

READ SCHOOL

SENIOR SCHOOL
PUPIL HANDBOOK

2023-2024



READ SCHOOL - INFORMATION FOR PUPILS IN THE SENIOR SCHOOL

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READ SCHOOL AIMS, VALUES AND VISION

Read School delivers an education that is welcomed by parents and enjoyed by pupils. It is considered a welcoming school that pays attention to individual needs, with small class sizes, good teaching, the ability to deliver academic success with a pervasive warm and friendly culture.

Aims

- To create a warm and welcoming school for pupils of all abilities and walks of life, with an inclusive ethos, honouring the legacy of our founder, Charles Reade;
- To care for our pupils as individuals, promoting self-respect and respect for others in a broadly Christian setting;
- To nurture a positive and passionate attitude to learning;
- To develop well-rounded, resilient and aspirational young people who have the education, confidence, enablement, skills, attitudes and values to be able to achieve their full potential in their chosen careers and who make a positive contribution to society;
- To involve parents fully in the education of their children.

Values

- Aspiration – every pupil is encouraged to aim to be the best version of themselves, aiming high and making the most of all opportunities, academic and extra-curricular;
- Inclusivity – every child is treated as a unique individual. We value individual differences and nurture individual talents. Every pupil makes a positive contribution to the school, whatever their academic ability or individual skill;
- Tolerance – we embrace diversity of ability, nationality, culture and religion. We are local and global in intake, creating an environment which is representative of the world for which we are preparing our pupils;
- Humility – we are proud of our noble heritage and honour the philanthropic legacy of our founder Charles Reade (*'Mundana Gloria Vana'*) and seek to further his aims with charitable support and service to the community;
- Community – we provide a caring, supportive environment where children can thrive, be happy, discover their talent and excel.

Our Vision

- We aspire to be an outstanding Day & Boarding School for boys and girls aged 4-18, offering small class sizes, excellent teaching, a broad and balanced curriculum and outstanding pastoral provision;
- We believe that, while academic success relative to ability is central to what we do, education is much more. We wish to see our pupils experience a wide range of educational opportunities, which includes learning outside the classroom and access to high quality teaching in creative and expressive arts, sport, adventurous activity and service to the community;
- We will set pupils up for future success by developing confidence, character as well as mind, building the skills for life they need to succeed in the workplace.

HISTORY OF THE SCHOOL

The Read School was founded from the endowment declared in the will of Charles Reade dated 1667. A schoolhouse was erected at Drax, designed as a free school, for the habitation of the schoolmaster *to instruct the children of the parish without charge, to read, write and cast accounts, and further to teach them Latin, Greek and Hebrew, and other languages as occasion should require.* He granted free board for 6 boys, children of poor inhabitants of the parish, to be instructed as above until they were 16 years of age, *and then to be removed from the school to take up a trade, the exception being that any who had shown excellence towards learning should be deemed fit to send on to university.*

So, the School has a long history. The oldest buildings now date from the third re-building in 1859 and are now the Performing Arts studio and the Headmaster's offices and house. The history of the parish of Drax and of the parish church goes back even further and the church itself is an important 11th century building. We are lucky to have use of it.

The main red brick building and Read Block date from 1908. Thereafter there are no permanent buildings remaining until the Memorial Library was added shortly after the War.

There are a number of names associated with the School. The Rev. John Spink was Headmaster for a staggering forty years from 1864 – 1904, at a time when the Head was also the Vicar of Drax. Mr Richard Moloney joined the staff in 1937, returning after the war and remaining at school until his retirement in 1979. He was Headmaster from 1973 – 1979, during which the school recovered from a time when only 93 pupils were on the roll. The present Chairman of Governors is Mr Brian Watt, who is a former pupil of the School.

From 1902 until 1967 the School was known as Drax Grammar School and was a voluntary aided grammar school serving the Selby and Goole areas. During this time most pupils travelled to school by train or bicycle each day. In 1967 the [then] West Riding County Council decided to build and extend the schools in Selby and proposed not to continue to maintain Drax Grammar School. The school's Governors had to decide whether to close the School or to become independent and at this time the school became Read School. In September 1967 – the first year of independence – only five pupils joined the school. In 1991 girls were admitted to Read School for the first time.

Today you are joining a fine school with all the facilities and opportunities which you need to enjoy a varied and successful education. Despite some very difficult times in the early years, the School has gone from strength to strength and has been able to add to its buildings and broaden its curriculum steadily during the past thirty years and will continue to do so.

Whilst the School sets out a clear code of discipline for you, it is clear that 'there is no discipline without self-discipline' and you are expected to exercise greater self-restraint and responsibility for your own behaviour as you grow older.

High standards are expected in all areas of endeavour, but especially of behaviour and manners. You should be proud of this school and value your place in it. You are expected to conduct yourself in such a way as will bring credit to yourself, your parents and the School.

SCHOOL DAILY ROUTINE

Daily Routine

0845	Registration - Form Tutors or Assembly
0900	Period 1
0955	Period 2
1050	Break
1110	Period 3
1205	Period 4
	Lunch (Prep School)
1300	Period 5
	Lunch (Senior School & Sixth Form)
1355	Registration
1400	Period 6
1455	Period 7
1550	Break
1605	Activities
1700	Buses Depart

Saturday Mornings:

Whilst there are no formal lessons on Saturdays, there is a programme of sports fixtures, CCF events and other activities. You are encouraged - and often expected - to participate in this programme. Team games, particularly, depend on the commitment and support of all members of the team, and it is an important part of your education that you learn to do the right thing, not necessarily the easiest thing, and put yourself out for the team as a whole.

Remember, too, that a commitment is a commitment. It is not acceptable just not to fulfil it, because it is inconvenient. You will be provided with a calendar of events for the term, so that it is possible for you to plan your weekends with your parents.

YOUR FORM TUTOR

When you join the Senior School, you will be placed in a form and under the care of your Form Tutor. Your Form Tutor will keep a regular eye on your progress and behaviour, provide you with your timetables, take registration and probably teach you at least one of your subjects. For younger pupils, your Form Tutor's classroom is likely to be your form base.

One role of your Form Tutor is to support and advise you, both as a member of the form and as an individual. He/she should be the first person to approach if you have a particular concern.

DISCIPLINE

General Values

The guiding values at Read School are those of fair-mindedness, hard work, enjoyment and treating others with proper respect and consideration. We also attach great importance to manners, good discipline, service to others and to caring for the School and external environment. We value both effort and achievement and we encourage every positive contribution that a pupil makes to the life of the Read School community.

The principles that make up this school policy are addressed to each pupil. Compliance with this policy and each new edition of it is a condition of membership of the School.

Conduct and Self-Respect

Commitment: You represent the School in and out of uniform. We hope you will take a pride in your membership of the School, be our ambassador on all occasions and enjoy your time here. You are expected to take a pride in your conduct and personal appearance, show commitment to your academic, sporting and leisure activities, and always to do your best.

Appearance and dress: School uniform must be worn to and from School each day, during school hours and for other school activities. You must be smartly turned out and in all other respects conform to the School's dress regulations.

Honesty: The School community relies on each pupil being honest and truthful and showing a good example to others. Never cheat, steal or tell lies and remember that being found untruthful usually carries the greatest disgrace of all. If you find, or in some other way, come into possession of money or property that does not belong to you, ensure that it is given back or handed to a member of staff as soon as possible.

Behaviour generally: Your behaviour must be a credit to yourself and to the School, whether at School or elsewhere. Always consider the consequences of your words and actions. Never do something you feel is wrong.

Punctuality: You must attend all lessons and other School activities punctually. Always arrive well in advance for all your commitments.

Respect for Others

Effort and achievement: At this School, we look for fulfilment and enjoyment. We respect and encourage each other as individuals and as members of teams. We also encourage enquiry, hard work, high standards and competition. We take pleasure in each other's achievements and we never mock each other's effort or failure. Each pupil has the responsibility to contribute to this ethos.

Courtesy and good manners: From time to time staff, parents, visitors or other pupils may need assistance. Please be ready always to offer help, even if to do so causes inconvenience.

In the classroom: We expect you to make it as easy as possible for everyone to learn and for the teacher to teach. Your books and equipment should be ready for the start of each lesson. Keep the classrooms tidy. Above all, be pleasant and helpful at all times.

Sportsmanship: Whether you are competing or spectating at team events or taking part in some other competitive activity, you are expected to behave with good manners and always to set an example that reflects well on the School. Play to the rules; play hard; play fairly; do your best; enjoy the game and never cheat; be equally gracious in victory as in defeat.

Bad language: The use of bad language is unnecessary, insulting to others and damaging to the person who uses it. For these reasons it is forbidden.

Bullying and fighting: Threats, physical attack, name-calling, mocking, harassment, racism, sexism and all forms of victimisation are bullying. Bullying will not be tolerated and will not be excused on grounds of it being part of a game. You must not bully others and if others bully you, or you see someone else being bullied, you should inform a member of staff such as your tutor or your parents immediately.

Respect for property and the environment

Vandalism and litter: Vandalism on school premises and elsewhere is regarded as a serious breach of school discipline. Take pride in your school environment and help keep it tidy. If you find litter, pick it up and dispose of it securely.

Other people's property: You must not interfere with other people's property. If someone has lent property to you it must normally be returned immediately on request. You must not borrow someone else's property, books, notes or projects without their previous permission. You must be strictly honest with regard to money or property that does not belong to you or that you find. It is forbidden to borrow items from pupils in younger year groups.

Accidental damage to property: You must report any damage you cause to property which is not your own, to a member of staff or to the Bursary. You or your parents may be asked to pay for the damage.

Classroom Conduct

- All pupils will display good manners and courtesy to staff and fellow pupils; it is unacceptable to disrupt teaching or learning in any way;
- Pupils should arrive at lessons properly equipped and only leave the room when instructed to do so by the teacher;
- Pupils should arrive on time for all lessons, sit down and prepare immediately for the lesson, adopting a studious attitude;
- Coats should be removed and hung up, or put on the backs of chairs;
- Eating, drinking and chewing are not allowed in the classrooms;
- It is expected that pupils should stand up when an adult visitor enters the room;
- You should treat your own possessions, those of fellow pupils and of the school with respect. Careless or thoughtless damage is not acceptable.

Courtesies

All Senior School classes were asked to draw up a list of important courtesies that should be shown by each of us (pupils, teachers, parents and other adults) to one another. These were then presented in a workshop with representatives of each form group present, and an agreed list of twelve courtesies was established.

These are printed below and you should take time to refer to them and ensure that you extend these courtesies to others as you would like to see them extended to yourself.

- Smile and take time to greet people when you pass them or enter a room; offer to help;
- Stand back at doorways to allow others to pass through;
- Stand up when a teacher or unexpected visitor enters a room;
- Be polite in your requests and responses to others; please and thank you always and *Sir* or *Miss* to your teachers;
- Leave others' personal possessions alone; if you borrow with permission always return promptly;
- Treat everyone as you would like to be treated yourself; absolutely no bullying;
- Dress to impress; wear your uniform well and with pride;
- Value others' opinions; be a better listener than talker;
- Be punctual; apologise when unavoidably late;
- Do all that you can to be prepared for your learning;
- Look for opportunities to help others;
- Treat your home and our school with care; behaviour always appropriate for the environment.

FORM & CURRICULUM GROUPING

Key Stage 3

	Year 7	Year 8	Year 9
Forms	Mixed ability	Mixed ability	Mixed ability
Subjects in ability groups	English and Maths and Languages	English, Maths and Languages	English, Maths and Languages
Strategy	Based on KS2 Scores and MidYIS assessment	Based on MidYIS and attainment in Year 7	Based on MidYIS and attainment in Year 8
Subjects in mixed ability groups	Science, History, Geography, RS, PE, Computing, Creative Arts, Drama, Music and Sport	Science, History, Geography, RS, PE, Computing, Creative Arts, Drama, Music and Sport	Science, History, Geography, RS, PE, Computing, Creative Arts, Drama, Music and Sport
Strategy	Based on an even spread of ability and gender /forms. Use of Year 6 information on dynamics.	Based on an even spread of ability and gender /forms. Use of Year 7 information on dynamics.	Based on an even spread of ability and gender /forms. Use of Year 8 information on dynamics.

Key Stage 4

	Year 10	Year 11
Forms	Mixed ability	Mixed ability
Subjects in ability groups	English, Maths and Science	English, Maths and Science
Strategy	Based on GCSE grade predictions and prior attainment	Based on GCSE grade predictions and prior attainment
Subjects in mixed ability groups	Languages History, Geography, PE, Computing, Creative Arts, Drama, Music and statutory subjects (Games and PSHE)	Languages History, Geography, PE, Computing, Creative Arts, Drama, Music and statutory subjects (Games and PSHE)
Strategy	GCSE Option groups. Based on mixed ability with appropriate differentiation.	GCSE Option groups. Based on mixed ability with appropriate differentiation.

HOMEWORK POLICY

Homework is intended to support classwork and/or involve preparation for the lessons ahead.

In the Senior School, homework is set regularly and you should expect to do 1 - 2 hours each weekday evening. Older pupils will sometimes have more. A homework timetable is given to pupils and they are expected to record all homework in their planners. Your parents should sign your planner each week.

There is an opportunity to do some study at school between 4.05 and 4.55 pm for those day children who are not in other activities and awaiting school transport. Boarding pupils do prep from 5.30 – 6.30 pm after tea, and for a period of time in the evening.

Pupils who have failed to complete homework tasks or to make an acceptable effort in class may receive a Non-Satis report to their form tutor. A repeat offence may lead to a lunchtime detention.

INTERNAL EXAMINATIONS AND REPORTING – SENIOR SCHOOL:

Key Stage 3 (Years 7-9)

In Years 7 to 9 pupils will:

- Be set short- and long-term goals which you should aim to achieve by the end of the Summer Term. The short-term goals will be part of teaching and learning. The long-term goals will relate to an attainment grade;
- Receive half termly effort grades for behaviour, class effort and homework;
- Receive two academic reports per year which will include a flight path report showing actual performance to your target grade, aligned to GCSE 1-9 grade predictions. The final year end academic report will include written commentary;
- Complete examinations in May / June based on the work covered over the full school year. Your placement in setted subjects may be decided on by the results in these examinations. Summer examination timetables will be sent to parents at the beginning of the Summer Term;
- There will be one Parents' Evening per year group per year.

Year 7

- Initial learning and attainment targets for the end of year will be set using:
 - KS2 Results (SATs) for Maths and English;
 - MidYIS baseline assessment which is performed at the start of Year 7;
 - The tests show strengths and weaknesses in a pupil's learning potential, so can be used by teachers to address the needs of individual pupils. They can also be used to track progress and whether a pupil is underperforming;
 - Detailed feedback from previous Year 6 teacher to allow other factors to be taken into consideration when target setting.
- Autumn Term

A Parents Information evening will be held early in the new term to allow parents to meet Senior School teachers, Form Tutors and to receive information about the Year 7 curriculum

 - A mailing will be sent to parents with MidYIS assessment information, set details and end of year targets for each subject;
 - A half term effort grade report (behaviour / effort and homework) will be sent;
 - An end of Autumn Term report will be sent with current academic attainment. Pupils are given a grade and sub level for each subject (D – Developing, S - Secure, M – Mastered).
- Spring Term
 - A half term effort grade report (behaviour / effort and homework) will be sent;
 - An end of Spring Term report will be sent with current academic attainment.
- Summer Term
 - Following summer examinations all pupils will receive a full academic report, (areas of achievement and targets for improvement) including effort grades (behaviour/class effort and homework).

Year 8

- Initial learning and attainment targets for the end of year will be set using:
 - Year 7 achievement levels in all subjects;
 - MidYIS baseline re-assessment which is performed at the start of Year 8
 - The tests show strengths and weaknesses in a pupil's learning potential, so can be used by teachers to address the needs of individual pupils. They can also be used to track progress and whether a pupil is underperforming;
 - Detailed feedback from previous subject teachers to ensure pupils have a clear idea of the current grade and sub-level that are working at (D – Developing, S - Secure, M – Mastered) and specifically what they need to do to attain the next level.
- Autumn Term
 - A mailing will be sent to parents with MidYIS assessment information and end of year targets for each subject;
 - Year 8 will have a Parents Evening during this term;
 - An academic attainment report (flight path) will be sent prior to the Parents Evening;
 - A half term effort grade report (behaviour / effort and homework) will be sent.
- Spring Term
 - A half term effort grade report (behaviour / effort and homework) will be sent
 - An end of Spring Term report will be sent with current academic attainment. Pupils are given a grade and sub level for each subject (D – Developing, S - Secure, M – Mastered).
- Summer Term
 - Following summer examinations all pupils will receive a full academic report, including effort grades (behaviour/class effort and homework)

Year 9

- Targets for the end of year will be set using:
 - Year 8 achievement levels in all subjects;
 - Detailed feedback from previous subject teachers to ensure pupils have a clear idea of the current grade and sub-level that are working at as well as targets for improvement.
- Autumn Term
 - A mailing will be sent to parents with end of year targets for each subject;
 - A half term effort grade report (behaviour / effort and homework) will be sent;
 - An end of Autumn Term report will be sent with current academic attainment. Pupils are given a grade and sub level for each subject (D – Developing, S - Secure, M – Mastered).
- Spring Term
 - Year 9 will have an Options information / Parents Evening during this term;
 - An academic attainment report (flight path) will be sent prior to the Parents Evening;
 - A half term effort grade report (behaviour / effort and homework) will be sent;
- Summer Term
 - Following summer examinations all pupils will receive a full academic report, including effort grades (behaviour/class effort and homework).

Year 10

- Targets for the end of the year will be set using:
 - YELLIS baseline assessment which is performed at the start of Year 10:
 - YELLIS is an adaptive baseline assessment for students aged 14-16, that helps teachers understand what pupils know and can highlight where they need support as they prepare for their GCSEs.
- Autumn Term
 - Pupils are set a target GCSE grade based on the YELLIS assessment results and prior Key Stage 3 attainment;
 - Pupils are given an indication as to whether your present work is likely to enable you to reach your target grade;
 - A half term effort grade report (behaviour / effort and homework) will be sent.
- Spring Term
 - A half term effort grade report (behaviour / effort and homework) will be sent;
 - An academic attainment report (flight path) will be sent;
 - There will be a Year 10 Parents Evening during this term.
- Summer Term
 - A half term effort grade report (behaviour / effort and homework) will be sent;
 - Following summer examinations all pupils will receive a full academic report, including effort grades (behaviour/class effort and homework) and a likely GCSE grade based on current progress and attainment.

Year 11

- GCSE grade targets and attainment /effort gaps are reviewed with pupils
- You are given an indication as to whether your present work is likely to enable you to reach your target grade.
- Autumn Term
 - A half term effort grade report (behaviour / effort and homework) will be sent;
 - There will be a Year 11 Parents Evening following GCSE trial examinations during this term.
 - A copy of trial examination results and effort grades will be sent to parents.
- Spring Term
 - Pupils will continue to have their achievement and progress monitored against their target GCSE grades;
 - Pupils will attend a meeting with the Head / Head of Key Stage to discuss trial examinations results and finalise entry details for GCSE examinations;
 - A summary report will be written at the end of this term containing an update on your progression towards your GCSE target grades with advice on any improvements to be made;
 - You will sit the majority of your GCSE examinations in May and June. GCSE results will be available at the end of August and certificates are usually issued in November.

EXTERNAL EXAMINATIONS

- Decisions on examination entry are the responsibility of the School and will be made by your teachers in line with the School's policy at the time. Results will be available in August and can be collected from school. Any results not collected will be sent home;
- A more detailed booklet explaining the processes involved for Year 11 and Sixth Form will be made available to you and your parents at the beginning of the Autumn Term;
- A 'Value Added Score' is calculated for each pupil and is based on GCSE grade achievement across all subjects, relative to MidYIS and YELLIS predictions.

INTERVENTION & ADDITIONAL SUPPORT

- Individual pupil performance relative to expected attainment is closely monitored throughout Senior School and close contact with parents is maintained. Intervention strategies are put in place if performance or effort fall below expected levels;
- Pupils in Year 11 are assigned a mentor who is a member of the Senior School teaching staff or Sixth Form student who meets once per week with each pupil;
- Where there are concerns about learning attitudes or performance, Pupils will be placed on report and advised what they need to do to improve;
- Pupils are encouraged to be reflective, independent thinkers who take responsibility for their own learning. Self-evaluation surveys are conducted on a regular basis in form time, enabling pupils to reflect on personal achievements, inside and outside school and targets for improvement.

PUPILS WITH SpLD (Specific Learning Difficulties)

- Some pupils will need additional support through specialist programmes concentrating on certain skills or through extra help in the classroom. As well as students with SEN (Special Educational Needs), pupils with EAL (English as an Additional language) will be able to access additional support. Historically at Read School pupils with SpLD (Specific learning difficulties) such as Dyslexia, Dyspraxia and Dyscalculia thrive at Read School and are able to make least similar progress to their peers;
- We encourage all parents to engage fully in their child's learning, as a collaborative school-home partnership is the most effective way to ensure that potential is realised.

PE, GAMES AND CCF

Year 7	1 period of PE	2 periods of Games [Monday]	
Year 8	1 period of PE	2 periods of Games [Monday]	1 period CCF
Year 9	1 period of PE	2 periods of Games [Tuesday]	1 period CCF
Year 10		2 periods of Games [Tuesday]	1 period CCF (optional)
Year 11		2 periods of Games [Wednesday]	1 period CCF (optional)

It is possible to be involved in rugby, hockey, netball, basketball, cricket, tennis, athletics, football, badminton, rounders, trampolining, gymnastics and golf in PE or Games lessons or in activities, and the Duke of Edinburgh Award Scheme.

Years 8 & 9 are **compulsory** members of the CCF, which has a weekly parade on Thursdays 2.55 pm until 4.55 pm. Years 10 & 11 pupils and Sixth Formers are encouraged to continue their CCF participation, with a view to becoming the senior NCOs of the Contingent and those who continue their interest in CCF will also have the opportunity to take a BTEC level 2 National Diploma in Public Services.

Many pupils achieve a great deal through their sports and through activities with the CCF. These are an important part of your week and you are expected to take full part in them, and to arrive well prepared and with the right kit. If you are, for any reason unable to participate in sports you must still attend at the start of the session and are 'at the disposal of' the teacher in charge.

PE, games and CCF are part of the academic timetable and appropriate school PE, games or CCF kit must be worn. It is your responsibility to ensure that you always have the correct kit with you. On occasions when you are representing the school, correct kit is essential. You will need a school blazer or a school coat for those occasions when you travel already changed to play. If you are not appropriately dressed, you may not be able to play.

PARTICIPATION IN ACTIVITIES, CLUBS AND SCHOOL EVENTS

Read is a school with a boarding ethos. As such you should expect to be widely involved in the programme of the school outside the normal timetabled day. You will have many opportunities to participate in games, CCF, drama, music and other activities and indeed will often be needed in these areas. An activity programme is in place in school from 4.05 – 4.55 pm from Monday – Thursday and at other times. In Years 7 – 10 you are expected to take part in at least two activities each week. Fixtures take place on Saturdays and at other times outside the timetabled day. **You are expected to make yourself available to take part in these.**

Being a small school has the advantage that most children have the opportunity to be involved, even those who are not 'star players'. This does put some responsibility on you to be there and participate when it might not necessarily be the most convenient thing to do. You will gain a great deal from this. A calendar of events is produced each term and distributed both to you and to your parents.

The school puts great store in the provision of adventurous outdoor activities.

Opportunities exist for older pupils to take part in overseas World Challenge expeditions/projects. Expeditions to date have included destinations such as Malawi, Thailand and Laos, Morocco, Costa Rica, the Indian Himalayas and, most recently, Ecuador.

Activities and clubs which have been available in past years include:

Rounders	Drama	Cookery	Duke of Edinburgh's Award
Art and crafts	Choirs	Athletics	Badminton
Basketball	Chess/board games	Table tennis	Orchestra/ensemble playing
Computers	Dance	Gaming Club	Cricket coaching
Rugby coaching	Hockey coaching	School History	Warhammer Club
STEM Club	Archery	Gardening	Street Art & Murals Club
Knit & Natter	School Magazine	Debating	Level 1 BSL

HOUSES

All pupils in the school are allocated to one of three Houses. The Houses compete in all areas of school life, including distinctions for good work, sports, drama, maths challenges, team quizzes etc, and are awarded points that are collected together before the award of a trophy at the end of each term.

The Houses are under the direction of a Head of House and an Assistant.

The three houses are:

Dragon (House colour – red) **Phoenix** (House colour – yellow) **Unicorn** (House colour – green)

Various house competitions run throughout the year and merit points are accumulated towards the House trophy.

TEACHING AND OTHER STAFF – SEPTEMBER 2023

Senior School

Mrs Ainley	Headmistress, French, German, Latin
Mr Voisey	Deputy Head, Senior School routine and Discipline, English
Mrs Anderson	English, Head of KS3
Mrs Ashworth-Lilley	Psychology
Mrs Black	Drama
Miss Bullock	Head of Science, Biology
Mr Calderwood	Maths
Mrs Chambonnet	French
Mrs Crompton	Head of Music
Dr Duggan	Biology, Chemistry
Mrs Fildes	Mathematics, Pupil Support
Miss Fletcher	Head of Mathematics
Mr Franks	Computing, Geography
Ms Hewson	Head of English
Miss Hutchinson	History
Mrs Ives	Spanish
Mr Johnson	PE & Games
Mrs Kavanagh	Head of Sixth Form, Business Studies
Miss Keenoy	Head of Inclusive Learning, English
Mrs Li	Mandarin, EAL
Mr Matthews	Head of PE & Games
Miss Newman	Art (KS3), Religious Studies, Dance, Prep School
Mrs Oliver	Latin, Assistant Head of Sixth Form
Mr Perkins	History, Religious Studies
Mrs Richmond-Hughes	Health & Social Care
Miss Rothwell	Head of Creative Arts, Design Technology, Food
Mrs Scholefield	Head of Humanities, Geography, History, Head of KS4
Mr Sharples	Computer Science
Mr Stark	Physics, Science
Mrs Stark	Chemistry
Mrs Suttill	Art & Design
Mrs Warren	Head of Girls' PE & Games
Mr Woods	Science

Upper & Lower Junior School

Mrs Fairhurst	Lower Junior and Reception
Miss Butterill	Lower Junior School (Year 1, Year 2)
Ms Campbell	Upper Junior, Years 3 & 4
Mrs Wake	Upper Junior, Year 5
Mr Hill	Head of Junior School, Year 6

Peripatetic Staff

Miss Clarke	Strings
Mr Cocker	Guitar
Mrs Farmery	Woodwind, flute, saxophone
Mr Moulson	Singing, piano, senior choir
Mr Clark	Percussion

Support Staff

Miss Lancaster	Learning Support Assistant
Miss Machin	Learning Support Assistant
Mrs Mann	Learning Support Assistant
Mrs Marrow	Learning Support Assistant
Mrs Suddes	Learning Support Assistant
Mrs Warren	Head of Boarding
Miss Glover	Boarding Assistant
tbc	Counsellor
Mr C Jackson	Estates Manager
Mr Cooke	Site Maintenance
Mr Smales	Site Maintenance
Miss Walker	Head's PA, Admissions, Registrar
Mrs Sowersby	Examinations Officer, Medical Centre Supervisor
Mrs Sayner	School Reception
Mr Flowerday	Bursar
Miss Hart	Finance Assistant
Mrs Apedaile	Finance Assistant
Mr Jackson	Business Development Manager
Mr Harrison	ICT Technician
Mrs Iles	Art/DT Technician

MEDICAL MATTERS

If you are unwell or have an accident, you should ask your teacher for a signed consent form [if during class time] and report straightaway to the Medical Centre (Norfolk House). It is helpful if a friend goes with you. You should not, however, absent yourself from a class without first informing your teacher.

You should not make arrangements directly with your parents to collect you from school if you feel unwell. Mrs Sowersby or the School Secretary will do this for you.

You must **not** carry medicines around school, other than prescribed inhalers. All medicines must be deposited in the Medical Centre.

UNIFORM AND DRESS CODE

The school uniform is clearly prescribed. It is a sensible, practical uniform and you are expected to wear it and wear it well. A sloppily worn uniform reflects badly on you as an individual and suggests that you care neither about yourself nor about your school.

For boys: white school shirt, dark grey trousers, school tie, school blazer, school pullover, grey socks, polished black shoes

For girls: white school shirt/blouse, tartan skirt, black tights [black ankle socks in summer] school tie, school blazer, school pullover, polished black shoes. A trouser option is currently being considered for the start of the Autumn Term 2022.

You are expected to have your top button done up, your tie tied properly and at the appropriate length, and your shirt tucked into the top of your trousers/skirt at all times.

Sixth Formers may wear their own business attire. Denim, corduroy or short skirts are not acceptable. In the past, our Sixth Form students have been extremely well turned out. Further information is available in the Sixth Form Handbook.

Standard school PE and games kit **must** be worn for all PE or games lessons, sports activities and school fixtures. Non-uniform kit is sloppy and will not be tolerated.

- All pupils must look smart, be appropriately turned out at all times and wear the correct school uniform during the school day;
- The style and colour of pupils' hair must be moderate enough to avoid attracting undue attention. Hair which is shoulder length or longer must be tied back at all times;
- All boys must be clean shaven at all times;
- The wearing of jewellery is limited to the following;
 - A single pair of earrings suitable for a traditional office environment may be worn by girls; one earring in each ear through the lowest part of the earlobe.
 - A suitable watch may be worn. Smart watches must be switched to analogue mode. No bangles, bracelets or rings must be worn.
- Girls in the Upper Senior School (Years 10-11) may wear discreet make-up suitable for the working environment of a school. Make-up must be subtle, natural looking and not attract undue attention (as general guidance if it is very obvious that make-up is being worn then it is too much). No lipstick, false eye lashes or nail varnish may be worn and eyebrows should be natural looking. Pupils will be asked to remove excessive make-up.

Uniform is also worn for church services, when travelling to matches or on a school visit unless otherwise stated. Uniform should be worn by day pupils travelling to and from school, unless exemption has been given. Shirt Sleeve order may operate in the Summer Term when authorised by the Head. Only uniform items may be worn and the aim should be to remain smart. Shirts should be properly tucked in and sleeves fastened at the cuff or rolled neatly above the elbow. Ties must always be worn.

Guidelines for dress for outside visits

Responsibility for the appropriate dress lies with the member of staff supervising the visit and guidance must be taken from them.

Level One: Full School Uniform – appropriate for the formal school occasions when pupils are representing the school;

Level Two: Smart Casuals – No trainers or jeans. Appropriate for most outside visits;

Level Three: Casuals – this must at all times be clean, discreet and in good repair. It must be reasonable, unprovocative and not cause offence. The Deputy Head's ruling on what is reasonable is final. Dirty, torn jeans or cut-offs are forbidden, as is military or paramilitary uniform, studded leather jackets, T-shirts with offensive or suggestive lettering, see-through or crop tops, miniskirts and shorts.

Make Up: As stated in the Uniform and Dress Code.

THE BOARDING HOUSES

Norfolk and Selden Houses provide accommodation for the boarding pupils in school. It is important that the residential accommodation is seen as 'home' during the terms and not just another part of school. As such, the boarding houses are out of bounds to day pupils other than on occasions when Mrs Warren [Head of Boarding] has given you permission to go into the house.

Day pupils are asked to respect the privacy of the boarding pupils. It is usually possible for day pupils to board at school for a short time [for example, if your parents are away]. Your parents should send a letter to Mrs Warren to arrange this.

A separate information booklet about the boarding house routines are issued to boarding boys and girls.

EQUIPMENT

All exercise books, textbooks and other special materials are provided in school.

You are expected to provide your own pens, pencils, coloured pencils, 30 cm ruler, protractor, compasses, rubber, pencil sharpener. Please do bring these with you and look after them. A pocket dictionary is useful and you should also have a scientific calculator. Your mathematics teacher will advise you of this. Ring binder files will also need to be provided for some project work and examinations coursework.

You should not bring expensive equipment to school, unless this is necessary for your particular needs. Do not bring anything that is important to you, where you will be upset if it is broken or lost. Boarders will receive additional information about what to bring and what is best left at home.

If you are travelling on school transport, you must limit the amount of equipment you bring to school. Try to get into the habit of carrying only the books and kit that you need for the day.

All items belonging to you must be clearly marked with your name. It is impossible to return unnamed kit to its rightful owner.

PLANNERS

You will be issued with a pupil planner at the start of the year. This contains lots of useful information but most importantly it is where you need to record your homework for each day and any important things you need to remember.

Teachers will also use the planner to communicate with your parents and they may write messages in it for them to read.

Your tutor will check your planner weekly and sign it. Your parents are also expected to sign it at the end of every week.

Please look after your planner. A lost planner will be replaced but it will cost you £10.00.

MOBILE PHONES / ELECTRONIC DEVICES

Read School discourages pupils from bringing mobile phones and other electronic communication devices into school. When a senior school pupil does bring a mobile phone or device into school the following rules apply during school hours.

Key Stage 3 (Years 7 – 9)

Pupils will hand phones into Form Tutors during morning registration, collecting at the end of the day.

Key Stage 4 (Years 10 – 11)

Phones must be switched off and remain in bags during the school day. If this is not observed, your teacher will confiscate the phone and it will be returned to you via the Deputy Head, at the end of the day.

Abusive text messaging and similar abuse through websites, MSN messenger and other social networking sites, is viewed extremely seriously and instances will carry a severe disciplinary response, which may include suspension from school.

Phones may well be collected overnight in the boarding houses if house staff consider this necessary to prevent abuse during the night.

LOCKERS

Lockers are available to rent. The rental agreement is between the Parent and Secure Locker Rentals. A rate of £40 has been secured to cover the academic year. Simply visit www.locker.rentals to select your locker and make payment by Debit or Credit Card. Once payment is received, the combination for your locker is sent to you via text or email. Lockers have been installed in pre-assigned areas adjacent to form rooms and your child will be allocated a locker in this area.

The School will keep a copy of all combination codes in the event that a code is misplaced or forgotten and the company undertakes all maintenance work to ensure that lockers are kept in sterling condition.

MINIBUSES

The school runs a fleet of minibuses. This is an expensive operation and it is important that the fabric of the buses is looked after. Please be aware of this when you are using the buses. Driving minibuses is stressful for the driver; you are required to behave sensibly when you are being carried in the school buses and are required to sign a code of conduct each year confirming that you have read and agree to the rules of behaviour on school transport.

You must not do anything to distract the attention of the driver.

SCHOOL TRANSPORT

Please remember that your seat on school transport is a privilege and not a right. Please remember also that you are very much on view as you travel to and from school and that members of the public will judge you and our school by your actions.

It is unacceptable to:

- Make life difficult or unpleasant for anyone else;
- To cause risk to others by behaviour likely to distract the attention of the driver;
- To behave in a way which is likely to bring criticism on the school from members of the public.

With this in mind you will:

- Travel to and from school properly dressed;
- Sit facing forward in your seat and wear your seat belt;
- Put bags in the racks provided out of the way;
- Limit the amount of equipment you bring to school;
- Take care to see that damage to seats and seat belts does not happen;
- Behave appropriately

You will be required to sign a code of conduct to secure your place on school transport and the strictest adherence to this is expected at all times.

ATTENDANCE

1. All pupils are required to attend punctually: registration each day, assembly, meals, all lessons and routine extra-curricular activities, and to give priority to School engagements and meet commitments made by or for them. The school day ends at 4.50 pm on weekdays except Friday when it ends at 3.50 pm. School finishes after school commitments on a Saturday.
2. If a day pupil is absent, reception must be contacted before 9.00 am to explain the reason. If a day pupil arrives late, they should report to reception on arrival.
3. If a day pupil needs to be absent briefly from school parents should inform the school office, preferably 48 hours in advance. Requests for longer planned absences must be made to the Head, in writing, at least one week in advance. Holidays should not be organised in term time. Pupils should be in school until the conclusion of the school timetable on the last day of term;
4. If a day pupil needs to be excused games or prep, a letter should be sent to their tutor giving details and any medical advice. Parents should give clear instructions as to when a pupil is to be put back on games. Any day pupil who feels ill at School must report to the Medical Centre who will telephone parents and inform the School Office, house staff and tutor as necessary. A pupil being sent from class to the Medical Centre should have in their possession a blue medical slip completed by the teacher.
5. No pupil below the Sixth Form can go home before 3.50 pm. Pupils may go home at 3.50 pm if previously arranged when completing their choices for after-school activities. If a pupil below the Sixth Form wishes to go home before 4.50 pm having previously arranged to stay until this time, or needs to stay after the end of the school day, the School requires written notice from a parent via the School Office.
6. If an absence before the end of the school day is needed at short notice the pupil should report to the school secretary to explain the reason for absence and sign out. The school secretary may choose to validate this request by contacting parents or requiring parents to collect the pupil from the School Office.
7. Driving lessons should take place outside registration and lesson time. Permission for occasional exceptions must be sought from Head of Sixth Form. Pupils must sign out and in at reception.
8. Sixth Form students are permitted to visit up to three universities per term, with permission of the Head of Sixth Form.
9. Attendance will be monitored by the School Office, tutors and the Deputy Head. Periods of unexplained absence will be investigated and may result in referrals to the local Education Welfare Officer in Selby.
10. Pupils (other than Sixth Formers) may not leave the school site during the day

Sanctions:

- **If you are late to school, lessons or activities you will be warned about your punctuality and lateness. After this warning if you are late again you can expect to lose some of your free time at either break or lunch time. Persistent lateness may result in a Friday detention. The basic principle is that pupils who are late will pay back this time at a time convenient to the school.**

- **Any pupil who fails to attend a lesson or activity without valid reason can expect to receive a School Friday Detention or have the equivalent loss of free time at another time convenient to the school. Parents will normally be informed if lessons are truanted without good reason.**
- **Any pupil who misses registration without good reason can expect a lunchtime detention.**

BEHAVIOUR

ANTI-BULLYING POLICY

Bullying will not be tolerated at Read. Bullying is the hurting, humiliating, threatening or frightening of another person. This may be physical, verbal or psychological abuse of the person, or abuse of his or her property. It may involve prejudice of a racial, religious, cultural, homophobic, sexual or anti-disability nature. It can cause psychological damage and even suicide.

Bullying also includes cyber-bullying. Cyberbullying involves the use of information and communication technologies to support deliberate, repeated and hostile behaviour by an individual or group that is intended to harm others.

Cyberbullying can involve Social Networking sites (like Facebook, Instagram, Snapchat), e-mails and mobile phones (used for SMS messaging and as cameras).

Bullying is wrong and damages individual children. We shall all, therefore, do all that we can to prevent it by sustaining a school ethos in which bullying is regarded as unacceptable. We aim, as a school, to produce a safe and secure environment where all boys and girls can learn without anxiety.

The school encourages a climate of mutual courtesy, respect, support and praise. All staff support all children in their classes and around the school to help to establish trust and respect, so making bullying less likely.

The PSHE curriculum in the Prep and Senior Schools has a clear anti-bullying study within the scheme of work. Teaching staff have a responsibility to ensure that this is delivered appropriately and you are expected to receive it positively.

You are encouraged to seek advice and help from your Form Tutor or other adult if you feel that you are being bullied. Any alleged bullying will be reported as soon as possible directly to the Head of Key Stage or Deputy Head. Under no circumstances will incidents that could be construed as bullying be ignored. All offences are carefully investigated and those involved interviewed by appropriate staff. A record is kept of the interviews. All cases are dealt with on an individual basis. Victims receive support and bullies are counselled on appropriate behaviour. Records are monitored by the Deputy Head so that patterns can be identified.

Whilst support will be provided to everyone involved, the pupil who carries out the bullying is required to put their behaviour right quickly.

Should the matter not be resolved in this way, it will be presented to the Head and the parents of the boy/girl responsible for the bullying will be invited into the school to help resolve the matter.

A pupil who repeatedly bullies others will be required to leave the school.

Pupils who attempt to resolve problems by hitting or punching other pupils will be sent home.

REWARDS

The ethos of Read School is one of encouragement and the School's rewards system is intended to play a motivational role in helping pupils realise that desirable behaviour, self-awareness and responsibility to self and others is valued.

Merits/Quick Points

A Merit is a positive reward for academic success either in a single piece of work or in several pieces of work which are very good relative to pupil ability.

Merits are given out to pupils from Years 7 to 11 and these are recorded on the management information system.

The number of merits for each house is included in the total merits score for the award of the House Cup at the end of each term.

The number of merits received in a term will be communicated to parents via your half-termly effort.

SANCTIONS

Non-Satis Points (Demerits)

A demerit is a negative point given for poor behaviour or interactions.

A Non-Satis report records dissatisfaction with your work, behaviour, dress, attendance or punctuality. Teachers will usually take appropriate action depending on the offence. The Non-Satis is reviewed by your tutor (and house staff if you are a boarding pupil.)

Tutors will record all Non-Satis reports issued and the number of Non-Satis received in a term will be communicated to parents via your half-termly effort report.

Non-Satis points (demerits) are deducted from your total merits score and hence from your house at the end of each term.

Detentions

Break or lunchtime detention is given to those pupils who have not completed prep or worked effectively in class or for minor indiscipline. Detention may be with the subject teacher who has set the detention, with your form tutor or, in the case of a more serious offence, with the head of Key Stage / Deputy Head.

If you receive three detentions in a term you will receive an after-school Friday detention held between 4.00 and 5.00 pm every Friday. You will be interviewed by the Deputy Head and your parents will be informed of the detention in a letter sent from the Deputy Head.

More serious breaches of discipline or repeat offending may result in a Saturday Detention that takes place on Saturdays from 9.00 – 12.00 noon and involves community service around the school grounds. Again your parents will be informed of this in a letter from the Deputy Head.

Suspension and expulsion

Suspension is reserved for serious offences or persistent minor offences or unwillingness to cooperate with the school authorities. A pupil who cannot or will not behave well, despite all efforts to help him or her, will be required to leave the School.

Punctuality Report:

If you are late to school, lessons or activities you will be warned about your punctuality and lateness. After this warning if you are late again you can expect to lose some of your free time at either break or lunch time. Persistent lateness may result in a Friday detention. The basic principle is that pupils who are late will pay back this time at a time convenient to the school.

Gating (for boarding pupils):

The pupil is not allowed to leave the School site, including Boarding Houses and grounds, for a period of time specified by house staff, unless they have direct permission. Parents may be contacted by the Head of Boarding about gating.

Report cards (being on report):

Report Cards for one or two weeks are given by tutors, in consultation with teaching staff, following poor reports or grades or other major academic problems. The Form Tutor will inform parents in writing that a report card has been issued.

A Uniform Report Card for one or two weeks is given by tutors, following repeated uniform infractions. Parents' and pupils' commitment to meeting uniform expectations supports the academic climate of the School.

SCHOOL RULES

All pupils are expected to take responsibility for their actions and decisions. The school rules are established for the benefit of all members of the school community and any pupil who breaks them must expect to receive the relevant sanction. Any pupil may be required to perform general duties of a reasonable nature for the benefit of the School at the direction of a teacher or other authorised adult.

Academic and behavioural expectations

1. All pupils must complete and hand in all prep as requested by a member of staff
2. All pupils must behave in a co-operative and constructive manner that enables teaching and learning to take place in a pleasant and work like atmosphere
3. Pupil behaviour should never bring the School into disrepute, on or off the School site, during or outside term time

Sanctions:

- **If work is unsatisfactory or late, or if a pupil comes to class improperly prepared or equipped without good reason, a Non-Satis may be issued. A Non-Satis will result in a formal meeting between tutor and pupil to identify strategies for improvement. If there is no improvement, a tutor may place a pupil in detention**
- **If work is still unsatisfactory even after a pupil has been given the opportunity to redo or to complete it, or if work is repeatedly late, a teacher may place a pupil in a Detention. Parents will be notified of a Detention by the Deputy Head**
- **The teacher or tutor who places a pupil in detention must ensure that the pupil has written the date of the detention in their planner. Work must be set**
- **A pupil who misses a lunchtime detention without good reason, can expect to be placed in a School Friday Detention**
- **Three Detentions in a term will result in a School Friday Detention and interview with the Deputy Head**
- **A tutor may use a report card to give a report, lesson by lesson, on any or all subjects where there is cause for concern. A letter will be sent home by the Deputy Head if a pupil is on school report**
- **Poor behaviour in class, on school visits or in prep or private study will lead to a lunchtime detention, an immediate School Friday Detention or Saturday Detention.**

Alcohol and public houses

- No pupil may bring alcohol onto the School site at any time and no pupil may arrive at a School function having consumed alcohol;
- No pupil may consume alcohol on the School site or whilst taking part in a School visit;
- Public houses are out of bounds to all boarders;
- Pupils in the Upper Sixth over the age of 18 may occasionally be allowed to drink alcohol if attending formal school functions at which alcohol is served;
- Day pupils must not visit public houses on the way to or from school.

Sanctions:

- **Any pupil arriving at a School event under the influence of alcohol will be banned from the event, their parents will be contacted and asked to collect them. The Head will be informed;**
- **All other offences will be dealt with by the Head and at her discretion, following investigation by the Deputy Head and/or Head of Boarding; such offences may involve suspension.**

Smoking

Smoking is **not** allowed in school and will be dealt with by a tally of fines and/or community service. Parents will always be informed and those not prepared to cooperate with this rule may be suspended. Smoking in a school building will be treated with utmost seriousness.

E-cigarettes (vaping) are also banned in school and breaches of this rule will be treated as smoking.

Drugs

Any pupil found in possession of illegal drugs or known to have used illegal drugs will be suspended or possibly expelled. Any pupil involved in the supply of illegal drugs will be expelled.

Relationships between pupils

Whilst relationships are an important part of teenage life, outward displays of affection and intimate behaviour are inappropriate in a school environment or in public. You are always expected to behave in a way which does not cause embarrassment to you or others around you, nor bring criticism on the school.

Sanctions:

- **All cases will be dealt with on an individual basis. Any pupil found to be involved in full sexual relations with another person on the School site, or anywhere else whilst under the care of the School, may expect to be required to leave the school**

WHAT HAPPENS WHEN I MAKE POOR CHOICES?

Verbal Warning – If I choose to disrupt the lesson or not do my work, my teacher will remind me of what is expected – they may write a note in my planner;

Non-Satis – If I choose to continue to disrupt, my teacher will remind me a second time of what is expected and assign demerit points as well as filling out a report for my tutor;

Loss of free time – My poor choices may result in having to spend time away from my friends during a break and I may have to complete extra work;

Detention – If I still choose to disrupt the class, my teacher will put me in detention and my parents will receive a letter explaining the choices I made which resulted in my detention;

Friday Detention – I will be put in this if I have received three detentions in a term and I will have to stay at school until 5 pm which will mean my parents have to pick me up later than normal;

Report Card – If I am choosing to behave badly or not do my homework repeatedly, I will be put on report by my form tutor – this can be to monitor my behaviour, class and homework, time-keeping or uniform;

Suspension – If I have made very bad choices then I may be suspended from school, which means my parents will have to make arrangements for me to be taken care of during the School day;

Exclusion – If I continue to make bad choices, then I may be asked to leave the School for good and my parents will have to find me a new school.

WHAT TO DO IF YOU ARE WORRIED OR HAVE A PROBLEM

Read School has a long tradition of outstanding pastoral care of pupils. The Pastoral Leadership Team (PLT) comprising the Deputy Head, Pastoral Head, Heads of Key Stage, Head of Boarding, Head of Sixth Form meets every week to address any pastoral issues or concerns.

If you have a problem about anything, or are worried about something (bullying, abuse, falling out with someone or loss or theft of your property, for example) or are unhappy, the following is available to you:

- Speak to your Form Tutor or house staff;
- Speak to another member of staff – teacher, support assistant.

The School's senior designated person for child protection is Mrs Markham and you can go directly to her if you are worried about how you are being treated by someone else or if you have concerns about another pupil.

We hope that you will be able to find someone from the school staff with whom to raise your problem.

Don't forget that Mum and Dad will want to help too.

Counselling

If you feel that you are not able to discuss your problem in this way the school counsellor is able to offer counselling to pupils.

This is a free service.

Organisations with people available to listen to you

North Yorkshire Safeguarding Children Board
01609 536993 (ask to speak to duty social worker)

Independent Schools Inspectorate, CAP House, 9 – 12 Long Lane, London, EC1A 9HA
020 7776 8844

Childline 0800 1111

DRAXONIANS' ASSOCIATION

President: Miss Nicola Mooney

There is a long-established Association for former pupils of Read School. Membership is open to all former pupils and staff of the school and it is a means whereby links with the School and one's school friends are not lost as you move away. The Association holds a formal reunion each year, usually during the Autumn Term and which takes the form of a dinner. Other events are held throughout the year and members of the Draxonians' Association are also invited to participate in school events.

Members of the Association may request a newsletter together with other information keeping you informed with what is happening at the School.

The Association uses any funds generated for the benefit of the School and the pupils presently in it. The Association is also a valuable source of networking for former pupils of the School and Draxonians are often invited back to school to share their career advice and life experiences with current pupils.

Parents make many sacrifices to provide an independent education for their children and we believe it is important for you to keep in contact with Drax and be proud to be a Draxonian.

Almost all recent leavers have become members of the Draxonians' Association.

Mrs R A Ainley
Headmistress

June 2023