

Principal's Introduction

St Richard's is a co-educational Catholic school offering an inclusive Christian education to pupils of all abilities from the ages of 11 to 16 years. It is our aim to encourage, support and develop every pupil in our care academically, socially and spiritually.

We have high academic standards at St Richard's, as our GCSE results testify. We expect our pupils to work hard, behave well, dress smartly and pursue excellence in all that they do inside and outside of the classroom. We also aim to provide a happy, caring and safe environment in which pupils can learn and develop into rounded, responsible and confident members of the community.



Our efforts have not gone unnoticed. We are a National Teaching School, a National Support School and a Specialist Science College with High Performing Specialist School status. We have Leading Edge status, International School status, a Prince's Teaching Institute 2019 Art Mark, Fairtrade Fair Achiever Award status, an Artsmark Gold Award, a Space Education Quality Mark, Gifted and Talented Lead School status and Investors in Careers at the highest level. Our last Diocesan Inspection (November 2018) graded the school Outstanding, and during the academic year 2018-19, the SSAT awarded the school Exceptional Education Awards at Transforming level in: 'Engagement with Key Stakeholders', 'Climate for Learning' and 'Leadership through Moral Purpose'. In 2019-20 SSAT awarded the school two further Exceptional Education Awards at Transforming level in 'Professional Development' and a 'Variety of Teaching Approaches'.

This handbook indicates what St Richard's has to offer your child. It also provides you with valuable information which will hopefully make the transition between primary and secondary school smoother.

All children are unique and precious individuals with different talents and aspirations, and our efforts are directed into ensuring that they feel both valued and challenged.

A handwritten signature in black ink, reading "D Cronin". The signature is written in a cursive style.

Miss D Cronin
Principal
June 2021

Contents

St Richard's Mission Statement	4
Christian Values	4
Parents and the School.....	5
Parental Focus Groups.....	5
Governors' Fund	5
Parent, Teachers and Friends Association (PTFA)	5
Information You Will Need	6
Postal Address and Telephone No.....	6
Contact in School	6
Staff to Contact regarding Pupil Welfare and Guidance	6
First Aid Facilities	6
Lost Property	7
The School Day	7
School Term and Holiday Dates 2021/2022	8
School Website.....	8
Adverse Weather Conditions.....	8
Transport - subject to change.....	9
Attendance.....	10
Holidays	10
Free School Meals.....	10
School Meals	10
Biometrics/Cashless Catering	10
Essential Equipment for School	10
Personal Property	11
Charging	11
Online Payment System	11
Complaints Procedure	11
School Uniform	11
Uniform/Appearance.....	11
Physical Education Kit.....	12
The Curriculum	13
More Able Pupils.....	13
Special Educational Needs	14
Literacy	14
We ask parents to encourage regular reading at home.....	14
Homework.....	14
Organisation of Teaching Groups	15
Personal, Social, Health and Economic Education (PSHEe)	16
Careers Education, Information, Advice and Guidance (CEIAG)	16
Relationships and Sex Education.....	16
Assessment	16
Marking and Dedicated Improvement and Reflection Time (DIRT)	17
Free School Meals/Pupil Premium	17
Staff Learning	17
ICT Developments.....	17
On-line safety.....	18

Learning Beyond The Classroom	18
Clubs and Activities	18
Trips	18
Sports	18
Drama	19
Music	19
Arts Award	19
Fundraising for Charity	20
School Council	20
Pupil Leadership	20
Eco-Schools Committee and Geography Club	20
Pupil Welfare and Wellbeing	21
Counsellor	21
Child Protection/Safeguarding	21
Anti-Bullying	21
Attendance/Punctuality	21
School Rules	22
Conduct and Discipline	22
Uniform/Appearance	223
Substances	23
Valuables	24
Movement around School	24
Break/Lunch Time	Error! Bookmark not defined. 24
Use of Play Areas	24
Toilets	24
Punctuality	Error! Bookmark not defined. 25
Bags/Lockers	25
Public Transport	25
Bicycles	25
Rewrds	25
Consequences	26
The Crest	28
The Building	29
Final Word	30
Prayer Of St Richard	30
Appendix 1 - Staff List	31
Appendix 2 – Admissions, Leavers and Absence	31
Appendix 3 – Centre Assessed Grades Report – 2019-2020	32
Appendix 4 - Attendance Policy	36
Appendix 5 - Child Protection and Safeguarding Policy	36
Appendix 6 - Friendship and Anti-Bullying Policy	38
Appendix 7 - Use of Images Policy	41
Appendix 8 - Acceptable Use Policy	42
Appendix 9 – Operation Encompass	48

St Richard's Mission Statement

Comitas, Scientia, Caritas

St Richard's Catholic College is a community where all are welcomed in the spirit of Christian love and respect.

Our school encourages the wonder and joy of learning in order to ensure that every pupil reaches their full potential.

We enable all to flourish and grow together in friendship and in faith.

We aspire to be courageous, having the integrity and the spiritual strength to make a positive difference in the world, both now and in the future.

We endeavour to cherish our school motto of Community, Knowledge and Charity.

***'I have come so that all may have life, and have it to the full.'* (John 10:10)**



Christian Values

Parents/Carers choose to send their children to St Richard's because they want them to be educated in the Catholic faith. We have an active and vibrant religious life and we are lucky to be supported in that by our local clergy. They regularly visit the school and are available to provide advice and practical help for pupils, staff and parents. Our Lay Chaplain enhances this area of school life.



The school day begins and ends with a prayer or reflection. We hold daily assemblies and encourage pupils to participate through preparing and presenting themes or by providing music for the hymns. Regular masses are held and we have a chapel within the school where pupils can pray alone or in a group. We also run retreat days and residential weekends designed for contemplation and deepening faith. Pilgrimages are organised to Lourdes and Rome.

A pupil liturgy team enables pupils to make an impact on the development of the spiritual and liturgical life of the school. The Liturgy Captain and Deputy Liturgy Captain make valuable contributions into all whole-school services.

The RE department was rated 'Outstanding' in our most recent Diocesan inspection (November 2018). The department seeks to help pupils explore their own spiritual journey whilst having the dual role of ensuring academic excellence at GCSE. Opportunities to put 'Faith into Action' and to learn from other religions are always sought in the RE curriculum.

We strongly encourage parents to participate in school and community religious activities to support their child and show by example how to be a committed Christian.

Parents and the School

As a parent/carers, you play an integral role in the success of St Richard's. We want you to feel part of school life and we aim to keep you fully informed of what's happening in school and how your child is progressing. We also welcome your ideas and input which you can email to admin@strichardscc.com.

Each term we publish on-line a newsletter celebrating pupil participation in a range of activities and informing you of important issues including forthcoming events and activities.

We will keep you fully up-to-date on your child's progress with profile and summative reports, and Parents' Evenings held annually (twice yearly in Year 7). Curriculum Information evenings are held to update you on any important curriculum changes or innovations in relation to a particular year group. We also organise evenings or online events related to emotional health and resilience, internet safety, positive parenting, drugs awareness and how to help your child to revise.

We need parents to ensure that their children attend regularly and punctually. We also need your support in ensuring homework is completed well and on time. Pupils access homework electronically and parents are able to see the homework set and are asked to check this at least once a week. We have an online communication system, 'EduLink', that allows parents to see their child's timetable, track their rewards and monitor their behaviour and attendance; please check this daily. If you have any concerns about your child's development or wellbeing, our staff are always available to talk with you. Appointments can be made by calling Reception or emailing the relevant member of staff.

Parental Focus Groups

A morning and evening Parental Focus group meet informally each term to discuss school life and aspects of school improvement. This input is invaluable in helping the school evaluate and review its practices.

Attendance by parents/carers is voluntary. If you would like to join one of these groups then please email Mrs Oliver or Mrs Frangella-Cramp at pa@strichardscc.com.

Governors' Fund

As a 'Voluntary Aided' school the Governors are required to fund 10% of the cost of any major building development. We therefore ask all parents/carers to make a voluntary contribution of £50.00 per family per annum. This can be made annually, quarterly or monthly either by banker's standing order or cheque. For those parents/carers who pay income tax, we would urge you to also complete a Gift Aid Declaration so that the school can benefit by a further 25% or £25 for every £100 donated. Cheques should be made payable to St Richard's Catholic College. This year, the Governors' Fund will contribute 10% of the overall building cost for the new Chapel.

Parent, Teachers and Friends Association (PTFA)

The PTFA plays a key role in strengthening links between home and school and enables parents to play an active part in the working of St Richard's. The PTFA organises social functions and are present at many school events, providing support and refreshments.

The PTFA also contributes to the development of the school. It has purchased picnic benches, sports equipment including goal posts for the field, musical instruments, chrome books, equipment for Design & Technology, Art and other subjects, medals and a House Cup for Sports Day and awnings to provide shade. It has also made a donation towards equipment for the new sports hall and it pays for the annual lease of one of our minibuses. The PTFA is always looking for new members. Please email them at ptfa@strichardscc.com.

Information You Will Need

Postal Address and Telephone No

St Richard's Catholic College
Ashdown Road
Bexhill-on-Sea
East Sussex
TN40 1SE
Tel: 01424 731070
E-mail: admin@strichardscc.com
Twitter: [@strichardscc](https://twitter.com/strichardscc)

The Local Education Authority is:-
East Sussex County Council
County Hall
St Anne's Crescent
Lewes
East Sussex
BN7 1SG
Tel: 01273 481000

Chair of Governors: Mrs Alison Horan - ahoran@strichardscc.com

Contact in School

Our Reception Desk is open for calls from 8.00am - 4.30pm

Staff to Contact regarding Pupil Welfare and Guidance

Principal	Miss D Cronin – misscronind@strichardscc.com
Vice Principal	Mrs D Bligh – mrsblighd@strichardscc.com
Assistant Principal	Mr P Tadros – mrtadros@strichardscc.com
Assistant Principal	Mr R Jacobs – mrjacobsr@strichardscc.com
Assistant Principal	Mrs P Hoyle – mrshoylep@strichardscc.com
Assistant Principal/Pastoral Leader - Year Eleven	Mr J Campbell – mrcampbellj@strichardscc.com
Assistant Principal/Pastoral Leader - Year Ten	Mr R Doherty – mrdohertyr@strichardscc.com
Pastoral Leader - Year Nine	Mrs A Hills – mrshillsa@strichardscc.com
Pastoral Leader - Year Eight	Mr J Steele – mrsteelej@strichardscc.com
Pastoral Leader - Year Seven	Mr J Bligh – mrblighj@strichardscc.com
Pastoral Support Manager	Mrs E Dann – mrsdanne@strichardscc.com
SENCO	Mr I Smith – mrsmithi@strichardscc.com
Learning Support Administrator	Mrs K Britt – mrsbrittk@strichardscc.com
Lay Chaplain	Miss J Doyle – missdoylej@strichardscc.com
Looked After Children & Young Carers	Mrs A Hills – mrshillsa@strichardscc.com

The above staff will then make the relevant contacts with the academic or pastoral staff.

First Aid Facilities

Mrs O'Brien, Mrs Forte, Mrs Hollands, Mr Cronin and Mrs Britt are qualified County First Aiders. Pupils who are taken ill, or who need treatment for any reason, are seen by a First Aider. Parents are requested to let the school have details of any health difficulties which might require the First Aiders' attention. The school also needs telephone numbers to contact parents at home or at work in cases of emergency. On no account should pupils who feel unwell go home before seeing one of the medical staff or a senior member of staff. It is requested that pupils needing medication during the day consult Mrs O'Brien or Mrs Forte in the First Aid room. It is preferable if all medication remains in the care of the First Aiders.

We also have a nurse from the County Schools Health Service who comes in once a week and operates a drop-in clinic. Referrals can be made to the County Health Service and your child can be seen by a qualified nurse in school, if the need arises.

Lost Property

Mrs O'Brien deals with Lost Property so initial enquiries should always go to her, although lost Sports Kit should be brought to the attention of the PE staff. Please ensure that your child's uniform and sports kit are clearly labelled. Looking after belongings is always a priority in Year Seven and pupils always find this one of the hardest parts of transition. At St Richard's, we believe that pupils must develop their self-care skills with support from our team of pastoral staff. Parents can support pupils in a variety of ways and some top tips are outlined below, along with information about what to do if something goes missing.

Top Tips

- The Lost Property area is located in the changing room corridor opposite 'C' ICT and the boys' changing rooms.
- Parents should label EVERYTHING as this enables belongings to be returned to their rightful owners.
- REINFORCE the notion that your child is responsible for their property.
- Pupils have lockers. We encourage them to use them at break time and lunchtime to put away items they do not need for the rest of the day.
- Parents/carers are encouraged to make several copies of locker keys as these can go missing and are expensive to replace via the school and there is a long time delay in replacement keys being delivered.
- If an item is lost there is a very good chance it has been left in one of the classrooms where a child has been taught. A search of these classrooms, as soon as items are lost, is essential to recover lost property.
- If your child cannot find their items, contact their Form Tutor who will liaise with your child, older pupils and staff to help locate items. Email is a good way to communicate with Form Tutors. Addresses are on our website.
- The PE department regularly sort out lost property and return items that are named. Notices to forms are also sent regularly stating where unnamed lost property is on display.
- DO NOT BUY EXPENSIVE COATS, BAGS, TRAINERS OR FOOTBALL BOOTS for school use.

The School Day

	Monday	Tuesday	Rest of Week
Registration	8.50 - 9.20	8.45 - 9.40	8.50 - 9.10
Lesson 1	9.20 - 10.05	9.40 - 10.25	9.10 - 10.00
Lesson 2	10.05 - 10.50	10.25 - 11.10	10.00 - 10.50
Break	10.50 - 11.05	11.10 - 11.25	10.50 - 11.05
Lesson 3	11.05 - 11.55	11.25 - 12.10	11.05 - 11.55
Lesson 4	11.55 - 12.45	12.10 - 12.55	11.55 - 12.45
Lunch	12.45 - 1.35	12.55 - 1.45	12.45 - 1.35
Lesson 5	1.35 - 2.25	1.45 - 2.30	1.35 - 2.25
Lesson 6	2.25 - 3.15	2.30 - 3.15	2.25 - 3.15

All pupils should be on the school premises by 8.40am. On their assembly days, pupils should go straight to the hall. Pupils arriving at school early must go to the canteen area or playground. There is no supervision of pupils before 8.00am.

Pupils should arrive for class 5 minutes before the beginning of each morning/afternoon session. Pupils are not allowed out of the school campus at lunch time.

School Term and Holiday Dates 2021/2022

INSET Day	Wednesday, 1 st September 2021
School commences on	Thursday, 2 nd September 2021 (Years 7 & 11) Friday, 3 rd September 2021 (all year groups)
End of Term Holiday	Saturday, 22 nd October to Sunday, 31 st October 2021
INSET Day	Monday 1 st November 2022
Term 2 begins	Tuesday, 2 nd November 2022
Christmas Holiday	Saturday, 18 th December to Monday, 3 rd January 2022
INSET Day	Tuesday, 4 th January 2022
Term 3 begins for pupils	Wednesday, 5 th January 2022
End of Term Holiday	Saturday, 12 th February to Sunday, 20 th February 2022
Term 4 begins	Monday, 21 st February 2022
Easter Holiday	Saturday, 2 nd April to Monday, 18 th April 2022
Term 5 begins	Tuesday, 19 th April 2022
INSET Day	Friday, 29 th April 2022
End of Term Holiday	Saturday, 28 th May to Sunday, 5 th June 2022
Term 6 begins	Monday, 6 th June 2022
INSET Day	Monday, 27 th June 2022
Summer Term ends	Thursday, 21 st July 2022

School Website

Our school website has been updated to make it more user-friendly for staff, pupils and parents/carers. As well as containing information on the curriculum, it is regularly updated with news and contains policy documents which may be of interest to you: Safeguarding & Child Protection, Friendship and Anti-Bullying, Equalities Scheme and Action Plan, Attendance, Relationships and Sex Education, Drugs Education, Looked After Children, Complaints, Special Needs, Pupil Premium and a number of other useful policies. The address is www.strichardscc.com.

Adverse Weather Conditions

We will always endeavour to open the school, however a health and safety risk assessment will be the deciding factor if we find ourselves needing to close or close early. If the closure is for more than a day then work will be placed on EduLink and Google Classroom. **Should adverse weather occur and there is a possibility that the school may be closed, please check the following for information:**

- **The school website:** www.strichardscc.com. This will give a clear statement about whether the school is closed or open. The information will be available by 6.45am. The delay is caused by the need to speak to public transport and they will not make a decision on travel until 6.30am.
- **EduLink One:** an App message and email will be sent.
- **East Sussex County Council school closure website:**
<http://www.eastsussex.gov.uk/educationandlearning/schools/schoolclosures.htm>
This information will be available before 7.00am. This link also provides parents/carers with the opportunity to subscribe to receive automatic RSS news feeds and emails which state when the school is closed.
- **Please also listen to local radio:** Radio Sussex, Heart or More Radio.
- On a school closure day, school work will be provided online via Google Classroom.

Transport - subject to change

Buses

Hailsham	No.98	Depart Hailsham North Street	7.37am
		Arrive at St Richard's	8.26pm
		Depart Dorset Road	3.27pm
		Arrive Hailsham High Street	4.25pm
Hastings	No. 359	Depart Ore (Post Office)	7.34am
		Arrive Bexhill, Penland Road	8.18am
		Depart St Richard's	3.20pm
		Arrive Ore Post Office	4.03pm

Full timetables are available at the following link <https://www.stagecoachbus.com/>

Trains

Eastbourne	Depart Eastbourne	7.43am	Arrive Bexhill	8.04am
		8.04am		8.16am
	Depart Bexhill	3.20pm	Arrive Eastbourne	3.43pm
		3.36pm		4.00pm
		4.07pm		4.32pm
Hastings	Depart Hastings	8.08am	Arrive Bexhill	8.18am
		8.22am		8.32am
	Depart Bexhill	3.31pm	Arrive Hastings	3.42pm
		3.45pm		3.54pm
		4.16pm		4.26pm

Contact Numbers

Stagecoach: 0871 200 22 33

National Rail Enquiries: 03457 48 49 50

The above are the **approximate** times of buses/trains serving the school.

Behaviour on public transport is expected to be of the highest standard. Prefects are appointed on trains and buses and all misbehaviour has to be reported by them to a designated Assistant Principal. Parents are asked to be fully supportive of the school's expectations of high standards of behaviour on transport and walking to and from school. **Pupils are not allowed to access the beach, local shops or takeaways before or after school.**

Pupils coming from low income families, eligible for free school meals, are entitled to assisted transport costs.

Cycling to School

Pupils may bring bicycles to school only if they have been granted a bicycle permit by their Pastoral Leader. We ask pupils bringing bicycles to school to follow the rules of our safety code which includes the wearing of a cycle helmet, and if this is not followed bicycle permits are withdrawn. The Local Authority and Governors accept no liability for bicycles on school premises in cases of loss or damage.

Attendance

In line with County policy, parents are requested to contact the Attendance Officer on the first and each subsequent day of a pupil's absence by telephone, app or email. We monitor all pupils' attendance rates, and in cases of absence of three days or more, or more than three separate periods of absence, the school requires medical evidence.

Holidays

Permission for pupils to go on holiday or to participate in extra-curricular activities during term time will only be given in exceptional cases, and not as a matter of course. Parents must write to Miss Cronin well in advance and fill in the Withdrawal from Learning Application Form issued by East Sussex and available on our website. If the request is not authorised then a Penalty Notice will be issued. Please note that holiday requests will not be authorised.

Free School Meals

Children whose parents are in receipt of certain support payments are entitled to free school meals for their children. If you think that your child may be entitled to free school meals, please email Reception (admin@strichardscc.com) for an application form. Information regarding eligibility is available at www.eastsussex.gov.uk.

School Meals

We have a cafeteria which provides an early morning breakfast service (8.00-8.30am), snacks at morning break and a varied lunch-time menu. Menus are published on the website. Facilities are available for pupils who prefer a packed lunch. Parents are able to view what their child is eating via ParentPay.

Biometrics/Cashless Catering

Working in partnership with our catering contractor, Chartwells, the school operates a cashless catering system. On their first day at the school, pupils will have a scan of their finger taken, which is then converted into a digital signature. By placing their finger on a reader they can access their accounts, which can be "topped up" by sending a cheque payable to 'Compass Group (UK) Ltd', or via ParentPay or loading cash on to the revaluers which are situated around the school. There is a daily 'spend limit' programmed into the system of £5 which can be increased or decreased by making a written request to the kitchen or via e-mail to cashless@strichardscc.com. If problems are encountered with ParentPay, or if you wish your son/daughter to use a pin number instead of the fingerprint system, please contact the kitchen directly on (01424) 224721.

Essential Equipment for School



All pupils are expected to have: a strong school bag, writing and drawing equipment including a purple pen, a calculator (the recommended calculator is the CASIO fx-85GTX which can be ordered from the maths department), a dictionary and thesaurus, a Bible, headphones and a good quality sketchbook. The recommended Bible is the Good News Bible - hardback edition with cover. This can be obtained from the RE Department at a discounted price. A bilingual dictionary would be extremely helpful for French, German or Spanish lessons.

All items should be clearly labelled with the pupil's name and form. All exercise-books should be covered in the first week of term. Plastic covers can be purchased in most departments and from the library.

Personal Property

Each pupil is provided with a locker at a nominal non-refundable cost of £5.00 for the five years. In addition, at a cost of £4.00 a year, each pupil is furnished with a journal (Year 7), rough workbooks and access to an online journal app which includes homework, rewards and a calendar amongst other features and various online programmes such as Bedrock Vocabulary, Mathswatch and Hegarty Maths purchased to support learning at home. Please ensure that all property is clearly marked with your child's name, and that valuable items and large sums of money are not brought to school. If money has to be brought in (for trips, for example) it should be handed in to the Finance Office as quickly as possible. We can accept no responsibility for expensive jewellery, mobile phones, cameras or electronic devices, so they must not be in school. If they disappear we cannot guarantee to undertake to investigate their disappearance.

Charging

Voluntary contributions are asked for in order that trips/activities which support the curriculum can take place. Extra-curricular trips are expected to be paid for. Any trip/field work which is part of an examinable or school course will be paid for by the school. Parents can access the 'Charging and Letting Policy' on the school website for further details.

Online Payment System

The school is not able to accept payment for school expenses online using a debit or credit card. Parents/carers are able to pay for uniform, school equipment and trips using SCOPAY via a link 'On-line Payment' which can be found on the school website at: <https://www.strichardscc.com/school-life/uniform/> or <https://www.strichardscc.com/parents/trip-information/>. Payments are securely processed through Worldpay. Upon request to finance@strichardscc.com, an online activation code will be provided, which will enable a payment account to be created. Sibling accounts may be linked to view account details and make payments using one account. Multiple online payment accounts can be linked to the same pupil (for example, in the case of separated parents).

Complaints Procedure

In the first instance, complaints should be made in writing to the Principal with a view to an informal resolution of the complaint. Should this fail, the complaint will be referred to the Governing Body, following which a formal hearing will take place. Should the complainant still feel aggrieved, the matter may then be referred to the Local Authority and, if necessary, to the Secretary of State for Education. The Complaints Policy & Procedure can be found on our website.

School Uniform

All items are available from Wards and department stores, unless stated. Parents should ensure that all items are clearly marked with the pupil's name.

Girls

- V-necked grey pullover with embroidered badge and name of the school (available only from St Richard's)
- Tie (available only from St Richard's)
- White shirt (able to take the tie)
- Dark grey knee-length pleated skirt
- Tights - black only
- Socks - white or black (socks must not be worn with tights)
- Black, low-heeled school shoes (no backless shoes, canvas shoes or boots)
- Formal black tailored slim fit trousers (optional).



Boys

- V-necked grey pullover with embroidered badge and name of the school (available only from St Richard's)
- Tie (available only from St Richard's)
- White shirt
- Black school trousers (tailored fit, not 'skinny' fit)
- Black socks
- Black school shoes, preferably of a polished type (no boots)

Uniform/Appearance

- Uniform must be worn in its entirety, as per the uniform list at all times, including the journey to and from school. Jumpers may be removed in the summer term, following the Principal's directive.
- Tights and socks must not be worn together. Plain black or white ankle socks for girls and black socks only for boys (no sports/trainer socks, frilly socks, knee-length socks or inner shoe 'sockettes').
- Coats must be worn in colder weather. There should be no denim, fur, suede or leather jackets or hooded sweatshirts/tracksuit tops/sports jackets.
- Coats must not be worn inside school.
- Jumpers must not be tucked in to skirts or trousers.
- T-shirts may not be worn under white shirts.
- Skirts must be of regulation colour and knee length.
- Trousers must be tailored fit (not 'skinny' fit or chino jeans style).
- All pupils must wear black school shoes, preferably of a polished type (no heels, boots, canvas or backless shoes).
- Hairstyles must be of a conventional nature. Girls' hair should be neatly tied back. Boys must have short hairstyles (minimum grade 3). Regardless of gender: tram-lines, wedges, undercuts or shaved hair are not permitted. Styling products are not permitted. Highlighting and colouring of hair is not permitted and neither are hair extensions. It is acknowledged that textured hair is an important part of a pupil's racial, ethnic and cultural identity and requires specific styling for hair health and maintenance and therefore in such circumstances braids and corn rows can be worn. Braiding must be an appropriate length and match natural hair colour. Beading is not permitted. Boys must be clean shaven.
- Girls may wear one pair of plain stud earrings in the earlobes and all pupils may wear a wrist watch, but not a smart watch. No other jewellery is allowed.
- Make-up must not be worn and nail polish is not allowed. Nails should be kept short and not pointed. No permanent make-up procedures (e.g. eyebrow or eye lash dying or extensions) are allowed. Fake tan must not be used.
- Uniform must be worn for official school events e.g. Prize Evening, Open Evening, Parents' Evenings, Concerts, Parish Masses. School rules apply at all evening events e.g. no mobile phones to be used.

Your co-operation in ensuring that your child wears the correct uniform would be very much appreciated.

Uniform rules are not open to question, interpretation or negotiation.

Physical Education Kit

Below is a list of physical education clothing your child must possess. Our kit is available to order from <https://www.yourschooluniform.com/> and has been designed to include the school motif and House colours.

Boys & Girls

- Red winter jersey with House colours
- Red games polo t-shirt with House colours
- Black football shorts
- Black tracksuit trousers (optional - for winter months only)
- Red football socks
- Red/Black quarter zip top (optional)



Footwear is not supplied by the school but the following are essential:

Boys & Girls: Football boots and training shoes.

The Curriculum

We provide a learning programme that is broad, balanced, motivating, engaging and ambitious for all learners, a programme relevant to young people living in the 21st Century.

In the first three years, pupils will study a wide range of subjects incorporating Religious Education, Maths, English, Science, History, Design & Technology, Geography, a Modern Foreign Language (French/German or Spanish), Computing, PSHEe, PE, Drama, Music, Art and Dance.



In Years 10 and 11, pupils are offered a curriculum that embraces opportunity and excellence. This curriculum is designed to give pupils the necessary skills for life-long learning and prepare them for the work place. The core curriculum includes: Religious Education, English Language and English Literature, Mathematics, Science (Triple or Double), MFL, Physical Education and Personal, Social, Health and Economic Education including Citizenship, Relationships and Sex Education and Work Related Learning.

In addition to the Core Subjects there are two or three learning pathways that offer an element of choice, but also ensure that each pupil has the opportunity to achieve an Ebacc qualification.

Pathway 1

Pupils continue with the Modern Language option made during Year 7; either French, German or Spanish.

Option A Subjects: Geography, History

Option B Subjects: Art, Business Studies, Computer Science, Design & Technology, Drama, Food Preparation and Nutrition, Media Studies, Music, and PE.



Pathway 2 (for pupils not studying a MFL in Key Stage 4)

Option A Subjects: Geography, History

Option B Subjects: Art, Business Studies, Computer Science, Design & Technology, Drama, Food Preparation and Nutrition, Media Studies, Music, PE and Cambridge Nationals iMedia.

Option C Subjects: Cambridge Nationals iMedia, BTEC Sport, BTEC Travel and Tourism, BTEC Performing Arts.

Year 10 pupils participate in a Work Experience placement and have access to Enterprise Learning where they develop skills in team-working, problem solving and assertiveness. All pupils must continue in full-time education after the age of 16 and we support them in the choosing of the most appropriate A-level or vocational course, including Apprenticeships.

More Able Pupils

St Richard's Catholic College aims to extend and challenge More Able pupils and is committed to a policy of differentiation in teaching and learning. This includes variety, enrichment, extension and support for pupils. The school's More Able Pupil policy ensures the identification of pupils, the provision of extension and enrichment activities and the careful monitoring of progress to ensure that pupils achieve their best. Our core aim is to ensure pupils are extended within the classroom. In addition, there are opportunities for enrichment activities within departments throughout the year.

Special Educational Needs

All pupils with identified special educational needs are supported to excel, and to feel motivated to do so, because their needs are met through a policy of inclusion. This inclusive approach means that most support takes place in mainstream lessons, using the following strategies:

- high-quality differentiated teaching;
- adaptations to teaching methods and specific strategies to take account of specialist advice;
- modified resources, equipment and groupings; and
- additional adults deployed to support the pupils and the teacher.

Teaching Assistants work within departments to support pupils in all year groups, enabling them to provide specialist and subject-specific support. They focus on ensuring that pupils become independent learners with high levels of confidence and self-esteem. Pupils receive appropriate support, tailored to their particular needs. Progress is monitored by the SENCo and a Teaching Assistant Year Co-ordinator, attached to each year group.

Pupils with additional needs benefit from a range of intervention programmes. Advice is sought from our Specialist Assessor and external professionals such as Educational Psychology, Occupational Therapy, Speech and Language Therapy and CLASS. This advice, together with internal assessment procedures, informs the provision that is made to meet pupils' needs.

The views of parents and carers, and their knowledge of their child, are essential to successful inclusion. Parents' evenings provide an opportunity to discuss the progress of the pupils. In addition, we offer an informal drop-in with the SENCo and Teaching Assistant Co-ordinators three times per year, and carry out pupil interviews and panels to evaluate the impact of provision and plan future actions.

The caring and nurturing approach of the school, along with a commitment to helping every pupil develop their full potential, ensures that all with additional needs have the opportunity to progress, thrive and flourish.

Literacy

Our world is dominated by the written word, both online and in print. This means we can only contribute and participate actively if we can read and write sufficiently well. Literacy is essential to developing a strong sense of wellbeing and citizenship. Children who have developed strong reading skills perform better in school and have a healthier self-image. They become lifelong learners and sought-after employees. There is a focus on literacy across the curriculum at St Richard's and we provide the following in order to support literacy:

- A library session once a week, so that pupils can read for pleasure.
- Reading homework.
- Word of the week and weekly Good Read recommendations.
- DEAR (Drop Everything And Read) sessions in tutor time.
- Reading age testing at the beginning and end of Year 7 and Year 8.
- Reading intervention for weak readers in Years 7-9.
- Sound training
- Bedrock Vocabulary Programme – 3 lessons per week in pupils' own time
- Bedrock Vocabulary engagement interventions

We ask parents to encourage regular reading at home.

Homework

Homework plays an essential part in the learning progress of every pupil. Pupils are given a homework timetable and the homework itself is published on the online 'journal' app EduLink. Pupils and parents will all be given logins so homework can be supported and tracked at home. Pupils in Year 7 also receive a journal

in order to write extra notes, important events and track rewards. Parents/carers are asked to sign this journal weekly in Year 7. From Year 8, pupils use an online journal only.

Homework is designed to support the learning of pupils in school and develop their independent learning skills. In Year 7, pupils will have a gradual introduction to homework with subjects being phased in during Term One. We have provision at St Richard's to complete homework at school in Prep Club (3.15-5.00pm) or Prep Club Plus (3.15-4.15pm). Both clubs run from Monday to Thursday. Pupils do not need to 'book' a place and are free to go after homework is completed. Prep Club Plus is designed for pupils with additional needs and has more support staff on hand to help pupils with their homework.

Each piece of homework should be differentiated for your child's ability. A piece of homework should take no longer than 30 minutes in Year 7. However, in some cases such as projects/investigations homework is given over a longer period of time and may take longer e.g. a history project over two weeks will equate to 4 homeworks x 30 minutes. If you feel your child is doing too much or too little homework in one subject, please contact the subject teacher directly. If it is more than one subject feel free to contact their Form Tutor or Pastoral Leader to liaise with staff. If you feel your child has done 30 minutes of 'quality' homework and it is still not completed you can sign their exercise book indicating that this is as far as they got within the time frame. Please use your discretion where appropriate.

At St Richard's we fully believe in the power of enrichment activities to strengthen a young person's confidence, social skills and encourage team work. Each pupil in Year 7 is therefore required to join at least one club and attend weekly (clubs run at lunchtime and after school and the choice is wide and varied).

Top Tips

- Insist your child does the homework the night it is set. This enables your child to seek out their teachers if there is an issue and prevents homework piling up.
- Make a space available to do the homework without distractions such as the television, computer or mobile phone.
- Discuss with your child what he/she has to do and check the details on the online homework site.
- After each piece is completed allow him/her a quick break, snack or thought time.
- Place your child's lesson and homework timetable on the fridge so everyone knows which days books and homework are needed.
- Make your child show you their homework. This is a very powerful tool to share their learning and for you to be aware of the progress they are making.
- Contact staff if there is an issue. A really good way to contact them is via email. Email addresses for each member of staff can be found on our website.

Organisation of Teaching Groups

Most subjects prefer to teach mixed ability groups at Key Stage 3 with the exception of Maths, Computing and Modern Languages. At Key Stage 4, the core subjects are taught in setted groups and the learning pathway groups are mixed ability.



Personal, Social, Health and Economic Education (PSHEe)

Our pupils leave St Richard's with more than academic achievements. A five-year PSHEe programme teaches them the value of being a good citizen, keeping safe and healthy, playing a role in the community and social skills.

Each pupil will be assigned a Form Tutor when they start the school. These Tutors will lead them through the programme, which is evaluated each year. Issues covered include: the environment, health and hygiene, careers guidance, safety, tolerance, relationships and economic and political awareness.



Careers Education, Information, Advice and Guidance (CEIAG)

CEIAG covers many areas from work experience to transition. It is provided mainly through the PSHEe schemes of work. However, information is also provided to the pupils via the careers library, the school website, the display board outside the library and displays with possible ideas of career paths in all subject areas.

An independent agency works with the school to provide impartial CEIAG in the form of one-to-one interviews and in helping to organise the annual Careers Fayre.

Relationships and Sex Education

At St Richard's we look at relationships and sex education within the context of family life and consider the wider issues of religious and moral education. The Religious Education, Science and Pastoral staff work together to ensure that the biological aspects of relationships and sex education are taught in conjunction with the religious and moral perspective and are viewed within the context of personal relationships. As they mature, pupils are provided with information and helped to consider the consequences of decisions relating to matters such as contraception, STIs and abortion. Relationship and Sex Education is a statutory subject. Governmental guidance on withdrawal is available on the government website. If parents/carers wish to withdraw their son/daughter from lessons on relationships and sex education they should write to the relevant Pastoral Leader at the beginning of the academic year. The policy can be found on the school website.

Assessment

Twice a year, each child is formally assessed. This can be a single assessment or the average of a series of assessments. Certificates are awarded for pupils making the greatest progress across a range of subjects. For pupils under-achieving in a number of subjects, a plan of intervention is put in place.

Pupils' work is regularly assessed in line with school assessment and marking policies. Pupils are encouraged to peer mark, self-assess, review progress and respond to feedback from the teacher so that they are involved in their own progress.



Marking and Dedicated Improvement and Reflection Time (DIRT)

Teachers will regularly assess your child's progress. This will be in the form of a 'deep marked piece of work' which could be in the form of an assessment or test or other marked piece of work as well as regular verbal feedback. Pupils will also be taught the very important skills of self and peer assessment as this will be a regular part of lessons. After a pupil has completed a piece of assessed work, they will receive feedback which celebrates the positives and gives clear targets of how to improve and make progress in subsequent learning. The aim is to give specific guidance on how to improve and reach the next step in learning.

Ensuring that this feedback is acted upon is a pivotal step in the feedback cycle and is known as Dedicated Improvement and Reflection Time or DIRT. To facilitate this process, all pupils are issued with a purple pen (which they must replace when it runs out) so that all improvement work or DIRT is carried out in purple. This makes it easy to recognise and provides a sharp improvement focus for the pupils.

The improvement work should address the targets set and this completes the feedback cycle which is known as 'closing the gap'.

Free School Meals/Pupil Premium

Children whose parents are in support of specific benefits are eligible for Free School Meals (all details are available on the school website - Parents). For those pupils, the school can receive extra funding from the Department of Education (pupil premium funding) and this is provided with the aim of closing the gap in attainment between pupils from low income and disadvantaged families and their peers. At St. Richard's, we are sensitive in our handling of support for pupils and offer discretion to parents/carers accessing this funding. Support is wide ranging and depends on the needs of the pupil; it may include intensive tracking, access to resources, literacy support/provision or uniform help, for example.

Staff Learning

St Richard's is fortunate to have a highly qualified, talented staff who are willing to go the extra mile for the pupils in their care. All are committed to the highest expectations for each child and all see themselves as learners too. We invest heavily in professional development for all staff so as to enrich the teaching and learning and wellbeing support in the school.

ICT Developments

At St Richard's we now have a ratio of one PC for every two pupils with a programme of replacing PCs older than four years old. All classrooms have access to ICT equipment, including subject specific ICT equipment (hardware and software) and interactive whiteboards. All staff have a laptop or iPad, with links to other multimedia equipment. These and the ICT suites allow for a substantial amount of cross-curricular ICT work. Pupils have access to computers in an ICT suite and the library every lunch-time. Banks of Chromebooks are available in most subjects.



An ICT suite and classroom are used for Prep Club and Prep Club Plus which run Monday-Thursday. This allows pupils who do not have access to computers at home to do their homework using the school computers. ICT facilities in the library can also be used before or after school.

The Computing department currently delivers OCR GCSE Computer Science and Cambridge Nationals - Creative iMedia Certificate at Key Stage 4, whilst all pupils are taught Computing at KS3.

On-line safety

Pupils are taught to use ICT safely and appropriately in their computing lessons, PSHEe lessons and assemblies. ICT use is centrally monitored and restricted to suitable materials. All staff receive training on on-line safety. The On-Line Safety policy can be viewed on our website.

Learning Beyond The Classroom

We believe that pupils can learn as much outside the classroom walls as inside. We therefore place strong emphasis on providing a range of extra-curricular activities with a broad appeal. Such is the breadth and quality of this programme that it has earned us recognition from Education Extra and Sport England in the past. We have been awarded Healthy Schools Silver Award, Artsmark Gold Award, Space Education Quality Mark and International Schools status. Here is just an overview of some of the activities that your child might get involved in: -

Clubs and Activities

The following clubs take place after school or in the lunch hour:

<i>Athletics</i>	<i>Trampolining</i>	<i>Duke of Edinburgh</i>
<i>Netball</i>	<i>Gymnastics</i>	<i>MFL</i>
<i>Fitness Training</i>	<i>Hula Hooping</i>	<i>Drama</i>
<i>Basketball</i>	<i>Art</i>	<i>Young Investigators</i>
<i>Dodgeball</i>	<i>Design & Technology</i>	<i>Theatre Visits</i>
<i>Rugby</i>	<i>Creative Writing</i>	<i>Interact</i>
<i>Football</i>	<i>Chess</i>	<i>School Council</i>
<i>Dance</i>	<i>Orchestra</i>	<i>Maths Challenge</i>
<i>Rounders</i>	<i>Choir</i>	<i>Film Club</i>
<i>Cricket</i>	<i>Fab Fizzics</i>	<i>Electronics Club</i>



Trips

Our pupils have had the opportunity to visit Austria, Rome, Normandy, Barcelona and CERN, as well as participate in field trips such as the Eden Project and Isle of Wight. Departments run regular weekend trips including retreats to Whitstable, field trips to Swanage, theatre and dance trips and expeditions for the DofE Award.



Sports

All pupils are encouraged to participate in extra-curricular sporting activities and we try to provide something to interest everyone. Lunch-time and after-school clubs focus on activities ranging from basketball to table tennis and include dance, rounders, rugby, athletics, handball, cross country, football, hockey, trampolining, gymnastics, cricket and fitness training. Through participation in, and enjoyment of, a variety of activities pupils are encouraged to develop their talents, character and sportsmanship within the Christian ethos of understanding and tolerance. Pupils who show a particular aptitude for a sport may be selected for school teams and play competitively against other schools or within school in inter-form and house matches. We are pleased to report that a number of our pupils have been selected to represent the area and County and have won a number of honours outside school.

Drama



Drama, like Music, forms part of the school curriculum with the option to take both subjects at GCSE level. However, pupils with a particular interest can also attend clubs at lunch-time and after school and get involved in productions. In recent years the school has presented a number of musicals including: 'Bugsy Malone', 'Grease', 'Our House', 'Thoroughly Modern Millie', 'Little Shop of Horrors', 'Annie', 'Oliver', 'Godspell', 'The Wiz', 'Back to the 80's', 'West Side Story', 'Return to the Forbidden Planet' and 'Disco Inferno'. Other performances include Shakespeare's 'A Comedy of Errors', 'A Midsummer Night's Dream', 'Richard III' and 'Macbeth'.

Music

We have excellent facilities to promote and develop learning and a love of music. In addition to two spacious teaching areas and numerous practice rooms, our music suite is equipped with a recording studio and nineteen iMac computers, running industry-standard software.



The work of our specialist music teachers is supported by the teaching of peripatetic teachers for guitar, piano, woodwind, brass, strings, percussion and voice. Pupils are strongly encouraged to make use of this facility. The Music Department has a busy schedule of extra-curricular activities including two choirs, an orchestra, songwriting club, 'Music Boost', an after school club which provides additional support to our GCSE music pupils, and various ensembles created to meet the needs and interests of the current cohort. Pupils are encouraged to perform in front of their peers at assemblies and Masses and in front of the wider community at events such as The Holocaust Memorial Event, the Eastbourne Prom Concert, Summer Sing, HCPT Carol Concert at Westminster Cathedral and at Parish events such as Sunday Mass and Advent Services.

Arts Award

The Arts Award is a nationally recognised qualification accredited by the Arts Council England which gives young people a chance to develop their skills and knowledge through arts-related activities and research. The term 'arts' is used to include all creative interests from cake-decorating or writing poetry to contemporary dance or photography. Elements include taking part in an arts-related activity; experiencing the arts as an audience member, and organising/delivering an arts event in the community.



Pupils at St Richard's are offered the chance to complete their Discover, Explore, Bronze and Silver Arts Award during their time here, and they can complete the qualification entirely at their own pace. Once the Silver Award is achieved, pupils can complete the Gold Award which equates to UCAS points during post-16 study.

Fundraising for Charity

We promote a strong ethos of community living, whether that community is the school or the local, national and global community of which we are all part. Pupils are therefore encouraged to support charities and do something to help others. Each year the school comes together to raise funds for 'Surviving Christmas' in support of the homeless. Mufti days have raised money for charities such as St Michael's Hospice, CAFOD and Breast Cancer Care.



We also have an annual fundraising project to sponsor disabled children travelling to Lourdes at Easter and to subsidise the transport costs of some of our Year 11 pupils who act as helpers. In addition, each Year Group adopts its own charity to support. In past years, Water Aid, Guide Dogs for the Blind, Demelza House, Brain Tumour Research and Chestnut Tree House have benefited in this way.

School Council

Pupils have an opportunity to raise matters of concern through our School Council, the aim of which is to represent the views of pupils to the staff and Leadership and Management Team. Each year group has representatives on the School Council which meets monthly, promoting active citizenship. Additionally, each year group has its own Year Council which meets regularly with the Pastoral Leader. The aim of the Year Council is to organise charity and social events and to raise issues that concern form groups.



Pupil Leadership

Pupils will have many opportunities to become a leader during their time at St Richard's. There are numerous roles which will become available within each tutor group. These include: Form Captain, Liturgy Representative, Eco Representative, becoming a member of the School Council or the Sports Council. These roles are chosen democratically within tutor groups.

Other roles will become available during the year and as pupils journey through St Richard's. These roles include: Head Boy/Girl, Senior Team, Prefect, Student Listener, Pupil Researcher, Pupil Interviewer, Anti-Bullying Ambassador, Librarian, Interact Club member, Liturgy Captain and Careers Ambassador. There are many opportunities for pupils to flourish during their time here. When pupils start in Year Eight they will be given 'The Crest' logbook which will help them to record and monitor their progress as they strive to achieve bronze, silver and gold accreditation through realising their leadership potential.

Eco-Schools Committee and Geography Club

St Richard's has been a member of the East Sussex County Council's Eco-Schools Scheme for a number of years. This is an environmental scheme aimed at raising awareness of environmental issues beyond the curriculum. It relates these issues to positive action within the school environment. The Eco-Schools Committee is responsible for co-ordinating action within the school and is made up of staff, governors, parents and pupils. The Committee has won a number of awards for its environmental work. It has adopted five sections of Bexhill beach through the Marine Conservation Society. The Geography Club is another active body involved in pursuing environmental issues, particularly focusing on recycling. This work has been recognised by Green Schools, awarding St Richard's the best recycling school in East Sussex, with the Green School Award 2019.



Pupil Welfare and Wellbeing

Young people can experience many different problems and anxieties as they go through school, both in their personal and academic life. We aim to provide support for each child so that no-one ever feels alone or unsupported. Each child is assigned a Form Tutor when they begin at St Richard's. This Tutor will monitor the child's progress, behaviour and welfare throughout school life. Pastoral Leaders and a Mental Health Lead support Form Tutors in their work and seek to develop a unity and sense of belonging amongst each year group. We also have a full time Pastoral Support Manager whose role is to support the Pastoral Leaders and the Designated Teacher of Looked After Children in removing barriers to learning for pupils who require more support.

There is also a network of external support agencies which include a Counsellor who comes into school on a weekly basis, a youth worker from the Young Carers charity and the Community Health Nurse who support our staff in caring for the welfare of pupils. There are designated schemes of work in the PSHEe curriculum that focus on wellbeing.

Counsellor

Our Counsellor, Mrs Helen Blackford, provides a confidential counselling service to all pupils. Pupils may request an appointment themselves by alerting their Form Tutor or Pastoral Leader in person or if easier via email, or may be referred by staff, fellow pupils or parents. This allows them a safe and private place to explore any difficulties they may have. The issues they may bring can be wide-ranging, for example loss or bereavement, lack of confidence or self-esteem and relationships at home or school.

Child Protection/Safeguarding

In all the work we do we see the rights, safety and welfare of our pupils as paramount. This means that sometimes we have to take actions which some parents and carers could find threatening. In such cases we will work for a mutual understanding. We will explain our professional responsibilities and we will give every reassurance as to our motives but we will always stress that, for us, a pupil's needs have to come first. Please see Appendix 5 for further information.

Anti-Bullying

Every pupil has a right to learn and to feel safe, happy and secure in their learning environment. We have zero tolerance of bullying behaviour and expect parents/carers and pupils to notify us immediately if there is a problem. We define bullying as the persistent attempt to make someone unhappy. Further details can be found in our Friendship and Anti-Bullying policy located on the school website and in Appendix 6. Our Designated staff members for anti-bullying issues are Mrs Ellis and Mrs Taylor-Singfield, our Pastoral Teaching Assistants, but all members of staff can be approached for support.

Attendance/Punctuality

We have a rewards system in place for good attendance. Pupils who have achieved 100% attendance will receive a certificate. Pupils who achieve 100% attendance for the whole year will receive a voucher and a certificate as well as House points for excellent weekly attendance. It is essential that good attendance is maintained throughout the year. As a school we consider attendance that drops below 96% to be a concern and a major barrier to learning. Parents will be contacted by the school, if this occurs. If attendance continues to drop an attendance plan will be developed which may involve the support of the East Sussex Behaviour and Attendance Team. Parents are encouraged to always contact us with regards to any concern around school attendance. Punctuality is monitored. Pupils who are late on more than two occasions, without a reasonable excuse, are given 24 hours' notice of a one hour after-school detention.

School Rules

Conduct and Discipline

All schools need rules to run efficiently and effectively. At St Richard's we have in place a Code of Conduct. This enables us to safeguard the right of every child to learn without hindrance. It also ensures our pupils learn self-discipline and the need to take responsibility for themselves and their actions. These are lessons that will serve them well through life. The basic principle of the Code of Conduct is 'respect for the person and respect for a person's property'. Pupils must:

- Show respect to staff and their peers at all times.
- Act in such a manner that ensures all who come to St Richard's are able to flourish and grow together in friendship and in faith.
- Take responsibility for themselves in terms of learning, conduct, homework, uniform and organisation.
- Respect and not interfere with another person's property or their right to learn.
- Celebrate one another's differences.
- Be committed to working together to make positive differences to our community and to the society in which we live.
- Work together to uphold our school motto of *Comitas, Scientia, Caritas* (Community, Knowledge, Charity)

As we are a Catholic school we expect pupils to abide by Christian principles and to show respect and concern for the wider community.

Pupils must treat each other with respect and kindness at all times. We have a clear Friendship and Anti-Bullying Policy that recognises different types of bullying, including cyber bullying, prejudice-based and discriminatory bullying.

It is a whole community responsibility to recognise bullying and to take appropriate action. All staff, both teaching and non-teaching, are committed to the creation of conditions which discourage bullying through: consequences that are applied fairly, consistently, proportionally and reasonably; vigilant supervision of areas such as toilets, corridors, staircases, the changing rooms, the playground and the back area of the school. The full range of interventions, support and consequences attached to incidents of bullying can be found in the Friendship and Anti Bullying Policy. The school sets out an approach of education and strong moral values that puts at its heart the dignity of every young person and each person's role in ensuring the wellbeing of others.

Pupils are encouraged to report any negative behaviour, even if they are not sure whether it is bullying. They can do this through:

- Speaking to their teacher/TA or any member of support staff
- Speaking to a parent/other adult who then may contact the school in any of the ways listed.
- Speaking to their School Council Rep or a Student Listener.
- Passing on information via a confidential e-mail address or web based reporting system which is checked daily. Pupils can access the e-mail address via their pupil e-mail account by typing 'issues box' in the To: section of a new email. If they are not using their pupil email account they should address it to issuesbox@strichardscs.com They are able to access the new Whisper anonymous reporting tool on their home page and the school website.

Peer on Peer Abuse. This can take place in school, out of school and online. It covers a range of concerns including sexual harassment and assault. The school follows the East Sussex protocol for managing Peer on Peer Harmful Sexual Behaviour in Schools, September 2020.

The school adopts an 'It can happen here' approach to safeguarding and bullying and seeks to ensure environment in which young people are able to access support from staff. Staff are regularly trained in a range

of safeguarding procedures and topics and will never accept hurtful, hate (sexual comments) as banter or part of growing up. From September 2021, a new confidential reporting system is in place so that young people always have a way to share concerns anonymously. It is called Whisper and pupils can access it on their home page and via the school website.

Uniform/Appearance

- Uniform must be worn in its entirety, as per the uniform list at all times, including the journey to and from school. Jumpers may be removed in the summer term, following the Principal's directive.
- Tights and socks must not be worn together. Plain black or white ankle socks for girls and black socks only for boys (no sports/trainer socks, frilly socks, knee-length socks or inner shoe 'sockettes').
- Coats must be worn in colder weather. There should be no denim, fur, suede or leather jackets or hooded sweatshirts/tracksuit tops/sports jackets.
- Coats must not be worn inside school.
- Jumpers must not be tucked in to skirts or trousers.
- T-shirts may not be worn under white shirts.
- Skirts must be of regulation colour and knee length.
- Trousers must be tailored fit (not 'skinny' fit or chino jeans style) and are optional for girls.
- All pupils must wear black school shoes (no heels, boots, canvas or backless shoes).
- Hairstyles must be of a conventional nature. Girls' hair should be neatly tied back. Boys must have short hairstyles (minimum grade 3). Regardless of gender: tram-lines, wedges, undercuts or shaved hair are not permitted. Styling products are not permitted. Highlighting and colouring of hair is not permitted and neither are hair extensions. It is acknowledged that textured hair is an important part of a pupil's racial, ethnic and cultural identity and requires specific styling for hair health and maintenance and therefore in such circumstances braids and corn rows can be worn. Braiding must be an appropriate length and match natural hair colour. Beading is not permitted. Boys must be clean shaven.
- Girls may wear one pair of plain stud earrings in the earlobes and all pupils may wear a wrist watch, but not a smart watch. No other jewellery is allowed.
- Make-up must not be worn and nail polish is not allowed. Nails should be kept short and not pointed. No permanent make-up procedures (e.g. eyebrow or eye lash dying or extensions) are allowed. Fake tan must not be used.
- Uniform must be worn for official school events e.g. Prize Evening, Open Evening, Parents' Evenings, Concerts, Parish Masses. School rules apply at all evening events e.g. no mobile phones to be used.

Substances/Dangerous Items

- Smoking/vaping/smoking e-cigarettes is not allowed on school premises or while travelling to and from school.
- No cigarettes, e-cigarettes, lighters or matches can be brought to school.
- No intoxicating substances or illegal substances can be brought into school.
- There must be no aerosols in school.
- There must be no chewing gum in school.
- Canned drinks, including energy drinks, must not be brought into school or consumed on the way to or from school.
- There must be no items such as knives or weapons brought into school.
- There must be no items brought into school that could endanger others or damage property.

Please see Appendix 1 for our policy statement regarding searching for prohibited items in school. This is located in the Pastoral Care and Behaviour Management Policy.

Valuables

- **Mobile telephones are not allowed** in school, except with the permission of the Principal, following a written request, when they should be handed in to Reception first thing in the morning/at the start of each day for safe-keeping and only used for the purpose the parents/carers have requested (e.g. safeguarding reasons). If a telephone is confiscated, a parent/carer will be expected to collect it. It is important to note that the school is not responsible for any pupil's phone for any reason.
- Smart watches, such as Apple watches, that allow access to making calls or the internet, are not allowed in school.
- Electronic devices, speakers, cameras and computer games must not be brought into school or they will be confiscated. Parents/carers will be expected to collect them.
- No expensive equipment should be brought into school, except for the purposes of study and only with prior specific permission.
- Large sums of money should only be brought in cases of real necessity and handed to the Finance Office upon arrival for safe keeping.

Movement around School

- On corridors and stairs, throughout, movement should be in single file, to the right.
- Pupils must walk sensibly around the building.
- Pupils must observe entry/exit signs and any one-way systems (current one-way system for Covid 19).

Break/Lunch Time

- All pupils must go outside for the duration of morning break and lunch-time, with access to lockers at the beginning and end only, unless attending a Club, using the library, or using the dining area/hall.
- In the case of wet breaks, forms based in the Linkway, 'B' and 'A' Blocks may remain in classrooms. Forms from the Science and Technology Block and the Art Block must go to the hall.
- Pupils are allowed to change into trainers to play sports in the playground, but must change back into school shoes when returning to the building.
- All pupils must respect and follow the instructions of prefects who patrol the corridors at break and lunch-time.
- Hot food should only be eaten in the Dining Area. Snacks may be taken out of the Dining Area into the playground, but no food is to be eaten in the corridors.

Use of Play Areas

- No one may play in the car parks.
- Each year group should use its allocated area in winter.
- In summer, when the field is in use, the boundary is a line across from the garage and year groups must use their allocated space. The only pupils allowed beyond this are those practising sports under supervision. All banks are out of bounds. Pupils are not allowed behind the sports hall.
- At all times, the staff car park and the area around the bungalow are out of bounds.
- Any pupil seeking to retrieve a ball from the road must have permission from a member of the duty staff.
- At the end of the school day, pupils may use the Year 8/9 playground for ball games until 4.00pm, if the space is not required by the PE department.

Toilets

- Pupils must only use the toilets allocated to their year group at break time, except in emergency; during lessons, they should use the nearest toilets.
- Pupils are not allowed out of class to use the toilets unless given permission.
- Pupils must always leave the toilets in the same state they would wish to find them out of respect for themselves, others and our cleaning staff. There will be consequences if this is not the case.

Punctuality

- This is expected for all classes as well as for arrival at school. Pupils must arrive by 8.30am for a prompt start at 8.40am.
- If late to school, Community Service will be issued. If persistently late, pupils will go on a punctuality report and receive a pastoral detention.
- School cannot be accessed earlier than 7.45am.
- Pupils arriving in school before 8.15am should only enter the building through the main pupil doors. Once they are in, they must either attend a revision class, sit in B7 or sit in the dining area. This is to ensure all pupils can be accounted for in the event of an emergency.

Bags/Lockers

- Bags must be of a suitable size and appearance to carry all books/ equipment required for school. They must be able to carry A4 folders and be able to be closed securely.
- Pupils using the dining area must place their bag in the allocated year box in the hall.
- Apart from form time, access to lockers is restricted to the beginning and end of each break period.
- Lockers should be used wisely and respected.
- If locker keys are lost, they must be replaced and paid for. We suggest parents/carers make a copy of their child's locker key.

Public Transport

- Pupils should remain seated on buses and trains throughout the journey.
- Pupils should never put their heads out of bus/train windows.
- Pupils must stand well back, behind the bump strip, as the train approaches the platform. At the end of the school day, Year 7 must line up behind Year 11 (and in term 6 behind Year 10).
- Bags must not be left in train corridors.
- Pupils may not cycle on train platforms.
- Pupils must only be at the station if they are catching a train.
- Pupils must catch the earliest available train.
- Train/bus prefects are to be obeyed and respected.
- Consideration and respect should be shown to the general public at all times. For example, pupils should give way to other pavement users. They should allow other passengers to get on and off the train before they do. They should be mindful of noise and represent their home and school to the highest standards.
- Pupils are not allowed to use local shops/takeaways or the beach when travelling to or from school. They must return home and change out of uniform before conducting social activities.

Cycles

- Pupils must have a cycle pass obtained from their Pastoral Leader before being allowed to cycle to and from school.
- Pupils must cycle to and from school in an appropriate manner, respectful of all other road and pavement users.
- Cycles must be equipped with reflectors, brakes and adequate lights.
- Cycle helmets must be worn.
- Cycles must be locked in the bicycle storage shelter.

Rewards

When expectations are met and our Code of Conduct adhered to, praise and encouragement should be expressed to give positive reinforcement. Our current rewards system includes:

- Verbal praise, either personal or public.
- House Points.

- Telephone/letter/postcard home.
- Letters of Commendation for achieving above expectations in a number of subjects.
- Certificates noting achievements, service, good conduct, attendance.
- Extra-curricular certificates.
- Book tokens, vouchers or other tangible "thank you's."
- Prizes.
- Prefect status.
- The CREST (bronze, silver and gold awards).
- Positive references.

In all years, the award of House Points is possible for the following reasons:

- Outstanding work.
- Effort.
- Community service involving an element of sacrifice.
- "Extra" help or service.
- Consistently high standards of work or behaviour.

The successful use of this House point system depends on the contribution and participation under the Be St Richard's banner of all staff. There are clear stages of rewards which are shared with pupils, parents/carers and staff. Copies of these are up in all classrooms.

Consequences

St Richard's operates a discipline procedure based on the Christian values of dignity, love and reconciliation. Where a pupil's conduct is unacceptable or disruptive in any way, or where a pupil fails to meet required standards in work or discipline, corrective action must be taken. Staff are expected to address small infringements of courtesy, behaviour and uniform immediately so that the minor misdemeanours do not grow into more challenging behaviour from pupils. It is essential that misdemeanours are quickly discovered and dealt with firmly, without undermining the integrity of the individual personality. In every case, the consequence should be appropriate to the offence and the child. A list of common offences with consequences has been drawn up for the use of all staff (**see Appendix 2**). It is recognised that pupils may, at times, require sensitive handling, without undermining the principles of fairness and justice. The school takes a therapeutic thinking approach to support pupils who may require a supported approach to modifying behaviours. Consequences currently imposed at departmental and pastoral levels include the following:

Departmental

- Detentions at break or lunchtime.
- Detentions after school, with 24-hour notice in writing email/Edulink to parents/carers.
- Department report/monitoring.
- Transfer to another class or temporary withdrawal.
- Letters/emails home to parents/carers.
- Interview with parents/carers.
- Referral to Form Tutor/Pastoral Leader/Subject teacher, ideally through conversation, if not by e-mail.

Pastoral

- Support and advice, including CPD training on therapeutic thinking.
- Staff/pupil mentoring.
- Range of services in the school to help support a pupil - refer to the MHEW document that lists them on Google Drive/pastoral and SEN info for staff or school website Parents/Pupil Wellbeing
- Behaviour Points.
- Pastoral detention (held on a Friday).
- Withdrawal of privileges.
- Detentions before school, at break, lunchtime, after school, Saturday morning, INSET days.

- Litter duty, chewing gum duty.
- Community Service.
- Daily report- a variety of these are available in order to tailor it to the child.
- Close supervision - used as a last resort - Saturday detentions are better to ensure pupils do not miss out on learning.
- Strategy meetings to complete the plan, 'can, do, review' sections of an Additional Needs plan.
- Interview with parents.
- Exclusion from extra-curricular activities when appropriate.
- Use of after-school intervention room.

In addition, use can be made of support from other agencies such as the Counsellor, the Educational Psychologist or the Education Behaviour and Attendance Service.

Whatever consequences are imposed, it is essential that parents are kept fully informed and that reconciliation and support always have a role. The responsibility for this lies with individual teachers as well as Subject and Pastoral Leaders. The successful management of pupil behaviour relies on the close partnership between home and school which has a high priority in our community. Good communication should ensure that misdemeanours or concerns are dealt with appropriately, through a staged system of referral, according to the seriousness or frequency of the offence. The staged system of referral is listed at **Appendix 3**.

Behaviour in Cover Lessons

LMT divides out cover lessons in the morning so all lessons are visited to offer support with behaviour. Any misbehaviour in a cover lesson warrants a detention. This is to be set by the Cover Supervisor but supervised by the Subject Leader or teacher on their return. Cover Supervisors can record any issues and consequences set and pass these to the Subject Leader. This should include poor effort, which needs to be actioned on the member of staff's return. Please help the Cover Supervisors by ensuring that you have left a clear seating plan in the correct cover folder, alongside your work and any other details that will be of benefit to them.

Close Supervision

Please refer to the Consequences list for when this should be administered. Pupils will fill out a reflection booklet in collaboration with pastoral staff at the end of Close Supervision.

Exclusions

The principles of equal opportunities and social inclusion underpin our management of pupil behaviour. Measures counteracting disaffection are put in place as necessary through BfL targets and strategies, with early intervention and suitable use of pastoral support programmes for those at risk of permanent exclusion. However, for serious offences, such as abuse of staff, theft, substance misuse or persistent or aggressive behaviour, the Principal may decide that a pupil should be excluded from school. In such a case, the Principal will follow the procedure laid down by the East Sussex County Council.

Conclusion

High standards of behaviour and discipline need to be maintained to ensure a good working atmosphere for all staff and pupils at St Richard's. We strive to be consistent while allowing a certain flexibility to respond to particular cases in our care for the individual's social, spiritual, moral and academic needs. By creating a climate within which appropriate teaching and learning can take place, we can achieve our aims and prepare our young people to contribute to the wellbeing of a just and caring society.

The Crest

At St Richard's we believe that the development of the whole child is fundamental to all we do. We seek to find ways to celebrate successes outside of the classroom and in doing so help foster confident, emotionally resilient and happy individuals.

The Crest is a way of celebrating your child's wider development. Our pupils work towards it during their five years with us. To achieve The Crest, pupils will have to have taken part in a range of activities to include: leadership, enrichment in sport or the Arts, charity work, peer support and work related learning.

Parents/carers will receive a report on their child's progress in The Crest annually. Special Awards ceremonies will be held at the end of each year for those who achieve the full Award and families will be invited to come in and celebrate this achievement.

Take part in a school performance, or represent the school through a team, club or organisation for a sustained period of time.

Have the opportunity to meet a person/people who can widen our knowledge of the world we live in.

Experience a professional performance or event.

Contribute to a campaign for justice, a community based project inside or outside of school or make a significant contribution to the liturgical life of the school.

Role of leadership: take on a leadership role within the school or in the local community.

Experience work related learning.

Spiritual visit to a place of worship of religious importance in order to gain an understanding of other cultures within our society.

To undertake a peer support or mentoring role for other pupils.

The Building

The main school building was opened in 1959. It is a pleasant brick building with excellent specialist accommodation. This includes seven laboratories that have been refurbished, and a well-equipped Design and Technology area. Facilities for Art, Textiles and Pottery are provided. We have an Assembly Hall, a Chapel, a Library, a Drama Studio, a Dance Studio, a Music Block equipped with a recording studio and practice rooms, and a Fitness Suite. ICT has three large, well-equipped rooms.

We upgrade our facilities annually. March 2002 saw the completion of a new Creative/Expressive Arts block, which included the expansion of sporting facilities within the school; a new suite of rooms for Art and a further suite of rooms for ICT. During 2003, an extra science laboratory and a new technology room were built. During 2005, three new classrooms were built, accommodating extra English and Maths rooms. These classrooms enabled the school to comply with the Disability Act, providing access for all. During 2007, a new entrance and stairway to the Science and Technology block was built; a laboratory and technology room were completely refurbished, and the canteen area and the library were extended and refurbished. During 2009, a lift enabling disabled access to the Art Block was installed, a toilet for the disabled was created and a bicycle shelter was built. October 2011 saw the opening of an extension to A Block providing three extra classrooms, toilet facilities and a lift allowing disabled access to nine classrooms. In August 2013, a lift allowing disabled access to the science laboratories was installed and two laboratories were refurbished. In July/August 2014, two ICT suites were refurbished, the dining area was extended and a new kitchen was built. In the summer of 2015, two science laboratories and the Food Technology room were refurbished, as well as a set of toilets. Summer 2016 saw the installation of a new lighting and sound system as well as replacement windows and blinds in the hall. In the past three years, all external windows in other blocks have been replaced. January 2019 saw the completion of a 4-court Sports Hall on the field. Easter/Summer 2019 saw the re-felting of the roofs to B Block, C Block and the gym. Summer 2020 saw the refurbishment of toilet facilities. During 2020/21, the Diocese kindly provided funding to build a small Chapel on the field.

Outside, the school has three all-weather playing surfaces, accompanying tennis courts, and a netball area. The playing field area is extensive and includes football, rugby and cricket facilities.

Pupils are encouraged to take an interest in their environment and be responsible for it. In 2019, the school was awarded 'The Green School Award' for environmental work undertaken throughout the year.



Final Word

It is in the consideration of what we teach, how we teach, and how we assess what has been taught, that the fascination of the work of education lies. St Richard's seeks to achieve as much as is possible for every child, for it is through success in this endeavour that the teacher also gains the greatest possible satisfaction. We maintain the 'tried and the true' in educational terms, but we also seek to look with an open mind at every possibility of improvement and development in our methods and content of our curriculum.

We are a Catholic community and so fundamental to all the curriculum requirements are the Christian virtues of Faith, Hope and Charity. We endeavour to instil into our pupils a belief in God that permeates their lives, an outlook for their future that is bright and enthusiastic and a love for their neighbour that forms the basis of their existence. All these ideals are suitably summed up in the Prayer of St Richard.

Prayer Of St Richard

Thanks be to Thee my Lord Jesus Christ
For all the benefits Thou hast given to me,
For all the pains and insults Thou hast borne for me.

O most merciful redeemer, Friend and Brother
May I know Thee more clearly,
Love Thee more dearly
And follow Thee more nearly.

Amen

Appendix 1 - Staff List

Miss D Cronin	Principal
Mrs D Bligh	Vice Principal/RE
Mr R Jacobs	Assistant Principal/Subject Leader of Maths
Mr P Tadros	Assistant Principal/Subject Leader - Science
Mrs P Hoyle	Assistant Principal/Subject Leader – Geography
Mr J Campbell	Assistant Principal/Year 11 Pastoral Leader/Mathematics
Mr R Doherty	Assistant Principal/Year 10 Pastoral Leader/History
Mrs C Adams	Science/Careers Lead
Mrs C Akraasi	Geography
Mr W Allen	Maths
Miss P Auzinger	Head of German
Mrs L Avery	History
Miss S Barrett	History/Geography
Mrs S Bayjou-Bates	English
Mr J Bligh	Year 7 Pastoral Leader/PE
Mr D Bullock	Science
Mrs R Byrne	Subject Leader of Music
Mrs R Campbell	Subject Leader - History
Miss C Chong	Head of French
Ms S Cook	Computing/ICT/English
Mr S Curtis	Science
Mr S Dallaway	Subject Leader - PE
Mrs R Di Mascio	English
Mrs S Dunster	Drama
Mr C Eyre	Maths
Mr M Fegan	Subject Leader - Computing
Mrs S Fegan	History (<i>maternity leave</i>)
Mr G Filsell	Science
Mrs R Forster-Simmons	Subject Leader - Business Studies/Teacher of Computing (<i>maternity leave</i>)
Mrs E Fox	Science
Mrs H Harker	PE
Mr D Harwood	Science/DofE Co-ordinator
Miss L Henry	RE/Professional Tutor
Mrs S Herring	French & Spanish
Mrs A Hills	Pastoral Leader of Year 9/English/Designated teacher of LAC
Mr T Holloway	Science
Miss T Kent	Maths/Numeracy Co-ordinator
Mrs R Knight	Dance
Mr A Lahache	Science/Pupil Leadership Co-ordinator
Miss E Lambert	PE
Mrs I Landa Garrido	MFL
Miss G Machin	Maths/Curriculum Lead/timetabler
Mr J Massey	Maths
Mrs J Massey	Geography
Mr D Maxwell	English
Miss H McKay	English
Mrs L Mead	Subject Leader – RE
Mrs M Miller	Design & Technology
Mrs A Niitsoo	Subject Leader - English
Mr M Padgham	English/Pastoral Support
Mr S Parker-Harding	Maths
Mr B Pavey	Subject Leader of Design & Technology
Mr A Peachment	Subject Leader of Art and Art and Design
Miss M Pennington	Art
Mr S Rome	Maths
Miss E Rowland	English/Literacy Co-ordinator
Mrs V Scott	Head of Spanish/French
Mr I Smith	SENCo
Miss N Smith	Graduate Tutor
Mr J Steele	Year 8 Pastoral Leader/English/Media Studies

Mr T Stickland	Maths
Mrs K Tadros	Part-time SENCO/Assessor
Miss S Tester	French/German
Mrs T Truss	Design & Technology (Food)
Ms H Vanvuchelen	RE/PSHEe Co-ordinator
Mr R Varney	PE
Ms R Walford	RE
Miss R Walker	Design & Technology
Mrs E Warnett	RE
Ms L Whelan	Drama
Mrs E Wood	English/Professional Development Lead

EXAMINATIONS OFFICER

Mrs D Fletcher

BUSINESS MANAGER

ICT SERVICES

Mr M Hollingsworth	Director of ICT Services
Mr A Soan	Senior ICT Technician
Miss E-J Ralph	ICT Services Apprentice

COVER SUPERVISORS

Mr M Feery	
Mrs G Hook	Senior Cover Supervisor
Mrs B McNamara	

LEARNING SUPPORT STAFF

Mrs K Britt	Learning Support Administrator
Mrs N Campbell	Teaching Assistant/Year Co-ordinator
Mrs J Di Mascio	Teaching Assistant/Year Co-ordinator
Mrs S Ellis	Pastoral Teaching Assistant (<i>part-time</i>)
Mrs L Hall	Individual Needs Assistant
Ms C Hubbard	Teaching Assistant/Year Co-ordinator
Mrs P Kerrigan	Teaching Assistant
Mrs K Lea-White	Teaching Assistant/Year Co-ordinator
Mr J Nuckhir	Teaching Assistant/Year Co-ordinator
Mrs L Taylor-Singfield	Pastoral Teaching Assistant (<i>part time</i>)
Mr N Trimby	Teaching Assistant

CHAPLAINCY TEAM

Father Miceal Beatty
 Father Chris Benyon
 Father Matthew Chadwick OFM Conv.
 Father Neil Chatfield
 Father Tristan Cranfield
 Father Simon Dray
 Father Rajesh Minz
 Father Eamonn Monson SAC
 Deacon Eugene Adams
 Deacon Duncan Brown
 Deacon Ian Moon

LAY CHAPLAIN

Miss J Doyle

COUNSELLOR

Mrs H Blackford

LIBRARIAN

Ms F Tocknell

ADMINISTRATIVE STAFF

Mrs R Butcher	Secretary
Mrs A Forte	Attendance Officer/WEX Co-ordinator
Mrs C Hollands	Receptionist
Mrs S Jenkins	SIMS Operator/Examinations Secretary
Mrs K Klein	Finance Assistant
Mrs K Light	Finance Assistant (part-time)
Mrs K O'Brien	School Nurse/Reprographics
Mrs J Oliver	PA to the Principal/Admissions Secretary (job share)

LABORATORY STAFF

Mrs K Park	Laboratory Technician (part-time)
Miss I Thompson	Laboratory Technician

DESIGN & TECHNOLOGY TECHNICIANS

Mr G Steadman
Mr J Truss

CARETAKERS

Mr A Cronin (Assistant)
Mr A Freeman (Part-time Assistant)

CATERING MANAGER

Mrs J Slayford

DESIGNATED SAFEGUARDING TEAM



Mrs Bligh
Safeguarding Lead
Vice Principal
Office: 1st floor B Block



Mrs Hoyle
Deputy Safeguarding Lead
Assistant Principal
Office: Ground floor A Block



Miss Cronin
Safeguarding Lead
Principal
Office: Ground floor B Block

Safeguarding Officers



Mr Bligh
Pastoral Leader for Year 7
Office: Ground floor A Block



Mrs Hills
Safeguarding Officer (CLA)
Pastoral Leader for Year 9
Office: Ground floor B Block



Mr Smith
SENCO
Office: 1st floor A Block



Mrs Dann
Pastoral Support Manager
Office: Ground floor A Block

Safeguarding Governors



Alison Horan



Sarah Ellis

Appendix 2 – Admissions, Leavers and Absence

Outcome of Admission Arrangements at 11+ for September 2021

Applications received for September 2021 by 31st October 2020 (the deadline date)

Category	Received	Offered	Accepted
SEN	1 x County consultation (not awarded)		
1	3	3	3
2	191	187	185
3	16	12*	12
4	3	0	N/A
5	2	0	N/A
6	11	0	N/A
7	18	0	N/A
8	2	0	N/A
9	197	0	N/A
TOTAL	444	202*	200 (plus EHCP pupil May 2021 = 201)

* Two additional pupils were awarded places on National Offer Day as they had been ranked in the wrong category (directed by East Sussex County Council)

Prior to appeals:

- 1 x place offered to pupil at the top of the Waiting List following three withdrawals to maintain PAN of 200
- 1 x EHCP place awarded as directed by East Sussex County Council - May 2021

Appeals

Number of formal appeals considered: 36

Number of appeals withdrawn: 4

Number of applications agreed on Appeal: 9

Year 11 Leavers 2020

96.9% in further education

1.0% employment with training

0.5% training

0.5% employment without training

1.0% have moved out of area

0% others

School Performance Absence Return 2020-2021 (as at 26/5/21)

Number on roll	1028
Authorised absence	3.38%
Unauthorised absence	0.78%

Appendix 3 – Centre Assessed Grades Report – 2019-2020

My sincere congratulations to all staff at the school for the tremendous results achieved by our pupils. The Centre Assessed Grades were scrutinised thoroughly by teachers, Subject Leaders and LMT and we strongly believe them to be a fair reflection of what the pupils would have achieved had they sat the GCSE exams. It has always been believed that 2020 would be a record year for attainment and progress and the figures below reflect this.

89% of pupils achieved English and Maths at grade 4 or above.

66% of pupils achieved English and Maths at grade 5 or above.

43% of pupils achieved grade 7 and above in a variety of subjects.

57% achieved the baccalaureate (% grade 4 incl. English, Maths, Science, MFL and Humanities)

44% achieved the baccalaureate (% grade 5 incl. English, Maths, Science, MFL and Humanities)

EBACC score was 5.4 (just below B) based on a 61% full entry. Our overall attainment 8 score was 58.3.

Grade 9 summary:

2 pupils gained 10 grade 9s

2 pupils gained 8 grade 9s

2 pupils gained 6 grade 9s

4 pupils gained 5 grade 9s

1 pupil gained 4 grade 9s

6 pupils gained 3 grade 9s

7 pupils gained 2 grade 9s

21 pupils gained 1 grade 9

Congratulations to the following pupils who achieved Centre Assessed Grades early in the following languages:

May Fogarty-Stevens - Grade 9 GCSE French

Evlampia Zacon - Grade 9 GCSE Russian

Isabel Hernandez-Kirienko – Grade A* Russian A-level

Rita Smirnova – Grade A* Russian A-level

Ilie Zacon – Grade A Russian A-level

Congratulations to all pupils and staff who worked so hard to achieve these results.

GCSE Centre Assessed Grades 2019-2020

Details			7 or Above		5 or Above		4 or Above		Grades										
Subject Name	Entries	APS	#	%	#	%	#	%	9	8	7	6	5	4	3	2	1		
Art & Design (9-1)	16	7.44	12	75	16	100	16	100	4	4	4	3	1						
Art & Design: Fine Art - GCSE (9-1) Full Course	14	8.36	12	85.71	14	100	14	100	9	3		2							
Biology Tier H - GCSE (9-1) Full Course	50	7.32	37	74	50	100	50	100	8	15	14	11	2						
Business - GCSE (9-1) Full Course	16	6	5	31.25	14	87.5	16	100	1	1	3	5	4	2					
Chemistry Tier H - GCSE (9-1) Full Course	50	7.32	38	76	50	100	50	100	9	13	16	9	3						
Chinese (Spoken Mand) Tier H - GCSE (9-1) Full Co	1	9	1	100	1	100	1	100	1										
Computer Science - GCSE (9-1) Full Course	21	6.95	13	61.9	21	100	21	100	2	6	5	5	3						
Design and Technology - GCSE (9-1) Full Course	37	5.51	10	27.03	26	70.27	33	89.19	2	3	5	9	7	7	2	2			
Drama - GCSE (9-1) Full Course	15	6.47	7	46.67	13	86.67	15	100	2	3	2	3	3	2					
English Language - GCSE (9-1) Full Course	192	6.07	79	41.15	152	79.17	183	95.31	15	23	41	44	29	31	8	1			
English Literature - GCSE (9-1) Full Course	192	5.81	65	33.85	143	74.48	177	92.19	12	17	36	50	28	34	13	2			
Food Preparation and Nutrition - GCSE (9-1) Full	12	6.08	4	33.33	10	83.33	12	100		1	3	6		2					
French Tier F - GCSE (9-1) Full Course	24	4.5	0	0	15	62.5	21	87.5					15	6	3				
French Tier H - GCSE (9-1) Full Course	23	7.13	15	65.22	23	100	23	100	3	6	6	7	1						
Geography - GCSE (9-1) Full Course	89	6	35	39.33	69	77.53	84	94.38	8	10	17	18	16	15	5				
German Tier F - GCSE (9-1) Full Course	17	4.88	0	0	15	88.24	17	100					15	2					
German Tier H - GCSE (9-1) Full Course	15	6.93	10	66.67	14	93.33	15	100	2	2	6	4		1					
History Option FJ - GCSE (9-1) Full Course	46	6.15	19	41.3	37	80.43	43	93.48	4	6	9	13	5	6	3				
History Option FM - GCSE (9-1) Full Course	49	6.57	29	59.18	40	81.63	46	93.88	8	9	12	7	4	6	2	1			
Mathematics Option F - GCSE (9-1) Full Course	45	3.71	0	0	10	22.22	29	64.44					10	19	10	5	1		
Mathematics Option H - GCSE (9-1) Full Course	147	6.31	61	41.5	132	89.8	147	100	15	15	31	41	30	15					
Music - GCSE (9-1) Full Course	14	6.5	7	50	12	85.71	14	100	3	1	3	2	3	2					
Physical Education - GCSE (9-1) Full Course	28	6.04	9	32.14	25	89.29	27	96.43	1	5	3	8	8	2	1				
Physics Tier H - GCSE (9-1) Full Course	50	7.48	39	78	50	100	50	100	12	13	14	9	2						
Religious Studies A Option ZZ - GCSE (9-1) Full C	188	6.02	77	40.96	146	77.66	174	92.55	13	29	35	40	29	28	12	2			
Spanish Tier F - GCSE (9-1) Full Course	20	4.65	0	0	13	65	18	90				2	11	5	2				
Spanish Tier H - GCSE (9-1) Full Course	21	7.29	16	76.19	21	100	21	100	5	3	8	3	2						

Details			7 or Above		5 or Above		4 or Above		Grades																
Subject Name		Entries	APS	#	%	#	%	#	%	9-9	9-8	8-8	8-7	7-7	7-6	6-6	6-5	5-5	5-4	4-4	4-3	3-3	3-2	2-2	2-1
Combined Sci: Trilogy Tier F - GCSE (9-1) Full Co		38	3.71	0	0	8	21.05	19	50									8	3	8	7	5	5	1	1
Combined Sci: Trilogy Tier H - GCSE (9-1) Full Co		100	5.94	18	18	88	88	97	97	2	6	2	8	13	26	28	3	4	5	3					

Appendix 4 - Attendance Policy

This policy reflects the vision and aims of St Richard's Catholic College by:

- Encouraging staff, parents/carers and children to maximise the learning experience in order that all children reach their full potential.
- Providing clear procedures for involving parents/carers relating to school attendance.

Principles

Regular and punctual attendance is of paramount importance in ensuring that all children have full access to the curriculum. Valuable learning time is lost when children are absent or late.

Children should be at school, on time, every day the school is open, unless the reason for the absence is unavoidable. Permitting absence from school without a good reason is an offence by a parent/carer.

Children are sometimes reluctant to attend school. Any problems with regular attendance are best sorted out between the school, the parents/carers and the child. If a child is reluctant to attend, it is never better to cover up their absence or to give in to pressure to excuse them from attending. This gives the impression that attendance does not matter and may make things worse.

Every half-day absence has to be classified by the school, **not by the parents/carers**, as either AUTHORISED or UNAUTHORISED. This is why information about the cause of each absence is always required, preferably in writing.

Authorised absences are mornings or afternoons away from school for a reason such as genuine illness or other unavoidable cause.

Unauthorised absences are those which the school does not consider reasonable and for which no "leave" has been given. This includes:

- Parents/carers keeping children off school unnecessarily
- truancy before or during the school day
- absences which have never been properly explained
- children who arrive at school too late to get a mark
- holidays in term time

Parents/carers are expected to contact the school at an early stage and to work with the staff in resolving any problems together. If difficulties cannot be sorted out in this way, the school may refer the child to the Behaviour and Attendance Service. The Behaviour and Attendance Service will try to resolve the situation by agreement but, if other ways of trying to improve the child's attendance have failed, they can use court proceedings to prosecute parents or to seek an Education Supervision Order on the child. The maximum penalty on conviction is a fine of £2500 and/or 3 months imprisonment.

Procedures

The school applies the following procedures in deciding how to deal with individual absences:

Daily Attendance

In line with County policy, parents are requested to telephone the Attendance Officer on the first day of a pupil's absence. Telephone calls must be followed by a note when the child returns to school. When it is known that a pupil is likely to be away for more than a few days, parents must inform the school prior to the absence.

We monitor all pupils' attendance rates, and in cases of long term (more than 3 days) and frequent (after the third separate episode) absence, the school will require medical evidence, otherwise a referral to the Educational Welfare Officer or the East Sussex Behaviour and Attendance Service will occur.

Holidays

Permission for pupils to go on holiday or to participate in extra-curricular activities during term time will only be given in exceptional cases, and not as a matter of course. Parents must write to the Principal well in advance (at least 14 days) and fill in the Withdrawal from Learning absence form issued by East Sussex. If the request is not authorised, and the holiday is still taken, then a Penalty Notice will be issued. The penalty is £120 per parent ie a two-parent family will receive a penalty fine of £240, which drops to £120 if the fine is paid within 21 days. If the Penalty Notice remains unpaid this may

result in further legal intervention. Please be aware that holiday requests will not be authorised in term time.

The school will not authorise absences for shopping, looking after other children or day trips. Leave, however, may be granted in an emergency (e.g. bereavement) or for medical appointments which have to be in school time. However, as far as possible, all medical appointments should be made for the end of the school day.

Information about individual school targets, projects and special initiatives

The school has adopted the following attendance targets and special projects:

- Attendance target: 96% whole school; 97% pupil
- We have a rewards system in place for good attendance. Pupils who achieve 100% attendance in each semester will receive a certificate. Pupils who achieve 100% attendance for the whole year will receive a voucher as well as a certificate. House points are given for excellent weekly attendance. As a school we consider attendance that drops below 96% to be a concern and a major barrier to learning. Parents will be contacted by the school if this occurs.

Staff responsible for attendance matters in this school are:

Principal - Miss D Cronin

Vice Principal – Mrs D Bligh

Assistant Principal – Mr J Campbell

Pastoral Leaders: Mr J Bligh (Year 7), Mr J Steele (Year 8), Mrs A Hills (Year 9), Mr R Doherty (Year 10) and Mr J Campbell (Year 11)

Attendance Officer - Mrs A Forte

ATTENDANCE AND ATTAINMENT FACTS

Attendance Levels

Attendance levels can sometimes be regarded in the same way as examination results. In an examination, 80% would be a very positive result. However, in attendance terms, that would mean that you missed 40 days of education, just over 1 day per week. Therefore if your attendance remains at 80% for the whole of your secondary education, you will miss more than a full year of education.

Attendance Rates

95%+ = Excellent chance of meeting the required attainment scores at the end of Year 11.

92.5% to 94.9% = Fair chance of meeting the required attainment scores at the end of Year 11.

91.5% = Possible chance of meeting the required attainment scores at the end of Year 11.

90% = Less than 50% chance of meeting the required attainment scores at the end of Year 11.

88% = Less than 35% chance of meeting the required attainment scores at the end of Year 11.

Less than 88% = Less than 30% chance of meeting the required attainment scores at the end of Year 11.

In order for a child to achieve the highest possible grades, he/she must **attend school regularly**.

Approximate Days Absence in a School Year	
Attendance Rate	By End of School Year
100%	0
95%	10
90%	20
85%	30
80%	40

Summary

The school has a legal duty to publish its absence figures to parents/carers and to promote attendance. Equally, parents/carers have a duty to make sure that their children attend school. Staff are committed to working with parents/carers to ensure as high a level of attendance as possible.

This policy was reviewed, updated and approved by Governors in May 2021.

Appendix 5 - Child Protection and Safeguarding Policy

St Richard's is committed to the safety and wellbeing of all children. We are a community and all those directly connected, staff members, including permanent and temporary staff, volunteers, governors, parents, families and pupils, have an essential role to play in making the school safe and secure.

The Governing Body ensures that St Richard's safeguards and promotes the welfare of pupils and works with other agencies to ensure that our school has effective arrangements to identify, assess and support those children who are suffering or likely to suffer harm.

The school provides a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child. We recognise the importance of providing an environment within St Richard's that will help children feel safe and respected. We recognise the importance of enabling children to talk openly and to feel confident that they will be listened to. We work with parents/carers to build an understanding of the school's responsibilities to ensure the welfare of all children, including the need for referrals to other agencies in some situations.

ROLES AND RESPONSIBILITIES

The school's lead person with overall responsibility for child protection and safeguarding is the **Designated Safeguarding Lead Teacher (DSL)**. This is Mrs Bligh, the Vice Principal with responsibility for Pastoral Care. Mrs Hoyle and Miss Cronin are the Deputy Safeguarding Lead Teachers. Additionally, we have four Safeguarding Officers to ensure there is appropriate cover for this role at all times. They are: Mr Bligh (Pastoral Leader of Year 7 and transition), Mr Smith (SENCO), Mrs Dann (Pastoral Manager and support of LAC pupils) and Mrs Hills (Pastoral Leader of Year 9). All have been trained in safeguarding and child protection matters. Their role is to:

- Refer all cases of suspected abuse to East Sussex Children's Social Care and to the Police if a crime may have been committed.
- Liaise with the DSL and Principal about safeguarding issues relating to individual children.
- Act as a source of support, advice and expertise to staff members on matters of child protection and safeguarding training.
- Liaise with agencies providing early help services and coordinate referrals from the school to targeted early help services for children in need of support.

The school has two **nominated governors, Alison Horan and Sarah Ellis**, who are responsible for championing good practice; liaising with the Principal, Miss Cronin, and DSL Lead, Mrs Bligh, and providing information and reports to the Governing Body. The **Case Manager for dealing with allegations** of abuse made against school staff members is Miss Cronin. Any allegations made against the Principal should be reported to the Chair of Governors.

All staff members, governors, volunteers and external providers know how to recognise signs and symptoms of abuse; how to respond to pupils who disclose abuse and what to do if they are concerned about a child. Our school will support all pupils by:

- ensuring the content of the curriculum includes social and emotional aspects of learning;
- ensuring a comprehensive curriculum response to online safety, enabling children and parents to learn about the risks of new technologies and social media and to use these responsibly;
- ensuring that child protection is included in the curriculum to help children stay safe, recognise when they do not feel safe and identify who they might or can talk to;
- providing pupils with a number of appropriate adults to approach if they are in difficulties;
- supporting the child's development in ways that will foster security, confidence and independence;
- encouraging development of self-esteem and self-assertiveness whilst not condoning aggression or bullying;
- ensuring repeated hate incidents, including, but not limited to, racist, homophobic or gender or disability-based bullying, are considered under child protection procedures;
- liaising and working together with other support services and those agencies involved in safeguarding children;
- monitoring children who have been identified as having welfare or protection concerns and providing appropriate support.

Members of staff are provided with logins to our internal safeguarding alert tracker 'My Concern'. This is used to raise concerns about the welfare or wellbeing of a child or young person. Visitors to the school use a paper based reporting system that is stored at reception. If anyone has an immediate and urgent concern about a child or young person they must speak to a member of the safeguarding team in

person and immediately. Everyone must be aware and fully committed to the requirement that **safeguarding is everybody's responsibility.**

Parents/Carers are asked to read the full Child Protection and Safeguarding Policy which can be found on the school website under the safeguarding section:

<https://www.strichardscc.com/parents/safeguarding/> alongside all our other policies (in particular, Online Safety Policy, Friendship and Anti-bullying policy and Relationships and Sex Education Policy). The school's policies are informed by the latest version of the DFE Keeping Children Safe in Education statutory guidance.

Appendix 6 - Friendship and Anti-Bullying Policy

It is the entitlement of every pupil in St Richard's Catholic College to enjoy an environment free of prejudice and any form of bullying behaviour, either inside or outside the classroom and on the way to and from school. Founded on Christian principles, our school seeks to promote equality of opportunity as we work together to form a community in which all are expected to show 'respect for a person and respect for a person's property'.

Our Aims

At St Richard's we take all forms of conflict, friendship problems, and bullying behaviour seriously. Our aims are:

- To provide a safe and secure environment for all pupils in our care.
- To create a happy atmosphere in which parents/carers and staff work together for the welfare of the pupils.
- To ensure everyone is mutually valued and respected.
- To encourage pupils to adopt agreed standards of behaviour and values in order to develop a sense of self-discipline and to take responsibility for their own actions. (Further details in Behaviour and Discipline Policy and The Education Act 2011).

Our Code which is displayed in every classroom stipulates the following:

We support each other by ensuring that no-one is insulted, offended or harmed in any way.

We recognise that everyone has the right to happiness, free from injury or intimidation.

We wish ours to be a listening, ordered environment with open channels of communication between all staff and pupils. Pupils will be reminded of the Code regularly and will be encouraged to adhere to it for the good of the whole community.

Definition of Bullying Behaviour

We acknowledge that both friendship problems and bullying behaviour can be upsetting and unpleasant but it is important to distinguish between the two, as the responses to friendship problems will be different to the strategies used to address bullying behaviour.

Friendship problems may be an occasional incident where both pupils disagree and find it difficult to resolve the disagreement without adult help. It is unlikely to be repeated behaviour and may even be accidental, but both pupils make an effort to resolve the problem. However, we recognise that repeated friendship problems can sometimes lead to bullying behaviour.

Bullying behaviour is defined as "behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally." (Taken from the Department for Education advice July 2017, 'Preventing and Tackling Bullying').

Bullying can take many forms:

- **Physical** bullying (hitting, punching, finger jabbing, any inappropriate touching, pinching, jostling, breaking or taking property)
- **Verbal** bullying (name calling, put downs, threats, teasing, ridiculing, belittling, name calling, excessive criticism or sarcasm.)
- **Indirect** bullying (rumours or stories, exclusion from a group, shunning, invading privacy, graffiti designed to embarrass, withholding friendship or affection.)
- **Online** bullying (sending nasty phone calls, messages, gaming, social media or e-mails/chat rooms). Linked to our school's Acceptable Use Policy (ICT).

Some bullying is done because a pupil is deemed to belong to a certain group. This has been labelled 'prejudice based bullying', and includes but is not limited to homophobic bullying, racist bullying, sexual or gender bullying, and bullying of pupils with learning or other disabilities. (This is linked to our Equalities Policy). Whilst one pupil or group starts bullying another pupil or group, there are often other pupils present (bystanders). These may:

- help the bully by joining in
- help the bully by watching, laughing or shouting encouragement
- remain uninvolved
- help the victim by telling the bully to stop or fetching an adult

All staff must be alert to the signs of bullying and act promptly and firmly against it.

Strategies for Preventing Bullying Behaviour

Parents, pupils and staff all have an important part to play in the identification and detection of bullying. Prompt communication between all parties involved is essential.

Whole School Approach

All staff, both teaching and non-teaching, are committed to the creation of conditions which discourage bullying through: consequences that are applied fairly, consistently, proportionally and reasonably; vigilant supervision of areas such as toilets, corridors, staircases, the changing rooms, the playground and the back area of the school. Time spent by Form Tutors with their form is especially valuable and is a proactive way of gathering intelligence about issues between pupils which might provoke conflict, thus enabling strategies to be developed that prevent bullying occurring in the first place.

- Issues surrounding friendships and bullying behaviour are taught through the Personal, Social Health & Economic Education Curriculum, Citizenship Curriculum and tutor time. Pupils are taught to explore some of the ups and downs of relationships, including the positive aspects and benefits of friendships and the negative aspects of relationship conflict.
- Whole School Assemblies are also used to discuss bullying and raise pupils' awareness of what bullying looks like, and how they can respond.
- Regular questionnaires are completed and action plans are put in place following them based on young people's perceptions and experiences. Displays providing information are regularly updated.
- Tutor Time/PSHE time provide opportunities for more detailed discussions and role play activities to explore the nature of bullying.
- The School Council and Year Council provide a forum for discussing any bullying issues and for the pupils to decide ways of preventing it and supporting those who are bullied.
- Student Listeners, Anti-Bullying Ambassadors and staff aim to enable pupils to resolve friendship problems and low level bullying behaviour without adult intervention.
- Student Listeners, Anti-Bullying Ambassadors and staff promote positive play to reduce potential conflict during break time and lunchtimes.
- St Richard's Code will be upheld at all times. All staff will monitor behaviour and intervene when it becomes inappropriate in order to prevent bullying developing. Staff on playground duty will inform relevant staff of any incidents.
- Provide effective staff training to ensure all staff understand the principles and purpose of the school Friendship and Anti-bullying Policy, their legal responsibilities regarding bullying, how to resolve problems and where to seek support.

Intervention Strategies

Strategies for responding to bullying behaviour

Where bullying does occur this will be followed by an immediate and appropriate response, including the use of disciplinary interventions where necessary.

Early identification is the most effective way in minimising bullying behaviour and the effects on the person being bullied. We also acknowledge that the person doing the bullying needs to understand that their behaviour is unacceptable and must stop. They may also need support to change their behaviour and explore the underlying reasons for bullying. We strongly believe in education and support in helping young people to recognise the changes needed in their behaviour.

Pupils are encouraged to report any negative behaviour, even if they are not sure whether it is bullying. They can do this through:

- Speaking to their teacher/TA or any member of support staff.
- Speaking to a parent/other adult who then may contact the school in any of the ways listed.
- Speaking to their School Council Rep or a Student Listener.
- Passing on information via a confidential issues box and e-mail address, which is checked daily. Pupils can access the e-mail address via their pupil e-mail account by typing 'issues box' in the To: section of a new email. If they are not using their pupil email account they should address it to issuesbox@strichardscc.com

When bullying is known to have happened or be on-going

The Form Tutor or the member of staff identified by the pupil will discuss the incident(s) with the pupil being bullied. It is important that they are listened to and believed.

The incident will then be discussed with the pupil engaging in bullying.
Information will be gathered from witnesses to explain what they saw.
The Form Tutor/class teacher/Pastoral Leader/LMT/Principal will be informed.

Consequences in line with the school's Pastoral Care and Behaviour Management Policy will be used where appropriate. This might include:

- official warnings to cease offending or withdrawal of certain school privileges
- support from Pastoral Manager or member of the Pastoral Care team to support a change in behavior.
- detention
- exclusion from certain areas of school premises
- Close supervision
- a fixed-term exclusion
- permanent exclusion

The purpose is to signal to the pupils that a recurrence of the bullying behaviour will be unacceptable.

- Parents of those involved will be informed of any action taken.
- Records will be kept on pupils' files.
- Support will be sought from East Sussex Behaviour and Attendance service where necessary.
- Behavioral support with an appropriate staff member such as the Pastoral Manager, counselling or mentoring will be put into place when appropriate.

Where a pupil or group of pupils deny involvement in bullying behaviour the pupils concerned will be observed and monitored. The pupil being bullied may be asked to record and report any incidents which cause them concern and appropriate support will be offered to enable the child to move forward positively and confidently.

Safeguarding Children and Young People

All stakeholders (pupils, staff, parents and governors) will be expected to promote this policy. Under the Children Act 1989 a bullying incident should be addressed as a child protection concern where there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer significant harm'. Where this is the case, staff should report their concerns to the designated Safeguarding Lead or Safeguarding Officers in school. Even where safeguarding is not considered to be an issue, there may be an identified need to draw on a range of external services to support the pupil who is experiencing bullying or to tackle any underlying issue which has contributed to a child engaging in bullying.

Bullying outside School Premises

Teachers have the power to discipline pupils for misbehaving outside the school premises "to such an extent as is reasonable." Where bullying is reported to school staff, it will be investigated and acted upon. (DFE Behaviour and Discipline in Schools' Guidance). Parents are also expected to report any anti-social behaviour concerning online incidents to Sussex Police, using 101 for non-emergency or 999 in an emergency.

Monitoring, Evaluation and Review

In St Richard's, it is our clear intention to minimise the stress caused by bullying. All pupils are aware that we share a caring environment and that those who abuse this in any way will be treated as bullies.

We will review this policy and procedures annually and assess the implementation and effectiveness of various strategies used. The policy will be updated to take account of new Government and local guidance, and the views of the whole school community.

This policy should be read in conjunction with the Mission Statement, our statement of community expectations and the management of pupil behaviour, our Equalities policy, our Community Cohesion action plan, our Acceptable Use policy and The Equality Act 2010.

Complaints

The Governing Body has established a formal complaints procedure and this may be used by a parent/carer if necessary.

Appendix 7 - Use of Images Policy

Images for school publications

- The school will only take and use images that are appropriate and are considered to not be open to misuse.
- If an image of a child is used, the child's name **will not** be published. If a name is published, **no image will be used** without specific consent.
- Children will be made aware of why their picture is being taken and how it will be used.
- Children will be given the option to not have their image used if they are the sole focus of the picture.
- Children and parents should be encouraged to recognise the value of group photographs or recordings of school events.
- Images will be kept securely and held by the school for the duration of the pupil's time here, after which they will be destroyed.
- Images of children from the school will not be used to illustrate controversial subjects.

Filming

Filming of school events by parents is discouraged. The school will record the event, if requested, and make copies available to all parents, for which there may be a charge.

Video Conferencing/Webcams

The school uses video conferencing. This allows a live debate between pupils from different schools without the need for pupils to travel. Pupil images will appear on the screen but will not be recorded. If you do not wish your child to be involved in video conferencing, please tick the box on the reply slip that says: 'I do not give permission for images of my son/daughter to be used.'

Images for the School Website

School websites are part of the internet and are more easily accessible than paper based school publications. The school will make sure that only appropriate images are used. Image filenames will avoid using children's names.

CCTV

The school uses CCTV in some areas of the school site as a security measure. The CCTV policy is on the website.

Camera Phones

- Camera phones are popular with children but can be misused. Camera phones are less easily visible and can be used to bully or take inappropriate images.
- If it is found that a camera phone has been misused, the school will follow its usual disciplinary procedures.

Please note that images taken by the media are not covered by this policy and are subject to a separate set of regulations.

Key Policy Points

- There should be a balance between the low risk of misuse and the numerous positive results of colourful, well produced school material.
- The school will only take and use images (photos and video) that are appropriate and are considered to not be open to misuse.
- Children will be made aware of why their picture is being taken and how it will be used.
- The school will take extra precautions to ensure that only appropriate images are used for the website.
- If it is found that a camera phone has been misused, the school will follow its usual disciplinary procedures.
- If an image of a child is used, the child's name **will not** be published. If a name is published, **no image will be used** without specific consent.

Appendix 8 - Acceptable Use Policy

'Acceptable and Responsible Use of ICT Resources'

The benefits of Internet Access for Education

Access to the Internet offers both pupils and staff vast, diverse, and unique resources. The Internet opens up opportunities to initiate cultural exchanges between pupils from all over the world, whilst at the same time providing access to educational, social and leisure resources.

The main reason that we provide Internet access to our staff and pupils is to promote educational excellence by facilitating resource sharing, innovation, and communication. However, for both pupils and teachers, **Internet and Email access at school are privileges and not an entitlement.**

- a. Staff are responsible for guiding pupils in their on-line activities, by providing clear objectives for Internet use.
- b. Staff will also ensure that pupils comply with this Acceptable Use Policy ("AUP") by reminding them of what is regarded as acceptable and responsible use of the Internet.
- c. The use of internet games is strictly prohibited.
- d. The use of USB storage is strictly prohibited

The main goal is to utilise Internet access to enrich and extend those learning activities that reflect the curriculum requirements and the age and maturity of the pupils.

All Internet access is filtered internally to screen out undesirable sites.

School Network Security Strategies

The school's computer network security systems are reviewed regularly. The school will regularly check user files, temporary Internet files, history files and internet access logs.

Our number one priority is to put the safety of the pupils' use of the internet first – with the recent implementation of the Online Safety policy used throughout the educational software.

Uploading, Downloading, Execution and Creation of non-approved application software is denied. Any evidence of unauthorised software being on school equipment will be reported to Pastoral Leaders, resulting in a *full access ban* for two weeks. All access to the school network requires entry of a recognised User ID and password. All pupils must lock their computer when leaving it unattended and they must log out after every session/class – or warrant being logged out by the ICT Services Team.

Virus protection software is installed and updated regularly on all Client and Server Based systems.

Unapproved system utilities software and executable files are not allowed to be stored in pupil storage areas.

Pupils are *not permitted* without direction from the Director of ICT Services to write or execute their own scripts.

Hardware and Software Infrastructures

The school has invested in the following hardware and software infrastructures to reduce risks associated with the Internet:

- Unified Threat Management Server and Firewall
- Client Server network – for the easy management of clients using the St Richard's Network.
- Network & client monitoring software – detects typed or on screen language, inappropriate internet content and pictures.
- Webpage filtering software to filter out inappropriate websites to study.
- Classroom Monitoring Software for ICT Suites – to allow the teacher to keep a close track on the movements of pupils while using ICT equipment.

Classroom Management Structures

Planned seating is to be used in all ICT suites to allow teachers to trace and monitor pupil access and usage of the Internet.

Pupils using ICT suites are to report any faulty equipment to the teacher leading the session.

Under no circumstance are pupils to attempt to repair any ICT hardware or software.

Risk Assessment and Management of Internet Content

The school has taken and will continue to take all reasonable precautions to ensure that pupils access appropriate material only. However, it is not possible to guarantee that a pupil will never come across unsuitable material while using a school networked computer. The school, however, cannot accept liability if such material is accessed nor for any consequences resulting from Internet access.

All pupils are taught effective online research techniques, including the use of subject catalogues and search engines. Receiving information over the web or in e-mail or text messages presupposes good information-handling skills.

Key online information-handling skills include:

- Ensuring the validity, currency and origins of the information accessed or received
- Using alternative sources of information for comparison purposes
- Identifying an author's name, date of revision of the materials, and possible other links to the site
- Respecting copyright and intellectual property rights

Pupils will be made fully aware of the risks to which they may be exposed while on the Internet. They will be shown how to recognise and avoid the negative areas of the Internet such as pornography, violence, racism and exploitation of children.

However, if they encounter such material, pupils must ensure that they switch off the monitor, not the computer, and report the incident to the nearest member of staff or the school's ICT Services Team.

Regulation and Guidelines

The school's Internet access incorporates a software filtering system to block certain chat rooms, newsgroups, and inappropriate websites. The filtering system used on the school network aims to achieve the following:

- Access to inappropriate sites is blocked.
- The content of web pages or web searches is dynamically filtered for unsuitable words.
- A rating system is used to rate web pages for inappropriate content and the web browsers are set to reject these pages.
- Records of banned Internet sites visited by pupils and staff are logged.
- Accessing a site denied by the filtering system will result in a report being generated and sent to the Director of ICT Services for appropriate action.

The school will immediately report the details of any illegal Internet material found.

Similarly, staff will request that 'allow' access be made of certain banned sites and provide the educational reasons behind the request.

Email Accounts

Pupils should immediately report any offensive emails that they receive to the teacher leading the session.

Access in school to external, Web-based, personal email accounts is denied for network security reasons.

- It is forbidden to distribute chain letters or to forward a message without the prior permission of the sender.
- It is forbidden to send executable files via email.
- Pupils must read their emails regularly and remove superfluous emails from their mailbox.
- Pupils may not reveal their own or other people's personal details such as addresses or telephone numbers or arrange to meet someone outside school via the school network.
- Sending and receiving email attachments is subject to the type allowed by the school's filtering policy.
- Pupils must not use their school account to send out group or whole school emails.

The School Website

The ICT Services Team and Administration Team manages the school's website, which complies with the Local Authority's guidelines.

The copyright of all material produced by the school for display on the school's web pages belongs to the school. **Permission to reproduce any other material will be sought and obtained from the copyright owner.**

The contact details for the school will include only the school's postal address, e-mail address and telephone number. No information about staff's home addresses or the like will be published.

The school will not publish any material produced by pupils without the agreed permission of their parents/carers. In addition, photographs of pupils will not be published without a parent or carer's written permission. A pupil's full name will not be used in association with photographs.

Website photographs that include pupils will be carefully selected and will be of a type that does not allow individual pupils to be identified - group photographs or 'over the shoulder' images are preferred.

Moderated Mailing Lists, Newsgroups and Chat Rooms

The school uses an email distribution list to send messages to selected groups of users. Pupils are denied access to chat rooms inclusive of instant messaging services.

Other communication technologies

Pupils are not allowed to use mobile phones within the school building or classrooms. This clause covers other mobile devices containing similar functionality. It is forbidden to send abusive or otherwise inappropriate messages using the facilities provided by the school network.

Consequences

Pupils should note that the following abuse of the school network represents gross misuse and will lead to consequences and the possible loss of their account being imposed:

- a. Allowing any other person to use or access their personal account. – Pupils will have their account immediately suspended for TWO WEEKS as this represents a serious breach of this policy
- b. The inappropriate display of data of any teacher, pupil or staff member which breaches the requirements of the data protection act. **Pupils will have their account immediately suspended until further investigation as this represents a serious breach of this policy**
- c. Less serious misuse will be, at the discretion of the ICT Services Team, governed by the use of a staircase system. Incidents classed under this category include but are not exclusive to:
 - i. The use of games
 - ii. Cyber bullying
 - iii. Inappropriate use of email
- d. The use of executable files, batch scripts or VB scripts on the network incurs a two week **full** ban. This includes general hacking exploitations.

No Logon Username, Password or E-mail Address will be issued without agreement of this policy.

Appendix 9 – Operation Encompass

St Richard's Catholic College is part of an operation that is run jointly with Sussex Police.

Operation Encompass has been designed to provide early reporting to schools and colleges of any domestic abuse incidents that occur in which a child was present, ordinarily resides at the incident location or with an involved party. We know that children can be significantly affected through witnessing or being exposed to domestic abuse and this operation will allow us to better support our pupils and their families.

A nominated member of staff, known as a Key Adult, is trained to liaise with the police. At St Richard's Catholic College, our Key Adult is Mrs Bligh. She will be able to use information that has been shared with her, in confidence, to ensure that the right support is available should it be required by a child and/or their family.

We are keen to offer the best support available to our pupils and we believe this is going to be extremely beneficial for all those involved. If you have any concerns or questions, then please contact our Key Adult who will be happy to discuss this further.