

THE DUSTON^{TDs} 4-19 SCHOOL

Knowledge itself is power

The Duston School Family Guide 2022/2023



Dream - Believe - Achieve



Contents

- 1: Principal Message
- 2: Ethos & Values
- 3: Term Dates
- 4: School Day
- 5: Key Staff
- 6 & 7: House System
- 8: Teaching & Learning
9. Curriculum KS3 & 4
10. Curriculum KS5
11. Sixth Form Entry
12. Literacy & MFL
13. PSHE, Trips, Extra Curricular & Homework
14. Student Care
15. Attendance & PE Kit
16. SEN
17. Secondary Uniform
18. Lunchtime
19. Communication, Medicine & Lost Property
20. Photographs, Mobile Phones & Cause for Concern

Principal's Message



Welcome to The Duston School, which is part of The Duston Education Trust (TDET). As Principal I take great pride in leading the school and supporting your child in their educational journey. The school mantra, 'Knowledge itself is power,' sits at the core of my own educational philosophy and influences all that we do. As a staffing body, we seek to get to know our pupils fully and the school community views itself as a family. I also firmly believe, as a parent myself, that if something is not good enough for my children then it certainly is not good enough for yours. As a parent your children are central to your life and, as a school, they carry just as much importance to us.

The Duston School's educational philosophy is encapsulated by our mission statement, which is our aspiration for all of our pupils:

'Our core aim is to help pupils climb the tree of knowledge so they can access University, Higher Education, Employment or an Apprenticeship and be the very best edit of themselves. All pupils are inspired to Dream – Believe – Achieve.'

We believe that education should provide our young people with both the currency and character to succeed. We work relentlessly to nurture our pupils to unlock and achieve their potential. Our pupils are actively encouraged to make a valuable contribution to society and thrive in a mutually supportive environment. All of our pupils are educated to enter the adult world with a strong moral compass, a real sense of resilience and to be armed with the key transferable skills that will allow them to succeed in an ever changing and fast paced globalised labour market. Our curriculum is broadly traditional in nature and built upon the premise that knowledge is the ultimate key to academic success. We endeavour to help our pupils gain the highest qualifications, acquire flexible life-long learning skills, and be ready to act responsibly as global citizens. We also promote the social, moral, spiritual and cultural development of our pupils, including a recognition and understanding of Fundamental British Values.

A key factor in ensuring your child is successful at The Duston School is the level of overall co-operation and communication between the parental body and the school. We will endeavour to communicate successes, both holistically and on an individual pupil level, whenever we can.

Underpinning all that we do are incredibly high expectations and we will, via an array of channels, directly communicate any issues with you. A crucial person in your child's school career is their form tutor and I would encourage all parents to develop a professional working relationship with this key advocate for your child.

I look forward to meeting and welcoming you to the school.

Mr Samuel Strickland

Principal The Duston School

Ethos & Values

At The Duston School, a heavy emphasis is placed on the role of the tutor, who pupils meet twice a day every day. The tutor acts as the primary advocate for their tutees and, in many respects, acts as their Duston School parent. This is the person that parents/guardians will primarily have contact with to discuss their son/daughter's education.

The Duston School is built upon three core values: Resilience, Respect and Aspiration. We expect all of our pupils to exhibit and display these core traits in their daily life at The Duston School, within the wider community and as they move into the next phase of their life once they leave our educational setting.

The Duston School community was canvassed to help create our school mantra, 'Knowledge itself is power.' This echoes the words of Kofi Annan, "Knowledge is power. Information is liberating. Education is the premise of progress, in every society, in every family." Knowledge provides us with the power to help others, in a variety of ways. It is also something that is good for our own self esteem. In addition, knowledge imbues us with authority and enables us to act and interact with others in a more moral way.

Aspiration	Expectations	BE PREPARED	Values	RESPECT
Resilience		BE COMMITTED		EQUALITY
Respect		BE ENGAGED		DEMOCRACY
		BE EFFECTIVE		TOLERANCE
		BE POSITIVE		RESPONSIBILITY
		BE AMBITIOUS		LAW

1. Knowledge liberates us.

Knowledge sets us free, and makes us less dependent on others. Freedom is essential to any democracy. Being truly free means that we do not use our power to control other people against their will.

2. Knowledge commands positive respect.

True knowledge commands more respect than mere empty authority within a hierarchy ever could. If we have knowledge, we can direct the decisions of others and help them to enhance their lives. Having knowledge about a relevant subject imbues us with authority. No matter who we are, or how old we are, if we have knowledge that is useful to other people, then those people will respect us.

3. Knowledge boosts our self-esteem.

Possessing knowledge can really give us a feeling of self-fulfillment and confidence. Knowledge is something that we can always fall back on. In addition, if we find ourselves facing a trial in life, knowledge can enable us to find a solution to the issue that boosts our self-esteem even further.

4. Knowledge creates positivity.

The process of seeking and finding knowledge teaches us to have a positive attitude about life. It teaches us to be motivated, determined, engaged with the world and self-reliant. It also fills us with enthusiasm and joy.

5. Knowledge allows us to make moral decisions.

When we have knowledge, we can act more morally. Possessed of all the facts and the relevant skills, we can put our desire to help others into practice much better than we could do if we had less knowledge. For example, if we have some money that we wish to donate to charity, knowing facts about how that money could best be used will enable us to help the greatest number of people with it.

Term Dates 2022/2023

2022 Term 1

Friday 2nd September to Friday 21st October 2022

Friday 2nd September (Years 1-6, Year 7 and 12 only)

EYFS staggered start (2nd - 12th September)

Monday 5th September (Years 1-6, Year 7 and 13 only)

All students return Tuesday 6th September

Holiday – Saturday 22nd October to Tuesday 1st November

2022 Term 2

Wednesday 2nd November to Thursday 15th December 2022

Holiday – Friday 16th December to Tuesday 3rd January

2023 Term 3

Thursday 5th January to Friday 10th February 2023

Holiday – Saturday 11th February to Sunday 19th February

2023 Term 4

Monday 20th February to Friday 31st March 2023

Holiday – Saturday 1st April to Sunday 16th April

2023 Term 5

Monday 17th April to Friday 26th May 2023

Holiday – Saturday 27th May to Sunday 4th June

2023 Term 6

Monday 5th June to Wednesday 19th July 2023

Holiday – Thursday 20th July to Friday 2nd September 2023 (Primary pupils, Year 7 and Year 12 students only)

Please note that all pupils are due in on Tuesday 5th September 2023

Staff Training Days

Thursday 1st September 2022 - INSET Day

Wednesday 4th January 2023 - INSET Day

Friday 1st September 2023 - INSET Day

Disaggregated Days (School Closed)

Monday 31st October 2022

Tuesday 1st November 2022

Friday 16th December 2022

Tuesday 3rd January 2023

Thursday 20th July 2023 - Faculty Away Days

Primary School Day

Primary morning drop off:	Primary Dismissal
8:45am — 9:00am	3:30pm

Secondary School Day — Monday:

Time	Lesson
08:30am / 08:35am	Line-ups
08:45am – 09:30am	Character Session
09:30 am – 10:30am	Period 1
10:30am – 11:30am	Period 2
11:30am – 13:00pm	Period 3 / Lunch
13:00pm - 14:00pm	Period 4
14:00pm – 14:15pm	Break
14:15pm – 15:15pm	Period 5

Secondary School Day — Tuesday to Friday:

Time	Lesson
08:30am / 08:35am	Line-ups
08:45am – 09:00am	Tutor Time
09:00am – 10:00am	Period 1
10:00am – 11:00am	Period 2
11:00am – 12:30pm	Period 3 / Lunch
12:30pm – 13:30pm	Period 4
13:30pm – 13:45pm	Break
13:45pm – 14:45pm	Period 5

Key Staff

Senior Leadership Team		
Mr S Strickland	Principal	office@thedustonschool.org
Mrs N Adams	Vice Principal - Director of Education	nadams@thedustonschool.org
Mrs K Loomes	Vice Principal - Head of Primary	kloomes@thedustonschool.org
Mr T Wise	Vice Principal - Head of KS3	twise@thedustonschool.org
Mrs H Jones	Vice Principal - Head of KS4	hjones@thedustonschool.org
Mrs N Montagu	Vice Principal - Head of KS5	nmontagu@thedustonschool.org
Miss S Pragnell	Assistant Principal - Primary	spragnell@thedustonschool.org
Mr C Nelson	Assistant Principal - Deputy Head of KS3	cnelson@thedustonschool.org
Mr P Dewes	Assistant Principal - School Improvement	pdewes@thedustonschool.org
Miss J Giles	Assistant Principal - SENDCO	jgiles@thedustonschool.org
Mr S Beal	Assistant Principal - Rewards	sbeal@thedustonschool.org
Mr S Wade	Assistant Principal - Deputy Head of KS4	swade@thedustonschool.org
Mr A Clarke	Assistant Principal -Data , Exams and Standards	aclarke@thedustonschool.org
Ms K Shires	Assistant Principal -School Improvement	kshires@thedustonschool.org
Mrs S Connor	School Business Manager	sconnor@thedustonschool.org
Subject Heads		
Mr A Smith	Head of Art and Design	asmith@thedustonschool.org
Mr D Pillay	Head of CBI	dpillay@thedustonschool.org
Miss G Berrill	Head of English	gberrill@thedustonschool.org
Mrs S Malia	Head of Geography	smalia@thedustonschool.org
Mr T Burnett	Head of Maths	tburnett@thedustonschool.org
Mrs A Dellar-Moy	Head of MFL	adellarmoy@thedustonschool.org
Miss F Hope	Head of Music and Performing Arts	fhope@thedustonschool.org
Mr S Croft	Head of Science	scroft@thedustonschool.org
Mr P Wood	Head of Sport	pwood@thedustonschool.org
Mr N Owen	Head of World Studies	nowen@thedustonschool.org
Miss G Perry	Deputy Head of EBacc	gperry@thedustonschool.org
Subject Leads		
Miss L Bray	Head of Biology	lbray@thedustonschool.org
Mr J Allen	Lead Teacher of Citizenship & RE	jallen@thedustonschool.org
Ms L Arnold	Second in Maths	larnold@thedustonschool.org
Mr J Marshall	Deputy Head of Department: History	jmarshall@thedustonschool.org
Miss R Temple-Fry	Second in MFL	rtemplefry@thedustonschool.org
Mr C Dunkley	Second in Maths	cdunkley@thedustonschool.org
Mr J Robinson	Lead Teacher of PE	jrobinson@thedustonschool.org
Mr H Boycott	Head of Physics	hboycott@thedustonschool.org
Miss K McColl	i/c PSHE	kmccoll@thedustonschool.org
Mr M Sidaway	Lead Practitioner; Science	msidaway@thedustonschool.org
Mr A Mosdell	Lead Teacher of Social Sciences	amosdell@thedustonschool.org
Miss J Chater	Head of Chemistry	jchater@thedustonschool.org
Mr S Mannion	Lead Practitioner; Maths	smannion@thedustonschool.org
Miss I Weaver	Second in Science	iweaver@thedustonschool.org
Mr S Ackbarally	Lead Practitioner of IIT, IQM and IIP	sackbarally@thedustonschool.org
Directors of Year		
Mr A Brown	Director of Year 7	abrown@thedustonschool.org
Mrs H McDonald	Director of Year 8	hmcdonald@thedustonschool.org
Miss K McColl	Director of Year 9	kmccoll@thedustonschool.org
Mr S Elliott	Director of Year 10	selliott@thedustonschool.org
Miss K Deane-Hall	Director of Year 11	kdeane-hall@thedustonschool.org
Mr N Floyer	Head of Year 12 & i/c of KS4 Media	nfloyer@thedustonschool.org
Miss B Griffiths	Head of Year 13	bgriffiths@thedustonschool.org
Mrs G Martin	Head of Year 13 (maternity cover)	gmartin@thedustonschool.org
Assistant Directors of Year		
Mrs D Kimpton	Assistant Director of Year 7	dkimpton@thedustonschool.org
Mr K Johnson	Assistant Director of Year 8	kjohnson@thedustonschool.org
Miss Z Ward	Assistant Director of Year 9	zward@thedustonschool.org
Mrs S Quinn	Assistant Director of Year 9 (mat cover)	squinn@thedustonschool.org
Miss H Monaghan	Assistant Director of Year 10	hmonaghan@thedustonschool.org
Mr I Honer	Assistant Director of Year 11	ihoner@thedustonschool.org

House System

From September 2017 a new House system was brought into effect. This was rolled out across the whole school, including the primary school. The main information regarding the system is detailed below:

- There are four houses and most year groups have 2 tutor groups per house. The House names are Oak (Green), Willow (Purple), Maple (Orange) and Chestnut (Red).

Heads of House:

There are 4 Heads of House. One for each house. These are members of staff who help organise and facilitate house events, assemblies and house competitions.



Head of Oak: Mr T Clarke

I am Mr Clarke and have the privilege of being the Head of Oak House. As Head of House, I would like every single member of Oak to feel valued and part of a team. I want to foster an environment in which, win or lose, we are dignified and strive to improve next time. Moving forward, I want to foster a culture of achievement in which successes, in whatever form they take, are highly valued and are rewarded.



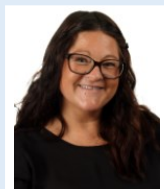
Head of Willow: Mr M Bidwell

Hello! As head of house it is part of my role to support you to get your most out of your time at Duston. In Willow House we want to celebrate success, support each other and achieve our very best. Our motto is quitters never win; winners never quit, by working together we can make sure that we all have the opportunity to succeed. I look forward to meeting you in September.



Head of Maple: Miss R Temple-Fry

I am Miss Temple-Fry and I am the happy Head of Maple House. Our motto is 'don't wait for opportunity; create it' and our community aims to make sure that every pupil with a Maple badge on their blazer feels part of something bigger. We love competition and earning House Points via sports, art, charity fundraising and challenges. Maple house always tries to make a positive difference to school life.



Head of Chestnut: Mrs D Gioia

I am Mrs Gioia and am extremely proud to be Head of Chestnut House. My vision for Chestnut House is to create a sense of community within our house and to let that community spirit spread and grow across the whole of the school. It is paramount that every member of Chestnut House feels welcomed and involved throughout the whole of their journey at The Duston School and that every achievement, whether it is academic, sports, creative or just doing a good deed, is celebrated. I am a firm believer that a sense of belonging to a community within Chestnut House encourages students to develop a mature, caring mindset, empowering each individual with essential skills for life.

House System

House Captains and Vice-Captains

There is one Captain and one Vice-Captain per House, these are Sixth Form students.

House Voice

This is run by the House Captain teams and the Heads of House. They meet once every two weeks to discuss issues to do with the Houses and suggest improvements to school life for each house. They will also meet with Mr Strickland once every half term. There is representation from each year group in each House and each person has been elected by their peers. It is a good opportunity for students to have a voice.

House Recognition

Each student in EYFS-KS4 has an 'iron on' badge.



KS5 students and staff have lanyards which are the same colour as the badges above.

The reasons why we have implemented a house system

- Opportunities for increased competition.
- Student focus - each student is treated as an individual.
- Increased respect, courtesy and consideration amongst the student body.
- A greater sense of allegiance to your peers and your house.
- Promotion of student voice, responsibility, team skills, leadership and co-operation.
- Development personal, social skills and well-being of all students.
- Recognition for hard work and application.
- Increased community cohesion.
- Students are rewarded through the bronze, silver, gold and platinum awards.

House Points Total	Certificate & Badge	Rewards
175	Bronze Certificate & Bronze Badge	£5 Amazon Voucher
350	Silver Certificate & Silver Badge	£10 Amazon Voucher
525	Gold Certificate & Gold Badge	£15 Amazon Voucher
750	Platinum Certificate & Platinum Badge	£25 Amazon Voucher

Secondary Phase

Teaching & Learning

At The Duston School we believe that powerful knowledge gives students the cultural literacy they need to become active citizens in society and further their personal aspirations and ambitions. Our core aim is to help students climb the tree of knowledge, so they can access university, higher education, employment or an apprenticeship.

In lessons there is a strong emphasis on retrieval practice, sequencing and interleaving, with the curriculum seen as a progression model. We strive for excellence in all that we do at The Duston School. We believe that every student, with a willingness to work hard and learn from their mistakes, can and will achieve great things. Our dedicated teachers use evidence-informed approaches to help motivate students to aim high and encourage every student to exceed their own expectations.

We are fortunate to have a high quality learning environment with the latest technologies to enhance the curriculum. We have purpose built ICT suites, a drama studio, music rooms, catering room and extensive sport facilities support our varied extra-curricular programme.

Our vibrant and welcoming library supports learning throughout the school and promotes improved literacy levels. It is well stocked, has additional ICT facilities and provides high quality services for everyone. We aim to engender a genuine love for reading and excitement about learning in every child.

Teachers benefit from excellent professional development at The Duston School so that they can continually develop their practice. Evaluating how well we are teaching and students are learning is done in a variety of ways, including lesson observation, student forums, and parental feedback; our Governing Body play an active role in this process. Student assessment data is analysed at every collection point in order to provide the necessary support and challenge to all students. Parents receive this information twice per year by letter along with one parent consultation evening each year.

Learning Expectations

In all lessons students must abide by the following three rules:

- Respect the member of staff and other students, following all instructions without question or answering back (Respect)
- Complete all work to the best of your ability, not distracting others (Aspiration)
- Arrive on time to all lessons, with the correct uniform, equipment and homework (Resilience)

Where a student falls foul of one of the above rules in any given day, their tutor will speak to them after school about the matter and help them to consider how to resolve the concern. If a student falls foul of the classroom rules twice in a day then they will work with their Director of Year or a member of the Senior Team for 20 minutes after school to address the issues and correct them. If a student falls foul of the classroom rules three times in a day or more then they will work with their Director of Year or a member of the Senior Team for 40 minutes after school to address the issues and correct them. Students will then be given a clean slate for the following day.

The school day commences at 08.45 with tutor time. The school building opens to students at 08.15 and all students are expected to be in the school building by 08.35, with a view that they then make their way to tutor time. Any student who arrives to school after the first morning bell, which sounds at 08.40, is officially late and will have to stay after school for 20 minutes to discuss with their Director of Year, or a member of the Senior Team, why they were late to school.

Curriculum

Curriculum at Key Stage 3

Our philosophy is that each pupil is entitled to a curriculum that prepares them for life's opportunities, responsibilities and experiences. Our curriculum is designed to enable each individual to develop their maximum potential through stimulating and challenging pathways and by carefully monitoring each student's social and academic progress. We believe that every student is capable of excellence and encourage each student to push themselves to achieve their potential.

Curriculum at Key Stage 3

Subject	Allocation
English	4
Maths	4
Science	4
Geography	2
History	2
Spanish/French	2
Computing	1
Music/Drama	1
PE	2
Religious Education	1
Art (including graphics)	1
Design Technology (including Resistant materials)	1
Direct Instruction	4*
Total	25

*Direct Instruction is available for students who require additional focus on English and maths. Students will study DI for English and/or maths for up to 4 hours per subject. This replaces some DT/Music/Drama/Spanish/French lessons.

Curriculum at Key Stage 4

Subject			
Core Subjects			
English Literature	3	Science	4
English Language	1	PE	1
Maths	4		
Spanish*	3	*Unless requested for Additional English/Maths	
History/Geography*	3	*Unless requested for both Additional English and Maths	
Option Subjects			
<ul style="list-style-type: none">• Business studies• Child Development & Care (BTEC eq.)• Computer Science• Design Technology• Digital Technology (BTEC eq.)• Drama• Film Studies	2x3	<ul style="list-style-type: none">• Fine Art• Hair & Beauty (BTEC eq.)• Hospitality & Catering (BTEC eq.)• Media Studies• Music• Sociology• Sport Studies	

Our Key Stage 4 curriculum is broad and balanced with a strong focus on the EBacc (English, Mathematics, Science, Languages, History and Geography) and a range of high value subject options such as Computing, Design Technology, Music and PE. We have limited the number of GCSE subjects to be studied by our students to a maximum of eight. This will reduce the exam burden and help ensure that our students are given the time and opportunity to develop intellectually.

Curriculum at Key Stage 5

Option Subjects	Enrichment Options	Horizons
Art, Craft and Design	EPQ (Written)	A programme of external speakers, skills based workshops, presentations and off site visits to develop student's knowledge and understanding of topics such as higher education, apprenticeships, employability, positive mental health and wellbeing, teambuilding, young driver safety and the PREVENT programme.
Biology	Sports Leader	
Chemistry	Core Maths	
Business Studies BTEC	Re-Sit English	
English Language	Re-Sit Maths	
English Literature		
Further Maths		
Geography		
Health and Social Care Cambridge Technical		
Sport BTEC		
History		Work Experience
Spanish		Students are required to source and secure a work experience placement relevant to their future career aspirations. This supports them in developing and evidencing their skills and enables them to explore different pathways to help inform their future decisions.
Maths		
Media		
PE		
Physics		
Politics		
Psychology		
Sociology		
Computer Science		

Curriculum

Subject	Entry Requirement
Art, Craft & Design	5 in Design & Technology or 5 in Art & Design
Business Studies BTEC	5 in English and 5 in Maths
Biology	6 in Biology or 2 x 6 in Combined Science
Chemistry	6 in Chemistry or 2 x 6 in Combined Science
Core Maths	5 in Maths
Computer Science	6 in Computing and 6 in Maths
English Language	6 in English Language
English Literature	6 in English Literature
EPQ Written	5 in English
Further Maths	8 in Maths
Geography	6 in Geography
Health & Social Care	5 in English
History	6 in History
Maths	7 in Maths
Media	5 in English
Physics	6 in Physics and 6 in Maths or 2 x 6 in Combined Science and 6 in Maths
Politics	5 in Humanities
Psychology	5 in English and Maths, and 5 in Science
Sociology	5 in English
Sport BTEC	Level 2 Merit in Sport, and 5 in English
Sports Leader	-
Spanish	6 in Spanish

Secondary Phase

Literacy

At The Duston School we recognise that high standards in literacy are fundamental to our students' success and well-being both at school and in life beyond. As such, we work to embed the learning and teaching of literacy skills in all subjects, and to raise awareness of their importance among all members of our community.

'Literacy' encompasses competence and confidence in reading, writing, speaking and listening, spelling, and the use of vocabulary; in its widest sense it represents the ability to function effectively in the wider world. We are committed to working with students and their parents/guardians to overcome any existing barriers to literacy and ensure that each child is equipped with a set of skills fit for the twenty-first century.

In order to achieve this for each child, we have robust systems in place for assessing the literacy levels of all our students and for identifying where additional support is necessary. In key stage 3, students who we identify as benefitting from literacy support take part in Direct Instruction lessons for literacy twice per week. These lessons are delivered by specialist teachers as part of a tried and tested programme to make rapid progress, so that students are able to confidently access the literacy demands of the whole curriculum.

We also recognise the essential place that reading holds in shaping our students as confident and knowledgeable citizens of the world. Students are encouraged to become regular visitors to our welcoming and well-stocked library, as well as continuing their reading as a habit in their everyday lives, via books they borrow both physically and electronically. All students read on a regular basis with their tutor group, enjoying a range of classic fiction titles across their time at the school, as well as a weekly academic article which they use as a springboard for interesting discussion about a range of cross-curricular and contemporary issues. Academic reading is also an integral part of learning across all subjects.

Reading is celebrated across the school through a range of events, guest speakers, prizes and competitions with students having regular opportunities to understand the inherent joy and rewards of reading for pleasure.

Modern Foreign Languages

The Duston School Modern Foreign Languages department seeks to enable students to communicate in a foreign language and grow in knowledge and skills as well as awareness of our diverse society. We aim to engage students in languages through a broad and balanced curriculum, empowering students via the four skills of language: listening, speaking, reading and writing.

Almost all students at TDS will study either French or Spanish at Key stage 3 and 4 for the full five years allowing them to reach their full potential in one language. The GCSE they gain in languages will form an essential part of the EBACC qualification.

Parents can support their children at home by establishing good habits for learning vocabulary and key texts. All students will bring home a knowledge organiser which will contain all the key language for that term.

Secondary Phase

Relationships and Sex Education (RSE) and PSHE

Relationships and Sex Education (RSE) and PSHE are covered in dedicated, weekly tutor time slots with students' tutors, as well as additional time during Character Culture sessions on Mondays. Students follow a rigorously planned curriculum offer which meets all of the government statutory requirements in this area. Students will engage with outside speakers with topics such as mental health, relationships and sex education, and how to develop and maintain healthy lifestyles, making these moments memorable elements of their education.

The facts of life are also taught in science, complementing the PSHE curriculum, as part of the National Curriculum. Discussions and conversations are continued in tutor time, including moral and British values in relation to these facts.

Extra-curricular

Parents and pupils can browse the available extra-curricular clubs through a link available on our school website, under the secondary tab, select curriculum and the extra-curricular. This is kept live and up to date with all of the currently available clubs.

Places can be booked at clubs so that the school can track attendance.

Educational Visits & Outdoor Education

During the year, there are a wide variety of educational visits available to the students. These range from local visits within lesson time to nearby places of interest, to residential activities further afield. Parents will always be given reasonable advance notice of visits and will be informed as to which visits are compulsory and those that are optional. As a school, we will endeavour to provide an outline of the proposed residential trips for the whole school year. In the summer term every year group will receive a trips brochure outlining the upcoming trips for the next academic year.

Homework

The Duston School has a clear and consistent approach to homework. At the start of every term students are issued with a 'knowledge organiser' for each of the subjects that they study. Contained within the organiser are three clear homework tasks to complete every Duston Term. Each homework task has a clear deadline and should normally be submitted to class teachers by the end of week 2, 4 and 6. A copy of the subject knowledge organisers is given to pupils at the start of every term and parents are able to view these on the school website. Our clear and simple approach allows parents, students and teachers to clearly know what is set, when it is due in and avoids wasting invaluable lesson time. All homework set reinforces and consolidates the learning within a given subject area. Our ethos on homework is clear, students should know exactly what is expected of them and when by so they can then organise completing their homework accordingly.

Equipment

Students do not need to bring equipment to school as all relevant equipment for their learning will be provided by the school. They may, if they choose to, bring additional equipment.

Student Care Model

Individual needs

TDS encourage resilience, respect and aspiration for all students. Our vision is to educate students as far as possible within the normal provision of the school, which includes a strong teaching model through a lesson recipe with suitable challenge and support. Additional support for students is provided under the direction of the teacher, each faculty area, the form tutor as well as you at home.

Additional support can be offered through our Student Care provision which involves the PIC (Positive Impact Centre). This includes self esteem work, protective behaviours, anger management, alternative provision, literacy, dyslexia, dyspraxia and speech and language support. Our counselling, attendance and safeguarding team also form a wide ranging team that work within our Student Care model.

Detentions and reporting home

We do not want to sanction anyone. It is important to outline that to you. We have a strong achievement culture within the school that we always try and catch students working hard in order to reward house points. We believe that children should aim to control themselves and their behaviour. If anyone doesn't want a detention students simply follow the rules (they don't answer back, complete homework, remain on task in lesson, and arrive on time with correct uniform).

Our system is simple and fair so that students should not get a detention. If a detention is given then students get a totally fresh start the next day.

If a student misbehaves, a behaviour point (BP) is placed against the student's name by the member of staff which acts as the warning for the day.

- 1BP = Tutor Speaks to Pupil (warning)
- 2BP or late for school = 20 minute detention
- 3BP = 40 minute detention
- 4BP = 40 minute detention
- 5BP = 40 minute detention
- **Two 40 minute after school detentions in one week will result in an SLT detention on a Thursday until 4.00pm**
- Late to school = DoY Detention for 20 minutes that day.

Prior to 2.45pm, communication via text message and email is sent to all parents of students who have received a detention. Each student will be kept after school to help support and discuss any misbehaviour shown during the day.

Several stages are associated within the Student Care model, all of which are to help support students in realigning their behaviour.

- Stage 1: **Tutor** - Calls home, 10 day report, notifies DOY of student concern, letter home.
- Stage 2: **Director of Year** - Face-to-face meeting with parent (DOY and tutor), 10 day report, notifies SLT lead, letter home.
- Stage 3: **Assistant Principal** - Face-to-face meeting with parent (Tutor, DOY and AP), 10 day report, notify VP of any concerns, letter home.
- Stage 4: **Vice Principal** - Face-to-face meeting with parent (DOY, AP and VP), 10 day report, notify Principal of the School of any concerns, letter home.
- Stage 5: **Principal** - Notifies EIPT, meeting with parent (DOY, AP and Principal), 10 day Principal report, exclusion or managed move.

Attendance

It is essential that students arrive at school with plenty of time to organise themselves for the start of their day.

Arrival times to school are:

8.30am—Post 16, Year 8, Year 10, Year 11

8.35am—Year 7, Year 9

Students wishing to stay after school to complete homework or to attend an after school club must be in the designated areas. We encourage all students at TDS to be part of an extracurricular club to help form lasting friendships and to enrich their learning outside of normal lesson time.

TDS attendance expectations

Students are legally required to attend school every day and should only be absent for illnesses. If a student is not in school they must have a justified reason given by an adult (one with parental responsibility) that represents them. We ask parents to arrange medical appointments out of school hours, where possible.

If a child is absent from school our dedicated absence lines should be used before 9.15am with a message left clearly stating the name of the child, form class, year group and reason for the absence. An email will also be sufficient.

Absence should continue to be reported on a daily basis unless a medical note is supplied stating the period of absence which can then be approved by the school.

Advanced notice absence

If an out of school hours appointment is not possible, an appointment should be arranged either first thing in the morning or later in the afternoon. We will only authorise a half day absence for a medical appointment on production of a medical appointment card and any absences without this evidence will remain on the students records as unauthorised.

We would expect students to be absent for the time of the appointment only and not the whole day. The school will decide if the absence will be authorised after the reason has been given.

If a student needs to leave during the school day they must have a written parental note with them or an email must be received at school in order for them to sign out. If we do not have written permission from parents they will not be allowed to leave the school site.

Absence for Term Time Holidays

Any application for leave must only be in exceptional circumstances (agreed at the discretion of the Principal) and parents can be fined by the Local Authority for taking their child on holiday without the consent of the school.

P.E. Kit

- TDS polo shirt with school logo*
- TDS rugby shirt with school logo* (Boys)
- TDS tracksuit top with school logo* (Girls)
- TDS Black PE shorts with school logo*
- TDS Black tracksuit bottoms/leggings with school logo*
- TDS PE socks with school logo*
- Non marking white trainers for Indoor PE



Special Educational Needs

At the Duston School we believe that all children should be valued as individuals. We have an inclusive ethos with high expectations and targets, including a broad and balanced curriculum differentiated to meet individual needs and systems for early identification of barriers to learning and participation in lessons. We believe that educational inclusion is about equal opportunities for all learners whatever their age, gender, ethnicity, learning need, attainment or background.

Provision

Our school currently provides additional and/or different provision for a range of needs, including but not limited to:

Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties

Cognition and learning, for example, dyslexia, dyspraxia,

Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),

Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

Moderate/severe/profound and multiple learning difficulties

How will we know if your child needs extra help?

When your child first comes to us we use information from the following sources:

Primary school teacher's reports, end of key stage 2 levels, student data files.

Base line testing and other initial tests in year 7 and during transition.

Parents/carers, application form and data information.

Subject teacher's comments during the first term.

Specialist colleagues and external agencies reports.

As your child gets older we use information or referrals from:

Termly assessments and interim data.

Subject teachers and tutors comments.

Parental concerns.

External agencies reports/referrals.

Teaching Approach for pupils with SEN

Our teachers have high expectations of all students, including those with SEND. All teachers will be told about your child's individual needs and will make reasonable adjustments to their lessons to meet those requirements. Teachers have experience and/or are trained in doing this. This may involve using different strategies, more practical/adaptation of resources and activities, which means your child can access the lessons fully.

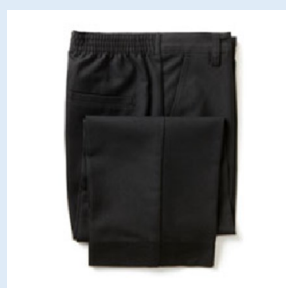
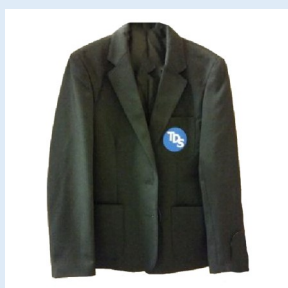
Our Uniform

The Duston School uniform is one of the outward signs by which the local community recognises and makes judgments about our students. It is important for students and the school that the way students present themselves is positive and acceptable and shows our disciplined and well ordered establishment. It is expected that all students will come to The Duston School every day in neat, clean uniform, giving a message that our students take pride in belonging to the school. The support of parents in ensuring this is expected. Students should recognise that conflict over the dress code is inappropriate.

The items listed form the regulation Duston School uniform and must be worn on a daily basis. Items marked with an asterisk must be purchased from the school uniform stockist.

Uniform Expectations

- All students should wear a TDS black blazer with school badge plus year colour flash and allocated house badge*
- All students should wear a TDS v-neck jumper with school badge*
- All students in year 7-10 should wear a blue shirt. Year 11 wear a white shirt.
- Girls should wear black school skirt (length must be to the knee and should be of a free flowing, pleated style) or black trousers with plain black socks/ tights. Jeans/ leggings style of trousers are not allowed.
- Boys should wear black trousers with black socks.
- Flat, black leather-style shoes. Trainers are not allowed apart from PE lessons.



Notes:

- All shirts should be tucked in at all times.
- All students must have a school book bag. Personal bags / PE bags are to be placed into lockers.
- All outdoor coats must be removed upon entering the building and placed in lockers.

*The DfE has issued non statutory guidance to ensure that schools take a sensible view towards the uniform policies they have, and that they are not profiteering in any way from inflated prices with cash back arrangements. Our supplier is a member of The Schoolwear Association and subscribes to their code of ethical practice.

Lunchtime

Cashless Catering / ParentPay

It's simple, safe and convenient and your child no longer needs to carry cash into school. ParentPay is an online payment system for schools. It allows parents to pay quickly and securely for school meals, trips and activities, lockers, music lessons and fees. You simply top-up your ParentPay account online by debit or credit card, or in cash through PayPoint stores. Your ParentPay balance can be used immediately to pay for any of your children's items at school using ParentPay.

What are the benefits to parents and pupils?

- ParentPay is easy-to-use and will offer you the freedom to make online payments whenever and wherever you like, 24hrs a day 7 days a week.
- The technology used is of the highest internet security available ensuring that your money will reach school safely – offering you peace of mind.
- Payments can be made by credit or debit card.
- Full payment histories and statements are available to you securely online at any time.
- Your children won't have to worry about losing money at school again.

What are the benefits to our school?

When parents use ParentPay, the benefit to the school is huge. You will help us to reduce workloads for all staff, creating more time to lend to educational support and the smooth running of the school. Using ParentPay also ensures that all financial transactions are safe and secure - helping us to remove costs associated with us having to manage cash securely on the school premises.

Are you applicable for Free School Meals?

If you are in receipt of any of the following, your child may be eligible for free school meals.

- Income Support
- Income based Job Seekers Allowance
- Income related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- Child Tax Credit, with no element of Working Tax Credit, and a household income below £16,190 (as assessed by HM Revenue and Customs)
- Guarantee Element of State Pension Credit
- Universal Credit

If a child resides in a local authority care home they will **not** qualify for free school meals. This is because government funding has already been allocated to fund their meals. A child must reside with the applicant to receive free school meals.

If any of the above applies to you, please apply directly here:

<https://www.northamptonshire.gov.uk/councilservices/children-families-education/schools-and-education/Pages/free-school-meals.aspx>

Communication

Parents/ carers play a crucial role in ensuring their child achieves at the highest level, meets their targets and makes the most of their opportunities at the school. We provide regular data for parents to ensure they have the latest information on their child's progress. Included with these are the email addresses of all of your child's teachers who you may contact.

Tutors act as the main point of contact with parents and are expected to have regular communication for each of their tutees. We expect 100% attendance at parents' evenings, this ensures that parents can receive direct feedback on how well their child is performing across their range of subjects.

Other ways the school may communicate with you:

Texting Service: used to pass information to parents about important issues such as attendance and school closures in bad weather – these do not cost you any money.

Please ensure that you update the school with any changes of mobile number or e-mail address.

School Website: where you will find up to date information regarding the school, including policies, and term dates as well as a link to ParentPay.

Letters: Whole school letters are sent via email and are also uploaded onto our school website.

Medicines and medical conditions

If your child takes any medicines or has any medical conditions please inform the school so that records can be kept for either the routine taking of medicine or in case of an emergency.

The school has a number of first aid trained staff who are routinely trained to assist pupils with illness and injuries. Pupils can take medicine in school under supervision by informing the school in advance. We will not administer paracetamol/ibuprofen without prior consent of parents.

Vaccinations will take place routinely in school and parents will receive notification and consent forms in advance. The school will also facilitate appointments with the school nurse.

Lost Property

When students come to the school we do request that all their possessions, including clothing, should be named, in order to facilitate returning found articles. All lost property should be handed in at reception. If a student loses any item he / she should ask at the reception if it has been found.

Named items are returned to students via Tutors; it will clearly help us to return items to their owners much more readily if everything is named. Please, therefore, ensure that all of your child's clothing and personal belongings are named. Items that are not named are placed in Lost Property. These are held until the end of term and then put on display for the students to look at. Any unclaimed property will then be disposed of.

Media, Film and Photographs

From time to time the school receives requests from the media to take photographs and/or films of school events and activities. The school also takes photographs and makes films for our own purposes. We seek parental consent to do so on a separate form in your admissions packs. If at any time you wish to withdraw this consent you may do so by contacting: standards@thedustonschool.org

Mobile Phones & Smart Watches

Students are forbidden from using their mobile phones, smart watches and other electrical devices at any point on the school site. Any student found using a mobile phone or smart watch during the day will have the device confiscated. It will not be returned until the following Monday.

If students need to make contact with home, they are allowed to use the phone in reception.

The school accepts no responsibility for the safety or security of the above equipment.

Our policy on electronic devices can be found on the school website.

Causes for Concern

1. Any parent who has any concerns about any aspect of the school, be it curriculum based, pastoral or administrative, is encouraged to contact the school at the earliest possible opportunity to register their concern by speaking to their child's tutor.
2. Where there is a cause for concern, details will be forwarded to the appropriate member of staff for their attention and investigation.
3. Parents will be kept fully informed of the situation and the final outcome.

Please Note

1. In the case of any serious safeguarding matters, should any parent wish to come into the school to directly discuss any concerns they may have, the school will endeavour to have a senior member of staff available. This should be through an arranged appointment .
2. Should this not be possible, full details will be taken and forwarded to the appropriate senior member of staff without delay.

Leaving the School

If, for any reason, you have to withdraw your child from the school, we require the information in writing to the Principal.

We also need to know which school your child is transferring to as this enables the leaving procedures to be put in place and necessary documents drawn up.



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THE
DUSTON^{TdS}₄₋₁₉
SCHOOL

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