
Effort	1	2	3	4	5	5



Stage 1

HoDs meet with departmental staff to agree and set the content of assessment tests for the year, based on the schemes of work. This may be modified as the year progresses, according to the pupil cohort's needs.

Stage 2

Assessment tests are given in a controlled environment; either in classrooms or in an exam hall. In KS4 and 5 (and in some subjects, KS3) questions should mirror, or be taken from past papers, to give pupils a 'real' experience of what is required of them in terminal exams.

Stage 3

Papers are marked according to predefined mark schemes and moderated at departmental level. HoDs will lead and have oversight of moderation. Particular attention should be given to pupils at grade boundaries.

Stage 4

Grades are entered onto SIMS by the stipulated deadline. Feedback is given to each class regarding their assessment paper. Further support/feedback may be offered during Access Time. This feedback should also include setting new targets for the following assessment period.

Stage 5

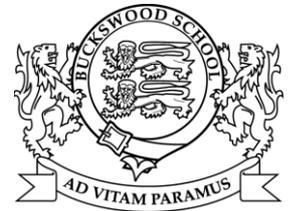
An evaluation of assessment results is written for each class and given to HoDs to format. This should involve strategies to help pupils improve their performance. This will also be reviewed/adjusted after each assessment period. Students who score significantly lower grades than anticipated and/or score 3 or above in attitude to learning will be placed on 'green card' or other form of academic support. This may include referral to the Learning Support Co-ordinator to assess the level of need for learning support/other interventions within the classroom.

Stage 6

The strategies outlined above are written into future lesson plans.

Academic references and reports

When pupils leave school they may require an academic reference or report. This is the responsibility of the Heads of Year. Academic data will be provided by the SIMS administrator and school secretaries.



Support Departments

BHS

The Health Team is made up of 3 trained nurses, who are supported by health assistants and an administrator. Our aim is to enable scholars to remain as healthy as possible and support them when they are unwell whilst at school. Staff should only allow pupils to leave lessons to see the nurses, when the pupils has a pre-arranged appointment (evidenced by a pink form), or in exceptional circumstances. Teachers should note the date and time of appointment in the pupil's prep diary and follow up accordingly.

BHS	www.buckswood.co.uk/life-at-school-and-campus/buckswood-health-service/buckswood-health-service
-----	--

The Wellbeing Hub

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children

The Wellbeing Team will comprise of :

Designated Safeguarding Lead; (Mr Brendan Commane, who can be contacted by email: DSL@buckswood.co.uk or on 01424 813813 x245)

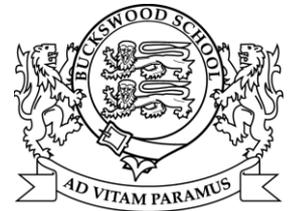
Safeguarding Officer (Anne Jeffery, she can be contacted by email: admin2@buckswood.co.uk or on 01424 813813 x244)

Attendance Officer (Mrs Samantha Cheshire, she can be contacted by attendance email: attendance@buckswood.co.uk or on 01424 813813 x231)

Please inform our attendance officer when a pupil has been marked present in previous lessons but hasn't come to yours. Please register pupils arriving late to your lesson with an 'L' and sanction accordingly.

Deputy Head: Pastoral: Di Durrant: ddurant@buckswood.co.uk

The Hub	www.buckswood.co.uk/life-at-school-and-campus/buckswood-health-service/wellbeing-hub
---------	--



Admissions

Admissions staff recruit, test and place pupils in the school, based on their age, ability and level of English. Our admissions team are often the first port of call for parents, agents and pupils. Teachers may need to liaise with the admissions team for translation purposes, when communicating with parents/agents on school related issues.

Admissions	www.buckswood.co.uk/admissions
------------	--

OTHER GENERAL POINTERS

Calendars and Dates

You will find all of the current term and holiday dates here

Dates	www.buckswood.co.uk/administration/calendars-timetables
-------	--

Permission forms

All extra activities must have parental permission first (i.e. music lessons, horse riding lessons etc). Please find below a link for all permission forms. Those teaching extra lessons must fill in an extra lesson reporting form (these books can be obtained from the accounts department). The books consist of a three-part report: you retain a copy, the student takes a copy and the accounts department must receive a copy.

Permission forms	www.buckswood.co.uk/administration/permissions-forms
------------------	--

Trips

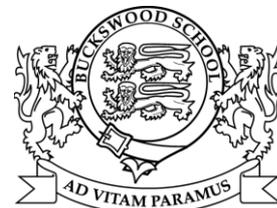
Educational trips outside the classroom are just as important as work done in the classroom, therefore we encourage trips to take place as much as possible. Before a trip can take place you must discuss this with your HoD, read the trips policy and follow the instructions on the link below. This will cover the administration for all relevant departments.

Trips	https://www.buckswood.co.uk/administration/useful-forms/
-------	---

The Buckswood Foundation.

The school has its own foundation that helps to support students' needs and projects.

Foundation	www.buckswood.co.uk/about-us/the-buckswood-foundation
------------	--



Knowledge is Power (KiP)

The Knowledge is Power (KiP) programme at Buckswood has been developed to expose our students to a wide range of topics that might not traditionally be encountered in the regular classroom setting. The goal of the KiP programme is not only to increase the knowledge base of our students, but also expose them to different ideas and professions. The end result of such exposure is to give the students more power to make decisions about the direction their life will take as well as giving them some perspective on the world at large. Topics covered as part of the KiP programme include Philosophy, The Future of the World, Exploration, The Holocaust, architecture, art appreciation, philanthropy, literature appreciation and English garden design

KiP	www.buckswood.co.uk/6th-form/the-buckswood-difference/kip-knowledge-is-power
-----	--

Sports Academies

We run several very successful sports academies along side the academic school programme. For more details please see the link below:

Sports	www.buckswood.co.uk/sports/sports-at-buckswood/an-introduction
--------	--

The Campus

We are so fortunate to be able to live and work in this fantastic campus; for a map of the campus please see the link below:

Campus	www.buckswood.co.uk/life-at-school-and-campus/the-campus/interactive-campus-map
--------	--

Fire Drills and Lock downs

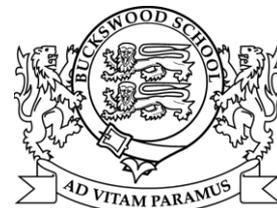
These will be covered in the INSET, however we do two daytime and two night-time drills per term.

Fire and lock down	www.buckswood.co.uk/administration/policies/facility-management-policies
--------------------	--

Visitors Policy

Security is very much part of wellbeing and safeguarding of those in the school. Please see the visitors policy and procedure.

Visitors Policy	www.buckswood.co.uk/administration/directions/
-----------------	--



www.buckswood.co.uk/wp-content/uploads/2017/03/Vistors-safeguarding-and-Protocol.pdf
--

ID badges

It is a legal requirement that all adults and children are identifiable on site. Therefore please ensure that you wear your ID badges at all time and ensure that the students also wear their badges. Stop and question anyone without a school ID badge and take them immediately to the reception in the main house. Ensure that the students also know that they must also be alert for anyone without ID on campus.

Colour	Personnel
Pink	Visitor
Orange	Staff
Purple	6 th form pupils
Yellow	School pupils

Lost Property

Any property, articles of clothing, books, cases, etc. that are left lying around the school will be collected and returned to form teachers if marked! Unmarked property will be retained by the school for a short time. Unmarked clothing will thereafter be cleaned and made available for resale through Matron's office. Students missing books or uniform articles will be charged the full cost for replacement of missing items.

PTA

As a school we have no PTA, however parents are invited to share any skills or hobbies with the school community. Parents are also invited to school for social events in December for the Christmas banquet and in June for the end of year summer ball. If parents would like to organise anything which would enhance the life of the school community then we encourage them to do so! We also have academic Parents' Evenings twice a year.

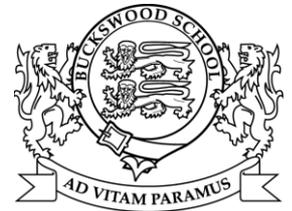
Access Time

This is the time set aside for students who wish to meet with their teachers on a one-to-one basis at the end of the day. Teachers are based in their classrooms on Monday to Friday – 5:00pm to 5:40pm. Carpe diem!

Access time	www.buckswood.co.uk/administration/calendars-timetables
-------------	--

Squads

This is the time set aside for students who wish to further their ability in sports. This is team practice time!



Squads	www.buckswood.co.uk/administration/calendars-timetables
--------	--

Prefects

Prefects are an important part of the school at Buckswood. We believe all students have some potential to lead, which can be enhanced by training and experience. Prefects are chosen by the staff at the start of the academic year. Prefects exercise leadership within the school, both by example and actively assisting staff as required.

Prefects contract	www.buckswood.co.uk/life-at-school-and-campus/life-at-school/the-prefect-system
-------------------	--

Staff Cars

Staff may not carry pupils in their own cars. Staff must park their cars on the back or side car park. Parking is at the owner's own risk

Minibuses and Cars

The Transport Manager in charge of minibuses and coaches is responsible for their general upkeep and condition as well as upholding legal regulations for VOSA. If damage occurs it will be his duty to ascertain responsibility.

Staff Dress Code

As the School operates a particularly stringent dress code amongst pupils to ensure the maintenance of high standards, we believe that members of staff have a particular responsibility to promote a professional appearance which will reflect the stature of the school within the town and in general. We therefore require staff to wear professional business clothing. Jeans-like trousers and leggings are not permitted.

Academic Gowns

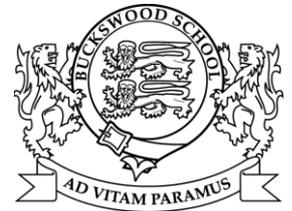
The wearing of academic gowns is required for assembly, exam invigilation, Open Days, Parent-Teacher consultation evenings etc.

Assemblies

These take place every other Friday afternoon. They are lead by SMT members and will generally convey a PHSE message.

Staff Absence

If you are sick please advise the school giving as much advance notice as possible, and at the very latest by 08:00am on the school absence line.. Please ensure that you miss work only when this is absolutely unavoidable. Absence from work for personal reasons – training, important family matters etc. must be



cleared with the Co-Principals at least one week in advance. Any short-term absence of full-time staff will be covered by colleagues, so please ensure that you send in appropriate cover work for all your classes. Any absence of more than 5 consecutive days must be supported by a medical certificate from your doctor. If your doctor signs you off work for a period of several days or weeks, please notify the school of this as soon as possible so that alternative arrangements can be made to cover your lessons. You should also mail your medical certificate to the school within 48 hours. Our priorities must be to maintain the working atmosphere of the school. Please also ensure you complete the absence form <https://www.buckswood.co.uk/teachers-page/> and submit it, in plenty of time, prior to your absence (if this has been pre-planned) or on the morning of your absence, if you are taken ill.

Staff Meetings

Staff meetings are held Monday, Wednesday and Friday at 8.30am. All Staff are required to attend. They are an integral part of the teaching day and are invaluable in the daily events that are often planned at such meetings.

Smoking

Smoking is discouraged in the school. However, staff who smoke may do so in the designated smoking area. Students must not see you smoke or join you. Those working in the catering department must follow the rules regarding hygiene, in this regard. Pupils are not allowed to smoke in school, for any reason.

Maintenance

Duty house staff will do the rounds in morning inspection, pick up any maintenance issues and report these to the Facilities manager, who will pass these on to the school handyman... Any issues that he cannot repair will be referred to contractors. We aim to have all issues sorted daily. Any classroom items or other items should be reported using the online damages and defects form. If you feel that matters are not being handled correctly you can also contact the Facilities Manager.

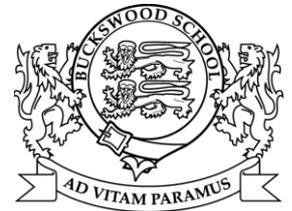
Academic and Pastoral Care Systems

We realise that many pupils are a long way from home. Therefore, it is important that we make Buckswood feel as homely as possible. Every pupil in the school has a Form Teacher a House Tutor and a Head of Year.

The form teacher is responsible for helping with academic and pastoral issues that crop up during the academic day. They administer form periods and first prep and have a key role in monitoring and encouraging the students in their care. They are the first port of call for subject teachers and are expected to communicate directly with Heads of Year regarding the issues and successes of the pupils in their form.

House Tutor: The House Tutor is responsible for the pastoral side of life at Buckswood - that is, checking on general welfare, any worries or complaints etc.

The Form System: The School is split into 3 sections, which interlink and share the same overall philosophies under the guidance of the senior management team. The Junior School comprises forms I – III,



the Middle School comprises Forms IV –V, and the Sixth Form. Comprises L and U 6th, IB and UFC students

The House System: There are 5 Houses in the School (four of which are named after famous writers from Sussex!) The House plays a very important part in School life, both in the classroom where pupils can gain points through 'House Points' and Commendations, or on the sports field in House matches

- KIPLING
- MILNE
- WELLS
- ROWLING
- SCHOOL HOUSE

Boarding Principles and Practice

The aim of boarding at Buckswood School is to provide a safe and secure environment for the personal and academic development of each boarding student whilst ensuring their health and wellbeing. The Buckswood ethos aims to reflect, as far as possible within a communal environment, the best values of family life. The boarding experience encourages tolerance, respect for others, kindness, spiritual and moral awareness, personal development, general welfare and self-discipline. It develops independence, strength and the ability within the individual to function as part of a team.

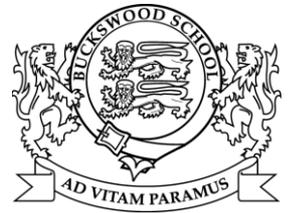
Care is taken to ensure the Buckswood ethos and desired atmosphere is promoted across the boarding houses, whilst at the same time maintaining the individual character of each house and ensuring a progression of responsibilities and privileges commensurate within the different age groups.

The Boarding House system

Buckswood School prides itself in its pastoral care of all students and across all spectrums – academic, cultural, sporting and on a personal level.

We welcome scholars who are eager to embrace the Buckswood experience – boys and girls who strive for goodness and decency, honesty and integrity; boys and girls who are eager to take advantage of the outstanding opportunities and facilities offered – scholars who are curious to learn and determined to achieve. Buckswood School is a school that will retain its heritage and focus on development of the individual.

The House system	https://www.buckswood.co.uk/life-at-school-and-campus/boarding/the-house-system/
------------------	---



House staff top 10 guidelines (this is also relevant to all staff members)

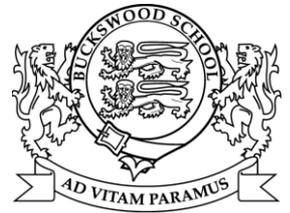
1. Your room should remain a private space and students should not enter that space with or without permission.
2. It is unacceptable to drink alcohol, smoke cigarettes/ e-cigarettes or take any illegal substance with a student present at any time even if they are over 18.
3. You must not be alone with a student at any time behind a closed door. Use communal areas should you need to speak with a student/s.
4. Remember to only expose students to age appropriate materials. Examples: DVDs and Internet content.
5. Do not befriend a student on any form of social media. If a student befriends you, remove them as this presents a child protection issue.
6. Remember you are a mentor to the students in your care. Your behaviour should reflect this at all times. The use of expletives is not appropriate at any time when speaking with students and/or colleagues, parents or guardians.
7. Students are expected to respect your personal space so you need to respect theirs. Remember to knock on doors before entering a student's room.
8. Stop and think before you commence anything! Have you risk assessed it? Has it been approved to go ahead?
9. You are still a member of Buckswood staff when you are outside of school. Socialising/ fraternising with students outside of school is not appropriate at any time.
10. Remain professional when communicating with colleagues, parents or guardians. Language should be professional at all times. Refrain from communicating personal opinions.

IF IN DOUBT, ASK!

Duties and the Framework of Supervision and Discipline

Formal duty sessions, e.g. supervising prep or meal times, as well as designated duty zones around the school

Non-routine supervision, e.g. unscheduled tours or checks. Random checking is an essential part of the Duty Teacher's role. Checks should be made of the following:



Classrooms / dormitories / tennis court.

Well-used areas, e.g. Dining Hall, TJ's,

Checks on other areas, e.g. behind Academic Resource Centre and Art blocks etc.

Duties See Termly Rota and Duty Manager Rota

The Duty Handover Book

In the staff room there is a handover file that must be completed each time you do a duty. You are to report any issues or risks that have occurred. This will be checked by members of the Hub and follow up done.