



# VISIONS VALUES & AIMS

# VISION...

**V**alued Children Celebrating success, nurturing pride

Inspired ChildrenSuccessful ChildrenCreative classrooms developing aspirationsAcademic, artistic or athletic achievements

Individual Children Well-rounded and confident

Open-minded Children Appreciating diversity, supportive of all

**N**ourished Children The mind, the body, the soul

# **VALUES...**

We value mutual respect for one another and accept that we are all individuals. We value pupil voice.

We value hard work and determination to succeed.

We value working as a team with each other, parents, carers and the local community.

# **The School Day**

The school day starts at 8:35 a.m. when the gates are opened. Pupils in Foundation Stage are met at the classroom fire doors by their class teacher. Pupils in KS1 are met at the front entrance of school by a member of staff, who will take notes from parents to pass on to the relevant class teacher. Pupils in KS2 are expected to make their own way into school, with parents taking any concerns to the school office.

A Breakfast Club is run from 8:05 a.m. for those pupils of parents who need to drop their children off earlier. There is a daily charge for this service.

Learning time begins at 8:45 a.m. when a bell is rung.

During the morning there is a playtime of 20 minutes when children are allowed a snack from home. Pupils are expected to bring fruit for snack with the exception of 'Fruit-Free Friday.' Playtimes are supervised by teachers and Teaching AssistantsThe school takes part in the Milk In School scheme, which enables parents to order milk for their child.

Lunchtime lasts for one hour. Pupils in FS and KS1 are all eligible for a free hot school meal, but these are not compulsory. KS2 pupils can also purchase a hot school meal. Menus are sent out termly and payment should be sent into school on the preceding Friday or they can be paid for termly. Where pupils do not wish for a hot lunch a healthy packed lunch can be sent into school. During lunchtime the pupils are supervised by Midday Meals Supervisory Assistants.

The school day ends at 3:15 p.m. and all pupils are collected from their classroom fire doors. Please contact the school office if you are going to be late collecting your child or if you would like a different person to pick your child up.

We would request that, if dogs are brought onto the school grounds, they are carried. Also, please be mindful of local residents and other parents when parking your car in the vicinity of the school. An arrangement is in place with Tesco that allows parents to 'Park and Stride.' Disabled parking spaces are available beyond the staff car park and in the layby.

Pupils are encouraged to cycle to school and there are two secure cycle sheds for the storage of bicycles during the school day.

An After-School/Homework Club is available for working parents. There is a daily cost for this service.

### **School Uniform**

We believe that a school uniform promotes a sense of pride and belonging. It is expected that all pupils wear the appropriate uniform. Logoed items of uniform can be purchased from the school shop. This is a non-profit making service for parents and prices are kept as low as possible.

### Uniform consists of:

Brown trousers, shorts, skirt or pinafore dress.

Gold polo shirt.

Brown sweatshirt or cardigan.

Gold/Yellow gingham dress.

Sensible black or brown shoes should be worn. Pupils are allowed to wear sandals during the summer months. If boots are worn, these should be ankle length only, please.

Pupils also require a change of clothing for PE, comprising:

Black shorts.

Yellow T-shirt.

Dark coloured track suit and trainers.

Lost clothing is a particular problem within school, so we do ask that all clothing is clearly labelled with your child's name.

# **Behaviour**

The school's behaviour policy puts conduct and learning choices firmly in the hands of pupils. Pupils and staff follow a progressive framework of choices and consequences for learners:

Green card, for positive choices – pupil receives ClassDojo points, raffle tickets and/or 'ticks' towards our school reward system

Yellow card, for low-level disruption to learning – pupil misses a playtime

Orange card, for more serious disruption to learning – pupil misses lunchtime play

Red card, for serious misdemeanours, including racism, homophobia and persistent disruption to learning - pupil is internally excluded from his/her peers

Certain extreme behaviours may lead to a fixed-term external exclusion.

When changes are made to the Behaviour policy copies are sent to parents via ParentHub.









# **Absence From School**

If your child is going to be absent from school, we ask parents to contact the school office before 9:15 a.m. on the first day of absence and to keep the school updated if any absence continues beyond three days. The school office will contact parents if no reason for absence has been phoned in.

Attendance is closely monitored on a weekly basis. Parents of pupils whose attendance is persistently low are invited into school so that we can all work together to improve your child's attendance.

Term time holidays cannot be authorised, due to government legislation, and families will be fined for taking their children out of school during term time.

Further details can be found in our Attendance Policy.

# Curriculum

At The Richmond School, we teach according to the English National Curriculum. We aim to provide a broad and balanced curriculum for the children in our care. Many subject areas overlap and are often incorporated into cross-curricular work, which we call 'Topic' work. However, maths and English work is always taught as separate entities in addition to being included in this cross-curricular content.

We subscribe fully to the aims of the National Curriculum, in that it is 'an introduction to the essential knowledge they need to be educated citizens. It introduces pupils to the best that has been thought and said, and helps engender an appreciation of human creativity and achievement.' We aim to take children's learning significantly beyond the statutory expectations for each subject, and we also aim to use learning to help shape children's minds and prepare children for life as a citizen in our society.

We promote an atmosphere in school which is conducive to the development of all pupils as individuals and to the identification and encouragement of any children who show particular skills in any field of learning. We readily adapt children's work to suit their abilities and learning preferences, to build on what children can already do and what they already enjoy.

## **Parental Involvement**

We welcome the involvement of parents within school and on school visits. If you would like to help, please pass your details to your child's class teacher or the school office. If volunteering within school you would not be expected to work in the same classroom as your own child. On school visits, only in exceptional circumstances would you be expected to be responsible for your own child.

# **Finding Out About Your Child**

Teachers welcome consultation with parents to discuss their child but do appreciate an appointment being made. Termly Parents' Meetings are held when attainment information is shared. During the Summer Term, parents also receive a written report about their child's progress and attainment.

Any parents wishing to discuss issues with the Head teacher should make an appointment via the school office.

# Well-being

Your child's well-being is very important to us. Both the Family Welfare Officer and Behaviour Improvement Mentor liaise with pupils, staff, parents and outside agencies to provide support for children experiencing difficulties e.g. family illness, bereavement, separation. Appointments can be made at mutually convenient times

### **SEND**

### (Special Educational Needs and Disabilities)

The Richmond School is fully inclusive and caters well for children with SEND. We welcome everybody into our community and aim to support all children to reach their full potential both academically and socially. For those pupils who may need physical support we have a fully equipped Hygiene Suite and Sensory Room containing fixed and mobile hoists.

We recognise that some children have special talents which need nurturing and others may need additional support.

If children require further help they will, after consultation with parents, be placed on the school's SEND register. This allows school to work in close partnership with a wide range of external agencies in order to provide the support needed to ensure all children achieve their best.

## **Admissions**

The school follows the local authority's admissions policy.

This is available from Lincolnshire County Council's website a

https://www.lincolnshire.gov.uk/parents/schools/school-admissions/information-about-schools/admissions-policies.

# **The Foundation Stage / Reception Class**

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Statutory Framework for the Early Years Foundation Stage 2017

The Foundation Stage is the beginning of your child's learning journey at school, so it is important to get it right. We aim to make them independent learners by providing a range of adult-led, adult-initiated and child-led activities in both the indoor and outdoor environments.

We recognise and value the need for a close home-school partnership and together we work towards developing the full potential of every child.

To enable a smooth transition into our Foundation Stage class, you can:

- Encourage your child to become independent when dressing and using the toilet.
- Encourage your child to tidy away his/her toys once he/she has finished playing
- Talk to him/her, answering questions and listening to what he/she has to say
- Sit at the table for mealtimes, encouraging him/her to use a knife and fork.
- Share a story on a daily basis as part of his/her bedtime routine.

# **Secondary Transfer**

Children leave The Richmond School at the age of eleven and attend different secondary schools in the local area. At the beginning of the Autumn Term of Y6 the pupils sit their 11+ examinations, if parents choose for them to do so. Results of these tests are sent to parents in October and from these parents can make an informed choice about the best secondary school for their child. A meeting is held for Y5 parents during the Summer Term when further information is shared and questions answered. Pupils also visit the local secondary schools with their Y5 teachers.









## **PSHE**

PSHE plays a key role in developing confidence and responsibility, making the most of pupils' abilities. It prepares children to play an active role as citizens and encourages a safer, healthy lifestyle. It teaches children about developing good relationships and respect for the differences between people, responsibility, community involvement and political literacy. PSHE is taught discretely as well as through circle times. It can be taught as issues arise or are raised by children.

# **Relationships and Sex Education (RSE)**

The RSE programme is delivered as part of the school's approach to PSHE and Citizenship. The programme is delivered in a developmental manner so that issues are explored in greater depth as pupils mature. Parents are invited to ask questions about the areas taught and can choose to withdraw their child if they have concerns.

Much of the programme focusses on how we grow and change, parts of our body and how a baby is made and born. This is taught in the context of looking at relationships such as friendship, special people and families. Pupils will also be made aware of issues linked to keeping safe online. All through the school we will answer children's questions appropriately for their age, honestly and factually.

### **School Visits**

In order to provide children with as many first-hand experiences as possible, teachers plan many 'out-of-school' visits, including trips to museums and theatres, and we invite a number of visitors into school. Some visits and visitors link to areas of curriculum content – for example, a trip to Jorvik to study the Vikings – and others have personal development aims – for example, a residential visit to a PGL activity centre, focussing on developing self-belief and teamwork.

### **Extra Curricular Activities**

Each term teachers and teaching assistants run a range of different after-school clubs. Details are sent to parents and parental consent is required. These clubs are free for pupils who wish to attend. If you know your child is going to be absent from a club, please inform the school office.

Sometimes clubs are run by specialist coaches. On occasions, there may be a cost for these clubs.

### **Charities**

During the year we hold fund raising events for different charities. It is important that pupils learn to look beyond the school community and help those less fortunate than themselves.

Participation in all fund raising activities is optional and we would never expect parents to donate if they are financially unable.

### **PFA**

Parents/carers automatically become members of the PFA when their children become pupils at the school.

Our PFA is about more than simply fundraising. We work to provide closer links between home and school and it is an excellent way to bring staff, parents and friends together socially in support of the school. Over the years the PFA has raised thousands of pounds which has been spent on equipment and resources to enhance our children's educational experiences and the school's facilities.

All parents/carers and members of the school community are encouraged to get involved, even if you only have a small amount of time available. The Committee meet on a regular basis, usually the first Wednesday of the month in term time, and we hold our AGM at the start of the academic year. Please leave your contact details with the school office if you wish to help in any way.

It is with the generous and continued support of you, the parents/ carers, that the PFA continues to thrive.



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