



RADLEY

**Dons'  
Handbook**

**June 2026**

|                                                 |    |
|-------------------------------------------------|----|
| Introduction from the Warden .....              | 1  |
| Section A: Responsibilities .....               | 2  |
| Council .....                                   | 2  |
| The Warden .....                                | 2  |
| The College Management Team .....               | 2  |
| Sub-Warden .....                                | 3  |
| Deputy Head (Academic) .....                    | 4  |
| Deputy Head (Co-Curricular) .....               | 5  |
| Deputy Head (Pastoral) .....                    | 6  |
| Deputy Head (Systems) .....                     | 7  |
| The Bursar .....                                | 8  |
| The Development Director .....                  | 8  |
| Director of Admissions and Communications ..... | 9  |
| HR Director .....                               | 9  |
| Estates Director .....                          | 9  |
| Finance Director .....                          | 10 |
| Operations Director .....                       | 10 |
| Under Master .....                              | 11 |
| Heads of Year .....                             | 11 |
| Head of Sixth Form .....                        | 11 |
| Heads of Academic Departments .....             | 12 |
| Social Tutors .....                             | 12 |
| Resident Sub-Tutors .....                       | 13 |
| Assistants to Resident Sub-Tutors .....         | 14 |
| Live-out Sub-Tutors .....                       | 14 |
| Don Expectations .....                          | 15 |
| Form Mastering .....                            | 18 |
| Section B: Teaching .....                       | 21 |
| Policies .....                                  | 21 |
| Dons' Dress .....                               | 21 |
| Dons' Behaviour .....                           | 21 |
| Photocopying .....                              | 21 |
| Departmental Outings .....                      | 21 |
| Academic Priority Time .....                    | 21 |
| Music Lessons .....                             | 21 |
| Observation .....                               | 21 |
| The Library .....                               | 22 |
| Staff Hub (SharePoint) .....                    | 22 |
| The School Website .....                        | 22 |

|                                                      |    |
|------------------------------------------------------|----|
| Good use of email .....                              | 22 |
| Technology.....                                      | 23 |
| Data Protection and Security.....                    | 24 |
| Visiting Speakers/Visitors .....                     | 24 |
| Don Absence .....                                    | 25 |
| Internal Data Collection and External Reporting..... | 26 |
| Form Master Phone Calls.....                         | 31 |
| Tutor Letter / Warden's Report .....                 | 32 |
| Parents' Meetings.....                               | 32 |
| Section C: Pastoral .....                            | 33 |
| Policies .....                                       | 33 |
| Safeguarding .....                                   | 34 |
| Anti-Bullying.....                                   | 34 |
| Discipline .....                                     | 34 |
| Socials .....                                        | 35 |
| Chapel .....                                         | 36 |
| Duties and Patrols.....                              | 36 |
| Absences .....                                       | 36 |
| Informal meetings with boys and entertainment .....  | 37 |
| Device Access Times .....                            | 38 |
| Alcohol .....                                        | 38 |
| Anti-Smoking and Drugs .....                         | 39 |
| Medical .....                                        | 39 |
| Cocoa .....                                          | 39 |
| Dealing with Parental Complaints .....               | 39 |
| Section D: Co-Curricular.....                        | 41 |
| Co-Curricular Duties.....                            | 41 |
| Games .....                                          | 41 |
| Societies .....                                      | 41 |
| Wednesday Activities.....                            | 41 |
| JCR.....                                             | 42 |
| Section E: Health and Safety.....                    | 43 |
| Section F: Personal.....                             | 46 |
| Staff Welfare and Support .....                      | 46 |
| Health.....                                          | 46 |
| Laundry Facilities .....                             | 46 |
| Lodge.....                                           | 46 |
| Bursary .....                                        | 47 |
| Payroll .....                                        | 47 |

|                                        |    |
|----------------------------------------|----|
| Repairs/IT Difficulties.....           | 47 |
| Hall .....                             | 47 |
| Voting.....                            | 47 |
| Section G: Common Room.....            | 48 |
| Common Room .....                      | 48 |
| Common Room Committee .....            | 48 |
| Rules.....                             | 48 |
| Membership.....                        | 48 |
| The Rooms .....                        | 48 |
| Common Room and the Sitting Room ..... | 48 |
| Dining Room.....                       | 48 |
| Common Room Dining.....                | 49 |
| Bryans Room .....                      | 49 |
| Guest Nights.....                      | 49 |
| Cellar .....                           | 50 |
| Common Room Bills.....                 | 50 |
| Common Room Meeting.....               | 50 |
| The Jackdaws .....                     | 50 |
| Past and Present .....                 | 50 |
| Section H: Families.....               | 51 |
| Common Room .....                      | 51 |
| Sundowners .....                       | 51 |
| Safari Supper .....                    | 51 |
| Moving around site.....                | 51 |
| Getting to know your neighbours.....   | 51 |
| Visitors .....                         | 51 |
| Library .....                          | 51 |
| Sports Centre .....                    | 52 |
| Radley College Real Tennis Club .....  | 52 |
| Golf Club.....                         | 52 |

## Introduction from the Warden

There is something very rare, and very special, about the Radley community. It stems from a continuity of purpose over many years, from the values that underpin the ethos of the school, and from the dedication of all dons to providing the very best education possible.

The campus life – with all dons and families living on site – means that boys mix frequently and easily with them in the course of the school week, so giving Radley itself a family feel. We seek to model, and in turn expect from them, qualities of kindness, respect, decency and sensitivity as well as purpose, aspiration, endeavour and ambition.

When he founded Radley, William Sewell envisaged a school in which boys' lives were enriched by the presence of beautiful things, a gentler vision than the muscular, robust ambitions of some 19th century educators. We remain true to that, seeking to ensure that all appreciate their aesthetic environment and recognise the importance of it within their daily life. Art, Music and Drama are vibrant and Chapel remains at the heart of what we do; we encourage boys to explore the spiritual as well as the material.

The Social also has a powerful influence in showing boys the importance of toleration, of valuing eccentricity and individuality, and in developing consideration and selflessness. The values we stand for are supported by Form Masters and the PSHE programme and they find expression in our links with the wider community. We want boys to think, and all our teaching maintains that ambition at the heart of it. We believe in teamwork and camaraderie; in learning to win well and lose well; in stretching boys. We do so on the sports field, and through the myriad activities we offer.

The support of all dons in all these aspects is crucial. It has long been our aim at Radley to do the very best for boys by demanding the highest standards, so aspiring to exceed the expectations with which Radleians and their parents arrived at the school. This we achieve through close monitoring of teaching and learning, through a range of intellectual and cultural activities designed to stretch the mind, and by providing first class, responsive, learning support and pastoral care. None of this is possible without a talented – and dedicated – Common Room.

Radley is, I trust, not only a school providing the very best boarding education for boys but a stimulating and exciting place to live and work. Collegiality is key. We work together to ensure that the sum is greater than the parts.

JS Moule

## **Section A: Responsibilities**

### ***Who is responsible for what at Radley***

#### **Council**

Council comprises a maximum of 21 members and provides guidance on all matters relating to the running of the College. It appoints the Warden.

Full meetings of Council take place each term and, in addition, there are termly meetings of the General Purposes Committee, which considers the financial business of the College and development of the estate, buildings and investments.

Two members of Council (Charlie Palmer and Carole Sweetnam) have particular responsibility for Common Room matters and meet Common Room once a term.

#### **The Warden**

The Warden is ultimately responsible for all matters concerned with Radley and is responsible to Council. With them, he determines the College's direction, sets tone, priorities and standards, appoints staff, is the final arbiter in all matters of discipline, and is the school's figurehead for parents, staff, boys, and prep school heads, amongst others. He is assisted in running Radley by the Senior Management Team.

#### **The College Management Team**

Some of the main roles of the CMT are listed below. But if you have questions about any aspect of school life, they will all be happy to help.

Along with the Warden, the CMT comprises:

Niall Murphy (Sub-Warden), Jonathan Porter (Deputy Head Academic), Harry Crump (Deputy Head Co-Curricular), Ed James (Deputy Head Pastoral), Roger Shaw (Deputy Head Systems), Jonathan Bochenski (Bursar), Sarah Ballard (HR Director), Julie Fletcher (Finance Director), Victoria Fangen Hall (Development Director) and Sophie Langdale (Director of Admissions and Communications).

## **Sub-Warden**

1. Deputise for the Warden in his absence.
2. With the Warden, take responsibility for the ethos and culture of the College.
3. Be a highly visible daily presence around the College.
4. Oversee all aspects of behaviour within the College, working closely with the Deputy Head (Pastoral), Heads of Year, Tutors, Under Master, Proctor and wider staff to that end. Weekly meeting with each Head of Year.
5. With duty teams and the Under Master, manage behaviour in Hall.
6. Oversee with the Under Master arrangements for Patrols.
7. With the Deputy Heads, ensure a healthy balance between pastoral, academic and co-curricular priorities across all age-groups and across the academic year.
8. In conjunction with the Deputy Heads, monitor dons' overall loading across academic, pastoral and co-curricular commitments.
9. With the Heads of Year, set expectations and manage form mastering.
10. Act as the link between operational departments and other aspects of College life.
11. With the Warden and Deputy Head (Pastoral) meet regularly with the Pups.
12. Run SWAC, and take responsibility for the effective listening to 'Pupil Voice' at Radley.
13. Membership of the Pastoral Committee, chaired by the Deputy Head (Pastoral).
14. Work with the Chaplain to ensure effective communication and addressing of pastoral issues among staff.
15. Sit on the Housing Committee.
16. With the Deputy Head (Pastoral) take responsibility for allocation of dons to Social Teams. Oversee effective management of Don Duty Rotas.
17. Ensure that Warden's Assemblies run effectively.
18. Ensure the smooth running of sporting fixtures (including touchline support of the 1st XV, aided by the Proctor) and major cultural events (such as Partsong) with the Deputy Head (Co-Curricular).
19. Lead a team to manage the running of the JCR with the Head of Sixth Form, Under Master and Proctor.
20. Post whole school notices (such as snow and summer uniform).
21. Ensure effective application of the pupil access to staff accommodation policy.
22. Coordinate the Whole School Photograph.
23. The Sub-Warden is responsible for the line management of the following roles: The Heads of Shell, Remove, Fifth and Sixth Form, the Proctor.
24. Organise Gaudy.

## Deputy Head (Academic)

1. Develop, with the Warden, a clear **strategy and vision for academic life** within the College.
2. Establish a strong **academic culture** at the College, in and beyond the classroom.
3. Inculcate and protect an atmosphere of **balanced academic inquiry** and wholesome debate.
4. Ensure that the College **curriculum** is fit for purpose to provide the very best academic grounding and experience for all Radleians.
5. With the Deputy Head (Systems), encourage **data-led expectations and targets** for boys in terms of examination aspirations, establishing a culture of reflection and ambition.
6. Line manage **Heads of Department** and other core academic roles, setting clear and specific goals and targets and support them in pursuing and achieving these goals.
7. With the Director of Teaching and Learning, conduct regular '**learning walks**', encouraging dons to develop a culture of reflective and shared practice.
8. In conjunction with other Deputy Heads and the Sub-Warden, ensure a **balance** of activity throughout the College.
9. With the Director of CEP, oversee the development and application of the **Curriculum Extension Programme**. With the Head of **Critical Thinking**, ensure the development of strong critical skills in all Radleians. Oversee the effective use of **Academic Priority Time (APT)**, promote other academic extension activities and oversee the College's speaker programme.
10. Chair the **Academic Committee** and drive innovation in teaching. Chair HoD meetings and ensure effective and timely communication of academic matters across the College.
11. Coordinate and direct the **Oxbridge programme**.
12. Manage the Librarian, the work of the **Library** and the College policy and practice of encouraging boys to read.
13. Oversee, with the Warden, the **appointment of academic dons**.
14. **Report to Council** annually on exam results and triennially on academic strategy.
15. With the Admissions and Communications Director, take an active interest in the **application process for boys**, particularly in terms of academic scholarships and standards at all points of entry.
16. With the Director of UCAS and Head of Sixth Form, develop clear strategy on **university application**.
17. Manage **academic rewards**. Organise the annual prizegiving. Ensure that academic successes are communicated and celebrated.
18. Manage **academic sanctions**. Organise the detention rota, monitor staff usage of detention and pupil attendance in detention.

The Deputy Head (Academic) is responsible for the line management of the following roles: Director of Teaching and Learning, Director of UCAS, Director of Curriculum Extension Programme (CEP), Head of Critical Thinking, Master i/c Scholars and the Librarian.

## Deputy Head (Co-Curricular)

1. To develop, with the Warden, a **clear strategy and vision for what co-curricular activity** should achieve within the College.
2. With the Sub-Warden and Tutors, ensure that Radleians develop **social confidence, public speaking** and **conversational skills** and **leadership** at all levels. Conduct a **life and employability skills** audit and develop a programme to ensure that each Radleian has an opportunity to learn the skills that they need.
3. Manage staff **co-curricular loading and resourcing**, maximising the contribution made whilst ensuring equity and balance.
4. Ensure a **breadth and balance of opportunity** at all levels and in all areas of College life.
5. Create an effective strategy to balance the demands of **individual and collective activity**.
6. Oversight, along with Tutors, of **participation levels** of boys across all year groups and manage reporting of such activities to relevant constituencies.
7. Management of the **College Calendar** ensuring that all activities are given the appropriate time and space needed within the constraints of a busy College.
8. Work with the Director of **Partnerships** to ensure effective planning, timing and calendarising of all partnership activity, reflecting its place as a core part of the College strategy.
9. Oversight of Heads of Year and Masters i/c Shell and 6.1 Wednesday Activities in planning and supporting appropriate **programmes of activities** including the New Boys' programme and post-GCSE Futures Week organised by the Head of Sixth Form.
10. Oversee organisation of **Remembrance Day** events with the CCF Contingent Commander, Chaplains and Precentor.
11. Ensure the smooth running of sporting fixtures (including **touchline support** of the 1st XV, aided by the Proctor, and Inter-Social Sports' Day).
12. With the Director of **Drama**, Head of **Art** and **Precentor**, ensuring that the creative Arts are vibrant and successful within the College.
13. With the Director of Sport, ensure that Radleians have a healthy lifestyle and participate in the '**fitness for all**' approach.
14. With the Head of **CCF** and **Adventurous Activities**, ensure all participating Radleians are exposed to effective and challenging experiences, developing resilience and teamwork.
15. With the Head of **Charities**, promote and support charitable endeavours.
16. Oversee **Societies**, ensuring a strong and varied breadth of activity is available to all Radleians.
17. Sit on the Housing Committee.
18. Management of all **trips** and their **risk assessments**.
19. Calendarise and coordinate **Social Photographs**.
20. Above all, ensure that the education of each Radleian prepares him in terms of **character, experience and skill** for the world beyond Radley.

The Deputy Head (Co-Curricular) is responsible for the line management of the following roles: Director of Drama, Director of Sport, Precentor (Director of Music), Contingent Commander CCF, Master i/c DofE and Adventurous Activities, Head of Charities.

## Deputy Head (Pastoral)

1. To develop, with the Warden, a clear **strategy and vision for effective pastoral care**.
2. Oversee all safeguarding matters in the College as the **Designated Safeguarding Lead**, to include training, monitoring, compliance, reporting and case management. Ensure effective application of the policy on low level concerns.
3. Chair the **Pastoral Committee** and ensure effective flow of information; proactive and appropriate intervention; and thorough reflection on all pastoral matters.
4. Act as **Mental Health Lead** for the College and chair the Mental Health Committee. Manage and monitor the work of the College Counsellor.
5. **Line Manage each Tutor**, ensuring consistent, high quality pastoral care across the College while allowing each Social to develop its own approach and style, as appropriate.
6. With the Under Master, line manage the work of the **PHMs** and the **Resident Sub-Tutors**.
7. Work with the Admissions Department to ensure effective handover of **safeguarding information** and monitoring of **UKVI** requirements.
8. Ensure that twice daily **registration** is effective and compliant.
9. Be a **visible presence** in all Socials and around College, getting to know boys well.
10. Chair regular **boys' meetings** to discuss pastoral issues in the boarding houses, ensuring effective pupil voice to raise ideas or concerns.
11. With the Warden and Sub-Warden, meet regularly with the **Pups** and manage them in their roles.
12. With the Head of **PSHE**, ensure that all boys are well educated on all matters of personal, social, health and economic education. Monitor and develop policy on the impact of **technology** on the pastoral welfare of Radleians.
13. Oversee the **Health Centre** in all aspects of its work.
14. Manage **safeguarding records** for all boys and ensure effective handover to and from Radley of all such records.
15. With the HR Director, ensure that all **safer recruitment** guidelines are followed. Act as the safeguarding lead in all interviews for teaching dons.
16. With the HR Director and the Deputy Head (Systems), ensure all staff are appropriately **trained in pastoral care**, through effective INSET.
17. **Report to Governors** termly on all safeguarding and pastoral matters and prepare an annual pastoral questionnaire and report.
18. Monitor **equality, diversity and inclusion** within the College.
19. Ensure **parents are well informed** on pastoral matters, including practical guidance.
20. Manage the **Respect Project**.

The Deputy Head (Pastoral) is responsible for the line management of the following roles: Under Master (also Deputy DSL), Tutors, Resident Sub-Tutors, Head of PSHE, Lead Nurse, School Counsellors.

## Deputy Head (Systems)

1. With the Warden, take responsibility for **systems and standards** in all aspects of College life.
2. Ensure that the College is always 'ready' for **ISI inspection** with **annual compliance reviews**.
3. Act as gatekeeper for all College **Policies**, ensuring that they are up to date and compliant.
4. Work closely with the Deputy Head (Academic) on **academic standards, staffing levels** and the **timetable**.
5. Lead and direct **data analysis** in the College, with a particular emphasis on proactive academic data collection and target setting as well as collation and interrogation of pastoral data. Manage the College **Database**.
6. Chair the **ICT Committee** and take responsibility for the development and delivery of the College's technology plan.
7. Act as **Secretary to the Senior Management Team** and **College Management Team**.
8. Line manage the **Academic Support** and **Exams** Departments, ensuring effective compliance and quality provision.
9. Be the lead for the Senior Management Team in terms of **change management**.
10. Take a lead on **innovation**, ensuring that the College considers best practice from other schools.
11. At the direction of the Warden, act as **investigating officer** for serious complaints and/or disciplinary processes.
12. With the HR Director and the Director of Teaching and Learning, oversee the **staff induction** programme and termly **INSET** structure.
13. Oversee all **staff information** and communication of it. Be seen as the go-to person for questions as to College policy, planning and practice.
14. With the Warden, determine Radley College **term dates**.
15. With the Estates Director, review classroom planning and **space management** annually.
16. Involvement, with other relevant staff, in ensuring effective **compliance** in areas related to ISSRs, NMS, GDPR, UKVI and PSHE (including RSE).
17. Responsibility for the day-to-day management of **Chapel**.

The Deputy Head (Systems) is responsible for the line management of the following roles: Director of Digital Strategy, Head of Academic Support, Head of Exams, Chaplain.

## **The Bursar**

The Bursar is also a member of the College Management Team. He is responsible to the Council for financial aspects of the school, its buildings and estates and other operational and commercial areas.

He has an extensive team working for him including the Finance Director, HR Director, Operations Director, Estates Director and Head of IT Services. Collectively, this group form the Bursary Leadership Team - BLT.

1. Making arrangements for the various Council and committee meetings including making minutes, and generally liaising with Council members as required.
2. The preparation of the annual budget, including liaising with all budget holders and recommending the level of school fees and salary increases, followed by the subsequent preparation and review of the termly revised forecasts for the year.
3. The preparation of a ten-year rolling forecast for longer term planning.
4. In conjunction with the Estates Director, the Bursar holds overall responsibility for maintaining and regularly updating the property terrier.
5. The preparation of the Reports, Chairman's or Directors' statements and notes to the financial accounts for the College, the Radley Schools Group (along with the Chief Executive), the Radley Foundation, Radley College Leisure Ltd, Radley College Services Ltd and the Radley College Pension and Assurance Scheme.
6. The administration of the Radley College Pension and Assurance Scheme (this being the defined benefit scheme closed in 2006 to new members) and the Radley College Group Personal Pension Scheme.
7. The administration of the College's investments. • Advising on the allocation of scholarship and bursary funds, including undertaking means-tested assessments of parental circumstances and administering awards for new joiners to Radley and making recommendations for hardship awards to the Bursary Sub-Committee.
8. Negotiating the College's insurances. • Overseeing Health & Safety policies including maintaining an appropriate health and safety culture and level of awareness within the College and chairing the Health and Safety Committee.
9. Working with the Deputy Head (Pastoral), managing the Health Centre and the appointment of the School Medical Officer.
10. Overseeing the management of the various income earning non-school activities, including residential and non-residential lets undertaken by the College (many through the wholly owned subsidiary Radley College Services Limited), the Sports Centre and the pitches and golf course.
11. Liaising with Common Room and its members on day-to-day issues as they arise (the Bursar is a member of Common Room).

## **The Development Director**

1. Develop and implement a long-term fundraising strategy aligned with Radley's strategic vision.
2. Lead and manage the Development Office team, fostering a culture of excellence, collaboration and ambition.
3. Ensure the continued effective management of alumni relations and all associated programmes.
4. Contribute to strategic planning and institutional advancement as a member of the College Management Team.
5. Drive major gift fundraising, managing a personal portfolio of high-net-worth donors.
6. Expand regular giving and mid-level donor programmes.
7. Develop and grow the College's Legacy programme.
8. Promote and grow the Radley Keys Award and other Funded Places initiatives.

9. Achieve an effective balance between raising funds for immediate use and growing the endowment.
10. Strengthen relationships with Old Radleians, current and former parents, and friends of the College through events, communications and personal engagement.
11. Work closely with the Radleian Society to enhance alumni engagement and career support.
12. Develop stewardship programmes that celebrate donor impact and deepen engagement.
13. Collaborate with the Communications Team to produce compelling fundraising materials, campaign literature and impact reports.
14. Ensure consistent messaging that reflects Radley's values, priorities and strategic direction.
15. Report regularly to the Warden, Council and Foundation Trustees on fundraising performance and strategic progress.

### **Director of Admissions and Communications**

1. In charge of all processes and events associated with the recruitment of pupils to the school.
2. Relationships with prep schools and primary schools.
3. Funded places.
4. Scholarships.
5. International pupil recruitment.
6. The College website and the Radleian Magazine.
7. Social media.
8. E-newsletters.
9. Prospectus and Admissions publications.
10. Communications with parents and marketing.
11. Links with Radley Village and the local community.

### **HR Director**

The HR Director is responsible for providing professional and best practice advice and guidance on HR strategies, policies and procedures which support the school's business objectives whilst fulfilling its obligations to employees, and ensuring legislative compliance. Main areas of responsibility are:

1. Recruitment and Induction
2. Training and Development
3. Employee Relations
4. Compliance
5. Teachers' Pension and the College's Defined Contribution Pension Schemes
6. Salary budgets

The department, which comprises HR & Payroll, is based between the David Rae Smith and Music buildings.

### **Estates Director**

The Estates Director is responsible for the delivery of the Estate Masterplan and Capital Projects and ensuring that the feel and standards of the campus are in line with our aspirations.

The Estates Office can be found adjacent to Memorial Arch opposite the Bursary.

## **Finance Director**

The Director of Finance is responsible for providing professional and best practice advice and guidance on Finance strategies, policies and procedures which support the College's business objectives whilst ensuring regulatory compliance. Main areas of responsibility are:

1. Preparing the College's annual budget, monitoring financial performance against this and reporting on the financial health of the College
2. Compliance with all taxes and external reporting requirements
3. Setting internal financial policies and ensuring compliance with these
4. Managing the College's cashflow
5. Ensuring fee invoices are raised in a timely fashion, and monies are collected
6. Ensuring purchase invoices, expense forms and employee payments are processed quickly and paid promptly

The Finance team can be found in the Bursary, adjacent to Memorial Arch.

## **Operations Director**

The Operations Director is responsible for providing professional and best practice advice and guidance on the day-to-day operations, policies and procedures which support the College's business objectives whilst ensuring regulatory compliance. Main areas of responsibility are:

1. Maintenance
2. Grounds and Gardens
3. Catering
4. Housekeeping
5. Commercial and Sports Centre
6. Security
7. Health and Safety

The Operations Director reports to the Bursar and can be found in the Bursary, adjacent to Memorial Arch.

Below the College Management are several important groups of middle managers: the Under Master, Heads of Year, Heads of Academic Departments, Social Tutors and dons responsible for cross-curricular departments (Universities, Timetable, IT, Careers, Learning Support), for Games and for the Library.

### Under Master

1. Act as **Deputy DSL**.
2. Deliver **Safeguarding INSET** to boys and Pups.
3. Ensure that new **Tutors** are given effective **induction**.
4. **Pastoral Induction** for new dons.
5. Assistance with **Tutor / PHM Appraisal** and inspection.
6. Management of **low-level pastoral concerns**.
7. Support the Sub-Warden with effective and appropriate investigation into **breaches of the behaviour policy** and management of day-to-day standards.
8. Ensure that **Patrols** are effective.
9. Ensure with Heads of Year that **Warden's Assemblies** run effectively.
10. Judge when boys need a **haircut** and invite hairdresser in as required.
11. Be the point of contact for **pizza** deliveries.
12. Be part of a team managing the running of the **JCR** with the Sub-Warden, Head of Sixth Form and Proctor.

### Heads of Year

1. Ensure effective and consistently high-quality **form mastering**.
2. Organisation of **parents' meetings**.
3. **Address Common Room** at the start of each academic year to draw their attention to any pupils with particular issues.
4. In conjunction with the Sub-Warden, deal with **low-level pastoral and disciplinary** incidents that require attention outside the context of the Social.
5. Monitor **academic progress**, to include consideration of all available data, highlighting patterns of concern to the Deputy Head (Academic) and working with the Director of Teaching and Learning and Tutors to ensure effective academic habits.
6. Agree with the Deputy Head (Co-Curricular) and Tutors appropriate **calendared events** for each year group and oversee effective staffing and delivery of the programme.
7. Liaise with the Head of **PSHE** over resourcing and delivery of PSHE.
8. Work with the Head of Exams in the organisation and oversight of **School Exams**.
9. **Annual report** to the Warden on the progress of each year-group.
10. Support the Under Master in the effective running **of Warden's Assemblies**.

### Head of Sixth Form

Additionally has the following responsibilities:

1. Develop, with the Warden and Development Director, a clear strategy and vision for effective preparation of all Radleians for **life beyond the College**.
2. Ensure all Radleians in their final two years at the College develop **effective personal portfolios and profiles** to combine experience, skills, awareness and planning.

3. Develop and implement, with the Radleian Society, effective ways of engaging, supporting and monitoring the **progress of Radleians up to the age of 25**.
4. Act as Common Room rep on the **Rad Soc Committee**.
5. Take a lead in the College programme to develop an **enterprising mindset** in all Radleians.
6. With the Sub-Warden and Deputy Head (Pastoral), ensure effective **leadership training** for Sixth Form boys.
7. Organisation of **Futures Week** for Fifths as part of their transition to the Sixth Form.
8. Support of Admissions Department in **recruitment of Sixth Formers** and monitor and support all boys new to the Sixth Form, especially in their opening term.
9. Working with the Director of CEP to ensure a breadth of programme and sufficient **cultural and academic stretch**.
10. Working with the Master i/c of the **Respect Project** to ensure effective liaison with Downe House in terms both of events and oversight of the project ambassadors to lead and deliver the aims of the programme.
11. Be part of a team managing the running of the **JCR** with the Sub-Warden, Under Master and Proctor.
12. Organise the **Sixth Form Induction Dinner** and **Leavers' Dinner**. Coordinate the Leavers' Photograph.

### Heads of Academic Departments

A Head of Department at Radley is immediately responsible to the Deputy Head (Academic) and is expected to operate effectively in these areas:

The Heads of Department give an example of intellectual rigour and professional expertise in their subject. They are very much the primary exponent of their discipline in the department; they project the subject to the boys and articulate it in Heads of Department meetings, to parents, and to Common Room; develop links with other schools and Universities; and will also contribute to the formation of a broader College academic policy.

The Heads of Department also have a role in ensuring standards are upheld and in encouraging their department to fully participate in the life of the College (Games, Boarding, Wednesday Activities, Chapel etc).

### Social Tutors

The Social Tutor at Radley is immediately responsible to the Warden and Deputy Head (Pastoral). Tutors' responsibilities are:

1. The care of every boy in the Social. Tutors should be aware of the needs of each individual and especially the most vulnerable.
2. Establish trust and confidence in the Social; develop the good reputation of the Social amongst boys, parents and prep schools. Liaise with parents on all aspects of a boy's development.
3. Work with the Resident Sub-Tutors and PHMs as part of a close pastoral team to ensure that conditions are right in the Social for every boy to make good progress in his academic work, develop his talents to the full and widen his interests and experiences over his time here.
4. Establish the right atmosphere of good order and discipline within the Social; enable boys to develop their powers of leadership; train the Prefects and ensure they lead the Social by example and with understanding and fairness.
5. The Tutor should liaise closely with Heads of Year and all members of Common Room concerning the welfare and progress of boys.
6. With the Director of HR, appoint the Pastoral Housemistresses (PHMs); subsequently oversee their induction, appraising them and line manage them, giving them all the support necessary in the role.

7. Appoint the Resident Sub-Tutor in consultation with the Warden. Appoint the other Sub-Tutors in consultation with the Sub-Warden and Deputy Head (Pastoral); make clear to Sub-Tutors the extent of their duties and oversee their induction.
8. Appoint the Head of Social in conjunction with the Warden and appoint the other house Prefects. Their subsequent training will be organised by the Tutor, Sub-Warden, Deputy Head (Pastoral) and the pastoral team.
9. Work closely with the Director of University Entrance and UCAS Supervisors. This responsibility will often continue after a boy has left the school.
10. Taking responsibility for the efficient and effective management of Social funds, including the production and maintenance of accounts for reconciliation at the end of each term.
11. Maintaining the fabric of the Social in good order with the help of the PHM, the Social Caretaker and housekeeping team. Liaising with the Estates Director and Housekeeping Manager over improvements to rooms in the Social.

### **Resident Sub-Tutors**

Resident Sub-Tutors work very much in partnership with both the Tutor and Pastoral Housemistress to create a happy and safe environment in which all boys will enjoy contributing to the success and wellbeing of the Social.

A Resident Sub-Tutor's duties will include:

1. Attendance at Social functions such as New Boys' Tea, Social Plays or Cultural Evenings.
2. Two duty nights a week, to cover the Tutor's time off; this will involve supervising the Social in Chapel on one of the evenings, overseeing the smooth running of Prep, (possibly) running Cocoa, getting the boys to bed on time and having the duty Prefect report to them at the end of the evening. The Resident Sub-Tutor will also deal with any problems or disciplinary issues which occur during the duty.
3. Providing cover for the Tutor over a weekend; typically, this is once a term but may be more where circumstances dictate. The Sub-Tutor will be responsible for running the Roll Calls on these occasions.
4. Being a presence around the Social as much as possible; typically, this is achieved by 'walking through' on route to lessons, meals and Chapel.
5. Supporting, wherever possible, any activities in which boys from the Social are taking part, eg Inter-Social competitions or College concerts.
6. Playing a significant role in helping to organise and supervise end of term activities – typical events such as: Christmas parties, Theatre trips, BBQs and the Gaudy drinks party.
7. Aiding and supporting the Tutor in maintaining discipline, tidiness and good order in the Social.
8. Even when not officially on duty, the Sub-Tutor should, if necessary, support the Tutor by dealing with any incidents or problems that may arise.
9. Entertainment of boys is at the Sub-Tutor's discretion and an allowance is available (as set out in "Teaching Staff Salary Scales" paragraph 14) which is intended to provide the Sub-Tutor with opportunities to get to know all the boys in the Social in an informal setting.
10. In the Tutor's absence, the Sub-Tutor may have to deal with parents regarding day-to-day matters or those of a more serious nature. Teaching members of the CMT are always available to advise, with the Sub-Warden as first point of contact.
11. The Sub-Tutor should have regard for their position in the Social as being in loco parentis and act accordingly.

## **Assistants to Resident Sub-Tutors**

The Assistant works in partnership with the Resident Sub-Tutor to support the Remove Year group in each Social. The Assistant will have particular responsibility for ensuring each boy in the Form develops a sense of achievement through his co-curricular activities.

Assistant's duties may include:

1. Assisting in the running of Form Masters' Periods on Monday and Friday afternoons.
2. Assisting in the delivery of PSHE, which will necessitate attendance at PSHE Talks for the Remove Year.
3. Supporting, wherever possible, the Resident Sub-Tutor on occasional duty evenings.
4. Attending Social Prayers, where Social matters are discussed.
5. Attendance at Social functions such as New Boys' Tea, Social Plays or Cultural Evenings.
6. Supporting activities in which boys from the Social are taking part, eg Inter-Social competitions or College concerts.
7. Assistance with the supervision of Social events with girls' schools.
8. Playing a role in helping to organise and supervise end of term activities – typical events such as: Christmas parties, Theatre trips, BBQs and the Gaudy drinks party.
9. In the Sub-Tutor's absence, the Assistant may be required to cover their duties as necessary to ensure the smooth running of the Social. Teaching members of the CMT are always available to advise, with the Sub-Warden as first point of contact.
10. Attendance at any appropriate training courses.

Those who take on the role of Assistant to the Remove Form Master will have other duties within College and it is recognised that individual, tailored support may be required. The Remove Head of Year will assist in ensuring that the right balance is achieved.

## **Live-out Sub-Tutors**

Radley is a full-time boarding school and the expectation is that everyone in Common Room will be involved in a Social.

Live-out Sub-Tutors should:

1. Be part of an evening duty rota which would entail: going to Chapel and supervision in Social from 7.30pm through to the closure of Social. A normal duty evening is likely to include:
  - After Chapel, try to be back in Social ahead of the boys to shepherd them into studies and establish quiet working conditions.
  - A verbal handover from a member of the resident team at the start of the evening – usually the Tutor.
  - A brief chat with the duty Prefect to ensure that they are set for the evening.
  - Check in on Social Hall to help settle Shells at the start of Prep.
  - Patrol Social periodically to check that time is being used effectively and that quiet working conditions are maintained. This is also a good time to call in members of your Form, if you are a lower school Form Master.
  - Check the Signing Out book is being used properly.
  - Assist in preparing for start of Cocoa.
  - Responsible for hosting a Cocoa night on a rota basis. It is important that the duty don is moving around the Social and supervising those who are not in Cocoa.
  - Work with the duty Prefect to ensure bedtimes are managed effectively.

- Ensure duty Prefect is collecting electronics as bedtime approaches for each lower school year group.
  - Check-in and verbal handover with the resident team member at the end of the duty to report on the evening's events and pass on any concerns that may have arisen.
2. Be a part of a Saturday evening duty rota to provide support when needed – a commitment which might involve one evening each half of term.
  3. Be a lower school Form Master, if required.
  4. Attend and help with all formal Social occasions, such as Gaudy drinks, Social Plays, Social concerts and Social outings and dances.
  5. Attend Social Prayers (held each Wednesday), where Social matters are discussed.
  6. Be prepared to step in when emergencies occur or unexpected duties are required.
  7. Attend any appropriate training courses.
  8. Support boys in their Social competitions whenever possible.
  9. Assist the Tutor with activities and supervision on the last night of each term or when requested.

### **Don Expectations**

Radley is a full boarding school with responsibility for the welfare of 750 or so boarders throughout their time at school: a true seven-days-a-week, twenty-four-hours-a-day operation.

We are committed to keeping them safe, happy and busy. It is essential that all full-time dons are available to assist in this process throughout term. In order to meet the demands of the duties required, we provide accommodation as part of the employment package: we need staff living on site to support and care for the boys.

We do not seek to micro-manage dons in the performance of their duties. It is for them to determine how and when to find time in the week to relax and be off-duty; we think it a very good idea for dons to get off-site when they can to avoid life at Radley becoming too intense or insular; this would include, for example, taking an hour or two in the day for yourself as commitments allow.

We also, however, expect dons to work hard and be available at unsociable hours as part of their role. Long holidays, Leave-Aways and Exeats act as some compensation; whilst we and the boys will be tired at the end of each term, we hope very much that we can rest and be refreshed by the start of the next. We hope, too, that the immersive style of life as a don is a reward in itself; we look to appoint people who will thrive in this context.

We pride ourselves on a collegiate approach; the ethos of the College relies on us helping each other and giving of ourselves for the boys. We are committed to protecting this approach as far as is possible; the special nature of the community we are part of is in no small measure due to the willingness to participate in this way. It is important that all contribute; we want to - and need to - avoid a culture where the burden is on the few.

Of course, there are always a number of factors that will differentiate dons to some degree in terms of their overall contribution: the nature of their role, professional ambition, relevant experience, physical capacity, family circumstances and personal preference, to name but a few. It is important, however, to have a base level of understanding and expectation that is relevant to all.

In seeking to help dons understand what is expected of them, we ask that the following principles are remembered:

1. Staff welfare is paramount. We want dons to enjoy their jobs and for the expectations to be reasonable: high expectations, as we seek to provide the very best service, but reasonable ones.

2. If any don is struggling, they should share that with their line manager, with HR or with any member of CMT. The concerns will always be listened to and appropriate measures considered to help. If any don is worried about another don, the same approach should be taken. There can be a danger of thinking that only a 'do everything' and 'soldier on' mentality is accepted . . . this is not the case.
3. All that we do depends and thrives on collective goodwill and full engagement in College life. We strongly discourage formulaic attempts to measure commitments from one don to another or from one school to another. We often have poor understanding of what is involved in things others do and it can be invidious to compare.
4. Overall loading is considered in five ways:
  - In relation to core expectations outlined below;
  - In the context of specific roles and their job descriptions;
  - As part of the individual performance management process;
  - As part of annual staff loading analysis by the Deputy Head (Co-Curricular) and Deputy Head (Systems), in conversation with the Sub-Warden, Deputy Head (Academic) and Warden. Where possible, we will seek to advise HoDs on suitable adjustments where any flexibility exists;
  - In broad-brush benchmarking exercises comparing similar schools led by sector consultants. We participate in these and while we are cautious on the lines of 3. above, useful pointers can emerge.
5. Loading is not an exact science. We cannot control option choices and there will be differences between subjects, set sizes, sports, and Forms both within and between years. We aim for broad equity within agreed parameters.
6. Part-time staff are treated differently in terms of contract. While some basic expectations (eg departmental involvement, parents' meetings etc) will be part of their role, they will not normally be expected to be involved in co-curricular activities or form mastering. As a result of this accommodation is not provided for part-time staff. The formula of their terms and conditions calculation reflects the above. Of course, they are welcome to engage as they wish but the contractual expectation is different.

Roles that carry with them significant management responsibility, increased pay and time allowances will be advertised - in all but the most unusual of circumstances - and appointments made transparently.

Radley is such a busy place with so many roles that it is difficult to define what 'a normal don' should do but in so far as it is possible to quantify, base expectations divide into four areas: pastoral, academic, co-curricular and general.

## **Pastoral**

- Form Master, to include all aspects of good form mastering as outlined in the next section
- Up to one Social duty a week, probably a Cocoa and an evening duty on rotation, though Socials will vary slightly in terms of structure and approach. (Cocoa 8.45pm to 10pm; evening duty 6.45pm (Chapel) to 10.30pm.)
- Accompany Tutors and boys to Chapel when on duty in Social
- Attendance at weekly Social Prayers (Wednesdays 7pm to 7.45pm)
- Occasional Saturday evening duties to support College or Social events
- Occasional Sunday duties to support College or Social events
- Support for unplanned situations on an unscheduled basis (when available)
- Support for core Social events: eg New Boys' Tea, end of term celebrations, Social trips, Cultural Evenings

## **Academic**

- 48 lessons (core curriculum) per fortnight. This a guide and occasional +/- 3 variation will be necessary. Saturday p5 is included as a timetabled lesson for this purpose of calculation; timetable load will be considered alongside co-curricular commitment in allocating this.
- Available for extra help for boys outside these times to support their learning.
- Appropriate involvement in extra-curricular extension work, as managed by HoD
- Appropriate involvement in departmental administration, marking and resource development, as managed by HoD

## **Co-Curricular**

This is the most difficult area to define but we look for a full commitment across the variety of sports, activities, and societies. Dons taking charge of sports teams is a core element of our ethos and, while that is supported by expertise, as appropriate, we are committed to the concept of the all-round 'schoolmaster'. Though the balance might vary according to individual circumstances, dons should expect to be involved in two or three terms of sport with some additional commitment to Wednesday Activities across the year. We would like to think that each don would be involved in at least one society/activity/club beyond that and in addition to their departmental contributions. Those with slightly less commitment than others (in terms of away fixtures, for example) will be asked to make themselves available for more ad hoc duties, regular cover slots (e.g. don presence to support external coaches, minibus driving), as well as being first in line for other requirements such as Saturday p5 cover and away duty don.

The College is also committed to providing opportunities for boys over weekends or outside term time in terms of trips and expeditions. There are often dons who welcome the prospect of trips and volunteer willingly to organise or support these but all dons should expect to be called upon to support elements of this part of Radley over the year, e.g. manning a check point for an afternoon on a DofE walk. We very much encourage dons either to lead or join trips where they can.

## **General**

In addition to the above, there are some core elements of routine that need collective staff support. All dons should expect to be involved in the following as part of their normal load across the year.

- Hall Duties
- Weekend Patrols
- Support for College Open Days
- Helping out in JCR
- Supervised Study
- Saturday Period 5
- Provision of ad hoc emergency cover

All dons should also be prepared to have at least one small College responsibility as part of their profile. Whilst these can often be simply administrative, it can be excellent professional development. Examples might include responsibility for team photographs, coordination of an activity programme for a year-group, running Declamations, overseeing academic prizes.

We ask that all dons take their commitment to the wider aspects of College life seriously, proactively seek to fulfil the above expectations and respond positively to reasonable requests for help and support from colleagues. In this way, the great tradition of collegiality in Common Room remains strong and we continue to offer superb educational opportunities for the boys.

## **Form Mastering**

Each boy has a Form Master who is a key point of contact and influence. Good form mastering is essential and is seen as a fundamental component of the role of a don.

If an incident occurs, then the Tutor may call upon the Form Master for support. Possible examples include pastoral concerns about a pupil (for example, mental health issues) and disciplinary matters where the Form Master may be asked to act as an advocate for a pupil.

The Shells remain in their Social groups and each group is split into two Forms, though the Form Masters may well work together in some areas. The core themes of the year for the Form Master to think about are 'relationships' and 'high expectations'. The PSHE curriculum, overseen by the Form Master under the guidance and management of the Head of PSHE, is centred around 'looking after each other' and 'health and wellbeing'.

In the Removes, the Resident Sub-Tutor will be the lead Form Master for the whole Social group, supported by another member of staff who will assist in all aspects of the role. The core themes of the year are 'engagement' and 'resilience' and the PSHE curriculum, overseen by the Form Master under the guidance and management of the Head of PSHE, is centred around 'relationships' and 'looking after oneself'.

In the Fiftths, the boys remain within Social groups and revert to two groups. The smaller groups facilitate discussion and more individual care in a crucial year of academic oversight and choices. The core themes are 'ambition' and 'service' and the PSHE curriculum, overseen by the Form Master under the guidance and management of the Head of PSHE, is centred around 'looking after others' and 'living in the wider world'.

Each of the Shell, Remove and Fifth have a Head of Year who is responsible, amongst other things, for overseeing, supporting and monitoring form mastering. The Head of PSHE will work with the Heads of Year to ensure consistency and quality of delivery and will arrange the external speakers to support the programme.

In 6.1 and 6.2, Forms are not related to Socials. Whilst almost all Form Masters will be Sub-Tutors attached to a particular Social, their Form will be a group allocated to them according to the preference expressed by the boy alongside the subject specialism of their Sixth Form options. The emphasis is on a relationship which aims to enhance personal development and independence and to support the preparation of each Radleian for life beyond Radley. Each boy will have a UCAS Supervisor who may or may not be the Form Master but all Sixth Form Masters should be aware of and supportive of each of their Form's UCAS (or other post-Radley) applications. Sixth Form Masters are responsible to the Head of Sixth Form.

### **All Form Masters are expected to do the following:**

1. Meet their Form collectively; there are two formal weekly slots within the timetable for this. In addition, to arrange occasional social opportunities for the Form at home, around College, or offsite.
2. Meet members of their Form on a regular basis 1:1 at times mutually arranged, either within or outside Social. 1:1 meetings should not normally happen in dons' homes outside Social.
3. Ensure the appropriate delivery of the PSHE curriculum as appropriate by year, including attending and supporting the external speaker programme. They should also model the values of the College in their interaction with the Form, ensuring, as far as possible, the highest standards in responsibility, manners, kindness, self-awareness, reflectiveness and in the help of others.
4. Have a clear oversight and knowledge of the academic progress of each member of their Form and of their activities and commitments beyond the classroom.
5. Liaise with the Tutor regularly to ensure that there is mutual support in the pastoral care of each boy and agreed strategies to challenge and help them to improve.

6. Support members of their Form in their life around College, taking an interest in their achievements and attending events in which they are participating as often as possible.
7. Encourage their Form to develop culturally and intellectually within and beyond College by accompanying them to concerts, lectures and exhibitions; by sharing personal enthusiasms; and by promoting and monitoring their own interests and reading.
8. Help to develop social skills of informed conversation, as well as exposure to issues of current affairs, through the promotion of regular discussion and debate.
9. Act as a 'gate-keeper' for all aspects of academic management, to include reports, options, and timetables, and to help each boy develop the right habits of self-discipline required to succeed academically.
10. Communicate regularly with parents to report positive progress and to express concern at an early stage. The aim of such proactive communication is to reduce the levels of communication when things 'go wrong'. Each Form Master should email their Form's parents at the start of the year to establish contact and introduce themselves.

### **A note on hosting**

(Please also read [Pupil Access to Residential Accommodation Policy](#))

This is a vital element of the role. The emphasis is on social interaction and conversation; Form Masters should not expect or be expected to entertain lavishly or expensively. College accommodation can and should be used appropriately; this is an important element of its provision.

Shell Forms should be hosted as a group on a regular basis to help model the interaction with adults that Radley prides itself on. In addition, the group should be taken to an event or experience beyond Radley on at least two occasions during the year.

Removes and Fifts should be hosted by a Form Master at least once a term. The purpose of such occasions (which can vary in timing and style) is to continue to develop the interaction and development of social skills that we think so important. In addition, the Form Master should expect to take the group to an event or experience beyond Radley on at least two occasions during the year.

Form Masters in the Sixth Form should seek to develop a level of support and mentoring that will help pupils move beyond Social and prepare for university life. This is likely to include hosting boys in their own homes and so Form Masters must be familiar with the following policies: Pupil Access to Residential Accommodation and Healthy Living. In addition, the Form Master should expect to take the group to an event or experience beyond Radley on at least two occasions during the year.

The above is not an exhaustive description of the role; each don is expected to use their professional judgement to determine how best to achieve the desired outcome for each boy; clearly, some will require much more intervention than others.

As part of each don's appraisal, their form mastering will be considered as a key part of their role and performance. Dons will be expected to report on their form mastering as part of their own self-evaluation and the Warden will ask the relevant Tutor(s), Heads of Year, the Director of University Entrance, the Head of Sixth Form and members of CMT, as appropriate, to contribute to that element of the process.

### **Form Mastering and Appraisal**

Each Form Master should regard it as a core element of their role as dons at Radley.

For Shell, Remove and Fifth Form Masters, being connected to one Social group means that the Tutor acts as a line manager, as does the Head of Year. Both will be asked to provide annual feedback to the Warden which in turn will be reflected in the appraisal process. In addition, each Form Master will be asked to provide a brief

annual report on their Form for the Warden and they, the Sub-Warden and the Deputy Head (Academic) will have access to these. Again, these will feed into the appraisal process. Form Masters will be expected to know their Forms well in all aspects of their life at College, be able to reflect on progress and to have evidenced effective reporting and intervention.

### **Reimbursement for Form Mastering**

It is recognised that dons may be put to some expense in administering a Form. You are entitled to a £15 (£18 for Sixth Form) allowance per term per boy, plus the same £15 or £18 allowance for yourself to accompany the boys (so if you have a lower school Form with six boys in it, that is  $£15 \times 7 \times 3 = £315$  per year), for the purpose of incidental expenditure connected with “entertaining” the Form. Whilst specific costs such as cinema or meal tickets can be charged to the boys involved, it is your responsibility to ensure that the allowance is not exceeded; you are able to view your allowance online. Claims on Payment Request Forms may be made at any time against specific expenditure. Form Masters’ expenses do not require authorisation, but they do still need to be supported by receipts.

Passwords to the Oasis finance portal can be given on request, to allow you to view your expenditure at any given time. Please contact either the Finance Manager, the Project Accountant or the Director of Finance, who will also inform you of your personal ‘Form Masters Allowance’ budget code.

## Section B: Teaching

### Policies

All dons should be familiar with the following policies. Electronic copies can be found on the College website: <https://www.radley.org.uk/about-radley/policies-inspection-reports/all-policies>

- Curriculum, Teaching and Learning Policy
- Reporting Policy
- PSHE Handbook
- Behaviour Policy (in the Pastoral section)

### Dons' Dress

The normal dress for dons teaching is fairly formal (business dress, including jacket and tie for men). For instance, tracksuits and other sports gear are only acceptable in particular circumstances given dons' commitments during the school day. This also applies to Morning Chambers in Common Room at Short Break. In summer there is a relaxation of this convention when boys go into Summer Uniform (open-neck shirts and no gowns), but t-shirts and shorts are unacceptable in Chambers and in the classroom. It is especially important that the enforcing of school rules on dress for boys be, and be seen to be, consistent with standards maintained by Common Room.

### Dons' Behaviour

Similarly, dons' behaviour should be consistent with the values we are aiming to instil in the boys. Please see also the [Staff Code of Conduct](#).

### Photocopying

There is a Follow-Me Printer in each major academic building as well as in Common Room and in many department offices. Photocopying is also carried out at the Reprographics Centre, where material (especially if in any quantity) should be presented well in advance of when it is needed. **Care should always be taken over confidential work such as exams.** Secretarial help for College business is available from the Common Room Secretary, provided this has been cleared through the Deputy Head (Systems).

### Departmental Outings

Departmental Outing Days are listed in the Calendar. Heads of Department arrange outings and these are coordinated through the Deputy Head (Academic) and Deputy Head (Co-Curricular). Departmental Outings have priority over Games on the days specified in the Calendar. A don who takes an outing is responsible for the safety and behaviour of the group in their charge.

### Academic Priority Time

Academic Priority Time is a time for boys to develop their own work, projects or to be supported with intervention sessions. It is expected that departments will be manned during this time (by at least one member of Common Room).

### Music Lessons

Music lessons take place for lower school boys within the daily timetable. A boy is expected to give plenty of notice (at least 24 hours) before his Music lesson and it is up to him to make up any work that he misses. Senior boys have lessons outside the timetable or during study periods. Dons must permit a boy to go to his Music lesson.

### Observation

Heads of Department will observe their department members teach on a regular basis. Most of these observations will be in the form of informal drop-ins where the focus is on specific teaching targets to assist the don's development.

Dons are also required to see other dons teach as part of their development, both inside and outside their department. At least one 20-minute drop-in should occur each week and be logged by the don's Head of Department. The Warden and Deputy Head (Academic) observe teaching across the Common Room on a daily basis.

### **The Library**

The Library is open to all who live or work at Radley. It operates the same borrowing regulations and opening hours for all users. Details are available in the Calendar and on the Library SharePoint page. Every resource in the Library, and in the Arts and Classics Libraries, is listed on the Library catalogue.

Families are welcome whenever the library is open but children under 11 must be accompanied.

### **Staff Hub (SharePoint)**

This is the repository of useful information and training videos for staff.

### **The School Website**

The website is maintained by the Comms team. It requires everybody's help to keep it up to date. We particularly value details about sports scores, drama and musical events, photographs and any newsworthy items. Featured events from the Calendar should be sent to the Comms team for the website.

### **Good use of email**

email is good for

- notifying people about information (although information which is regularly referred to is better put on the intranet/website/shared document).

email is bad for

- discussions - which can result in "email tennis". The chat function in Teams is ideal for this type of message.
- sensitive issues or asking someone to do something is always better dealt with face-to-face.

### **Brevity**

- An email is an imposition on someone else's time. Brevity signals respect, but it should not come at the expense of courtesy.
- For routine matters, aim for three sentences or fewer.
- For more delicate matters (particularly those which could escalate into parental complaints), a little more care over wording and tone may of course be required. As a school, we should also remember that our written communication models the standards we expect from boys.

emails should be addressed carefully

- global emails should be used sparingly.
- "reply all" is rarely appropriate if the original email was addressed to a lot of people. Please be careful with this. The "reply all" button is a bit too prominent on some apps (but the default can be changed in settings).
- when there is an action point in an email then the email should be addressed to just one person in the "to" box to make it clear who is expected to complete the action. If it is absolutely necessary to include any other people then they should be in "cc". But only cc if necessary and relevant to the conversation, not to illustrate a point.

### GDPR, SARs and Attachments

- be aware of our GDPR policies, do not include sensitive information in an email.
- in these days of Subject Access Requests, always assume that the person you are writing about can read what you have written.
- links are almost always better than attachments.

### Subject Lines

- should be well thought out to allow scan reading and easy searching.
- if short then the entire message should be included in the subject line followed by "END".
- "DNR" in the subject line means "Do Not Reply".
- be careful not to reference boys in subject lines, initials are less obvious, just in case it pops up on screen accidentally.

### Short Break

- it is important that all dons should attend Short Break.
- announcements are a useful alternative to emails but duplication should be avoided.

### Web Software

- good use of web applications such as Teams, Forms and Doodle can reduce emails.

### Holidays and weekends

- please think twice before sending work emails during the school holidays and weekends. Can it wait?

## Technology

Intentional and constructive use are the guiding principles of our approach to use of technology in the College.

### Lessons

We introduce the Shells to iPads, with appropriate timings and controls.

It is up to dons to decide whether boys should use iPads or other technology in their lesson. The factors driving this decision should be:

- Is the technology aiding teaching and learning or adding an additional barrier?
- Boys who are allowed to use laptops in exams should be using them as their normal method of working.
- Many boys use devices as efficient methods of staying organised (recording Preps on calendars/to-do lists, etc).

Boys should not take out their phones in a lesson unless instructed to do so by the don.

Boys should never use audio or video recording functions in lessons without the knowledge and permission of the teacher.

### Using technology around campus

Boys should not have their heads down in technology as they walk around campus although there are circumstances where it is acceptable for them to use devices. For example, they may need to check their diary.

In the evening, boys often make phone calls outside in order to get better mobile reception.

However:

- Boys should not use devices in Chapel, during meals in Hall/Shop, during Cocoa or during the final half hour before bedtime.

- When in social situations boys should value human contact and conversation over what is on the screen. They should know when to put a device down/away.
- Dons should encourage boys to have their heads up in social situations or when moving around the College and challenge them otherwise.

As staff, it is important to model good digital habits ourselves.

### **Technology in the Shells**

- Shells are provided with an iPad when they arrive at Radley.
- To encourage the correct social habits Tutors will look after Shells' devices for the first week (with phones available at certain times). They will be handed back at a time to coincide with a talk on responsible use of technology.
- Shells should not take their devices up to their cubicles.

### **iPads**

The iPads are part of the pupil 'pencil case' and should, primarily, be used for completing work. Boys will have access to them during lessons. They are College-managed devices.

### **Punishments**

Despite the education we provide boys will, on occasion, get things wrong, e.g. misuse of social media, excessive use of computer games, etc.

**In extreme cases Tutors have the power to remove devices** to stop a pupil using it for entertainment purposes, but boys should always be allowed access to them when they need them for work (in and out of lessons).

Similarly, Tutors and pupils may mutually agree not to have the distraction of technology around at exam time (although some pupils may find technology helpful in their revision).

### **Data Protection and Security**

Take care in how you look after data.

You should not use your "@radley.org.uk" email addresses for personal matters especially when it comes to personal accounts with external companies and shops such as Amazon. If you do not already own a private email account, then please set one up (the IT Department can help if you are struggling) and use this email for any personal matters.

Make sure that all of your passwords are strong. Look at LastPass or other password managers if you find it difficult to remember passwords. And most importantly, never reuse a password and never create passwords with a common stem. Change passwords regularly.

Keep devices secure: log off, lock offices, make sure portable devices are secure, use the cloud, avoid memory sticks.

If data needs to be shared with third parties (eg parent contact details, mailing houses, software companies, educational organisations) then make sure you follow the correct procedures.

Mistakes do happen from time to time but data breaches must be reported.

For more information see the [Privacy Policy](#), [Data Protection Procedures](#), [Images Policy](#), [Use of IT Policy](#).

### **Visiting Speakers/Visitors**

As part of our PREVENT duties, we are obliged to assess the suitability of visiting speakers (anyone giving talks to boys in lessons, APT, societies etc) and to keep a central Visiting Speaker Register.

In all cases, the following details should be given to the Deputy Head (Academic) and SL (Sharon Leggate) **at least two weeks before the date of the proposed talk**: name of speaker; details of their organisation; topic of talk; audience; venue; time and date.

Any member of staff organising a talk by a speaker who might hold views that could be regarded as extreme or potentially inappropriate for the designated age group, should ensure the visit has been approved by the Warden or Deputy Head (Academic). A note of this should be made on the register. It is the responsibility of the organising don to do a thorough Google search to aim to establish the suitability (or not) of the invited speaker. Equally, controversial speakers are not necessarily unwelcome. If in doubt, the Deputy Head (Academic) should be consulted.

**All visitors on College business must make themselves known to the Lodge on arrival and then report to Bursary Reception, where a visitor's badge will be issued** (a badge will be issued by the Lodge if it is a weekend or a weekday before 8.30am/after 5pm). Unless the speaker has a DBS check in place for Radley, **they must be accompanied by a member of staff at all times** during their stay on campus.

**Visitors should return their badge to Bursary Reception (the Lodge if the Bursary is closed) or relevant HoD when they leave the site**, who should return the badge to Bursary Reception/Lodge (as applicable) immediately to allow for the visitor to be officially signed out.

It is a live system used for both safeguarding and health and safety purposes and can be audited. Visitors must not be signed in before they have arrived but may be pre-registered via the Sign In App Pre-Registration Form on the Staff Hub on SharePoint.

### **Don Absence**

If a don wishes to attend an INSET (Academic or Pastoral) / Conference / Speaking engagement they should seek permission from the Deputy Head (Academic).

For absences greater than 24 hours and absences for personal reasons (e.g. unavoidable family commitments, funerals, job interviews), dons should seek permission from the Warden.

If a don is **ill** then in the first instance they should speak with their Head of Department. Please also refer to the Sickness Policy (Dons).

There is no need for dons to seek permission to miss lessons for routine school-related activities such as sports fixtures and departmental outings but they should always consult with their Head of Department. Arrangements must be made for a colleague to take the class. If possible, cover should be arranged within the department or from a related subject.

If any teaching staff (or their partners) are expecting babies (including adoption and fostering) then it is important to communicate this as early as possible with HR so that they can explain rights and options with regards to **parental leave** and plan accordingly.

## **Internal Data Collection and External Reporting**

### **Aims of progress data collection and reporting**

#### **Internal**

To identify how pupils are performing, to communicate this clearly to the relevant dons, and to allow appropriate interventions to be put in place if needed.

#### **External**

To give regular points of communication with parents about how their son is progressing. Some of these points will be written reports; some will be phone conversations from Form Masters or letters from Tutors or the Warden; some will be Parents' Meetings.

## Internal data collection

### Session Grades (E/P/C)

E = Excellent / P = Pass / C = Concern

Session Grades are collated two or three times per term. Exactly what contributes towards the E/P/C grade is up to HoDs. We would encourage regular testing but there could be other elements. For subjects with few periods per week, a short quiz could contribute to the grade rather than a formal test.

E/P/C should be measuring “progress relative to ability” – roughly speaking, effort. We are not holding less able pupils to the same standards of academic achievement as more able pupils.

Session Grade data is collected via the ISAMS “Session Report Writer” module. A grade is given per pupil per session per subject per don. So, typically, a lower school pupil will receive one grade per subject each session but a Sixth Former will receive one from each don who teaches them.

Session Grade data is circulated to dons, HoDs, FMs, Tutors, HOYs, Deputy Head (Academic) to allow appropriate interventions to be put in place if needed.

Form Masters should discuss grades with pupils either in the dedicated Form Masters’ Periods or at another time that is more convenient.

**The data will not be sent to parents in its raw form.** This is because it is intended for dons’ eyes only, but Form Masters can make reference to Session Grades, and any relevant comments, in their communications with parents.

As a **very rough guide**, E:P:C may be awarded in the ratio 1:3:1. So in a lower school class of 20 we would expect roughly 4 Excellents, 4 Concerns and the rest Passes. But note that this is only a guide. In no way should we be expecting failure. There may be instances where no pupils are given a C. A boy who puts in good effort should pass his test and receive a ‘P’ for his Session Grade. We would expect only pupils who have not put in the expected level of effort to be given a C.

### Concerns (session grade C)

A C grade is likely to result in an intervention of some form. Dons are asked to make a note of their action or action for the boy in the comment section of their Session Grade.

## **The Overall Academic Strategy – how does this all fit together?**

### **Departmental Target Grades**

give don's a more focused sense of what pupils should be aiming for.



### **Regular quizzes / tests**

help inform a don whether a pupil has understood the work set.



### **Session Grades**

highlight problems to FMs, HOYs, Tutors etc.



### **Interventions**

such as one-to-one conversations, resits, Subject Clinics and Supervised Study help to put the pupil back on track.

### **Publication of exam results to pupils**

A reminder that it is not appropriate to publish year group exam results as a named list on a noticeboard or en masse by email/Teams etc.

In some circumstances it may be acceptable to share results on a smaller scale for example in class, emailing or Teams messaging a class following an exam or class test. It is acceptable (and desirable) to circulate summary data to help pupils understand what their result means in context. This may include measures of average results (for example median, mean), spread (for example interquartile range) or distribution graphs.

Formal year group exam results should not be published until the last exam has started. This is to make them as much like the real exams as possible.

## External Data Collection

|            | Shell                                                              | Remove                                     | Vth                                      | 6.1                                                    | 6.2                                      |
|------------|--------------------------------------------------------------------|--------------------------------------------|------------------------------------------|--------------------------------------------------------|------------------------------------------|
| <b>MT1</b> | Mentor Report<br>Form Master Introduction                          | Form Master Introduction<br>Parent Meeting | Form Master Introduction<br>Tutor Letter | Form Master Introduction<br>Form Master Parent Meeting | Form Master Introduction<br>Tutor Letter |
| <b>MT2</b> | Form Master Parent Meeting<br>Full Academic Report<br>Tutor Letter | Full Academic Report<br>Tutor Letter       | Full Academic Report<br>Warden Report    | Full Academic Report<br>Tutor Letter                   | Full Academic Report                     |
| <b>LT1</b> | Form Master Phone Call                                             | Warden Report                              | Parent Meeting                           | Form Master Phone Call                                 | Parent Meeting                           |
| <b>LT2</b> | Warden Report                                                      | Form Master Phone Call                     | Full Academic Report                     | Warden Report                                          | Full Academic Report                     |
| <b>ST1</b> | Parent Meeting                                                     |                                            | Form Master Phone Call<br>Tutor Letter   | Parent Meeting                                         | Form Master Phone Call<br>Tutor Letter   |
| <b>ST2</b> | Full Academic Report<br>Tutor Letter                               | Full Academic Report<br>Tutor Letter       |                                          | Full Academic Report<br>Tutor Letter                   | Warden Report                            |

## Full Academic Reports

End of Term reports are written on ISAMS twice a year for each year group.

Reports should be:

- An efficient and meaningful communication with parents.
- A professional 'shop front' presentation of a boy's qualities.
- An aid to the educational development of all pupils.

A good report should never be unduly negative and should contain:

- What is going well (include something positive and optimistic even with the toughest of cases)
- What could be going better
- Explicit, practical advice on how the pupil can get to the next level

Reports should:

- **Not** contain major surprises, unless there has been, say, a complete and unforeseen disaster in an EOT/mock exam. If a pupil is not working well in a subject, then conversations should already be happening between the don, HoD, HOY, Form Master and Tutor and it will have been indicated by the Session Grades.
- **Not** contain tough criticism without explaining how to get better. Constructive and tough criticism are important where needed but **always** shine a light towards the better place.
- **Not** contain extensive copying and pasting. Whereas it is okay to end a set's reports with a standard factual line such as "Holiday work has been set...", the report as a whole should be individual and certainly not standard pro-forma with a few words changed. A summary of the syllabus that has been covered should not be included. It is quite acceptable for dons who only see a pupil once or twice a cycle to only write very brief comments without feeling the need to pad. [The only exception is the PSHE report which can contain a list of topics covered (as this helps evidence regulatory compliance) as well as a brief comment on how the pupil has responded to the work.]

Dons need to take care to ensure that what they write cannot be interpreted as an advert for their subject in the lead up to option choices. Waffle should be avoided. There is a fixed character limit of 800. If the character limit is insufficient to communicate a particular issue then a separate email should be sent (and this should be recorded and communicated on ISAMS as a concern).

## Data in reports

Notes on data in reports:

- Exam data is collected via spreadsheets and entered by HoDs. They are transferred to ISAMS Gradebooks by the database manager. This ensures that where more than one don teaches a set the data is the same and avoids dual entry. Exam data includes school exam results and mock results. The Gradebooks are linked to the corresponding reports in iSAMS and will automatically add the grades into the reports.
- Exam% should be a single whole number out of 100. Do not include the % symbol.
- All grades should be a single letter (or A\*) for A-Level or number for GCSE.
- In the case of English and English Literature GCSE, Dual Science GCSE, Maths and Further Maths A-Level, separate boxes will be provided for the two qualifications.
- All positions should be a single number representing position within a set (not year group). Do not write "ex" or "/", do not write ordinal suffixes ("st", "nd", "rd", "th"), do not write "=".

- Exam%, Exam Grade and Exam Position should represent an aggregate of all school exam papers in that subject. In the case of Fifth and 6.2 LT2 reports it should be an aggregate of first and second tranche mocks.
- In some cases, it may be useful to give a breakdown of results in the body of your reports. It should be written like this: “Unit 1: 67%, Unit 2: 86%, Unit 3: 56%” rather than with carriage returns which use up a lot of your report space.
- It is helpful to include summary data within the body of a report to give it context. For example: “The range of examination results for set 4 was 55% to 82% and so he can feel proud of his score of 78%” or “His examination results of 82% compare well with the set average of 67%”.
- On the 6.1 summer EOT report we will print:
  - An exam %
  - a **UCAS grade** - this should be aspirational but realistic - what we think the pupil is capable of achieving if he really applies himself and things go well on the day - the best possible but realistic outcome. Pupils / parents will be informed that this is their UCAS ‘prediction’.
  - a **working grade** - what we think the pupil will achieve if he continues working at the current level and makes the progress one would expect of a normal Radleian. Part of the purpose of including a working grade is to make it clear that UCAS grades are aspirational.

Predicted grades after mocks are collected but not published to parents. These should be best guess grades: what we think the pupil will achieve if he continues working at the current level and makes the progress one would expect of a normal Radleian.

Form Masters write a report which summarises academic, pastoral and co-curricular progress. It should provide context, especially where one subject report is out of kilter with the others. Balance can be achieved by recognising pastoral issues (for example “Fred’s Maths result is a concern but I suspect that it will have been affected by the fact that he injured himself the night before”). The report should include reference to distinctions and detentions. There is an *advised* character count of 800.

HoDs must ensure that set data is kept up to date on ISAMS as reports cannot be changed once they have been created.

The intended audience for end of term reports is the parents. However, it is expected for Form Masters to show and discuss the reports with pupils towards the end of term.

### Form Master Phone Calls

For each year group there is a defined point in the year when the Form Master should make a phone call (or Teams if they prefer) to the parents to discuss how their son is progressing.

These will be in the term when the parent is not receiving a Full Academic Report.

The advantages of a phone / Teams call over a written communication are that:

- It allows a dialogue
- It gives greater opportunity for nuance and inflection

As this conversation is in place of a Full Academic Report, feedback should be detailed.

Session Grades (E/P/C) are not published in their raw form to parents but Form Masters are encouraged to reference these in their conversations. If a pupil has received one or more Cs then Form Masters should be able to see precisely why they have been failing because of the additional comment.

If any significant issues arise in the call then they should be recorded and communicated to relevant people via ISAMS, for example as a pastoral concern.

These calls are not optional. They are a formal point of contact and should last about 10 minutes each. HOYs will specify a period when the phone calls should happen, provide training and check that the phone calls have taken place.

### **Tutor Letter / Warden's Report**

Tutors write to each set of parents twice a year and the Warden writes a report on each pupil once a year. The Tutor letters will be written and circulated via ISAMS but the output template will make them look like a letter rather than a report. Tutors' reports will be visible to Form Masters on ISAMS.

### **Parents' Meetings**

Parents' Meetings are organised by the HOYs.

All formal Parents' Meetings are "in-person", and we strongly encourage parents to attend.

However, there may be occasions when a parent asks for an update on their son's progress which is not covered by the Parents' Meeting. This may be the case with international parents who live a long way away and cannot make a Parents' Meeting. But it could also happen at other times of the year.

In such cases we will be always supportive. Depending on circumstances:

- This will be co-ordinated by Form Master.

The Form Master will collect feedback from a boy's dons and report back to parents in a phone call or Teams meeting on their behalf.

## Section C: Pastoral

### Policies

All dons should be familiar with the following policies. Electronic copies can be found on the College website <https://www.radley.org.uk/all-policies/>:

- Aims of Boarding
- Anti-Bullying Policy
- Behaviour Policy
- Code of Conduct
- Equal Opportunities
- Complaints Procedure
- Handbook for Socials
- Healthy Living Policy
- Low Level Concerns Policy
- Missing Children Policy
- Prefects' Duties
- Pupil Access to Residential Accommodation Policy
- Pupils with Particular Needs Policy
- Pupils' Problems Policy
- Pups' Duties
- Search Policy
- Supervision Policy
- Safeguarding Policy and Keeping Children Safe in Education
- Restraint Policy
- Handbook for Socials
- School Rules
- Staff Code of Conduct

## **Safeguarding**

Most important of all the above policies is "Safeguarding" which gives details of what to do in the case of an allegation of child abuse.

Dons should read the policy but the key points for managing a disclosure are summarised here:

### **Do**

Inform the pupil that, while the matter will be kept as confidential as possible, other people as well as the immediate confidant will become involved

Limit any questioning to the minimum necessary to seek clarification only on whether abuse has occurred

Ask the informing pupil or adult what steps they would like taken to protect them

Make a written record as soon as possible of what you have been told

Refer the matter immediately to the Deputy Head (Pastoral) and provide him with a copy of the written record

All staff should be aware of risk situations for themselves

### **Don't**

Promise confidentiality

Investigate reports of abuse yourself or ask leading questions

Leave the pupil without securing their safety

Rely on your memory!

Contact Tutor/ Form Master/PHM/HoD

Make inappropriate physical contact

## **Anti-Bullying**

This is another key policy. At Radley we act immediately if there is any sign of a boy being seriously teased or bullied. A don suspecting bullying should see the boy's Social Tutor. All bullying issues must also be reported to the Sub-Warden to be logged and investigated.

## **Discipline**

Outside the classroom dons are expected to see that boys are well-behaved and well-mannered and that they conform to the School rules and conventions. Boys who are misbehaving should be spoken to there and then, and can be punished either by the don at that moment or reported to their Tutor. Boys who misbehave are liable to be put in detention (see below).

Significant misbehaviour should always be reported to a boy's Tutor as soon as possible.

It is very important that all dons maintain standards on minor details: clean shoes, top button done up, hair tidy, shirt tucked in etc. It should be noted that boys must not be given punishments which commence before 7am.

The Tardy List is intended to help combat lateness. It is only intended as a sanction to address a pupil's repeated lateness for a Radley activity. It is expected that, typically, a pupil would be put on the list for one or

two days. The sanction will require the pupil concerned to report to Shop, in full school uniform, between 0740-0750, first having had breakfast.

### Academic sanctions

Radley boys are expected to give 100% effort in their academic studies, regardless of their ability. Pupils should be prepared for lessons, contribute to a productive and orderly classroom environment, and complete any prep or work they have been set to the best of their abilities.

Dons are expected to pre-empt unsatisfactory academic behaviour or performance by providing opportunities for boys to equip themselves properly for lessons, to communicate their standards for classroom behaviour clearly, and to spend lesson time clarifying prep expectations so that they are clearly understood. Dons encourage their expectations through verbal praise, distinctions, and postcards.

However, when these standards are not met, boys should expect to be sanctioned with a detention.

### Detention

The purpose of the detention is to act as a deterrent to prevent boys from choosing to behave in such a way in the future. Detentions are split into two categories – singles and doubles – with both being taken at 0740 the morning after the infraction, except in exceptional circumstances.

Reasons for academic detentions:

| Single (20 minutes)        | Double (40 minutes)                          |
|----------------------------|----------------------------------------------|
| Wrong equipment to lessons | No prep                                      |
| iPad/laptop not charged    | Failed test showing exceptionally low effort |
| Disrupting a lesson        | Off-task behaviour (e.g. games) on iPad      |
|                            | NEA checkpoint missed                        |

While the purpose of the detention is to act as a deterrent, it is also expected that the don giving the detentions meets the boy at a convenient time for a restorative conversation. The purpose of the conversation is to check that the boy understands why his behaviour fell short of the College's expectations and what he needs to do differently next time.

It should be noted that a detention is different from a subject clinic. The purpose of a subject clinic, usually run in departments, is to support boys who, while they have not achieved the expected academic standards, are putting in the expected level of effort.

### Socials

New dons are encouraged to learn the ties. It can be very useful to know instantly who a boy's Tutor is.



The Social Tutor is responsible for all areas of a boy's development and conduct and is in loco parentis. A Social Tutor is expected to communicate to teaching dons any permanent or temporary difficulties that may be

affecting a boy's work or behaviour. (This will often be done at Short Break in Chambers when a Tutor will see a boy's teaching dons separately after the main notices.) Likewise, any concern about a boy's academic progress, behaviour, relationship with his colleagues should be communicated directly by a don to the boy's Tutor.

It is normal to inform the Social Tutor if a don wants to go into a Social to see a boy.

The boys' living arrangements within Social are usually as follows: Shell Year in Social Hall by day and in a small dormitory or cubicles by night; thereafter, overwhelmingly boys are in bedsitters. Arrangements vary slightly from Social to Social.

All boys have to be back in their Socials by 10.15pm. A don organising an activity (e.g. a concert trip) that goes beyond this time must inform the boy's Tutor well in advance. Activities arranged within the College should be geared to end by 10.15pm. On rare occasions when a boy cannot be back by 10.15pm, Tutors must be telephoned.

All Socials have a living-in Sub-Tutor and a Pastoral Housemistress. A Social will also have a number of dons attached as non-resident Sub-Tutors (not living in) whose rota of duties and role is devised by individual Social Tutors. The Sub-Warden and Deputy Head (Pastoral) – in negotiation with the Tutor – ensures an even distribution of Sub-Tutors across all Socials.

### **Chapel**

Radley College is a Christian foundation. There is a daily Chapel service at 7.10pm on Mondays, Tuesdays, Thursdays and Fridays. Dons are encouraged to attend Chapel services regularly. With no regular College Assembly, the end of Chapel is a time for boys to communicate with dons and vice-versa as they file out at the end of the service. Gowns are worn to Chapel.

On Wednesdays Social Prayers take place in each Social from 7pm onwards.

There is a Eucharist service at 10am on Sundays and dons and their families are welcome to attend. No activities organised by dons for boys should begin before 11.15am. On one or two Sundays each term there is an Evensong at 7.10pm instead of Communion.

Boys have to attend all weekday Chapel services. If you see a boy walking around College at this time, please ask what he is doing and inform his Tutor.

### **Duties and Patrols**

There are various areas that need covering around College and currently the following systems are in place:

Each weekday evening has a team of 7-8 dons who look after Supper duty in Hall, with one don organising a rota for the team. The dons are there to keep an eye on boys' behaviour while queueing and in Hall. The team leader will direct as to the exact timings.

For weekends Common Room is split into about 30 groups of three people. This group will cover one weekend per year. The group covers Saturday patrols, which involves checking buses and trains and seeing that boys have permission chits from their Tutors. The main times are 12.15pm to 2.30pm and 5pm to 6.30pm. In addition the duty weekend team will help support the JCR, a bar in the basement of Mansion (see Calendar for timings). Further details are available from the Under Master who organises these patrol duties.

### **Absences**

Boys should email a don if they need to miss a lesson 24 hours before the lesson. This will usually be for a Music lesson.

Dons can check for authorised absence on ISAMS.

A morning and evening registration is taken in Social as part of our duty of care for the pupils. In addition to these roll calls in Socials, every lesson, activity, sports practice or a school trip is, in effect, a registration. It is the responsibility of the don to alert the Tutor and PHM to any unexplained absences from a lesson or activity. This should be done as soon as is practical.

### **Informal meetings with boys and entertainment**

It is entirely normal and encouraged for dons to invite groups of boys to their houses (perhaps Forms, society meetings, small academic groups or teams). However, dons must be familiar with the following policies: *Pupil Access to Residential Accommodation and Healthy Living*.

It is important that boys should not see entertainment as something to be expected or feel that they are entitled to it. If it is evening entertainment (like a dinner or theatre outing) then the Tutor should be consulted and the boy should be back in his Social by 10.15pm where possible. It can be very inconvenient if boys are kept out of Social later than this and planning should recognise the possible inconvenience to resident staff who may be asked to wait up for late returns. Proper consultation with Tutors is key. Social entertainment should ideally be restricted to Friday, and weekend evenings. After being entertained, boys should be expected to write thank you letters. If considering a theatre outing or similar please bear in mind that the overall cost will be shared amongst the boys involved and will appear on the parents' end of term bill. This can mount up especially with transport. Heads of Department, the Deputy Head (Academic) or the Bursar will be happy to advise on such issues.

Dons should only show videos or films that are age appropriate.

Dons should be utterly professional in their conversations with boys on social occasions. It is immensely important that dons are discreet and use their judgement in conversations to assess appropriately what are Common Room matters. If the confidentiality of Common Room is breached, it can lead to a great deal of upset amongst colleagues.

Dons should take care to protect themselves from potentially compromising situations. One-to-one meetings with a boy need to be thought through carefully and should not take place in a don's private accommodation.

**Sub-Tutor's Allowance:** Each Resident Sub-Tutor is entitled to an allowance of £700 per year connected with 'entertaining' the Social. Sub-Tutors' expenses do not require authorisation but they do need to be supported by receipts. Passwords to the Oasis finance portal can be given on request, to allow you to view your expenditure at any given time. Please contact either the Finance Manager, The Project Accountant or the Director of Finance, who will also inform you of your Social's 'Sub-Tutor's Allowance' budget code.

## Device Access Times

The timings for access to devices are detailed below:

| Phone Access  |                                               |                                                   |                    |
|---------------|-----------------------------------------------|---------------------------------------------------|--------------------|
|               | Monday – Friday                               | Saturday                                          | Sunday             |
| <b>Shell</b>  | 6pm – 7pm                                     | 6pm - 8.30pm                                      | 5pm - 7pm          |
| <b>Remove</b> | 6pm – 7pm                                     | 6pm – 8.30pm                                      | 11am - 5pm         |
| <b>Fifth</b>  | 6pm - 7pm                                     | 1pm – 8.30pm                                      | 11am - 5pm         |
| <b>6.1</b>    | Away throughout the day<br>Hand in before bed | Away throughout the morning<br>Hand in before bed | Hand in before bed |
| <b>6.2</b>    | Away throughout the day                       | Away throughout the morning                       |                    |

| iPad Access   |                          |                          |                      |
|---------------|--------------------------|--------------------------|----------------------|
|               | Monday – Friday          | Saturday                 | Sunday               |
| <b>Shell</b>  | Before Period 1 - 9pm    | Before Period 1 - 8.30pm | Post-Chapel - 9pm    |
| <b>Remove</b> | Before Period 1 – 9.15pm | Before Period 1– 8.30pm  | Post-Chapel - 9.15pm |
| <b>Fifth</b>  | Before Period 1 – 9.30pm | Before Period 1– 8.30pm  | Post-Chapel - 9.30pm |
| <b>6.1</b>    | All day                  |                          |                      |
| <b>6.2</b>    | All day                  |                          |                      |

Tutor discretion applies to the timings above. Allowances are made for individual access (or restriction) when required, most commonly when a pupil needs to communicate home if their parents are in a different time zone.

## Alcohol

Junior boys (Fifths, Removes and Shells) should not be given alcoholic drinks. Beer, cider and wine may be offered, with discretion, to Senior boys but this should be done alongside food, sparingly, and soft drinks should always be available as an alternative. A mug of tea or coffee or soft drinks will usually be more appropriate. At dinners, sparkling or still water must always be on the table. If a boy is going to a dinner he is not allowed to drink alcohol in the JCR beforehand. At the end of term, it is worth remembering that boys may have invitations to a number of parties and the possibility of drinking alcohol at more than one gathering.

Spirits should not be served on any occasion.

A don is responsible for any boy to whom they have given alcoholic drinks and should be aware of the huge variation in effect that alcohol has on individuals. If dons have any doubts or concerns in these areas they should liaise with Social Tutors, the Sub-Warden, or the Deputy Heads. No alcohol should be served to any boy after 10.15pm. The Healthy Living policy exists to deal with illicit use/misuse of alcohol.

## **Anti-Smoking and Drugs**

Pupils are not allowed to smoke or vape on any occasion at Radley. On illegal drugs there is a clearly stated policy with expulsion as the punishment for possession or use on campus. Dons should be familiar with the Healthy Living Policy.

## **Medical**

The school database gives the names and details of boys with medical conditions (eg diabetes). It is important for dons to be aware of these boys if they come across them in any area of College life. Any queries should be addressed to the Lead Nurse at the Health Centre. In addition, there is a daily updated list of absences and boys Off Games on ISAMS.

## **Cocoa**

Cocoa is a daily gathering in each Social. Normally one Sub-Tutor per night brings in snacks for Cocoa which happens in the Social Cocoa room. Pupils are able to come and go as they wish, chat with the don on duty and other boys in a friendly environment. There are scheduled Cocos given by the Resident Sub-Tutor, Tutor and PHM each week while during the course of the term other Sub-Tutors have a rota to be on Cocoa duty. Usually, as the evening progresses, the older boys in the Social are left with the last few biscuits and the final slice of cake, talking about weighty matters and it is at the don's discretion as to when he or she brings things to a close.

## **Dealing with Parental Complaints**

(Please also refer to the school Complaints Procedure (for parents)).

1. As a general principle, parents should be encouraged to communicate with the Tutor regarding most issues. In response to queries and complaints regarding teaching or other matters beyond the life of the Social, the Tutor will gather information from the relevant HoD and/or other don and then reply to the parent concerned.
2. On some occasions, notably regarding examination results and subject setting, the HoD may well be consulted directly. In these circumstances, unless serious complaints are being raised, the HoD should feel entirely empowered to deal with the query or complaint, copying in all those concerned. In most situations, this works very satisfactorily.
3. However, when what appears to be a serious challenge to school policy is made by a parent or deeply critical comments are made about dons, other staff, pupils or parents, it is important that the Sub-Warden and/or Deputy Head (Academic) and Deputy Head (Pastoral) are informed as soon as possible. At this initial stage, however, it is advisable to try and contain the problem before it escalates. All complaints, both formal and informal, need to be logged by a member of the CMT.
4. Therefore, on initial receipt of an apparently critical or even hostile email/letter etc, it is important to send a short holding email thanking the sender for the message and promising a phone call as soon as is practical. Experience shows that, in many cases, parents have become anxious as a result of poorly communicated and/or incomplete information emanating from their son or another source. Rapidly rebutting misunderstandings and inaccuracies in a firm but friendly way usually defuses a potentially difficult situation. Where it does not, attempts should not be made to appease the complainant. It is important to defend school policy even where a don may be in disagreement with it. Equally, promises should not be made to set out to change things in the way the parent may demand if that would contradict school/department policy. If the parent is still dissatisfied at this stage, it is far better to promise to pass on the complaint - if the parent wishes to persist with it - to the Sub-Warden, Deputy Head (Academic) or Deputy Head (Pastoral), as appropriate.
5. Additionally, if any member of Common Room receives insulting/abusive comments of any kind, via email, letter, telephone message or verbally from any quarter, these should be passed straight away to the Sub-Warden/Deputy Head (Academic) and Deputy Head (Pastoral). Dons should not feel obliged to reply personally (and certainly not in depth) to this kind of communication.

6. In some cases, parents will insist on going straight to the Warden with their complaint or concern. That is their right and the Warden will deal with it, as appropriate. He will of course take soundings from all interested bodies before he telephones/meets with the complainants.
7. Crucially, as difficult as it may be to do so, dons must try not to take criticism too personally and trust that Tutors, HoDs and CMT will defend them against unfair and unjustified criticism.
8. Equally importantly, those involved in dealing with hostile and/or unjustified complaints should seek to bring about a situation where instead of a win/lose result, the complainant goes away happy that the school has competently dealt with the query or complaint and is confident that it has acted in as professional and thorough manner as possible (win/win).
9. Care should be taken in the wording of emails relating to complaints even if they are intended to be internal because of the potential for Subject Access Requests.
10. A rule of thumb is never reply too quickly to a hostile email and certainly never do so late at night...

## **Section D: Co-Curricular**

### **Co-Curricular Duties**

All dons are encouraged and expected to play a full part in activities outside the classroom: Games, Wednesday Activities, societies, CCF, Partnerships etc, both during the week and at weekends. The success of the school depends very much on the willingness of dons to take on the responsibility of these areas and without this the school could not function.

### **Games**

The etiquette of the game, the behaviour of the boys as regards Games and the organisation is under the control of the Master in Charge of the particular sport, together with The Director of Sport and Deputy Head (Co-Curricular). The Sub-Warden and Deputy Head (Co-Curricular), in liaison with the Warden, will approach new dons to ask for help in manning all games for the next academic year. Day-to-day running of Games is the responsibility of the Master in Charge.

When a don is in charge of a team for an inter-school match they are expected to be responsible for the turnout and behaviour of the team before, during and after the match. It is also their responsibility to see that the team is chosen, appears punctually and that they and the captain meet and look after the opposition for home fixtures (at the Kennington Gate Car Park in most cases). The don should also ensure that the team's details are posted on the school website via SOCS, no later than the evening before the fixture. After the fixture, dons should write a brief match report on SOCS.

In all normal circumstances the don should travel with the team to away fixtures and entertain appropriately colleagues from other schools at home fixtures (usually in Common Room). Looking after both boys and staff from other schools on these occasions is regarded as extremely important here.

If a don in charge of a team finds that a boy has a clash of activities they should liaise with the Master in Charge of the game and the boy's Tutor, as well as the Director of Sport and the Deputy Head (Co-Curricular) as necessary. Once a boy is chosen for a team he must turn up to play: failure to do so is serious and should be reported to the Deputy Head Co-Curricular.

For some away matches or regattas boys will ask permission to miss lessons. These details are written in the Calendar and on the school website, Sports Fixtures and Results. As a point of courtesy a boy who is going to miss a lesson (even for a school fixture) should inform the don involved.

There are regular opportunities to take First Aid courses. All dons taking Games, trips or physical activities should be aware of their responsibilities in this area and will be kept informed as to their training dates.

### **Societies**

Societies come and go and their existence is often dependent on the support and energy of the don in charge (and, to be fair, the boy secretary too). Every society must have a don in charge and the Deputy Head (Co-Curricular) should be consulted about any new societies that are being formed. Societies keep their members informed of meetings and outings by means of posters and email. Colleagues are strongly encouraged to start societies that match their interests. The times for meetings are weekends (especially Sunday evenings), evenings and late afternoons on Tuesdays and Thursdays. A Societies Fair is held in the first half of the Michaelmas Term for different societies to show off their wares and to recruit new members.

### **Wednesday Activities**

On Wednesday afternoons (in place of Games) CCF and Wednesday Activities take place. A boy joins the CCF in the Remove Year and stays in it for that year. All other boys, except 6.2s, take part in Wednesday Activities which is a mixed menu of Games and activities for the Shells (with a pre-CCF course specifically designed for

them in the Summer Term), and mainly non-Games activities for senior boys. Fifth Form activities are all either Community Partnerships or they can choose to remain in the CCF. A list of current activities is available on SOCS and offers of new activities are always welcome. It is expected that all dons take or assist in a Wednesday Activity or help in the CCF.

### **JCR**

Boys over 16 in the Sixth Form are entitled to be members of the Junior Common Room in its premises in Mansion basement. Boys may consume restricted quantities of beer or cider with a meal. Dons may be invited down but they should wait for an invitation from the Committee or from individual members before going to the JCR.

## **Section E: Health and Safety**

### **Health and Safety and Risk Assessment**

All Dons must familiarise themselves with the College's Health and Safety and Risk Assessment Policy, along with the Pupil Access to Risky Areas Policy. A sound understanding of relevant health and safety regulations in educational settings is essential.

If you are uncertain about any aspect of health and safety, you must raise this promptly with the Head of Facilities and Compliance.

### **Risk Assessment**

Risk assessment application forms are available on the Staff Hub and must be completed online for all trips or activities that fall outside the normal school routine.

Completed forms must be submitted to the Deputy Head (Co-Curricular) and the Health and Safety Manager in advance of the activity.

The Health and Safety team is available to support with risk evaluations for activities, trips, sports, and outings. Following submission, generic risk assessments will be issued to the Trip Leader to support planning.

### **Fire Safety**

Fire alarms are tested weekly on Wednesdays, unless otherwise notified.

Dons must:

- Be familiar with fire escape routes and exits in all areas they use
- Ensure all fire exits and escape routes are kept clear at all times and are never used for storage
- Never prop open fire doors with extinguishers or other objects
- Be aware that Dorgards are fitted to certain fire doors and will release automatically when the fire alarm sounds
- Never tamper with fire extinguishers

Life safety is the College's highest priority.

All Dons must familiarise themselves with:

- Building-specific fire risk assessments
- Fire evacuation procedures

Each time a fire alarm is activated, the fire logbook must be completed. These are located in red folders near fire panels within buildings.

### **Accidents, Incidents and Near Misses**

All accidents, incidents, and near misses must be reported via the Staff Hub.

Maintaining good housekeeping standards across the College significantly reduces the likelihood of incidents. Dons are expected to keep their working environments safe, tidy, and well managed.

## School Trips

The College encourages Dons to organise a wide range of trips, both within the UK and overseas, including cultural, academic, sporting, and social activities.

Full guidance is available in the School Trips Policy on the Staff Hub.

The Trip Leader is responsible for conducting dynamic risk assessments during the trip. This involves continuously assessing and responding to changing risks.

Key considerations include:

- Who might be harmed, and how
- What measures are already in place to control risks
- What additional actions could further reduce risk

## Security

Dons are responsible for the security of their classrooms and should follow departmental guidance on locking procedures.

- Challenge unfamiliar individuals on site and confirm they have legitimate business
- Ensure personal and College property is kept secure
- Report concerns promptly

Visitor passes are issued by the Bursary/Lodge or Admissions. All visitors (excluding current parents and attendees at events or matches) must wear a visitor badge (see *Access to College Premises*).

Once buildings are locked:

- No entry should take place without informing Security or Maintenance
- Alarm activations may occur if procedures are not followed, requiring attendance by the duty maintenance team

Security Porters are on duty in the Lodge from 7.00pm to 7.00am.

Buildings are fitted with electronic access control. During term time:

- Many doors are open during the day
- Doors may lock automatically in the evening

During holidays, buildings are typically secured at all times. Access requires an ID card or entry code.

## ID Cards

All staff are issued with an ID badge at induction and must carry it at all times.

ID cards:

- Display staff identity and department
- Provide access to buildings
- Act as membership cards for the Sports Centre and Library

Replacement cards are available from **HR or IT** at a cost of £5.

## **Hazardous Substances (COSHH and DSEAR)**

All hazardous substances must be managed in accordance with COSHH and DSEAR regulations.

- Flammable substances must be stored in appropriate flammable storage cabinets
- Up-to-date Safety Data Sheets (SDS) must be available for all substances

The Health and Safety team can provide guidance and support where required.

## **College Vehicles**

Dons intending to use College vehicles must read and comply with the College Vehicles Policy.

## **Road Safety**

### **Vehicles**

The maximum speed limit on campus is 20 mph. Care is required in the following areas:

- Memorial Arch (near College Shop)
- Corner at D Social and the Kitchens
- Clocktower area
- Road between Queen's Court and the David Rae-Smith Building
- H Social towards the Sports Office
- Bursary Road to Round Pavilion
- Road to the Countryside Centre across the golf course

All drivers must remain vigilant at all times.

### **Bicycles**

Pupils frequently cycle to the Boathouse and Countryside Centre and may take risks, particularly when crossing Kennington Road.

Dons should:

- Reinforce bicycle safety rules
- Intervene where unsafe riding is observed
- Report concerns to the pupil's Tutor

All pupils must:

- Wear a correctly fastened helmet
- Not use headphones, mobile phones, or handheld devices while cycling

Not all pupils will have a full understanding of the Highway Code. Please contact the Health and Safety team if further support is needed.

## **Section F: Personal**

### **Staff Welfare and Support**

In order to ensure that a Radley education is everything it can be for each Radleian, we seek to provide the best possible working environment for dons, with the highest professional expectations of them accompanied by a structure of support and a collegiality of approach. In addition to the formal responsibilities and structures (an outline of which follows), it is very important that each don feels able to ask for help and support at any time.

The welfare of Common Room is in all senses a major responsibility, and priority, for the College. No one member of the College Management Team is solely tasked with it; it is very much the case that it is a core element of their role for each of them. All staff have access to the College's Employee Assistance Programme which provides confidential support in many areas (financial, emotional, legal, tax, family issues).

Members of Common Room are encouraged to approach any member of the Management team with concerns they might have themselves or on behalf of others, and part of every CMT Meeting is devoted to discussing issues arising within the Common Room. Heads of Department, Heads of Year and Tutors, as senior and experienced members of Common Room, are also encouraged and expected to provide a listening ear as part of their line management responsibilities. Further to that, the Chaplain has time built into his role to devote to pastoral care, of staff as well as boys.

In addition, the Representatives of Common Room Committee meets termly with the Sub-Warden, the two Common Room representatives on Council and the HR Director. The committee is designed to create a clear structure through which there is effective representation and communication of the views of Common Room and a forum within which matters can be discussed purposefully and positively. The committee also acts as an informal sounding board and source of advice for members of Common Room and, indeed, for the CMT, in order to ensure a warm and collegiate working environment for all.

Perhaps most importantly, Radley prides itself on collective care for each and every member of Common Room. In that sense all dons are encouraged and expected to see it is a core component of their own role to help and assist each other wherever possible. It has long been a feature of the College that such a collective responsibility exists, and that it creates an environment in which the boys can thrive.

### **Health**

All dons and their families should register with a local medical practice and see their doctor by appointment at the practice surgery in the usual way. The College's medical team may be approached for advice or in an emergency. In the case of illness it is up to a don to telephone their Head of Department to arrange for lessons to be covered.

### **Laundry Facilities**

A washing machine and tumble dryer are provided under the stairs in the basement of Mansion and are available for use by all dons.

### **Lodge**

The Reception Porters are based in the Lodge, at the entrance to school, working shifts to cover 7am to 7pm. From 7pm to 7am every day, Security Porters are based in the Lodge. There should always be at least one Security Porter in the Lodge at all times, however on occasion, they are out on security rounds. They can be contacted via the Security mobile (on the telephone list).

We ask that staff who live in a College property address personal parcels to their College residential address, where possible. However, where parcels etc are delivered to the Lodge, they can be collected from the Lodge post room. You should use the back door to gain entrance and will need your College identity card to do so.

**Bursary**

Bursary Reception is manned in term time Monday to Friday, 7.30am to 6pm. When Reception is unmanned, please ring the bell on the Reception desk.

In the holidays, when Reception is unmanned (and the Bursary is open), free flow is taken off the Bursary front door and you will need your College identity card to gain access.

**Payroll**

Your salary is paid on the 28<sup>th</sup> of the month and charges (Common Room, Shop, Cellar, IT) will be deducted monthly. Where the 28<sup>th</sup> falls on a weekend, or a bank holiday, payment will be made before the weekend.

**Repairs/IT Difficulties**

All building, equipment and furniture repairs and IT problems should be reported via the Web Help Desk (link and instructions are on the SharePoint Staff Hub). Requests for major repairs or alterations should be discussed with the Estates Director. There is an out-of-hours telephone number (07795 626976) to ring in emergencies.

**Hall**

Lunch during term time is available in Hall for staff (and partners) with young children. Family dining is available for dons with young children. This is available Monday to Friday in the dining hall between 12.10 and 12.40. Hall must be exited by 12.40 as this is when the majority of boys start to arrive for lunch. Family dining does not extend to weekends. On a small number of days each year, Admissions host prospective pupils and parents, and family dining is not available on those days.

All taps around College are drinking water.

**Voting**

If you wish to vote in this area please complete an electoral registration form available from Vale of the White Horse District Council.

## **Section G: Common Room**

### **Common Room**

Common Room as a term has three applications:

1. The collective title for all those whose main role is the instruction of boys at Radley.
2. The name of the rooms on the first floor of Mansion.
3. The social aspect of life at Radley for dons and their families.

### **Common Room Committee**

The affairs of Common Room are administered by a committee consisting of a President, a Chairman, a Treasurer and others who deal with papers, the cellar, drinks and social events. When a member steps down from the committee an election is held at a Common Room Meeting to fill the slot(s) vacated by their departure.

### **Rules**

There are no Common Room rules as such. There is a convention that mobile phones are not used in the Sitting Room and the Dining Room. Weekday dinners are formal occasions and diners should wear what they would for a normal school day. Those having a drink in The Sitting Room in the evening are not required to follow the dress code.

### **Membership**

The Warden decides who are to be full members of Common Room. The Bursar and Finance Director are members ex officio. There are also some associate members of Common Room including PHMs. Membership subscription is £12 per term and deducted directly from payroll.

### **The Rooms**

Common Room is accommodated in four rooms. Common Room itself (also known as the Red Room), the Bryans Room, the Sitting Room and the Dining Room. Guests may always be brought into Common Room, including for Common Room dining (see below). Boys may in no circumstances enter Common Room or knock on the door.

### **Common Room and the Sitting Room**

Common Room (the Red Room) is where all dons gather for Short Break for announcements.

### **Sitting Room**

The Sitting Room is intended to be a place for relaxed conversation and more gracious entertaining. Every member of Common Room has a page in a book kept on top of the drinks cupboard and should sign there for drinks consumed. It is important that all drinks are signed for to allow proper accounting. There is a convention that mobile phones are not used in the Sitting Room and the Dining Room.

### **Dining Room**

The dining room is a place for members to eat breakfast and dinner. Members must sign in by Short Break on the day before they dine. There is a sheet to sign in next to the wine rack. It is important that those who are signed in but cannot attend sign out. There is a convention that mobile phones are not used in the Sitting Room and the Dining Room.

### **Common Room Dining**

Members of Common Room are welcome to sign in for dinner. The charge is £7.80 per place, inclusive of VAT. Resident Sub-Tutors dine free of charge, and VAT is not charged to departments who host events at Common

Room dinner. Members of Common Room have the option to sign in as 'regulars', and they will be signed in for every meal.

During the first twelve terms:

Breakfast and dinner    £888 per annum (£74 per month)

Dinner only                £684 per annum (£57 per month)

Thereafter:

Breakfast and dinner    £1,428 per annum (£119 per month)

Dinner only                £1,032 per annum (£86 per month)

Guests are always welcome and must be signed in. There is a convention that Old Radleians of less than five years' standing are not normally invited into Common Room, unless they are here on clear College business. Such guests should be cleared in advance with the President.

#### Timings

Breakfast (weekdays): 7.45am to 8.20am.

Dinner (weekdays): 7.40pm to 8.30pm.

Sunday Lunch: A roast lunch at 1.00pm-2.00pm.

Sunday Dinner: There is a self-service curry available from 7.00pm.

#### Dress Code

Dinner is a formal occasion, and diners are required to wear what they would for a normal school day. Guests are encouraged to follow the same dress code. Sunday lunch is informal and the dress is casual.

#### Drinks

Wine is available in a rack in the Dining Room; this must be signed for by initialling the list beside the rack. Diners are of course welcome to bring their own wine into dinner.

There are beers, ciders, wines and spirits available in the Sitting Room. These must be signed for in the blue folders.

#### **Bryans Room**

The Bryans Room houses the pigeonholes and Common Room's working area. Three computers are available there for Common Room use. Post is delivered to Common Room between 12.30pm and 2pm and is collected regularly from Common Room (for both internal and external delivery).

#### **Guest Nights**

Guest Nights are generally held three times a term. On an evening when a Guest Night is being held regular diners should dine in Hall with the boys or make alternative arrangements. There are different types of guest nights:

Formal guest night: takes place in November each year. A black-tie event and those attending are asked to invite a guest from outside of the Radley community.

Informal guest nights: usually a themed evening with food, drinks and decorations to suit the occasion. Guests from outside the community may of course be invited, but there is no obligation. Partners are very much welcome too.

## **Cellar**

The Common Room Cellar (in the basement of Mansion) is open for the purchase of wine and spirits. The Master of the Cellar sits on the Common Room Committee and regularly advertises when the cellar is open. All members of Common Room can keep wine in the Cellar, and payment is on account or by cheque or cash.

## **Common Room Bills**

Each member of Common Room is presented with a termly bill. This includes:

Their termly subscription (£12/term).

A subscription fee for The Jackdaws for those who have signed up.

A charge for the entertaining of Common Room guests.

A charge for papers won in the termly Paper Auction.

It may include other charges such as gifts to leaving members of Common Room. There is a yearly subscription fee to Past and Present (£3/year). Charges are deducted directly from payroll.

## **Common Room Meeting**

A Common Room Meeting is held at the beginning of each term. It is held to report on and discuss matters affecting Common Room. Members of Common Room are encouraged to attend so that the matters of Common Room can be discussed fully. A Paper Auction is held for back copies of all papers purchased by Common Room. These are delivered to pigeonholes to the highest bidder as they are superseded and the charge is taken from salary.

## **The Jackdaws**

The Jackdaws is the Common Room sports club. Fixtures against local schools and clubs are arranged throughout the year. Sports include cricket, hockey, croquet, golf, football, touch rugby and tennis. There is a WhatsApp community which Members of Common Room are welcome to join. There is a subscription fee of £5/term which goes towards equipment and post-match teas. There are also weekly staff football (Tuesday 1.30pm) and touch rugby (Thursday 1.30pm) sessions.

## **Past and Present**

Past and Present was established in 2004 with the aim of maintaining contact between former members of Common Room (and their spouses/partners) who retire or leave Radley, and between them and present members.

This is achieved by:

1. Supporting and keeping in close contact with those suffering ill-health, immobility or bereavement.
2. Inviting all members (past and present) to various events at Radley over the course of the academic year, for which there is no charge.

All present members of Common Room contribute to the funding of Past and Present. The current level of contribution is £3 per year. Council makes a contribution to Past and Present which matches that of Common Room members: approximately £500 each year.

## Section H: Families

We are very aware that a move to Radley can involve a move for your whole family and therefore a new job is a change not only for you but for them too. Radley College is very family orientated. We are a community of many families with children and they are welcomed as part of the wider community.

### Common Room

The Common Room Committee runs a busy social calendar and there are various times throughout each term that Common Room meets socially, a couple of examples are:

### Sundowners

This is run during the Summer Term on each Friday evening and is a chance for colleagues and their families to come together at the end of the week and enjoy a glass of something. Weather permitting it runs from 6.00-8.00pm at the Cricket Pavilion.

### Safari Supper

In the Michaelmas Term, CR runs a Safari Supper. This is essentially run as one large dinner party, with successive courses being prepared and hosted at different residences across the campus. After each course, diners will move on to another surprise location with a different group of people.

### Moving around site

We mustn't forget that first and foremost we are a school! However, your immediate family is welcome to walk around campus and enjoy our wonderful surroundings. We have two public [footpaths](#) running through the campus. One of them leads from the main entrance, past A & B Socials, the Countryside Centre and exits at Lodge Hill. The second runs from Kennington Road, behind the athletics track and through the woods.

If walking around the school, please keep to the edge of the pitches and dogs should be kept under control at all times.

The Coffee Shop is in the centre of the school situated in Clock Tower Court. Hot and cold drinks and snacks are sold here and payment can be made by debit/credit card. There is plenty of seating and it is a lovely place to sit and watch the world go by.

The New Boys' [Guide](#) has a useful campus map in it, together with a glossary of Radley terms!

### Getting to know your neighbours

The Staff Hub on SharePoint is a great source of information. This link [Staff Hub - Common Room Directory - All Items](#) lists Common Room names, addresses and family members. Dons are responsible for updating their own entries.

### Visitors

You should treat your home as your home! Visitors are welcome at any time and should report into The Lodge when coming onto site. If walking around campus, visitors must be accompanied by a member of staff. Overnight or regular visitors to accommodation attached to a Social require DBS checks - please speak to the HR department about these.

### Library

The Library is open to all who live or work at Radley. Details of opening hours are available in the Calendar and on the Library SharePoint page. Families are welcome whenever the Library is open but children under 11 must be accompanied.

**Sports Centre**

The Sports Centre has its own website [Leisure Club - Radley College](#). Staff membership is £50 per year and family members are able to join at the full member rate as shown on the website. Opening times differ between term-time and holidays; please check the website for details.

**Radley College Real Tennis Club**

The school is fortunate to have one of the few [Real Tennis](#) courts in the country. Staff do not need to become a member to play and charges for court usage are available from the website. If you do wish to become a member then you receive a 50% discount.

**Golf Club**

The College has a 9-hole golf club which offers membership to staff at £40 per annum.