



## **Parents' Handbook Preparatory School**

**2019-20**

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## **GOVERNANCE AND MANAGEMENT**

Twyford School is a registered charity for education, run by a Governing Body (its composition can be found on the website). The Full Governing Body meets at least three times a year with the Headmaster, Second Master and Bursar in attendance. A number of sub-committees report to the full Governing Body: Finance and General Purpose; Development and Marketing; Academic and Pastoral; Governance; and Estates. If a parent wishes to contact the Chairman of Governors the first point of contact is via the Bursar, who is also Clerk to the Governing Body.

The day-to-day running of the whole School is in the hands of the Headmaster.

There are a number of school committees, such as the Academic, Health & Safety, Senior Leadership and Pastoral, which assist with the management of the School, and there are regular staff meetings.

### **Independent Association of Prep Schools (I.A.P.S.)**

The Headmaster is a member of the Independent Association of Prep Schools (I.A.P.S.). As such, the School satisfies the body's criteria of independence over such matters as its managerial autonomy, access to governing body, participation in policy and financial decision making, etc.

The IAPS is split into regional areas and the Headmaster a member of District 10. The IAPS also organises competitions between Prep Schools.

Website: <https://iaps.uk/>

### **School Policies**

Parents may access a number of School Policies on the Website, the Parent Portal and any/all by request from the School Office.

## Data Protection

The UK's data protection regulations were enhanced in May 2018 with the introduction of the General Data Protection Regulation and the Data Protection Act 2018. These regulations include new rights and obligations in respect of the personal data we process, reflecting major changes over the past 20 years in the way personal data is processed. In particular, they shape the way data belonging to children at the school will be protected as they move toward adult life. There is some useful introductory guidance on 'Children and the GDPR' on the Information Commissioner's Office web site ([here](#))

The School prepared for the new regulations by reviewing the data we collect and process, enhancing our data security and, where necessary, amending policies and procedures. This work marked the beginning of a new era in data protection, reflecting the data-driven world in which we now live. The new regulations provided us with a welcome opportunity to review our already robust data protection policies and procedures, audited our data and reviewed instances of third-party processing and sharing, and strengthen our commitment to data protection. You can view our [privacy notice](#) on our website. If you have any questions about data protection do not hesitate to contact the School.

First hyperlink

<https://ico.org.uk/for-organisations/guide-to-the-general-data-protection-regulation-gdpr/children-and-the-gdpr/>

Second hyperlink

<http://fluencycontent-schoolwebsite.netdna-ssl.com/FileCluster/TwyfordSchool/MainFolder/Policy/Pupils-and-Parents-Privacy-Notice.pdf>

## SCHOOL ORGANISATION

The School is one school with one Head but, for smooth operation, is split into Pre-Prep (Nursery to Year 2) and Prep (Year 3 to Year 8). The Prep School is further split into two for a number of functions:

- Years 3, 4 and 5 are termed “Middle School” and
- Years 6, 7, and 8 are termed “Upper School”.

There is a Head of Year for each year group from Year 3 to Year 8. In addition, the younger year groups in the Prep School are paired to facilitate joint planning, monitoring of progress and relevant pastoral care. There is a Head of Paired Years in Years 3 & 4, helping with planning as well as transitions from Pre-Prep to Prep.

In Years 3-6 the form teacher is also the tutor to those pupils. Pupils in Years 7 & 8 have a Form Teacher (for registration and some administration) and a Tutor (who monitors academic progress and coordinates pastoral matters with other staff and parents). Welfare and pastoral care are overseen by Mrs Sally Johnston, Head of Pastoral Care.

Head of Paired Years 3 & 4

Mrs Janet West

The Heads of Year are:

- |          |                       |
|----------|-----------------------|
| • Year 3 | Mrs Janet West        |
| • Year 4 | Miss Eloise Goldstraw |
| • Year 5 | Mr Steve Riddle       |
| • Year 6 | Mr Tim Goldsmith      |
| • Year 7 | Mrs Liz Clarkson      |
| • Year 8 | Mr Anthony Lafferty   |

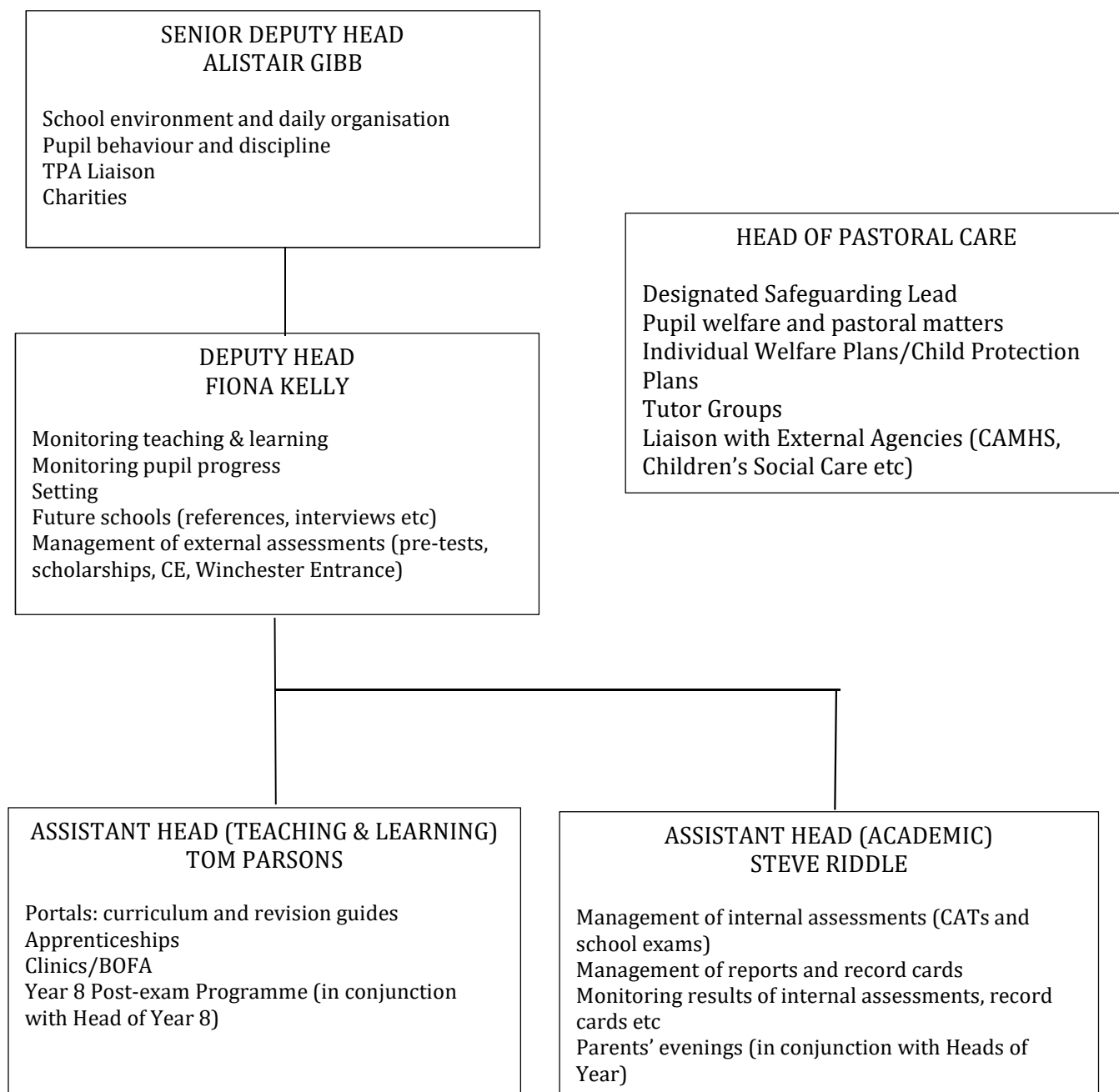
The Heads of House are:

- |                      |                     |
|----------------------|---------------------|
| • Head of Bees       | Mr Gary Crook       |
| • Head of Hornets    | Miss Clare Robinson |
| • Head of Mosquitoes | Mr Olaf Mathar      |
| • Head of Wasps      | Mr Tim Goldsmith    |

## WHO TO TALK TO

If you have any concerns about your child, please contact your child's form teacher (Years 3 to 6), or tutor (Years 7 & 8) first, then the Head of Year.

For other issues, please contact the relevant member of the Senior Leadership Team, according to the chart below.



IF YOU ARE NOT SATISFIED WITH THE OUTCOME OF THE CONCERN YOU RAISE, PLEASE USE OUR COMPLAINTS PROCEDURE IF YOU WISH TO TAKE THE MATTER FURTHER

**TWYFORD SCHOOL**  
**PREP STAFF LIST 2019**

| <b>Senior Leadership Team</b> |                  |  |  |
|-------------------------------|------------------|--|--|
| <b>Steve</b>                  | <b>Bailey</b>    | BEd, PhD, FRSA                             | Headmaster, Deputy DSL, Reasoning                                    |
| <b>Alistair</b>               | <b>Gibb</b>      | BSocSc                                     | Senior Deputy Head, Maths  |
| <b>Fiona</b>                  | <b>Kelly</b>     | BA (Ed)                                    | Deputy Head, Head of RS  |
| <b>Karen</b>                  | <b>Rogers</b>    | BA, PGCE, NPQH                             | Head of Pre-Prep, Deputy DSL   |
| <b>Sally</b>                  | <b>Johnston</b>  | BSc, PGCE                                  | Head of Pastoral Care, Head of PSHEE, DSL                            |
| <b>Tom</b>                    | <b>Parsons</b>   | BA, PGCE                                   | Assistant Head (Teaching and Learning),<br>Head of French, Year 6    |
| <b>Steve</b>                  | <b>Riddle</b>    | BA, GTP                                    | Assistant Head (Academic), Head of Year 5                            |
| <b>Charles</b>                | <b>Gillow</b>    | MA   | Bursar   |
| <b>Teaching Staff</b>         |                  |  |  |
| <b>Kelly</b>                  | <b>Archer</b>    | BSc, MA (Ed), PGCE,                        | Head of Science  |
| <b>Paula</b>                  | <b>Bailey</b>    | BSc, MSc, PGCE, TESOL,<br>Dip SpLD         | Learning Skills, Coordinator of EAL                                  |
| <b>Mark</b>                   | <b>Brett</b>     | BA, PGCE                                   | Year 7, French   |
| <b>James</b>                  | <b>Christie</b>  | BA, PGCE                                   | Year 8, Head of English  |
| <b>Liz</b>                    | <b>Clarkson</b>  | BEd, MA, MSc                               | Head of Geography, Head of Year 7,<br>Educational Visits Coordinator |
| <b>Amie</b>                   | <b>Cleland</b>   | BA, PGCE                                   | Gymnastics, PE   |
| <b>Chloe</b>                  | <b>Copelin</b>   | BA, PGCE                                   | Drama  |
| <b>Gary</b>                   | <b>Crook</b>     | BSc, GTP                                   | Year 3, Deputy Head of Maths, Deputy EVC,<br>Head of Bees            |
| <b>Kathleen</b>               | <b>Digby</b>     | BEd, Adv Dip SEN                           | Head of Learning Skills (SENCo)                                      |
| <b>Catherine</b>              | <b>Dodson</b>    | BA Hons, PGCE, PGCAES                      | Year 7, French, History  |
| <b>Kate</b>                   | <b>Fay</b>       | MA, PGCE                                   | Deputy Head of English   |
| <b>Poppy</b>                  | <b>Gardiner</b>  | BSc (QTS)                                  | Girls' PE Teacher, Science, Swimming                                 |
| <b>Tim</b>                    | <b>Goldsmith</b> | BA (QTS), Level 2 ASA<br>Swimming Teaching | Head of Year 6, Head of Wasps, IT, Swimming                          |
| <b>Eloise</b>                 | <b>Goldstraw</b> | BSc, PGCE                                  | Head of Year 4   |
| <b>Tim</b>                    | <b>Grabham</b>   | BA (Hons), PGCE                            | Year 5   |
| <b>David</b>                  | <b>Hall</b>      | MA, PGCE, FRCO                             | Director of Music  |
| <b>Victoria</b>               | <b>Harfield</b>  | BA   | Latin, Maths   |
| <b>Pippa</b>                  | <b>Higham</b>    | BA, PGCE, NVQ 2                            | Year 4   |
| <b>Lianne</b>                 | <b>Hinxman</b>   | BA, PGCE                                   | Head of Art  |
| <b>Ian</b>                    | <b>Keen</b>      | BA   | Year 4, RS   |
| <b>Anthony</b>                | <b>Lafferty</b>  | BA, PGCE                                   | Head of History, Head of Year 8                                      |
| <b>Andrew</b>                 | <b>Lewis</b>     | BSc, PGCE                                  | Head of Design Technology  |
| <b>Gregg</b>                  | <b>Lewis</b>     | BA, PGCE                                   | Head of Boarding, Head of Sport, RS                                  |
| <b>Laura</b>                  | <b>Bell</b>      | BA   | Head of Girls' Sport   |
| <b>Olaf</b>                   | <b>Mathar</b>    | BA, PGCE                                   | Year 5, Head of Mosquitoes   |
| <b>Eddy</b>                   | <b>Newton</b>    | MA   | Head of Latin, Year 8  |
| <b>Stephanie</b>              | <b>Nicholls</b>  | BSc, PGCE                                  | Science  |
| <b>David</b>                  | <b>Owens</b>     | BA   | Lay Chaplain   |
| <b>Clare</b>                  | <b>Robinson</b>  | BA, PGCE                                   | Year 3, Head of Hornets  |
| <b>Georgia</b>                | <b>Rudkin</b>    | BSc, PGCE QTS                              | Year 6, Science  |

|  |                       |   |   |
|--|-----------------------|---|---|
| <b>Janet</b>   | <b>West</b>           | BEd   | Year 3, Head of Year 3, Head of Years 3 & 4 |
| <b>Louise</b>  | <b>Wood</b>           | BA, PGCE  | Music - Pre-Prep & Year 3                   |
| <b>Teaching Support, Classroom Assistants and Sports Coaches</b> |                       |   |   |
| <b>Jenny</b>   | <b>Fowles</b>         | CACHE Level 3 Diploma in Specialist Support for Teaching and Learning in Schools                    | Classroom Assistant                         |
| <b>Clare</b>   | <b>Johnson</b>        |   | Art Technician                              |
| <b>Angie</b>   | <b>Mote</b>           | NVQ 3 Supporting Teaching and Learning in Schools   | Librarian                                   |
| <b>Nancy</b>   | <b>Palmer</b>         | BSc   | Science Technician                          |
| <b>Lorena</b>  | <b>Ross</b>           | CACHE NVQ Level 3, Supporting in Teaching & Learning  | Classroom Assistant                         |
| <b>Sam</b>   | <b>Russell-Sealey</b> | CACHE Level 3, Supporting Teaching & Learning in Schools  | DT Technician                               |
| <b>Myke</b>  | <b>Smith</b>          | BTEC National Diploma in Sports Science   | Classroom Assistant, Boys' Sports Coach     |
| <b>Ann</b>   | <b>Wild</b>           | HLTA  | Classroom Assistant                         |
| <b>Ashley</b>  | <b>Wright</b>         |   | Assistant Houseparent, Boys' Sports Coach   |
| <b>Debbie</b>  | <b>Young</b>          | BDA Dyslexia Awareness Diploma, Level 1 Award in Hockey Coaching                                    | Classroom Assistant, Girls' Sports Coach    |
| <b>Administration</b>  |                       |   |   |
| <b>Rebecca</b>   | <b>Andreae</b>        | MA (Hons)   | Communications Manager                      |
| <b>Susie</b>   | <b>Bellasis</b>       |   | School Secretary                            |
| <b>Vincent</b>   | <b>McKeown</b>        | MAAT  | Finance Officer                             |
| <b>Karen</b>   | <b>Matthews</b>       |   | Estates Coordinator                         |
| <b>Lynne</b>   | <b>Mohring</b>        |   | Head's PA                                   |
| <b>Jane</b>  | <b>Moody</b>          | MAAT  | Finance Officer                             |
| <b>Louise</b>  | <b>Roest</b>          |   | Pre-Prep Secretary                          |
| <b>Julie</b>   | <b>Thomas</b>         | Level 5 Diploma in HRM  | HR and Compliance Manager                   |
| <b>Diana</b>   | <b>Todd</b>           |   | Music Secretary                             |
| <b>Emma</b>  | <b>Vincent</b>        | BA (Hons), PGCE   | Admissions Secretary                        |
| <b>Samantha</b>  | <b>White</b>          | BSc   | Marketing Manager                           |
| <b>IT, Website and Network</b>                                   |                       |   |   |
| <b>Damien</b>  | <b>Digby</b>          |   | Head of IT Services                         |
| <b>Phil</b>  | <b>Mason</b>          |   | Network Manager                             |
| <b>Adam</b>  | <b>Pratt</b>          | BSc (Hons)  | IT Assistant                                |
| <b>Pastoral and Medical</b>                                      |                       |   |   |
| <b>Victoria</b>  | <b>Bartlett</b>       | BA (Hons)   | Day Matron                                  |
| <b>Mandy</b>   | <b>Cummings</b>       | BA (Hons)   | Day Matron                                  |
| <b>Caroline</b>  | <b>Matraves-Scott</b> |   | Boarding Matron                             |
| <b>Susie</b>   | <b>Patten</b>         | Diploma in Nursing Sciences, ENB for Nursing, Midwifery & Health Visiting, Registered General Nurse | Senior School Nurse                         |
| <b>Alison</b>  | <b>Thompson</b>       | Registered General Nurse, Diploma in Nursing  | School Nurse                                |

|                       |                       |   |                                  |
|-----------------------|-----------------------|---|----------------------------------|
| <b>Georgia</b>        | <b>Crane</b>          |   | Gap Assistant                    |
| <b>Grace</b>          | <b>Hughes</b>         |   | Gap Assistant                    |
| <b>Nick</b>           | <b>McBride</b>        |   | Gap Assistant                    |
| <b>Hannah</b>         | <b>Panchuk</b>        |   | Gap Assistant                    |
| <b>Visiting Staff</b> |                       |   |                                  |
| <b>Nicole</b>         | <b>Anelli</b>         |   | Dance Teacher - Pre-Prep         |
| <b>Sharon</b>         | <b>Baker</b>          | Club Coach Award - Judo                                       | Judo Coach                       |
| <b>Suzanne</b>        | <b>Bevis</b>          |   | Music - Harp                     |
| <b>Jennifer</b>       | <b>Bolland</b>        | BA in Music   | Music - Violin                   |
| <b>Harriet</b>        | <b>Dickinson</b>      | Fellowship Diploma Trinity College of Music                   | Music - Clarinet                 |
| <b>Nao</b>            | <b>Dickson</b>        | BA in Music, LRAM - Piano                                     | Music - Piano                    |
| <b>Gemma</b>          | <b>Feeney</b>         |   | Ballet Teacher                   |
| <b>Mark</b>           | <b>Frampton</b>       | LLB (Hons)  | Music - Double Bass              |
| <b>Andrew</b>         | <b>Hall</b>           | BA in Jazz Studies  | Music - Drums                    |
| <b>Jing Ya</b>        | <b>Han-Macklin</b>    |   | Teacher of Mandarin              |
| <b>Helen</b>          | <b>Hollowood</b>      | ARCM Oboe Teaching, Graduate Certificate RSM                  | Music - Oboe/Piano               |
| <b>Anna</b>           | <b>Leyland</b>        | BMus (Hons)   | Music - Singing                  |
| <b>Richard</b>        | <b>Macer</b>          | Hockey Coach Level 3 Award                                    | Hockey Coach                     |
| <b>Ian</b>            | <b>Naylor</b>         | Advanced Diploma ABRSM RM School of Music                     | Music - Brass                    |
| <b>Lauren</b>         | <b>Newman</b>         | BMus (Hons)   | Music - Singing                  |
| <b>Amanda</b>         | <b>Oosthuizen</b>     | BA in Music, PGCE   | Music - Flute/Saxophone/Recorder |
| <b>William</b>        | <b>Pickering</b>      | BMus (Hons)   | Music - Trombone                 |
| <b>Alexander</b>      | <b>Poulton</b>        | Adv. PG Dip, BMus, Certificate Opera Performance              | Music - Singing                  |
| <b>Carol</b>          | <b>Pusey</b>          | BA in Music   | Music - Piano                    |
| <b>LeiQing</b>        | <b>Shi</b>            |   | Teacher of Mandarin              |
| <b>Charles</b>        | <b>Russell-Sealey</b> | BA (Ed)   | Music - Guitar/Piano             |
| <b>Gemma</b>          | <b>Saunders</b>       | ASA Level 2 Certificate for Teaching Swimming                 | Swimming Coach - Pre-Prep        |
| <b>Rita</b>           | <b>Saunders</b>       | ASA Continuing Professional Development Programme             | Swimming Coach - Pre-Prep        |
| <b>Iona</b>           | <b>Scotson</b>        |   | Music - Bagpipes                 |
| <b>Paul</b>           | <b>Stiles</b>         | ARCM - Clarinet Teaching, Diploma in Light Music              | Music - Saxophone/Flute          |
| <b>Anna</b>           | <b>Tatnall</b>        | BMus (Hons)   | Music - Singing                  |
| <b>Peter</b>          | <b>Widgery</b>        | BA in Music, Diploma in Orchestral Studies                    | Music - French Horn              |
| <b>Support Staff</b>  |                       |   |                                  |
| <b>Simon</b>          | <b>Down</b>           |   | Estates Technician               |
| <b>Mike</b>           | <b>Justice</b>        |   | Assistant Maintenance Manager    |
| <b>Phyllis</b>        | <b>Justice</b>        |   | Laundry                          |
| <b>Andrew</b>         | <b>Keeling</b>        |   | Archivist                        |
| <b>Matt</b>           | <b>Trickett</b>       | NVQ 3 in Sports Turf Management, A1/D3 Assessor Qualification | Groundsman                       |
| <b>Katie</b>          | <b>Unsworth</b>       |   | Estates Technician               |



## **GUIDE FOR PREP PARENTS AND CHILDREN**

### **Arrival and Parking**

Children arrive and depart in school uniform (and on Wednesdays and Saturdays formal jackets and ties are worn by Prep children).

Please park in the Car Park or on the designated area beside the Astro-turf. Cars must not be parked on "Court", outside the Main House, on the Pre-Prep access road or on the adjacent grass areas. Only disabled drivers may park outside the Main House. Cars should not be parked in the drop off zone or on the road by the netball courts since the back driveway is the only one fire engines can use to gain access to the School.

Do not, please, permit your child to get in or out of your vehicle unless you are parked in a proper parking space, or in the drop-off zone behind the Sports Hall. It is extremely dangerous for children to get in or out of cars just because you are sitting in a queue: other drivers will not be as attentive to your child's movements, and the child will not be seen in time.

A one-way traffic system is in operation – entry is only from Searle's Hill and exit only via Bourne Lane. The Bourne Lane entrance is not to be used by parents (this is for resident staff, large delivery vehicles and coaches only). There is also an informal agreement with the residents of Bourne Lane that parents will not use Bourne Lane as a route to the main entrance from Hazeley Road – please continue to the traffic lights and turn right.

Please respect the one-way system and drive very slowly at all times. Children can dart out unexpectedly, and there have been a number of near misses when children have run on ahead of their parents into the car park or across the drive.

Children in the Prep School may arrive at the School any time after 8.00 am, but should they arrive before this time they must report to the Matron's Room. Classrooms open at 8.00 am and Registration is at 8.10 am.

If, for any reason, children arrive after 8.20 am they must be signed into school by a parent in the Matron's Room.

### **Medical**

**Illness:** Please do not bring your child to School if he/she is suffering from an infectious illness. Children should not return to school until they have been clear of any diarrhea or vomiting for 48 hours. Children with a raised temperature should not return to school until 24 hours after their temperature has returned to normal and they are feeling improved.

Medicines, etc. which are to be administered while the child is at School must be given to the Matrons on arrival and not left in the child's possession, likewise if medication needs to go home at the end of the day an adult should collect it. A consent form must be signed. For your convenience this can be printed off from the Portal at home or alternatively can be signed in matron's room. Medications must be in the original container/packaging, in date with your child's name clearly legible. Please notify the Matron of any medication your child has taken at home in the last 24 hours.

**Accidents:** Accidents necessitating visits to the hospital can happen and for this purpose it is necessary for us to know your child's doctor's name and your child's National Health Service number. Would you please ensure that these details are completed on the last page of the Medical Record form, which should be returned before the end of the Summer Term.

## Registration

Registration is taken twice daily in the children's classroom, between 8.10 am and 8.20 am, and again at 12.15 pm. In addition, children are registered in each lesson.

## Requests for Absences

Requests for absence for routine reasons (such as medical/dental appointments or for visits to senior schools) should be emailed to [registration@twyfordschool.com](mailto:registration@twyfordschool.com).

All other requests for exceptional leave should be emailed to the Headmaster ([headmaster@twyfordschool.com](mailto:headmaster@twyfordschool.com)) in good time in order for him to authorise your child to be away from school. The school holidays are long, and we are generous with exehats and half terms – parents must not seek to extend holidays by taking children out early. It is imperative that the school is advised of the reason for children being absent from school, in order to fulfil its legal obligations, and to keep them safe. Parents should also not disrupt their children's routines and education by arranging 'treats' in term-time (such as theatre trips or going to watch sporting events).

If a child is absent from school through illness, the Matrons should be notified by telephone or email between 7.30 am and 8.10 am, stating the reason. Please inform the matrons by letter/email when your child is 'off games' and when your child may resume. The School Office is open from 8.00 am until 5.30 pm Monday to Friday, and from 8.00 am until 12.45 pm on Saturday.

When leaving early, children should be collected from the Matron's Room to sign out. They should be returned there to sign back in if returning to school before the end of that school day.

A child may only be collected from school by a parent or known carer. If you wish anyone else to collect your child please ensure you have notified Matrons of this well in advance. We can then ensure that form teachers know who is taking responsibility for your child.

## Chapel and Assembly

|           | Year 3/4              | Year 5                | Year 6                |
|-----------|-----------------------|-----------------------|-----------------------|
| Monday    | Whole School Assembly | Whole School Assembly | Whole School Assembly |
| Tuesday   | Form tutors           | Form tutors           | Chapel                |
| Wednesday | Chapel                | Chapel                | Form tutors           |
| Thursday  | Year 3/4 Assembly     | Form tutors           | Chapel                |
| Friday    | Chapel                | Chapel                | Form tutors           |
| Saturday  | Form Tutors (Year 4)  | Assembly              | Assembly              |

|           | Year 7  | Year 8 |
|-----------|---|--------|
| Monday    | Whole School Assembly                                 |        |
| Tuesday   | Chapel  |        |
| Wednesday | Tutors  |        |
| Thursday  | Chapel  |        |
| Friday    | Assembly/House Meetings/<br>Form rooms/Tutor Meetings |        |
| Saturday  | Form rooms, Tutors or Family Service                  |        |

On some Fridays the Prep School gathers together for a specific assembly, for example Harvest

Festival or certain charity presentations. There are House meetings on some Friday mornings too. Family Chapel services are held on two Saturdays per term (one for Years 4 & 5 and one for Years 6, 7 & 8). Year 3 do not come to school on Saturdays. All parents are welcome to share in our worship on these occasions and, after dropping children off, are invited to coffee with the Headmaster in the Mulberry Pavilion from 8.00 am onwards. The formal services have an invited guest speaker. They begin at 8.30 am and last about 30 to 40 minutes.

### **Headmaster's Drop-In sessions – Saturdays 8.20 am to 8.45 am**

On Saturdays when there is no Family Chapel Service, the Headmaster holds an informal Drop-In session over coffee and biscuits in the Sports Pavilion. This is an opportunity for parents to come and chat about any aspect of school life; to raise concerns that may be discussed in a more public setting, and to explore ideas with other parents and the Headmaster.

### **Exeats**

There are two Exeats each term, usually from Friday 5.15 pm until 8.10 am on Monday. The exception to this is when an Exeat falls on a Bank Holiday, in which case the Exeat usually runs from Saturday 12.30 pm until Tuesday 8.10 am.

Occasionally there is a full set of matches on that day, so the children involved can't be picked up until these finish.

The School is closed during Exeats, Half Terms and School Holidays.

### **School Calendar/Address List**

Calendars will be circulated at the start of every term with a parents' address list provided at the start of each academic year. The address list must not be used for commercial or non-school purposes. This means that parents must never circulate any form of advertising or invitation using the email addresses, postal addresses or telephone numbers provided, and must not pass this information on to a third party. To do so would be deemed an action in contravention of the Parent Contract with the School.

### **Reports, Record Cards and Parents' Evenings**

Every half term parents receive either a written report or a Record Card: Record Cards give a brief overview of a pupil's effort in class and academic progress. At half term in the Autumn and Summer Terms, and twice during the Spring Term, parents receive Record Cards. At the end of the Autumn and Summer Terms parents receive written reports on their child's progress in the 'examinable' subjects and either a Record Card or a written report in the other subjects (see in 'Academic Work' for more detail). At the end of each term parents also receive a written report on their child's progress in that term's sport. Year 3 parents meet with form teachers in the Autumn and Spring Terms. Year 4 parents meet form teachers in the Autumn Term, and in the Spring Term they meet with form teachers and teachers of French and Science. Years 5, 7 and 8 parents meet with subject teachers in the Spring Term, except for those whose children are taking early exams: these parents meet with teachers in the Autumn Term. Year 6 parents meet their child's teachers in the Autumn Term. There are additional opportunities to see children's work on Open Mornings.

### **Setting**

In Year 3 all subjects are taught in mixed-ability forms. Years 4 and 5 are also taught in mixed-ability forms except for Maths which is setted from Year 4. In Year 6 there is a combination of sets and mixed ability groups, and in Years 7 and 8 all subjects are taught in sets (for more detail see also 'Academic Work' below).

## **Lockers**

In Years 6, 7 and 8 all pupils have lockers in which they store their own books and possessions. In Years 3, 4 and 5 pupils have their own drawers in the classroom. The School provides pupils in Years 3 and 4 with stationery (e.g. pencils, rulers, etc.). The older pupils are expected to supply their own stationery (a list of stationery can be found in 'Academic Work' below).

## **Tutors**

In all year groups, each class has a form teacher who supervises Registration, Readings and Prep. For Years 3, 4, 5 and 6 the form teacher acts as the tutor and parents will most often communicate with him/her on matters of academic or pastoral significance. Pupils in Years 7 and 8 have a personal tutor, who looks after his/her pastoral care, monitors academic progress and who will listen and advise with regard to any problem that may arise. Tutorials are held every Wednesday and most Fridays. The form teacher (in Years 3, 4, 5 & 6), and the tutor (in Years 7 & 8) should be the first point of contact for parents if there are any questions or problems. All staff email addresses are made up of their first initial and their surname: eg. Mr Fred Bloggs = [fbloggs@twyfordschool.com](mailto:fbloggs@twyfordschool.com).

## **Prefects, Head Girl and Head Boy (and Deputies)**

The teaching staff nominate and vote for the Senior Prefects. From within this group the Headmaster selects a Head Boy and Head Girl, and a Deputy Head Boy and Deputy Head Girl. Together, these children help with the smooth running of the School, supporting and organising as necessary. They have specific whole-school roles, but they have no disciplinary powers, other than reporting any misbehaviour to the teachers. Their "line manager" is Mr Lafferty, Head of Year 8.

## **Houses**

There are four Houses – Bees (yellow), Hornets (green), Mosquitoes (blue), and Wasps (red). The House system at Twyford provides opportunities for different types of integration; particularly for children to mix across age groups. There are inter-House competitions for sport, music and a number of other activities – even Christmas tree decorating. The House with the highest total of points is rewarded with a Team Feast at the end of the year. Siblings are placed in the same House. Almost all teaching staff are involved with a House. All pupils in Year 8 who are not Senior Prefects are House Prefects.

## **Music**

A variety of concerts is held each term, culminating with a Music Gala on the last day of the academic year. Children may join the School Orchestra, Jazz Band, Wind Band, other Chamber Music groups and one of the Choirs. Any musical instrument may be learned and children receive singing tuition. Theory is taught by a tutorial system and children may take practical and/or theory exams.

Please note that parents wishing to terminate their child's instrumental tuition must give a term's written notice, a period for which they will be liable to pay. All enquiries should be directed to the Director of Music, or his Secretary.

## **Clubs and Extra-Curricular Activities**

On Wednesday afternoons (after sport) there is a series of hobbies. The mix is variable (depending on staff available and pupil interest) and currently includes art and design

technology. Swimming Club takes place after school on a Monday.

A termly letter is sent to parents well in advance about the clubs that are on offer the following term. There is always a wide range including cookery, dance, judo, fencing, tennis (Summer Term)

Boarders may join any of the activities inclusive of the boarding fee, in addition to a wide range of other activities provided by the boarding duty team.

## **Sport**

The main team sports are:

| <b>Term</b> | <b>Boys</b> | <b>Girls</b>         |
|-------------|-------------|----------------------|
| Autumn      | football    | hockey and netball   |
| Spring      | rugby       | netball and hockey   |
| Summer      | cricket     | cricket and rounders |

Swimming Galas take place throughout the year. There are water polo matches, and in the Summer Term there are tennis and athletics matches.

The boys also learn hockey in PE lessons and the girls learn lacrosse. Some fixtures are arranged for these sports.

Matches on Wednesday and Saturday afternoons normally start at 2.30 pm and are listed on the calendar and on the sports website. Matches can be cancelled at any time, even up to an hour before they are due to start, in which case a message will be sent by email and by text as well as being updated on the sports website. We recommend you check before setting off if there is any doubt about weather conditions. In addition to the above, the School Office will email parents of team members as soon as such decisions are known. If matches are cancelled before teams are selected, all relevant year group parents will be emailed.

Pupils are required to be available for all fixtures if selected. The school sports website is an excellent source of information for team lists, timings and venues of away matches:

[www.twyfordschoolsports.com](http://www.twyfordschoolsports.com)

It is compulsory for all children (boys and girls) to wear mouthguards for rugby, hockey and lacrosse. Ideally, they should be individually prescribed and fitted by a dentist. The School does arrange for a specialist company to come in to take impressions, usually in September and November.

## **Future Schools**

The Headmaster is always happy to help with advice on the choice of senior schools. There is a presentation in the Autumn Term of Year 4 to discuss the admissions process, and parents are subsequently advised to arrange a meeting with the Headmaster regarding their child's future schooling. Follow-up meetings with Fiona Kelly (Deputy Head) are helpful to check on progress and update thoughts on future schools.

## **Clothing and New Uniform**

The official uniform is available from the School website; further information is at the end of this booklet. All uniform is ordered online or by mail order. Samples of sizes for items of uniform are held in the Second Hand Uniform Shop. Please see the School website for order forms and opening times.

All items of clothing (uniform and casual clothes) and property need to be marked with a child's name. The Boarding Matron can arrange the purchase of uniform for boarders when requested to do so by parents.

### **Second Hand Uniform Shop**

This is located on the upper floor of the Sports Centre, and is run by the Twyford Parents' Association. The shop usually opens the day before each term starts – usually 3.00 pm to 5.00 pm. Thereafter, it is open every Friday morning from 8.15 am to 8.45 am. These dates and times may be subject to change and should be checked with the School Office.

### **Hair and Jewellery**

All hair should be smart, its natural colour, tidy and of an appropriate length. Hair should be kept out of the eyes. Long hair must be tied back with a dark blue, Twyford tartan or black "scrunchy" or hair band. No jewellery is permitted (including wristbands, ear rings/studs). Nail varnish is not permitted. Pupils are encouraged to wear an inexpensive watch (which must be named).

### **Money, Mobile Phones, iPods, Games Consoles and Sweets**

These must not be brought into School, except for weekly boarders, who may bring a mobile telephone, which must be immediately handed in at Matron's Room. The use of such items is governed by strict rules (see Boarders' Handbook). If money has to be brought into school, such as for a school trip or a charity sale, then it must be handed in to the Matrons for safekeeping (not left in a locker or drawer).

No music players (MP3), games machines, laptop, tablet computer, Kindles, Kobos (or any variation) or other electronic equipment may be brought to school without the specific written permission of the Headmaster.

### **Parents' Association**

The Twyford Parents' Association (TPA) organises social events for parents, children and staff, to bring together the Twyford School community. The TPA also supports fundraising for the school and some charities through a number of events.

The Twyford Parents' Association (TPA) arranges various enjoyable events during the year, some exclusively for adults, and others catering for the whole family. Highlights typically include an introductory drinks evening for new parents, Fireworks Night, Christmas Fair, Quiz Night, summer fete ("Extravaganza") and a Summer Ball every three years. The TPA also organises pupil discos.

Although social, the events may generate a small profit which, after financing complimentary events, is donated to the school for supplementary items via Twyford's "bids system", benefitting pupils throughout the school. The TPA supports the charity nominated by the pupil School Council through the proceeds of the Christmas Fair Raffle, and organises non-monetary charitable collections.

The TPA committee comprises about 14 parent volunteers, joined by staff from both the Prep and Pre-Prep, to organise social events. In addition, within each school year group there are two or three year representatives (year reps) who help support TPA events, arrange activities for their own year group and welcome new parents into our community. Parent volunteers also run the second-hand uniform shop which provides a very busy and popular service.

## **School Publications**

The Twyford Link is a weekly electronic newsletter that is issued every Friday. This is the main source of essential information, and includes details of what is happening in the very near future as well as an account of recent events. Please ensure that you read this every week.

The School Magazine ('The Twyfordian') is produced once a year and is a pictorial celebration of the year. It is mailed during the Summer holidays to every family in the school.

Twyford Life is a twice yearly magazine that keeps Old Twyfordians and past and current parents, up to date with the School.

## **Insurance**

Twyford School cannot be held responsible for any loss of or damage to a child's possessions. Parents are, therefore, strongly advised to arrange their own insurance. Children should preferably not bring valuables to the school but items such as musical instruments, etc., will need to be insured through the family's household or other policy. Insurance can usually be arranged as an extension to a Householder's Policy at a minimal cost.

## **Twyford Speak**

Your child will soon start to use the jargon and vernacular of the school. A few essentials are interpreted below.

|               |   |
|---------------|---|
| Backcourts    | toilets   |
| Upper School  | either Year 6, 7 and 8 or the Main Hall/Theatre   |
| Bever         | afternoon break (derived from "beverages" and pronounced "beever")  |
| Court         | the area in front of the library  |
| Court Cricket | played in the summer with a taped ball (rules are very complex but the children know them!)   |
| SUG           | acronym for Sent Up Good. A reward for very good or improving academic performance, or exceptional behaviour and rewarded, by the Headmaster, with a sweet. |
| The Beehive   | the pagoda-shaped shelter to the west end of the car park. The TPA notice board is situated on the adjacent wall.   |

## **Dogs**

No dogs are allowed on the school premises at any time, except guide dogs.

## DAILY ROUTINE

### **Monday, Tuesday, Thursday, Friday**

#### MIDDLE AND UPPER SCHOOL

|                     |                                      |
|---------------------|--------------------------------------|
| 08.10 am – 08.20 am | Registration                         |
| 08.20 am – 08.45 am | Chapel/Assembly/Tutors/Housemeetings |
| 08.45 am – 09.30 am | Period 1                             |
| 09.30 am – 10.15 am | Period 2                             |
| 10.15 am – 10.45 am | Break                                |
| 10.45 am – 11.30 am | Period 3                             |
| 11.30 am – 12.15 pm | Period 4                             |
| 12.15 pm            | Lunch                                |

#### MIDDLE SCHOOL

|                   |  |
|-------------------|--|
| 1.15 pm – 2.00 pm | Period 5 (Games) except Thursdays when this takes place 3.00pm–4.00 pm |
| 2.00 pm – 2.30 pm | Readings   |
| 2.30 pm – 3.15 pm | Period 6   |
| 3.15 pm – 4.00 pm | Period 7   |
| 4.00 pm – 4.30 pm | Bever  |

#### UPPER SCHOOL

|                    |   |
|--------------------|---|
| 12.15 pm – 1.30 pm | Lunch and Clinics                                   |
| 1.30 pm – 2.15 pm  | Period 5  |
| 2.15 pm – 3.00 pm  | Period 6  |
| 3.00 pm – 4.00 pm  | Period 7 (Games/PE except for Thursday, see below)* |
| 4.00 pm – 4.30 pm  | Bever   |

#### MIDDLE AND UPPER SCHOOL

|                   |   |
|-------------------|---|
| 4.30 pm – 5.15 pm | Period 8  |
| 5.15 pm – 6.00 pm | Prep<br>(for Years 4 and 5 see below for more detail) |

#### Boarders (every day)

|                   |  |
|-------------------|--|
| 6.00 pm – 6.30 pm | Supper   |
| 6.30 pm           | Years 4 to 7 activities<br>Year 8 do 40 minutes prep or catch-up before activities |



### **Wednesday afternoon (Years 4 to 8)**

|                   |   |
|-------------------|---|
| 1.30 pm – 2.15 pm | Readings  |
| 2.15 pm – 3.30 pm | Matches and Games                                   |
| 3.30 pm – 4.00 pm | Bever (Pupils may leave after 4 pm with permission) |
| 4.00 pm – 5.00 pm | Upper School and Middle School: Catch Up            |
| 5.00 pm – 6.00 pm | Upper School: Hobbies                               |

### **Year 3 Afternoon Programme**

Games on Monday, Tuesday, Thursday (3.00 pm -4.00 pm) and Friday.  
Year 3 Children depart at 4.00 pm every day.

### **Saturday (Years 4 to 8)**

|                     |                             |
|---------------------|-----------------------------|
| 08.10 am – 08.20 am | Registration                |
| 08.20 am – 08.45 am | Chapel/Assembly/Form Period |
| 08.45 am – 09.30 am | Period 1                    |
| 09.30 am – 10.15 am | Period 2                    |
| 10.15 am – 10.45 am | Break                       |
| 10.45 am – 11.30 am | Period 3                    |
| 11.30 am – 12.15 pm | Period 4                    |
| Afternoon           | Matches                     |

### **Daily Leaving Times**

**Year 3** 4.00 pm Monday, Tuesday, Wednesday, Thursday and Friday.  
No Saturday school.

#### **Year 4**

Autumn and Spring Term

5.15 pm Monday, Tuesday, Thursday and Friday.  
From 4.00 pm on Wednesday\*

Summer Term

5.15 pm Monday, Tuesday, Thursday and Friday  
(unless opting to do Prep at School, for which pick up is 6.00 pm)  
From 4.00 pm on Wednesday\*

#### **Year 5**

Autumn and Spring Term

5.15 pm Monday, Tuesday, Thursday and Friday  
(unless opting to do Prep at School, for which pick up is 6.00 pm)

Summer Term

6.00 pm Monday, Tuesday, Thursday and Friday.  
From 4.00 pm on Wednesday\*

#### **Years 6 to 8**

6.00 pm Monday, Tuesday, Thursday and Friday.  
From 4.00 pm on Wednesday\*

## **Notes**

### **\*Wednesday Afternoons**

- *On Wednesdays, 4.00 pm is the earliest time that pupils may leave the School after signing out. However, they are welcome to stay for the period of catch-up*
- *Pupils in Wednesday matches must stay until the opposition have left.*

### **Saturday Afternoons**

- *Children who attend Saturday school leave at 12.30 pm unless in matches.*
- *Participation in matches is mandatory if selected.*

### **Prep**

- *Year 4: there is one prep set in the Summer Term which may be completed at home, or children can be opted in to do Prep at school on particular days, 5.15 pm – 6.00 pm. The bookings are as for Clubs.*
- *Year 5: may attend a Prep Club from 5.15 pm to 6.00 pm in the Autumn and Spring Terms, but MUST attend Prep from 5.15 pm to 6.00 pm in the Summer Term*
- *Years 6, 7 and 8: Prep period from 5.15 pm to 6.00 pm is regarded as an integral part of the day and pupils must do it at school.*
- *The exception: with the Headmaster's permission, children in any year group may leave at 5.15 pm on one day a week for specific reasons (such as participating in sports courses/clubs, external learning support etc), and may take Prep home.*

## **ACADEMIC WORK**

The following notes describe the expectations that staff have of pupils' academic work. Pupils in Years 5 to 8 pupils are given a Student Planner from which the following is taken. In Years 3, 4 and 5 these guidelines may vary (for example, the use of pencil, rather than ink for some pieces of work).

Prep (homework) is set throughout the year groups, but pupils do their prep at school from the Autumn Term of Year 5. It is completed at school under supervision. Apart from Year 8, who are expected to study for 40 minutes after supper, all prep is completed by the time school ends at 6.00 pm. In the Summer Term of Year 4 we run optional Prep sessions into which children may opt. They are booked for a term, like Clubs.

### **Your Work**

- Make sure that you understand what you are doing. If you are unsure, ask your teacher
- Take pride in your work
- Always keep your work neat and tidy: it creates a good impression
- Pay attention when you are going through work, to help you to understand your mistakes and to avoid making the same mistakes in the future
- When you do something well, this will be recognised, through written comments on your work and high marks
- Plus points may be awarded for good work or for effort
- Outstanding effort or achievement may be rewarded with an S.U.G. ("Sent Up Good") or a Headmaster's Commendation

### **Equipment**

Equipment is provided in the classrooms for Years 3 and 4

- You should ensure that you arrive at each lesson with the correct books and equipment
- Use the daily timetable in your planner to help you to be organised
- It wastes a lot of time if you do not have the correct equipment
- Look after text books which are issued to you. Do not deface them in any way
- Take care of your exercise books. Do not write or draw on the covers of your exercise books
- You should have the following basic equipment in school:
  - fountain pen with blue ink
  - pencil
  - coloured pens or pencils
  - pencil sharpener
  - eraser
  - ruler
  - glue stick
  - ink eraser
  - scientific calculator (for pupils in Years 7 and 8)
  - pair of compasses
  - set square
  - 180° protractor
  - 360° protractor (Year 8)

### **The Setting Out of Work**

- All work must have a date and title, both underlined with a ruler
- Do not cross out or change letters within a word. Cross out the whole word with a ruler and re-write it. Correcting fluid should not be used
- A suitable fountain pen should be used for neat written work. Ballpoint pens

should not be used

- Only blue ink should be used for written work

## **Prep**

- In Year 4 there is one prep set in the Summer Term that should take about 20 - 25 minutes to complete.
- Pupils in Years 5, 6 or 7 are set two 20 minute preps per day. Pupils in Year 8 are set two 40-minute preps daily.
- It is essential that you understand exactly what you are expected to do for prep.
- Always record your prep in this planner. Write what you have to do and when the work should be handed in.
- Arrive promptly to prep with all the books and equipment you need.
- Settle to work quickly in prep.
- Remember that prep is a quiet, independent study time. You must work on your own.
- If you do not understand your prep and cannot start you may ask the teacher, otherwise you should not ask any questions.
- If you have missed prep then you must talk to your teachers so you know what you have missed and when the work must be completed by.

## **Setting Policy**

In Year 3 all subjects are taught in mixed-ability forms.

In Years 4 and 5, subjects are taught in mixed-ability forms, except for Maths which is setted.

In Year 6, in the Humanities (English, French, History, Latin and RS) there are two mixed-ability groups, and one higher ability set, with the setting based on the specific skills and needs of this group of subjects, with English the deciding factor. In the Sciences (Science and Geography) there are two mixed-ability groups, and one higher ability set, with the setting based on the specific skills and needs of this group of subjects, with Science the deciding factor. The two mixed-ability groups are called 62A and 62B. Maths is set separately.

A small number of pupils leave at the end of Year 6, usually reducing the number in the group slightly. At this point there is likely to be some movement between sets. It is likely that Set 1 is reduced so that the remaining pupils can be 'accelerated' towards potential scholarships. Set 2 is likely to be the biggest group.

In Year 7, in the Humanities (English, French, History, Latin and RS) there are three sets chosen on ability in the specific skills and requirements of this group of subjects, with English the deciding factor. In the Sciences (Science and Geography) there are three sets chosen on ability in the specific skills and requirements of this group of subjects, with Science the deciding factor. Maths is set separately.

In Year 8, pupils who are working towards academic scholarships or Winchester Entrance form the 'A' set for all subjects ('8A'). The remaining pupils are split by ability into two Common Entrance sets (8CE1 and 8CE2). The subjects are grouped as they are in Year 7, so there are two CE sets for the Humanities (English, French, History, Latin and RS), two CE sets for the Sciences (Science and Geography) and two CE sets for Maths. There is some flexibility in this due to the varying number of scholarship and Winchester Entrance candidates each year.

Subject teachers, Heads of Department and the Director of Studies are all involved in the process of placing pupils in sets. Teacher assessment and recommendations are the most

important criteria used, but CAT scores and school exam results are also considered.

## Exams

The table below sets out the timings of all the exams in the school year.

There are no formal exams for pupils in Years 3 and 4.

The full set of exams are: English, Maths, Science, French, Geography, History, Latin and RS.

| YEAR | TERM   | DATE                            | EXAMS                           |
|------|--------|---------------------------------|---------------------------------|
| 5    | Summer | The week before half-term       | English, Maths and Science only |
| 6    | Autumn | The second week after half-term | English, Maths and Science only |
|      | Summer | The week before half-term       | Full set of exams (no RS)       |
| 7    | Spring | The week before half-term       | Full set of exams               |
|      | Summer | The week before half-term       | Full set of exams               |
| 8    | Autumn | The second week after half-term | Full set of exams               |
|      | Spring | The week after half-term        | Full set of exams               |
|      | Summer | The week after half-term        | Common Entrance                 |

| YEAR | TERM   | DATE      | SUGGESTED REVISION |
|------|--------|-----------|--------------------|
| 5    | Summer | Half-term | 2 hours            |
| 6    | Autumn | Half-term | None               |
|      | Summer | Half-term | 4-6 hours          |
| 7    | Spring | -         | None               |
|      | Summer | Half-term | 4-6 hours          |
| 8    | Autumn | Half-term | 4-6 hours          |
|      | Spring | Half-term | 4-6 hours          |
|      | Spring | Holidays  | 12-16 hours        |
|      | Summer | Half-term | 8-10 hours         |

(the Year 8 schedule is based on 13+ Common Entrance which takes place in the first week of June. Most other exams are earlier in the year so the intensive revision would happen earlier)

## Revision

**Effective revision can make a significant impact on pupil confidence and exam results. It is very easy for pupils to waste time on 'revision' that has little or no impact because they are revising the wrong things or their methods of revision are ineffective.**

Pupils at Twyford are given advice and tips on different ways to revise, both in individual subjects and generically. We would expect a Year 8 pupil to be fairly confident in knowing what works best for them. There is also lots of helpful tips and advice online.

## Record Cards

### The Record Card System

- Record Cards are first and foremost for the pupil to see how they are progressing and to create purposeful dialogue between the pupil and their tutor.
- To enable the tutor to identify where and when a tutee is experiencing success or difficulty.
- To provide a benchmark for each pupil in three key areas of their educational development.
- To assist with the flow of information between teacher and tutor, between tutor and Deputy Head and Headmaster, and between the school and parents.
- To help motivate pupils.

Each pupil has a record card, on which teachers enter grades for:

- Academic Progress
- Attitude to Learning
- Attitude to Thinking

Record Cards are published in the Autumn and Summer half terms, and twice during the Spring Term.

### Academic Progress

In Years 3 - 5 this will reflect the progress the child has made in the subject including: subject knowledge and the application of it, understanding and consolidation. This form of assessment is designed to reflect individual progress. Each pupil should know how they are performing and if they are improving. These grades reflect a pupil's attitude and performance, based on the teacher's expectations of that pupil. **These grades should not be used to predict success in pre-assessments for senior schools.**

In Years 6-8 pupils are assessed using the same criteria as for those in Years 3-5, but the grade will also reflect where the pupil stands in preparation for their intended future school. In Years 6 and 7 the grade given on the Record Card is based on entry to the intended future school via Common Entrance at 13+, and should not be used to predict success in pre-assessments. In Year 8 the grade will also reflect the type of exam i.e. Common Entrance, Scholarship or Entrance exam. If the decision for a future school is not finalised a Common Entrance target will be decided by the teachers (55%, 60% or 65%) depending on the potential of the child. This target will be clearly indicated on the record card. The measurement will reflect their attainment in recent work and their progression towards the target.

### Attitude to Learning

This grade will reflect the pupil's willingness to listen and learn in lessons, to keep going when things are challenging, to contribute positively to group work and to learn independently.

## Attitude to Thinking

This grade will reflect the pupil's willingness to try to see things from an alternative viewpoint, to be creative in one's thinking and to explore and investigate ideas.

*\***Attitude to thinking and learning** will incorporate specific qualities that the teaching staff at Twyford are encouraging the children to think about every day, across the school curriculum. They include: independence, collaboration, curiosity, tenacity, creativity and empathy.*

## The Grading System

The same grading system will be used for each of the three areas judged.

| Key |                          |
|-----|--------------------------|
|     | Above expectation        |
|     | In line with expectation |
|     | Near expectation         |
|     | Below expectation        |
|     | Not Applicable           |

This traffic light system should immediately highlight areas of strength or concern.

It is important to remember that these grades reflect work done over a limited period of time, and that performance may rise and fall over the course of a term or year.

At the end of each reporting period the tutor will go through each record card with the tutee. A grade that is 'Near Expectation' at the end of one reporting period is not a disaster. It is important information for the pupil and enables the tutor to respond by talking with the child and the subject teacher. Together they can set new targets. The tutor will then be able to keep a check on whether trends are developing.

The Record Card is one element in the process of reporting to parents. In addition there are written reports and Parents' Evenings during the course of the year.

## Record Cards and Tutors

To be given a 'Red' for Record Cards is rare. It suggests that there is a considerable problem in a pupil's attitude or attainment, and it is therefore likely that the problem had been building for some time. Conversations between teacher and pupil would be the first course of action. If the problem persisted to such a degree that a 'Red' might be given then the teacher would contact the pupil's parents to discuss the issue.

To be given an 'Orange' for Record Cards is more common. It is likely that the teacher will have talked with the pupil, if there has been a problem, at least once. It is likely, therefore, that an Orange would not be wholly unexpected by the pupil. However, giving an Orange is not necessarily preceded by a conversation with the parents.

If a teacher gives a Red or an Orange to a pupil for either Attitude, then the teacher will discuss with the pupil what he/she needs to improve on. The pupil then writes this 'target' in their Planner. Tutors are then able to discuss this with their tutee.

## Timings of Record Cards and written reports

There are written reports for examinable subjects at the end of the Autumn Term and the end

of the Summer Term. Examinable subjects are: English, Maths, Science, French, Geography, History, Latin and RS (Year 7 & 8 only).

The following (non-examinable) subjects will only have one written report each year: Art, DT, ICT, Music, PE (including Swimming), PSHEE and Drama. Record Cards will replace written reports at the other time of the year.

The following table shows when the non-examinable subjects will be reported on:

| <b>TIMING</b>      | <b>WRITTEN REPORTS FOR</b> | <b>RECORD CARDS FOR</b> |
|--------------------|----------------------------|-------------------------|
| END OF AUTUMN TERM | YEARS 6, 7 AND 8           | YEARS 3, 4 AND 5        |
|                    |                            |                         |
| END OF SUMMER TERM | YEARS 3, 4 AND 5           | YEARS 6, 7 AND 8        |



## **TWYFORD LEARNING QUALITIES**

At Twyford we are promoting in children the appreciation of active thinking and learning. We have identified a number of desirable qualities that we aim to overtly encourage through all areas of teaching and learning

It is hoped that children will understand the meaning of these qualities, and will learn how to recognise them in their learning experiences.

Dispositions we identify and target in the Prep School are:

1. **Collaboration:** a willingness to share one's work with other people, to give and receive feedback and to contribute positively during group work;
2. **Empathy:** to pick up on cues from others as to how they are feeling, to identify different views in a group and to modify one's behavior in the light of those they are with;
3. **Creativity:** to imagine new solutions to problems, to link multiple ideas together and to trust their instincts;
4. **Independence:** a willingness to plan one's own learning, take decisions about when and how they learn and to learn from a range of ways of reflecting on progress;
5. **Curiosity:** to ask thoughtful, inquisitive questions, to select appropriate research resources and to contest ideas;
6. **Tenacity:** a willingness to take risks with one's thinking, to keep going when things are difficult and to cope with not knowing the answer;

It should be emphasised that other learning habits that occur naturally in the classroom continue to be recognised and rewarded. In other words we do not ignore 'self-discipline', for example, just because it is not one of the qualities identified above.

In the Pre-Prep it has been thought beneficial to identify some different learning qualities to target, particularly relevant to the educational setting and age group:

1. **Risk taking:** the courage to 'take a chance' and have a go at new things even when success may not be guaranteed;
2. **Courage and self-belief:** the confidence to put forward one's own suggestions and ideas and to stand by a reasoned opinion regardless of other people's reaction, knowing that many good ideas are initially ridiculed;
3. **Co-operation and collaboration:** a willingness to work with other people, to learn from different points of view and to form new ideas and plans by pooling talents;
4. **Curiosity and enthusiasm:** an eagerness to ask questions, to explore beyond what is 'required' and to discover new things;
5. **Imagination and creativity:** an inclination to visualise, to dream, be creative with one's thoughts rather than to think within conventional boundaries;
6. **Independence and initiative:** an awareness of the strategies and options that are available and a willingness to reach one's own decisions and take actions based on these

# Thwyford School

## Learning Qualities

Upper School



### Key



### Acknowledgement

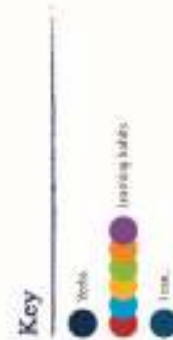
Developed by Thwyford School from research by Ouseley for Real-World Learning at the University of Bath. Content and materials created by Thwyford School and locally tall High School.

March 2020

# Thwyford School

## Learning Qualities

Middle School and Pre-Prep



### Acknowledgement

Developed by Barford School in partnership with course for Barford Learning at the University of Derby (see) and materials created by Thomas Holt School and Booth Hill High School.

March 2018

## **VISION. AIMS AND CURRICULUM POLICY**

**This policy applies to all pupils, including those in the Early Years Foundation Stage**

### **Vision**

#### **Twyford is a school:**

- Where we promote an enduring love of learning.
- Where each child is respected as an individual.
- Where we engender a clear appreciation of the traditional ethical and spiritual precepts of our Christian foundation.
- Where children feel safe and unconditionally valued.
- Where excellence is identified and where each child may extend themselves.
- Where teachers are our most cherished resource.
- Where pupils engage with technology as a means of extending systematic enquiry.
- Where there is a partnership between staff, pupils, parents and governors.

#### **Academic and Curriculum:**

At Twyford we offer a relevant curriculum that provides challenge and excitement.

Twyford provides a climate conducive to success, encouraging children to have high expectations of self and others. As a result of engaging in a Twyford education we expect pupils to enter the senior school most suited to their nature and aspirations.

At Twyford children are equipped with a resourcefulness and resilience that will enable them to be adaptable to the uncertainties of life. Our pupils develop through the nurturing of rigour, imagination and curiosity. Creativity and an appreciation of methodical enquiry will endow our pupils with the appropriate outlook for a changing world.

At Twyford children are expected to extend themselves in the performing and creative arts. Music, art, design technology and drama provide further opportunities for creative expression and the pursuit of excellence.

At Twyford we have outstanding teachers who are advocates for the child and advocates for learning.

Twyford is a school that demands engagement from children rather than passivity. We encourage autonomy and leadership; we are a school where independent thought is promoted and individual growth comes from commitment and tenacity.

At Twyford children have a voice and are expected to be intelligently critical of their world.

Through physical education and sports children gain in confidence and social skills, as well as being equipped for the most important stages in their physical development: a healthy outlook. Children acquire the knowledge and skills to participate in most activities in the future, while being encouraged to do their very best.

Enjoyment should be evident in all aspects of our educational experience. Understanding limitations, as well as experiencing failure and disappointment, are legitimate educational opportunities. A better appreciation of individual differences can often promote greater tolerance.

## **Social:**

### ***At Twyford children are actively encouraged to:***

Have confidence in who they are as individuals, identifying courage as a worthy attribute.

Stand up for the positive values that engender meaningful loyalties and strong communities. These include: humility, dignity, compassion and integrity.

Promote supportive relationships, and a respect for diversity and difference.

Support the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Be self-disciplined, self-directed, and demonstrate self-control.

Participate in the transformation of their society through reflection, sensitivity and action.

## **Environment and Community:**

Twyford is a friendly, happy and kind community with shared purpose.

Twyford is a rural school where children learn to value the environment and appreciate our responsibilities towards it.

Twyford provides an exceptional quality of pastoral care.

## **Curricular Aims**

The School's curriculum is balanced and broadly based, and it aims to promote the spiritual, moral, cultural, mental and physical development of the pupils, and to prepare them for the opportunities, responsibilities and experiences of adult life.

The School provides fulltime supervised education for children of compulsory school age, enabling them to experience linguistic, economic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education, appropriate for their ages and aptitudes.

The School sets out to:

- ensure that pupils develop essential speaking, listening, literacy and numeracy skills
- provide pupils with a full entitlement to learning
- foster pupils' creativity and develop essential skills, including learning skills
- promote a healthy lifestyle
- inspire pupils to a commitment to learning which will last a lifetime
- promote high standards in all learning and teaching
- promote fundamental British values
- ensure that all pupils have the opportunity to learn and make good progress according to their ability.
- promote a spirit of enquiry
- prepare pupils for the academic challenges that lie ahead
- provide academic, cultural and sporting opportunities
- provide a happy, functioning learning environment

- provide personal, social, economic and health education which:
  - reflects the school's aims and ethos
  - reflects our strong wish to promote respect and a culture of tolerance and diversity, especially where individuals may choose a lifestyle that one would not choose to follow oneself. We pay particular regard to the protected characteristics set out in the 2010 Equality Act (a)

Religious education is provided for all pupils.

## **Equal Opportunities**

Entry to all programmes of study is based on academic suitability and appropriateness, regardless of gender, ethnicity, culture, linguistic background, colour, religion or belief, sexual orientation, gender reassignment, special educational needs or disability. We have regard to the Equality Act (2010).

Disabilities: in accordance with statutory requirements the School aims to make the curriculum accessible to all pupils as far as is reasonably practicable. The School has a policy for Special Educational Needs and Disabilities, and an Accessibility Plan which are available on our website or from the School Office.

## **Differentiation**

A variety of differing teaching and learning methods and materials are used in all courses to suit pupils' different needs.

## **Assessment**

Teachers systematically assess pupils and use that assessment to plan and modify provision so as to support all pupils so that they make good progress according to their abilities.

## **Subjects Offered**

### **Pre-Prep**

The Nursery and Reception classes work within the seven areas of learning from the revised Early Years Foundation Stage (EYFS) Curriculum

- Three prime areas – communication and language; physical development and personal social and emotional development;
- and four specific areas – literacy; mathematics, understanding the world and expressive arts and design

In Years 1 and 2 the basis of the curriculum comprises the ten subjects of the revised National Curriculum (September 2000) plus Religious Studies, PSHEE and drama.

### **Prep**

All Years: English, mathematics, science, French, geography, history, RS, ICT, art, design technology, music, drama, PSHEE, physical education and games.

Years 6, 7 and 8: Latin

## **Schemes of Work**

Schemes of work are prepared by Heads of Department which allow for subject matter appropriate to ages and abilities, including those with specific learning difficulties and disabilities, those for whom English is an additional language, and those who have a statement of educational needs. A list of 'topics for the term' is put on each subject area of the portal at the start of each term.

The principles behind, and the content of our schemes of work actively encourage the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

### **Apprenticeships**

At Twyford we offer a unique programme of study called Apprenticeships. The intention of this programme is to provide opportunities for greater independence, creativity and extension work beyond the confines of the curriculum. The activities will sometimes have some overlap with existing subjects but may provide opportunities for more specific development than would normally be offered within the curriculum (eg Ceramics rather than Art). Pupils choose from a very extensive range of areas beyond the curriculum to pursue, usually for one term at a time. Pupils in Years 4 have two lessons of Apprenticeships in the timetable, while Years 5, 6, 7 & 8 receive one lesson of Apprenticeships in the timetable. The activities that have recently been on offer include: Photography, Debating, Drama Workshop, Lamda, Music Theory, Ceramics, History of Art, modern languages, Ancient Greek, Outdoor Problem Solving, Water Polo, Mountain Biking, Mathematical Puzzles and some sporting options.

### **Disapplication**

In accordance with the law the School has the right to respond to individual needs by modifying the curriculum programmes. It will:

- allow a pupil to participate in extended work-related learning
- allow a pupil with individual strengths to emphasise a particular curriculum area
- allow a pupil making significantly less progress than other pupils of his/her age to consolidate his/her learning and progress across the curriculum.

Decisions about any of the above will only be made after discussion with the parents.

### **Religious Education**

Religious Education is available to all pupils in the curriculum subject Religious Studies.

### **Collective Worship**

Twyford is a Church of England School (a school of “special religious character”) and all pupils are expected to take part in regular worship. Parents of other faiths may withdraw their children from worship after discussion with the Headmaster/Head of Pre-Prep.

### **Personal, Social, Health and Economic Education**

PSHEE is taught to all pupils. PSHEE reflects the school’s ethos and aims, and encourages respect for other people, playing particular regard to the protected characteristics set out in the 2010 Equality Act (a). This includes age-appropriate education in citizenship, healthy living, drugs awareness, substance abuse, sex and relationships education and aspects of socialisation. Careers education is provided appropriate to the age groups in the School. It is impartially presented, and encourages informed choices that should help pupils to fulfil their potential.

### **Relationship and Sex Education**

The School provides Relationship and Sex Education in the basic curriculum in which pupils are encouraged and guided by moral principles and taught to recognise the value of family life. The syllabus for the School’s Relationship and Sex Education is available to parents. It forms a key part of the Personal, Social and Health Education (PSHE) course and has regard for the

government's guidance in *Sex and Relationship Education Guidance (0116/2000)*. In accordance with the law the biological aspects of human reproduction remain compulsory for all pupils, but parents may withdraw their children from any other part of the sex education provided without giving reasons. Relationship and Sex Education will become a statutory requirement from September 2019, and elements of content will change at this time.

### **Cultural education and appreciation of diversity**

The School includes aspects of cultural education in many specific and cross-curricular ways. All pupils are encouraged to develop an awareness of equality of opportunity. See Equal Opportunities Policy for further information.

### **Preparation for life in British society**

Closely linked with PSHEE, cultural education and careers guidance is the active and positive encouragement among pupils of an understanding of fundamental British values. This is blended within all aspects of our curriculum and within many areas of the co-curriculum. We are conscious of our responsibility to educate and lead by example in our pupil's understanding of the rule of law, democracy, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs; and the protected characteristics set out in Chapter 1 of Part 2 of the Equality Act 2010. We set out to actively promote fundamental British values.

### **Political Education**

The promotion of partisan political views in the teaching of any subject in the School is forbidden by law. Political issues are introduced in a number of courses and are presented in a balanced manner.

### **PE and Sport**

All pupils are expected to take part in the school's Physical Education and Sport programme. Pupils can only be excused from PE and Games lessons for medical reasons, for which a note from a parent will suffice, or other reasons agreed with the school.

### **Extra-Curricular Activities**

The School has an extensive programme of activities that take place outside the formal curriculum.

### **Prep and Homework**

The School sets prep/homework as appropriate. Parents are encouraged to read with their children in all year groups. The school expects pupils to spend the following times on homework:

#### **Pre-Prep**

Years N and R:

Reading with parents.

Years 1 and 2:

Reading and Spelling homework. The pupils are encouraged to follow up topics at home.

#### **Prep**

Year 3:

No formal Prep time, but spellings, maths and occasional other homework is given

Year 4:

As for Year 3 in the Autumn and Spring Terms, then 20 minutes a day in the Summer Term plus spellings (a Prep club operates on Mondays, Tuesdays, Thursdays and Fridays in the Summer Term for Year 4, so that pupils can do Prep at school for set days, on application in advance)



|               |   |
|---------------|---|
| Years 5 to 7: | 40 minutes per day (except Wednesday) plus Year 5 weekly spellings. In Year 5 Prep must be done at school in the Summer Term. For Year 5 only, a Prep club operates on Mondays, Tuesdays, Thursdays and Fridays in the Autumn and Spring Terms for Year 5, so that pupils can do Prep at school for set days, if they wish to on application in advance. Years 6, 7 and 8 must do Prep at School throughout the year. |
| Year 8:       | 80 minutes per day (except Wednesday)   |

### **Learning Difficulties and Disabilities (LDD) / Special Educational Needs**

The School has a Learning Skills Department, (The Hub) with qualified teachers in both Prep and Pre-Prep. The School will determine the appropriate courses for pupils in consultation with the parents. The School's Policy for Special Educational Needs and Disabilities (SEND) should also be consulted. The Head of Learning Skills is Mrs Kathleen Digby. We have regard to the Children and Families Act (2014), the SEN and Disability Code of Practice, 0-25 years (2014) and the Equality Act (2010).

### **Pupils with a Statement of Special Educational Needs or Education, Health and Care Plan (EHC)**

Should a pupil be in receipt of an EHCP (formerly called a statement), we will endeavour to give them an education which meets their needs as specified by their statement/EHC. It is likely that some pupils in possession of a statement cannot be accommodated at Twyford School due to their needs being beyond the resources available, requiring greater readjustment than is possible. Where possible, this will form part of discussions during the admissions process.

### **Pupils for whom English is an Additional Language**

At Twyford we take all reasonable steps to provide opportunities for children whose first language is not English to develop and use their home language in play and learning, supporting their language development at home, ensuring they also have sufficient opportunities to learn and reach a good standard in English language. A register of children for whom English is not their first or only spoken language is kept. Individual decisions about specific support for EAL issues are made in each case. Each child's support plan is reflected on the register. It is unusual for the School to have children who are not fluent in English regardless of other language abilities and backgrounds. In the case that a pupil is unable to access the curriculum comfortably in English a specific Individual Education Plan (IEP) will be made. The creation of such a plan will be supported by opinion and advice from the specialist teachers, class teacher, Head of EAL and parents. The Head of English as an Additional Language is Mrs Paula Bailey, who monitors progress of those pupils for whom English is an additional language, closely communicating with form teachers, tutors and subject teachers. Please also see Equal Opportunities Policy and EAL Policy.

### **Careers Guidance**

Pupils at Twyford are guided towards the fulfillment of their potential, and receive advice on how to come to know their strengths and weaknesses – including some idea of how this might apply to the world of work. Pupils at Twyford are supported in their preparation for formal examinations at various stages of their education. They receive guidance on revision techniques, making notes and examination techniques. Pupils are encouraged to learn about their own academic strengths and weaknesses, and the type of learning method that best suits them as an individual. While we do not specifically instigate careers advice, we provide opportunities for pupils to understand the world of work, and the promotion of their economic

wellbeing. There are talks from professionals in various fields, as well as visits to places of employment and manufacture. Through visiting speakers at Chapel services pupils receive motivational and inspirational guidance from individuals of all backgrounds and diversity that will help them in their current and future endeavours. Pupils receive interview training prior to attending pre-testing and selection assessments at senior schools. These are all ways in which they are prepared for the future beyond Twyford School.

### **Concerns and Complaints**

Parents who have concerns about any aspect of the curriculum should discuss these in the first instance with the pupil's tutor (Prep) or form teacher (Pre-Prep).

If the issue is not resolved at this stage, parents should contact the Headmaster. The School has a [Complaints Policy](#) in place, which is on the School website, and is available at the School Office.

*Dr Steve Bailey  
Headmaster  
June 2019*

THE FOLLOWING VALUES AND EXPECTATIONS ARE COMMUNICATED TO AND DISCUSSED WITH ALL PUPILS. THEY ARE ON DISPLAY IN ALL CLASSROOMS:

## **Twyford School**

### **Values:**

Respect

Kindness

Honesty

Responsibility

Friendship

### **Code of Conduct**

- Show consideration to others, treating everyone with courtesy and respect.
- Respect the right of everyone to learn without disruption or derision from others.
- Care for and respect the environment.
- Attend School prepared to learn.

# Twyford School

## Expectations

You are expected to:

- be punctual at all times
- line up quietly outside the classroom unless invited in
- prepare your books and equipment quickly and quietly at the beginning of the lesson, and have your planner available
- modify your behaviour to suit any given situation
- put up your hand to ask and answer questions and refrain from shouting out
- respect the views and opinions of others in the class
- be polite to staff and other pupils
- participate in lessons and always give of your best
- have all your books and equipment in lessons
- knock on classroom doors when a lesson has started and wait to be invited in; remember to apologise for lateness or absence
- ask permission to leave a classroom (e.g. for a music lesson or sports fixture) in advance
- leave the chairs and desks tidy and put all rubbish in the correct bin
- wait to be dismissed from lessons
- leave the classroom quietly and walk to the next lesson
- be neat and wear the correct uniform at all times.
- At **registration**, sit quietly and read or work after preparing your books, equipment and planner for first two lessons.
- You must use **reading** periods for reading unless given permission to catch up on work missed.
- During **Prep**, have all the right books and equipment and work individually and quietly (unless by prior agreement); it is important that prep is individual work.

# **BOARDING**

## **Introduction**

Boarding contributes significantly to the ethos of Twyford School and it is hoped that most, if not all, pupils will board sometime during their time here. Boarding helps to develop skills of independence, tolerance and sharing, and is good preparation for senior school, whether as a day pupil or as a boarder.

The Boarding House has 79 beds, divided into dormitories of between 7 and 12 pupils. The rooms are designated by gender and age.

There are three types of boarding at Twyford School:

- (i) **Weekly Boarding**  
Five nights boarding.
- (ii) **Flexi Boarding**  
Up to three nights per week boarding booked for a whole term.
- (iii) **Occasional Boarding**  
The occasional night boarding during the term.

Boarding is available to pupils from Year 5 to Year 8. Year 4 pupils are able to board from after half term in November, or in exceptional circumstances and following a meeting with the Housemaster, a Year 4 child may be permitted to board from the start of the academic year.

## **Year 8 Pupils**

Year 8 pupils may Flexi Board but Weekly Boarding is recommended for Year 8 pupils. The Year 8 weekly boarders act as role models for the younger pupils and may be given responsibilities, helping the Head of Boarding run the Boarding House. There is a second "prep" session after supper for the Year 8 pupils, again providing an excellent grounding for senior school, where there is often a long prep session after tea.

## **Accommodation**

Adding Flexi Boarders to dormitories where weekly boarders are established can be disruptive to both the Boarding House and, most importantly, the academic work in the spring and summer terms when Year 8 pupils have important entrance examinations. Weekly boarders will usually be accommodated separately from Flexi Boarders to minimise this disruption.

## **Allocation Priorities**

Allocation of rooms and beds will be made by the Head of Boarding in conjunction with the Senior Matron, according to policies that are available on request. It must be noted that apart from Weekly Boarding booked in the preceding term there can be no guarantee of a bed for any pupil.

## **Booking and Payment**

It is important that the School knows the numbers of boarders before the end of the preceding term so that the dormitories can be configured to allow the maximum number of boarders and the most suitable arrangement of beds. A booking sheet will be circulated in the half term mailing for booking the next term's boarding. The booking procedure is as follows:

Weekly Boarding should be booked the previous term and can cover up to three terms in advance. If there is a Weekly Boarding application after the start of term for the current term and there is not a bed free in the appropriate dormitory it is possible that the child may have to wait until the next term. If a bed is not used on a particular night there will be no refunds and the bed will not be used by another boarder. Weekly Boarding fees are payable in advance.

Flexi Boarding should be booked the previous term. The bed is then guaranteed for the term if there is space. If the bed is not taken up on any night there will be no refunds and the bed will not be used by an Occasional Boarder. Flexi Boarding can only be booked for one term at a time because in a typical year the number of Weekly Boarders grows term by term, which means that the number of Flexi beds decreases. The result of this could be that a pupil can Flexi board in the Autumn Term but there may not be a bed available in the Spring or Summer Terms. Flexi Boarding fees are payable in advance.

For any nights missed, refunds will not be offered although any nights missed can be made up on other nights during the term, bed space permitting.

Occasional Boarding can be booked after the start of term if a bed is available (when numbers are known) for nights in that term only. Fees will be charged on the end of term bill. Once booked there will be no refund.

All bookings for Weekly and Flexi Boarding must be on the booking sheets provided and returned to the Head of Boarding. Occasional Boarding should be arranged with the Head of Boarding.

Dr Steve Bailey,  
June 2019

# **COMMUNICATIONS POLICY FOR PARENTS**

## **Routine Communications**

### **Newsletter and School Calendar**

A successful partnership between Twyford School and parents/guardians is based upon open communication. We foster links with the community, with you and your sons and daughters and with former pupils. A weekly electronic newsletter (The Twyford Link) is sent to all families giving details of events and activities, such as sporting events, plays and concerts. The Twyford Link is the perfect vehicle to celebrate success and to convey information. All parents and guardians are also provided with a calendar every term: a copy appears on the school's website, and a printed copy is available from the School Office on request. Each calendar includes the dates of the ensuing three terms in order to assist families with planning holidays.

### **Letters to Parents**

The Headmaster writes to all parents to give information on a range of matters that are likely to be of interest to all parents as a whole. This will tend to relate to forthcoming major changes in staffing or organisation of the School, and initiatives that we would like parents to become involved with. Senior Staff, Heads of Year, Form Teachers or Tutors will also write to parents from time to time about matters of concern to a particular group of pupils, such as a trip or visit involving one year group. We will contact you directly if we have any concerns, and hope that you will reciprocate.

### **Email**

Email is the simplest form of communication. It is a very effective means of transmission of information that is of an administrative nature, although this should not replace personal dialogue where an individual pupil's welfare or progress is involved. Your son/daughter will be given an individual email account during his/her time at the school, which parents of boarders may use for communicating with him/her at the school, as we do not allow access to other web-based email services, such as Hotmail. Pupils can send and receive emails from any of the computers in the classrooms, ICT block and the boarding house (Games Room).

Parents may wish to use email for contacting staff. The format for staff email addresses is: first initial and name (as one word) @twyfordschool.com (eg fbloggs@twyfordschool.com). The exception is the Headmaster's email address, which is: [headmaster@twyfordschool.com](mailto:headmaster@twyfordschool.com). All emails arriving at this address are also visible to Mrs Lynne Mohring, the Headmaster's PA. She will reply to routine questions on behalf of the Headmaster, aiding the information flow. The Headmaster will respond to all other emails.

In the interests of permitting our staff to maintain a reasonable work-life balance, we have established a clear protocol for staff response to school communications, including from parents:

- **Prep staff are not expected to send emails** between the hours of 7.00 pm and 7.30 am, Monday to Friday, or from 12.30 pm on a Saturday, until 7.30 am on Monday.
- **Pre-Prep staff are not expected to send emails** between the hours of 7.00 pm and 7.30 am, Monday to Friday, or from 6pm on a Friday, until 7.30 am on Monday.

It is reasonable for you to expect a response to an email within 48 hours (allowing for the limitations above). Sometimes this will be impossible, for example if a member of staff is on a residential trip or away on a course. But we will endeavour to maintain the 48 hour response time whenever possible. Sometimes, staff will send a 'holding' reply so that they can seek further information or consultation with colleagues, as necessary. This ensures that a response is appropriately considered and accurate.

Email is not a universal panacea. We will not usually use email for sensitive or confidential information. We do not use it for "bulky" attachments either, preferring to send you a short email with a hyperlink to the parents' password protected section of the web site/portal, or simply to let you know that something is ready to be picked up from the School Office! In normal circumstances, anonymous emails or letters are not acted upon. Communication will, however, be treated in confidence.

## Telephone

Your son or daughter is able to telephone from one of the phones in the cubicles by Matrons, free of charge. Mobile phones may not be brought onto school premises at any time by pupils, except by boarders, but these must be handed in at Matrons immediately on arrival at School. They are issued solely for the limited period they wish to make a telephone call in boarding time, and then collected in again. The cameras on mobile phones must not be used in such a way as to harass or cause distress to another pupil or member of staff. Failure to observe this rule is likely to result in your son or daughter being disciplined.

## Emergency Communications

We ask you to ensure that we always have your current contact telephone numbers and email addresses so that we can contact you in an emergency, such as unplanned closure of the school due to power failure, or an injury to your son or daughter. We will telephone you at once if your son or daughter is injured or taken seriously ill.

Where an incident affects the whole school community, such as power failure, or snow, we will send all parents:

- A bulk SMS (short messaging service) text message, and
- An email directing them to a special message posted onto the school's web site/portal. If the school is closed for more than one day, due to adverse weather or some similar problem, we will update the website at least once a day.

In the unlikely event of a more serious incident, our response will, inevitably, depend on the circumstances. For example, we might respond differently if staff or pupils were injured on a trip or visit, from our response to the loss of a building in a fire. **The important point is that you, as parents and guardians, should know that our first and greatest priority will always be to look after our pupils.** Our second priority will be to give all of you the fullest possible account of events as soon as possible. Where we do not have the full story, we shall say so. We will always tell you personally if your son or daughter has suffered some mishap.

Mass communication is useful for communicating rapidly with large numbers whose children are not directly affected. We shall use technology, possibly including local radio,



to communicate rapidly. We may well use our web site to post the answers to “frequently asked questions”, when we believe that this is likely to be effective and helpful. Where the whole school community has been affected by, for example, a major fire, we will hold a series of meetings with parents by year group as quickly as possible, so that we minimize any period of uncertainty.

### **Appropriate communication and behaviour**

At Twyford School all adults, including staff, parents and visitors, are expected to behave in a manner which is in line with and supportive of our school ethos. Should it be brought to the attention of a member of staff that someone is being discourteous, aggressive or is behaving in an otherwise unacceptable manner, they should firmly but politely ask that person to leave the premises. This incident should be reported to the Headmaster immediately. If the person is not compliant, the Headmaster should be contacted immediately, and will deal with the matter. If it is the opinion of a member of staff that the person behaving inappropriately could put any child at risk of harm, they must call the police.

See below for further details:

## **POLICY ON BEHAVIOUR OF VISITORS, INCLUDING PARENTS**

### **Introduction of DfE and Health and Safety Regulatory Change**

DfE regulatory advice noted in August 2011 that all schools should have a written policy on behaviour expected of **all visitors on the premises**, though the Government feels it necessary to direct this at parents.

We thank all members of the School Community for fostering good relations. We are however, required to set out our standards, below. The new **requirement** is a sign of the times and one this School does not formally need. Nevertheless, we are obliged to comply. In the past, our Complaints Policy and normal communication systems have worked well, but all schools are not the same. Our experienced staff deal with behaviour outside the norm from any adult or child, without drawing undue attention to it. Our systems include lots of face-to face work, e-mails channelled through the office, giving appropriate and stronger control and nipping unpleasantness in the bud.

### **Legal Requirements**

The Equality Act and new legal requirements regarding malicious communication put a duty on schools to:

- Eliminate discrimination, harassment, and victimisation
- Advance equal opportunities
- Foster good relations between people who have protected characteristics

The duty is drawn from:

The Malicious Communication Act 1988

The Communication Act 2003

The Public Order Act 1986 – which is why the rioters who sent communication to join riots are in trouble

The Harassment Act 1997

We have a sound Complaints Policy (available on the Parent Portal and from Reception) and expect this to apply.

### **Behaviour Expected of Parents, Visitors and Staff on the Premises**

Parents and all visitors and staff are expected to act with courtesy towards all members of the School community, on and off site, face to face and in all forms of electronic communication. Apart from simple decency, we draw attention to the fact that protected characteristics include, age, gender, race, religion, maternity, pregnancy, disability and sexual orientation.

Areas of particular concern are how members of the community react when we ask for regard to arrangements for slow driving, traffic control, courtesy in communication and frequency and quality of some visits on site. If you need more than a minute or two with a teacher in the morning or at the end of the school day, a separate appointment must be made and parents kindly follow this.

We are a Christian school, and when apologies are due, forgiveness is encouraged by all. However, some behaviour and communication are of a nature where the School will judge it right to take action. We also ask that there is respect and courtesy, whatever role someone has in School and where personal views will not meet.

### **Boundaries**

Should parents/visitors exceed boundaries of courtesy or tone we will examine evidence from all parties and draw the matter to the attention of the adults, seeking the best route forward to mediate between adults/children. Staff are bound by the guidance in the Staff Handbook with regard to expected behaviour and consequences. A lack of courtesy or tone from visiting teachers/coaches should be dealt with in the ways outlined, but additionally the Headmaster will contact the Headmaster of the school concerned.

### **Action the School may take**

It is rare that the following process is required. We do not draw attention to such matters, but if necessary, on an operational basis, we quietly carry out the following:

#### **Investigation**

It is the Headmaster who will make the assessment and judgement as to whether parents or any other member of the community are carrying out inappropriate behaviour or acts of harassment or bullying. This is decided with regard to Complaints Policy, and other policies such as Bullying, Child Protection and Safeguarding. We then take appropriate action.

When potential criminal behaviour, either of public order or assault, threatens members of the community or we judge it may do or has done significant harm, we would report it to appropriate authorities. This will include any circumstance where we consider a child/children may be put in a position of risk of harm. Where members of the same or extended family are in dispute the School takes a professional, neutral stance.

#### **Action**

If the School's standards of behaviour are not met, then restriction of entry to the premises and access to pupils or staff may be imposed, explained as soon as possible by e-mail, by letter or face-to-face.

Staff will not meet the parent/visitors/staff alone, and we may ask for the frequency of visits to reduce. There may be heightened security arrangements.

If no agreement is reached on standards of courtesy, communication, driving/behaviour/tone etc. we may sever a contract with parents.

## **Mediation**

We have a duty to act, and may invite those involved to discuss the matter with the Headmaster, Deputies or other senior staff. We may advise apologies to be made, or guide parties involved in resolution of their disagreement and aid them to move forward positively.

Mediation must maintain a positive outlook, and bringing aggrieved parties together will be done cautiously. If there is any dissatisfaction with our actions, then our Complaints Policy should be followed in the normal way.

## **Behaviour of Adults Regarding Sport**

Behaviour of adults, whether parents, teachers or coaches, can be unpleasant at the sports field. We manage each situation on its merits but applaud the ***IAPS Sport Guidance***, below, which applies to all prep school sport:

### ***“Parents***

*Remember that children develop at different rates and react differently to the same pressures. Don't force an unwilling child to participate in sport; he or she is not playing to satisfy your ambitions.*

- *Children are involved in organised sport for their enjoyment and not yours.*
- *Encourage your child always to play by the rules.*
- *Teach your child that effort and teamwork are as important as victory so that the result of each game is accepted without undue disappointment.*
- *Turn defeat into victory by helping your child work towards skill improvement and a positive sporting attitude. Never ridicule or shout at your child for making a mistake or losing a competition.*
- *Children learn best by example. Applaud good play by members of all teams not just your own.*
- *Do not question publicly the officials' judgement and never their honesty.*
- *Support all efforts to remove verbal and physical abuse from children's sport.*
- *Recognise the value and importance of coaches. Allow them to decide what is best. They give their time, energy and experience to provide guidance for your child.*
- *Set an example by being friendly to the opposition parents.*
- *Emphasise enjoyment and fun. Praise and reinforce effort and improvement.*
- *Be aware of the physical demands that sport places on your child. Participation in both school and club matches may be too much for some individuals. Priority should be given to playing for the school as stated in the terms and conditions of many schools.*

### **Pupils**

- *All pupils should: play for the fun and enjoyment of it, not just to please their parents or coach/teacher. Where rules apply try to learn them and stick to them. Accept decisions; let their captain or coach ask any necessary questions. Control their temper and be a good sport.*
- *Remember to respect their opponents and the match officials.*
- *Remember that the aim of the game is to have fun, improve skills and feel good. They should not show off nor attempt to score the most points/goals etc.*
- *Work equally hard for the team as for themselves. Their team's performance will benefit alongside their own.*
- *Treat all players as they themselves would wish to be treated. They should not bully nor take unfair advantage of any player either on their own or on the opposition's side.*
- *Co-operate with their coach, team-mates and opponents – without them there would be no game.*
- *Appreciate and respect the adults who make these opportunities possible.*

### **Spectators**

*Spectators should remember the following:-*

- *Children play organised sport for their own fun. They are not there solely to entertain you and they are not miniature adults nor professional sportsmen and women.*
- *Do not harass or swear at players, coaches or officials*
- *Applaud good play by both sides and show respect for your team's opponents. Without them there would be no game.*
- *Never ridicule or scold a child for making a mistake during a competitive match of any kind.*
- *Condemn the use of violence in all forms.*
- *Respect the decisions made by officials.*
- *Encourage players always to play to the rules.*
- *Relax and enjoy the game whether your team wins or not.*
- *Remember that young people learn by example so make sure that yours is the right one!"*

### **Action as a Result of Poor Touch Line Behaviour**

Staff are experienced in winding situations down, not up. Our staff may judge that, in a specific circumstance, it may be better to ignore poor behaviour by adults who are verbally out of control, purely in order to prevent unseemly escalation in front of pupils. Action will be taken when appropriate.

We expect our opposition staff to step in in the same way.

We expect to be in touch with Heads from other schools, and do so with courtesy, attempting to resolve matters.

Shallow apologies from adults are not enough, we have a duty to protect pupils/staff and visitors and will seek reassurance that the behaviour will not be repeated.

Disciplinary action may be necessary.

We will report to Governors.

We will speak to the Heads of opposing schools to re-consider our fixtures or the presence of certain of their parents or coaches, or vice versa, as appropriate.

If our staff or parents are at fault, we will act the same way.

Where appropriate, pupils who demonstrate extreme or unsporting behaviour will be considered for a ban from the next game when they could have represented the School and if necessary, pupil disciplinary procedure will be used.

We want you to respect our officials too.

We value our coaches and respect players from the opposition, their coaches and supporters.

We want you to value and respect them too.

Please don't make derogatory comments about our performance or the opposition team's performance. Please do not comment on the officiating

This is our team, our sport, our School. Please don't spoil it. We learn to be generous in victory and dignified in defeat and we want you to be too. Our children will take your lead, and will copy adults.

Dr Steve Bailey  
Headmaster  
June 2019

## **SPORT**

### **The Curriculum**

First and foremost, sport as a subject is part of the curriculum and all children in Years 6, 7 & 8 have three lessons per week, and Years 3, 4 and 5 have four lessons per week. In Years 3, 4, 5 and 6 the whole year group is taken together; hence the 'elite' are not siphoned off and taught separately. There will, of course, be some team preparation but there will always be elements to a session where the whole year group is taught together no matter what their ability. In the senior years, numbers are such that we stream by ability, but each child is equally valued in the lessons.

### **Team Selection**

Apart from the Under 8 "B" and 9 "B", where selection may be based on emotional maturity and educational factors, all teams are selected on merit. Although the School tries to run as many teams as possible to allow for a wide participation in team sports, not all boys and girls can be promised the chance to represent the School. At present, Twyford does offer a wide range of sport and most children will represent the School. For example, in the autumn term there are football, swimming, netball, water polo and hockey matches. In Years 3 and Year 4 all children will play at least one match for the School.

Additionally, where possible, inter-House matches are organised and it is expected that each child in the school will represent their House on the sports field.

### **The Fixture List**

Twyford's fixture list is extensive and every effort is made to arrange fixtures where every member of the school community has the chance to represent their school on more than one occasion. Please see [www.twyfordschoolsport.com](http://www.twyfordschoolsport.com) for the latest fixture entries.

### **Teachers and Teaching**

The staff who take sport fall into three categories; firstly, the trained P.E. teachers who have a broad sporting knowledge and are full-time members of staff; secondly, the specialist sports' coaches who give up every afternoon a week, including Saturdays, and, thirdly, the subject teachers who are real enthusiasts and who are keen to take teams; many of the above mentioned also have coaching qualifications for specific sports.

From time to time the idea of importing "professional" coaches has arisen. When this has been tried in the past it has not worked. This is hardly surprising as outside coaches do not know the children, they rarely have experience of coping in one session with the huge range of ability and the varying levels of enthusiasm to be found (even in the elite school teams) and they are not normally available at the times which would fit in with the school routine. In the interest of fairness, it would be impossible to cater for each pupil and, indeed, each team in the School. The sports staff at Twyford have a great deal of expertise in their chosen sports and a wealth of experience in dealing with prep school children of all abilities and levels of enthusiasm, both of which contribute to the continuity of a child's education.

Twyford is not a specialist sports' school although, for its size, it is regarded by other Schools on the circuit as one of the most competitive schools on the sports' field. Twyford is an all-round school that offers sport as part of its curriculum. A great deal of the teaching goes

on during the week and the teams are brought together to play on most Wednesdays and Saturdays.

Sports teaching, like teaching in the classroom, can be carried out in many ways and the pupils quickly understand and learn the 'wrinkles' of each teacher. Not only are the children taught the technical skills associated with a sport but the pupils are also made aware of the values and ethos associated with being a good sportsman/woman, both in victory and in defeat. Teams are selected by the member of staff in charge of the team and selection is based on what the member of staff sees during the week.

### **Note to Parents**




Parental support is warmly welcomed at home and away matches, and being supportive of your child, the team and the teacher reflects positively in many ways. Encouragement for your child and the team is highly valued. However, as spectators, please resist the temptation to coach from the sidelines. Although not intended, some comments from the touchline may be contradictory to the teacher's instructions, and will be confusing for the children. Additionally, during a match, you may disagree with a decision made by a referee, umpire or member of staff but please do refrain from voicing disapproval, especially in earshot of the pupils, as this may conflict with our way of teaching sport. If you do have any comments, please refer them to the Head of Sport, Mr. Lewis.

Parents are not part of the process of team selection. We appreciate that you always have the interests of your child in mind, but we have the overview of what is right for the School, as well as what may be right for your child in the context of his sporting and pastoral development. Please refrain from offering your opinion on these matters.

### **Sports Website**

All information about sports fixtures, teams and venues are to be found on our Sports Website at: [www.twyfordschoolspots.com](http://www.twyfordschoolspots.com). You might want to save the link in your favourites. To see at a glance what's on, where and when you have a number of choices:

- You can either navigate to our "**Sports Calendar**" via the main menu, and then select the day you are interested in and then click the "**Details**" link. This shows the venue and if we're playing away will have a link to the location map of our opponent's school. If we are playing at Twyford the map point will show which pitch the team will be playing on. You can also see the team selected for the fixture wherever you see the blue image. Normally we will announce team selections at least the day before and in some cases 48 hours before. This aspect of the information will be password protected. The password is "**hare0607**". Only Twyford parents should have this information so please do not pass it on.
- From the "**Sports Calendar**" you can also click directly through to a team's fixtures & results listing by clicking the team name, e.g. click on the "Boys U10 B XI" or "Girls 1<sup>st</sup> IX".
- If you are following a particular team or teams you can also select "**Sports & Teams Fixtures & Results**" from the main menu. Then select a particular sport and your team to see past results and upcoming fixture details.
- From any teams fixture list you can "**Spy**" on the opponents recent results by clicking

on the spyglass button , see the playing record by clicking on the folder button , or find their location by clicking on the map point button 

- From any team's "**Fixtures & Results**" listings you can also download the entire fixture list to your personal calendar on your PC or mobile device (such as an iPhone or iPad). Any changes we make to our fixtures will be synchronised with your personal calendar whenever you connect your PC or mobile device to the Internet.
- If you need to quickly find an away venue for one of our opponents you can either choose the map link directly from a fixture, available via the "details" button as described above, or you can select "**Opponent Maps & Links**" from the main menu.
- There is also a section on "**Resources**" which we hope will be of interest.
- If you are visiting our sports website on your mobile device you will notice it loads up as a **Mobile Web App**. The App will allow you to access Fixture and Team Sheet information on the go!



## **PUPILS LEAVING EARLY & AWAY SPORTS MATCHES**

### **Departure on Wednesday and Saturday**

For Wednesdays and Saturdays it has been agreed that parents may take their son or daughter away from School after they have finished their sport. This may be a home or an away fixture. The School feels it is very important that the child changes and goes for tea with the opposition and, therefore, you will not be allowed to take a child away until visiting teams have departed.

With any match, whether home or away, it is essential that you inform the coach that you are taking your son or daughter away and they will take them off their team list since, before the minibuses return from an away match, the member of staff is asked to phone in to the School to give a register of who is returning with them, so that we can ensure that there is continuity of care for each child.

If you are taking children other than your own, the additional children can only be released if their parents have signed the green Transfer Permission form completed when the child started in the Prep School.

Going home after sport on a Wednesday is not just for team players; non-team players may also leave the School early. This will probably appeal to parents when a sibling has played in a match or is in Pre-Prep. The routine for non-team players is that they will be expected to participate in their games' lesson between 2.15 pm and 3.30 pm on Wednesdays, followed by a shower a drink and biscuit. The pupils will then be taken to a classroom where they will undertake 'catch up' until collected from there. This is to prevent disruption to other 'non-games' pupils who will also be doing 'catch up' in their own classrooms followed by hobbies up until 6pm

Wednesdays: At 4 pm all children who are at school should register with Mr Bishop/Mr Lafferty. They will be supervised until 5 and then allocated a hobby/activity until 6pm. Children can be picked up during that time, but must be signed out by Mr Bishop/Mr Lafferty or a matron

Saturdays: It is worth pointing out that since we no longer have a boarding house open over the weekend, all children are expected to leave at 12.30 pm on a Saturday except those playing in matches or another compulsory activity arranged and advertised in advance (such as Twyford Explorers). The only exceptions to this are siblings whose parents are coming to watch a home match. The siblings may have lunch, for which they must be booked in at least 24 hours in advance via the Matron's Room, (for which they will be charged). They will be supervised until just before 2.30 pm, when matches normally start, and should be collected by that time from the Boarders' Drawing Room. Only in very exceptional circumstances will it be possible for other children to stay on at School until 2.30pm.

As the classrooms and Music School are locked up at 12.30 pm on a Saturday, it is important that children remember to collect all their belongings at that time to take them home for the weekend. This enables staff to turn their attention fully to the sports fixtures and visiting teams.

On Saturday evenings the away teams will arrive back at School and the team coaches will hand over any children to the duty member of staff and the children can be collected from the Boarders' Drawing Room if required.

## HEALTH AND SAFETY POLICY STATEMENT

***NB. All visitors must report to the School Office immediately on arrival, where they will be signed in and provided with guidance on Child Protection and Fire Safety. They will be guided to the most appropriate adult to deal with their needs as swiftly as is practicable.***

**[The Twyford School Health and Safety Policy Statement is reproduced below, giving the protocol for access to the school premises by people outside the school. The Health and Safety Policy should be consulted in full for details of specific responsibilities and procedures.]**

This policy applies to all pupils, staff and areas of the School, including Early Years Foundation Stage

### **Health and Safety Policy Statement**

- a) The Governors and Headmaster are fully aware of their responsibilities to ensure that the relevant health and safety laws are complied with, in addition to having the right policies in place. In order to meet these responsibilities, they regard Health and Safety of paramount importance and give it the highest priority. The non-statutory advice *Health and Safety Advice on Legal Duties and Powers for Local Authorities, Head Teachers, Staff and Governing Bodies (2013)* has been used extensively in this policy. This advice document replaces a number of guidance documents on health, safety and security in schools, including Health and Safety: Responsibilities and Powers (2001) and Health and Safety of Pupils on Educational Visits (HASPEV 1998). In conjunction with this advice document we have considered the following policy statement from the Health and Safety Executive (HSE) '*School trips and outdoor learning activities: Tackling the health and safety myths*'.
- b) The objective of the Health and Safety Policy is to minimise risks to Health and Safety of the Staff and others affected by the School's activities, by identifying and then controlling hazards. In particular children need to be made aware that they should understand and manage risks that are a normal part of life. Health and safety procedures should always be proportionate to the risks of an activity.
- c) The Headmaster, assisted by the Health and Safety Officer, will provide a positive lead in organizing Health and Safety activities, using the best available knowledge and methods and whatever resources are necessary to achieve the required standards.
- d) Accident prevention is essential for the smooth and efficient running of the School requiring full co-operation between all concerned.
- e) Staff are under a legal obligation to co-operate fully in Health and Safety matters by ensuring that all areas are safe for themselves and others. They are also required to act in a safe way themselves, use protective equipment provided, follow the Health and Safety Rules, Regulations and Requirements and report any hazardous conditions to their Departmental Head, the Bursar or Headmaster.

The Health and Safety at Work Act 1974 states:

'It shall be the duty of every employee while at work:

(a) to take reasonable care for the health and safety of himself and of any persons who may be affected by his acts or omissions at work, and

(b) as regards any duty or requirement imposed on his Headmaster or any other person by or under any of the relevant statutory provisions, to co-operate with him so far as is necessary to enable that duty or requirement to be performed or complied with.'

The Act also states:

'No person shall intentionally or recklessly interfere with or misuse anything provided in the interests of health, safety and welfare in pursuance of any of the relevant statutory provisions.'

All staff will make themselves familiar and ensure compliance with the requirements of the Health and Safety at Work etc. Act 1974 and any other health and safety legislation and codes of practice relevant to the work and also the particular area in which they work. They will, so far as is reasonably practicable:

- be familiar with this Health and Safety policy and all safety arrangements including those for fire, first aid and other emergencies as laid down by the Governors.
- ensure that health and safety regulations, rules, routines and procedures are being applied effectively;
- carry out/be aware of hazard identification and risk assessments as appropriate for their area of work;
- take part in health and safety training as required;
- inform their line manager if there is any reason they are unable to perform any task without undue risk (e.g. illness, incapacity, etc.);
- only undertake any task for which they have been trained and are competent or confident of undertaking safely. If they are in any doubt they must seek further advice;
- take reasonable care of their own health and safety and that of any other persons (staff, pupils, visitors, etc.) who may be affected by their acts or omissions at work;
- to observe standards of dress consistent with safety and/or hygiene;
- to exercise good standards of housekeeping and cleanliness;
- to know and apply the emergency procedures in respect of fire and first aid;
- co-operate fully, as a legal duty, with their employer on health and safety matters, including following safe systems of work and not interfering with or misusing anything provided for their health, safety or welfare;
- ensure that all tools, plant, machinery and equipment are adequately guarded, are in good and safe working order and are not used by unauthorised persons or in an improper manner;
- ensure that toxic, hazardous and highly flammable substances are correctly used, stored and labelled in accordance with their written risk assessment;
- use the correct equipment and tools for the job and any protective equipment, protective clothing or safety devices that may be supplied;
- report any defects that they observe in the premises, plant, equipment and facilities and take action to ensure no one is put at risk;
- report all accidents and near misses immediately, whether injury is sustained or not, using the appropriate procedure, and recording these events on an Accident Report form;
- promote and achieve high standards of health and safety and suggest improvements and ways and means of reducing risks;
- use and not wilfully misuse, neglect or interfere with things provided for his own safety and/or the safety of others;

- co-operate with other employees in promoting improved safety measures in their school to co-operate with the appointed safety representative and the enforcement officer of the Health and Safety Executive or the Public Health Authority;
- act as a prudent parent when in charge of pupils, as they have a duty to under common law;

Employees should follow any health and safety procedures put in place by their employer. However if they feel that the procedure is inappropriate (e.g. it is too bureaucratic) they should discuss this with their employer and request that it is reviewed.

The Headmaster will work with the employee to ensure that the procedures at the school are proportionate, effective and appropriate.

A number of Twyford School Policies should be read in conjunction with this document. In particular: SEND Policy, Child Protection Policy, First Aid Policy, Medical Protocol, Fire Safety Policy, Pupil Supervision Policy, Missing Child Policy, Safer Recruitment Policy, Accessibility Plan, Policy on Smoking, Alcohol and Drugs, Policy on Behaviour of Visitors, Contractors Policies, CCTV Policy, Communications Policy for Parents, ICT and Internet Use Policy.

Twyford School will have due regard to the non-statutory advice in *Health and Safety Advice on Legal Duties and Powers for Local Authorities, Head Teachers, Staff and Governing Bodies (2012)*.

### **Arrangements for the Safety and Security of Pupils**

The following arrangements are specifically put in place to look after all the pupils in our care at all times.

- All teachers and support staff including volunteers ensure that all curriculum activities are safe.
- A child is never taken off-site without the prior permission of the parent.
- Only those who hold a current 'enhanced disclosure' from the Disclosure and Barring Service are allowed unsupervised access to the pupils in our care. If there is a discrepancy between appointment of staff and the enhanced disclosure coming through, a risk assessment is put in place, a previous DBS check and Barred List check is sought, with supervision arrangements and a mentor put in place.
- A minimum of two staff are always present whenever any pupils are on our premises.
- All arrivals and departures of people, whether pupils or adults, are recorded.
- All pupils in our care are regularly reminded of what is safe and what is not safe to do when on our premises. They are encouraged to report anything that they notice that might be unsafe.
- We have installed smoke detectors in all fire risk areas for early warning of any problems that may arise. These are checked on a weekly basis to make sure they work effectively.
- We have installed a fire alarm to enable any member of staff to raise an alarm that everyone else can hear.
- We practise, on a regular basis, what to do in the event of a fire and make sure all the pupils in our care know what to do if they hear our fire alarm.
- Most staff have been trained in emergency first aid and at least one member of staff who has a current full first aid training certificate is present at all times whilst pupils are on our premises.
- We record accidents, incidents and near misses.
- We only use safety-approved substances for use by children, such as non-toxic glues and paints. We only use water-based products and not solvent-based ones that can give off fumes and vapours.

- We only use coaches and minibuses where seat belts are provided. We instruct the pupils to use seat belts at all times when the bus is moving.
- We log all incidents involving injury in the school and we inform parents in all cases.
- Head injuries will always be reported to parents and carefully monitored.
- Should any incident involving injury to a child take place, one of the above-mentioned members of staff will be called to assist. If necessary, the school secretary or matron will telephone for emergency assistance.

### **School Security**

While it is difficult to make the school site totally secure, we will do all we can to ensure the school is a safe environment for all who work or learn here. We require all adult visitors to the school who arrive in normal school hours to sign the visitor's book in the reception area, and to wear an identification badge at all times whilst on the school premises. Separate arrangements are made with contractors so as to ensure security and to safeguard children (See Twyford School Contractors Policies).

Staff must report to the school office immediately any visitor who is not identified with a school badge. If any adult working in the school has suspicions that a person may be trespassing on the school site, they must inform the Headmaster immediately.

The Headmaster will direct any intruder that they must leave the school site straight away. If this does not occur the Headmaster will contact the police immediately.

Dr Steve Bailey  
Headmaster  
June 2019

## **UNIFORM SUPPLIERS**

Twyford uniform is provided by two suppliers.

1. **GIRAFFE:** [www.giraffe-shop.co.uk](http://www.giraffe-shop.co.uk) Tel: 01489 783858

Giraffe is based in Botley and provides many items of our school uniform, some of which can be personalised with your child's initials, surname or full name. Giraffe uniform can be ordered on-line or over the telephone.

2. **STEVENSONS:** [www.stevensons.co.uk](http://www.stevensons.co.uk) Tel: 01727 815700

Stevensons supply the rest of our uniform. This is available to order on-line or by telephone.

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### **Second Hand Uniform Shop**

The second uniform hand shop (**located upstairs in the Sports Hall/ Swimming pool block**) holds a wide range of uniform, sports kits, dance wear and sports shoes.

The shop is open every **Friday from 8.15am-8.45am.**

The second hand uniform shop also run Spring and Summer sales and is open on the new children's 'Moving Up Day' in June.

## SCHOOL UNIFORM: Autumn and Spring Terms

### **Key:**

Items supplied by Stevensons ([www.stevensons.co.uk](http://www.stevensons.co.uk))

\*Items supplied by Giraffe ([www.giraffe-shop.co.uk](http://www.giraffe-shop.co.uk), search "Twyford")

#Please source from shoe or sports shop as relevant

**All items are compulsory unless otherwise stated**

| <u>Prep Boys</u>   | <u>Prep Girls</u>  |
|--|--|
| <p>Blue shirt (long or short sleeve)<br/>                     Twyford blue jumper<br/>                     Charcoal long trousers<br/>                     Grey socks<br/>                     Twyford Blazer (<u>worn every Wednesday and Saturday</u>)<br/>                     House tie (<u>worn every Wednesday and Saturday</u>)<br/>                     Black school shoes#<br/>                     School fleece*(full or half zip)<br/>                     Navy coat, made by Results *(optional Y3-8)<br/>                     Navy rain jacket * (compulsory Y3-8)</p> <p><u>Boys Sports Kit Yr 3-8</u></p> <p>White Twyford polo shirt*<br/>                     House polo shirt*<br/>                     Navy PE shorts<br/>                     Navy tracksuit top*<br/>                     Navy tracksuit bottoms*(straight or elasticated ankle)<br/>                     Sky/navy short sleeve rugby shirt<br/>                     Navy rugby shorts<br/>                     Twyford base layer "skin" (optional, navy * or white)<br/>                     Navy sports socks (plain navy or embroidered)<br/>                     White PE socks<br/>                     White trainers or Green flash (for indoor PE Y3-8)<br/>                     Trainers# (any colour for outdoor Games/ break times)<br/>                     Football boots#<br/>                     Hockey Astros# (recommended)<br/>                     Twyford swimming hat<br/>                     Shin pads#<br/>                     Towel (any type for showers)<br/>                     Navy swimming "jammers"<br/>                     Twyford swimming towel*<br/>                     Goggles<br/>                     Swimming bag*</p> <p>Barrel bag*<br/>                     Boot bag*(optional)<br/>                     Book bag * (Yr 3 &amp; 4 only)<br/>                     Twyford Beanie hat*<br/>                     Holdall* (Boarders only - optional)<br/>                     Twyford water bottle (Y3 and 4, ordered in school)</p> | <p>Blue blouse (long or short sleeve, optional revere collar but <u>girls also need button up collar for jacket and tie days</u>)<br/>                     Twyford blue jumper<br/>                     Twyford tartan skirt<br/>                     Navy socks or tights<br/>                     Twyford Blazer (<u>worn every Wednesday and Saturday</u>)<br/>                     House Tie (<u>worn every Wednesday and Saturday</u>)<br/>                     Black/navy school shoes#<br/>                     School fleece*(full or half zip)<br/>                     Navy coat, made by Results*(optional Y3-8)<br/>                     Navy rain jacket * (compulsory Y3-8)</p> <p><u>Girls Sports Kit Yr 3 – 8</u></p> <p>Sky polo shirt<br/>                     Sky mid layer<br/>                     House polo shirt*<br/>                     White polo shirt*<br/>                     Navy PE shorts (optional)<br/>                     Navy tracksuit top*<br/>                     Navy tracksuit bottoms*(straight or elasticated ankle)<br/>                     Navy games skort<br/>                     Twyford base layer "skin" (optional: white or navy*)<br/>                     Twyford navy base layer leggings (optional)*<br/>                     Navy sports socks (plain navy or embroidered)<br/>                     White PE socks<br/>                     White trainers or Green flash (for indoor PE Y3-8)<br/>                     Trainers# (any colour for outdoor Games/ break times)<br/>                     Hockey Astros#<br/>                     Shin pads#<br/>                     Towel (any type for showers)<br/>                     Navy and sky swimming costume<br/>                     Twyford swimming hat<br/>                     Twyford swimming towel*<br/>                     Goggles<br/>                     Swimming bag*</p> <p>Barrel bag*<br/>                     Book bag (Yr 3 &amp; 4 only)*<br/>                     Twyford Beanie hat*<br/>                     Holdall* (Boarders only - optional)<br/>                     Twyford water bottle (Y3 and 4, ordered in school)</p> |

## SCHOOL UNIFORM – Summer Term

### **Key:**

Items supplied by Stevensons ([www.stevensons.co.uk](http://www.stevensons.co.uk))

\*Items supplied by Giraffe ([www.giraffe-shop.co.uk](http://www.giraffe-shop.co.uk), search “Twyford”)

#Please source from shoe or sports shop as relevant

**All items are compulsory unless otherwise stated**

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| <p><b><u>Prep Boys</u></b><br/>                 Blue shirt (long or short sleeve)<br/>                 Twyford Blue jumper<br/>                 Charcoal long trousers OR charcoal dress shorts<br/>                 Grey socks<br/>                 Blazer<br/>                 House tie<br/>                 Black school shoes#<br/>                 School fleece* (full or half zip)</p> <p><b><u>Sports kit Y3-8</u></b><br/>                 White Twyford polo shirt*<br/>                 House polo shirt*<br/>                 Navy PE shorts<br/>                 Navy tracksuit bottoms*(straight or elasticated ankle)<br/>                 White PE socks<br/>                 White trainers or Green flash (for indoor PE Y3-8)<br/>                 Trainers# (any colour for outdoor Games/ break times)</p> <p>Baseball cap (Yr 3-8)* (navy)<br/>                 Cricket trousers (optional)<br/>                 Cricket top (compulsory)<br/>                 Cricket jumper, cricket cap (optional)<br/>                 Cricket shoes # (optional)<br/>                 Running spikes# (optional)<br/>                 Hockey Astros recommended</p> <p>Swimming kit as Autumn/Spring terms</p> | <p><b><u>Prep Girls Yr 3 - Yr 5 (inclusive) Y6 girls (optional)</u></b><br/>                 Summer dress<br/>                 School belt (optional)<br/>                 Twyford Blue jumper<br/>                 Navy socks (long or short) or navy tights<br/>                 Blazer<br/>                 Black/ navy school shoes (no sandals)#<br/>                 School fleece* (full or half zip)</p> <p><u>(Winter uniform permissible up to half term only)</u></p> <p><b><u>Prep Girls Yr 7-8 (inclusive)</u></b><br/>                 Blue blouse (long or short sleeve, optional revere collar but girls will also need button up collar for jacket and tie days)<br/>                 Twyford Blue jumper<br/>                 Twyford tartan skirt<br/>                 Navy socks (long or short) or navy tights<br/>                 Blazer<br/>                 House tie<br/>                 Black school shoes (no sandals)#<br/>                 School fleece*(full or half zip)</p> <p><b><u>Sports Kit Yr 3 - 8</u></b><br/>                 House polo shirt*<br/>                 Navy PE shorts<br/>                 Navy cycling shorts (for athletics)<br/>                 Navy tracksuit bottoms*(straight or elasticated ankle)<br/>                 Navy games skort<br/>                 White PE socks<br/>                 White trainers or Green flash (for indoor PE Y3-8)<br/>                 Trainers# (any colour for outdoor Games/ break times)<br/>                 Running spikes# (optional)<br/>                 Baseball cap (Yr 3-8)*(Sky blue or navy)<br/>                 Hockey Astros recommended</p> <p>Swimming kit as Autumn/Spring terms</p> |
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## **GUIDELINES FOR SCHOOL FOOTWEAR AND KIT**

### **Shoes – Prep**

Boys: Plain black school shoes; Velcro, lace-up or loafers

Girls: Plain black school shoes; Velcro, buckles, lace-up or loafers

### **NO HEELS / NO SANDALS**

Available from: Clarks, Russell & Bromley, John Lewis and French & Sons (Southampton)

### **Hair and hair accessories**

Hair for boys and girls must be brushed/combed, tidy and its natural colour. Long hair must be fully tied back so that it can be kept tidy, safe and might interfere with vision. No extreme hairstyles or cuts are permitted.

Only plain navy blue, neutral or Twyford tartan hair accessories should be worn. Tartan scrunchies are available to order from Stevensons.

### **Jewellery**

NO jewellery of any kind is permitted in school, including wrist or ankle bands or any studs, sleepers or earrings. No nail varnish is permitted

### **Watches**

Wrist watches may be worn by Year 2 -Year 8.

### **Gloves and scarves**

Children may wear navy blue gloves and scarves in winter.

### **Towels**

All children in Year 3 to 8 need to keep a towel (any type) in their barrel bag for showers after games lessons. All children also need a Twyford School navy towel for swimming (purchased from Giraffe) which is kept in their swimming bag.

### **Mouth guards**

Required by all pupils in Year 4 - Year 8, in the Autumn and Spring terms. Available from Sports shops, dentists or fitted by Opro mouthguards in school.

### **Hockey sticks**

Optional for girls Year 3 - Year 8 (Some girls bring their own but the school will supply). Hockey bags (optional).

### **Hockey Astros**

Optional for girls (and boys opting to play hockey), but strongly recommended.

### **Football boots**

Required by boys Year 3 - Year 8 Autumn and Spring terms. (In the Spring term they need rugby stud fittings). Required for girls opting to play football.

### **Trainers (for outdoor use)**

All children need a pair of trainers (any colour/style) in school for outdoor use all year round. They change into trainers every break time.

### **Trainers (for indoor use) – either Dunlop Green Flash or white trainers**

Required by all girls and boys all year. Available from Russell and Bromley/ John Lewis/ on-line or second hand shop. Trainers (if not Green Flash) should be predominantly white but

NOT white plimsolls. These may not be used outdoors.

### **Running Spikes**

Optional for Summer term. Available from Sports shops, online or from the second hand shop.

### **Cricket**

All cricket equipment is provided by the School, but many children prefer to have their own. Boys will need their own cricket box when playing hard-ball, older girls need an abdominal protector if playing hard-ball cricket competitively.

## **CASH'S NAME TAPE ORDERS**

Name tapes can be purchased directly from Cash's. They can be ordered either by post or by telephone and your order will be sent directly to you.

The general woven name tapes (8mm) can be ordered in any style or colour to suit you, and it is recommended that they be attached to the inside of every item of clothing that your child wears to school, as it is all too easy for things to go astray, especially when changing for sport or swimming.

Heel shape labels and identity labels (useful for musical instruments, sports equipment, etc.) are also available to purchase, should you be interested.

All children in the Prep School (Year 3 and above) require special WHITE games name tapes, printed in NAVY. These should be attached to the outside of the games' kit as indicated on the diagrams below. The format of these tapes is:

**ID NAME LABELS 12mm**

**Style 17**

The name format required for your child is first initial or first name, followed by surname.

## Positioning of Games name tapes

Rugby Shorts and Skorts  
Bottom of left side of item



Boys' Polo, Girls' Polo, House Polo, Girls' Mid Layer. Left hand side of item as shown



Boys' Rugby Shirt  
To be named on collar as shirt is double sided:

