



Our school opened in September 1976 with 238 children in 7 classes. Since then, the school has grown to become a 2-form entry school with 420 pupils in 14 classes.

The Richmond School has a large playing field surrounded by trees and hedges. A living willow dome, wooden play houses, a train and a boat are features where the children can play imaginatively.

We believe that children learn best when they:

- are happy
- are interested and motivated
- are given tasks which match their ability
- clearly understand the task
- are confident and feel secure
- are aware of boundaries and expectations
- are challenged and stimulated

We provide a learning environment which:

- is stimulating
- is happy and caring
- is well resourced
- is encouraging and appreciative
- is welcoming
- provides equal opportunities
- is organised
- provides a working atmosphere





For ease of reading we have referred to an individual child as "he" throughout the brochure.

Aims of the School

At The Richmond School it is our aim to nurture the development of the whole child. We address fully our statutory duties with regard to the planning, preparation, delivery and monitoring of the National Curriculum. Working in partnership with colleagues, parents and governors, we endeavour to assist each child to develop the necessary skills and attitudes to enable them to reach their full academic potential.

To complement the academic curriculum and enrich our children's experience we provide a range of extra curricular activities. We place great emphasis on the aspects of the hidden curriculum which we teach through example. It is also important to us that our children appreciate the needs of others and with this in mind we encourage them to offer a variety of support both to our local community and the wider global community.

At the beginning of the new school year each class draws up an agreement of class standards. This encourages the children to accept responsibility for their own and other pupils' success and happiness at school by developing positive attitudes to both learning and behaviour.

Some of the qualities which we aim to foster in our children are those of honesty, truthfulness, caring, kindness, politeness, respect for themselves and other people, respect for property, tolerance and self-discipline.

Our standards of work and behaviour are high. We ask that each child gives of his best at all times.

We hope that when our children leave The Richmond School they will make a happy and confident transition to secondary school. We hope also that they will be well on the way to becoming responsible, well adjusted members of society, able to apply and adapt themselves to the demands of living and working in an ever-changing world.

Education for a Multicultural Society

The primary objective of this school is to prepare all our pupils, whatever their colour, culture or faith, for living and working together in our multi-ethnic society.

We recognise the cultural diversity of the many groups in this multi-ethnic society and will actively encourage the acquisition of knowledge and skills concerning this diversity so that we may enrich our minds and develop respect for, and appreciation of, each other's racial and cultural background.

School Times

Children are allowed on the premises from 8.35am unless attending table tennis club which runs daily from 8.00am

School begins 8.45am School ends 12.15pm

School begins 1.15pm School ends 3.15pm

Playtimes are supervised by teachers who always have ancillary help. Snacks are allowed at playtime but sweets are not allowed at school. All snacks must be wrapped and have the child's name written on, as they are kept in a communal class lunch box.

Milk In School

Our school takes part in the Milk in School Scheme. Parents can order small containers of milk for their child on a weekly basis. The milk is delivered each morning and it is stored in a fridge.

Hometimes – Foundation and KS1

Between 3.15pm and 3.20 pm Reception should be collected from their classrooms, Y1 children from the front double doors and Y2 children from the playground.



If you have a dog please do not bring it into the school grounds when collecting your child.

Any child whose parent is late will be supervised by a duty teacher. The office will advise as to his whereabouts. We do ask you to be on time as, at the end of the day, teachers have work to do in their classrooms, meetings to attend and out of school activities which they organise for the older children.

If you know you will be late, please phone. Also please let us know if your child is to be collected by a different person.

Hometimes – KS2

The KS2 children in Y4, Y5 and Y6 leave by the pedestrian entrances at 3.20pm. Y3 pupils leave from the KS1 playground. They are supervised by a teacher who will wait at the gate until the children have dispersed. When collecting KS2 children please do not make a “U-turn” at the entrance to the lay-by, double park in the lay-by or block the main drive exit.

In addition, if you park across the main road from the school, please get out and collect your child or instruct him to use the crossing point. Please do not park in the entrance to the private road opposite the school car park gates. These recommendations have been formulated in consultation with the police for the safety of the children. The school also runs a Park and Stride scheme in association with Tesco.

School Uniform

We believe that a school uniform promotes a sense of belonging to, and pride in, one’s school. Therefore, it is expected that all children wear the Richmond School uniform on normal school days.

BOYS

- Brown trousers or shorts
- Gold polo shirt
- Brown sweatshirt

GIRLS

- Brown skirt, trousers or pinafore dress
- Gold polo shirt
- Brown sweatshirt or cardigan
- Summer-gold gingham dress

Sensible black/brown shoes are recommended. Trainers, fashion shoes and boots are not allowed.

Additional items of uniform and a variety of accessories may be purchased from the school shop (off ICT Suite) on Monday afternoons between 3.00 and 3.30pm. Full details of uniform are provided annually to our parents and are available on the school website.

The sale of school uniform is organised in a voluntary capacity by Mrs K Flintham in term time only. This is a service to parents and is not a profit-making activity, prices being kept as low as possible.

Whilst we endeavour to sort out any problems, we cannot accept responsibility for items which have been wrongly washed or have had a reasonable amount of wear.

Items of school uniform can be purchased in town but we would request that parents buy items of the correct colour.

P.E. Kit

It is important that children have a clean change of clothing suitable for physical activity for reasons of health and hygiene. The contents of the PE bag should include:-

- Gold/yellow T-shirt and black shorts
- Trainers and track suits for outdoor use

If you are unable to provide any of these items please tell the class teacher, as we try to keep a stock of “spares”.



Lost clothing is a particular problem at school, so it is a great help if you clearly name any item likely to be removed during physical activities.

Personal Property

When it is necessary to bring money into school, e.g. swimming, book club and school visits, please send it in a named envelope. Do not allow your child to bring any other money to school - we cannot accept responsibility for it and it may prove a temptation to others.

Only children in KS2 are allowed to wear watches but we are not able to accept responsibility for breakages or loss. All children with pierced ears may wear plain stud earrings only. No other form of jewellery is to be worn please, including neck chains and bracelets, which have caused constant trouble through breakage and loss. They can also prove dangerous in the rough and tumble of playtime. No earrings of any kind can be worn during swimming lessons or any type of PE or games activities.

If children bring in pencils cases or playtime toys then they are responsible for the security of their own personal possessions. Please do not allow the children to bring electronic items into school. Mobile phones must be left at the school office by 8.35am and collected at hometime.

OUR RULES ARE FEW AND ARE FORMULATED WITH THE BEST INTERESTS OF THE SCHOOL COMMUNITY AT HEART. PLEASE HELP US BY TAKING NOTE OF THEM.

Discipline

In our school we adopt a positive approach to discipline through which we praise good behaviour. At the beginning of the academic year each class draws up its own class contract.

Children are awarded ticks for effort, improved behaviour and pleasing work.

5 Ticks earn 1 merit.

10 Merits earn 1 certificate of merit.

10 Certificates earn 1 bronze badge.

20 Certificates earn 1 silver badge.

30 Certificates earn 1 gold badge.

When a child joins our school in any year group other than reception he will be placed on a certificate or merit level appropriate to the class which he has entered. Children who make the most effort and progress are awarded a cup on a termly basis.

Where there is good behaviour unfortunately there is also behaviour which is unacceptable.

For repeated instances of bad or disruptive behaviour, or for particularly serious offences, a fixed term of exclusion may be imposed. Permanent exclusion from the school lies within the jurisdiction of the governors.

It is the policy of the school to inform and tell parents of all matters relating to persistent unacceptable behaviour. Policies relating to behaviour and discipline are available for inspection in school.

We expect and encourage our children to "tell" when they see other children being hurt by words or actions or property being damaged.

A School Council, consisting of children in Years 1 to 6, elected by their peers, meets on a regular basis.

They discuss with members of staff issues which have been raised at year group meetings. This gives the children a greater feeling of value and helps them play a more responsible role within school.

School Records

Parents may, on receipt of a written request, have access to individual curricular records kept for their children. These will be made available at the school at a mutually convenient date and time and within fifteen school days of the request, at the latest.



DEALING WITH PROBLEMS

Agreed Governors' Policy

Although we strive to deliver the best possible education to all our pupils and to care for their health, safety and welfare at all times, we recognise that from time to time it is possible that you feel that we have not lived up to your expectations. If this is the case it is most important that you discuss this with us as soon as possible. May we ask you to follow the procedures agreed with the governors which are:-

1. In the first instance please discuss your concern with your child's class teacher or the particular teacher most closely concerned. We would hope that most concerns can be resolved in this way.
2. If, after doing this, you do not feel that your concern has been properly addressed or if your concern is about a particular member of staff, please make an appointment to discuss the matter with the headteacher.
3. We would expect most, if not all, problems to have been resolved through stages 1 and 2.

However, if, after doing this you are still not satisfied or your concern is about the actions of the Headteacher, you can raise this matter with the Governors of the school.

If it is necessary for areas of concern to be raised with the governors, the following general principles will apply:-

You should set out your concern in writing and address it to the Clerk to the Governors who can be contacted through the school office.

The governors will then appoint a committee to meet and consider the problem. You may be invited to attend part of that meeting to amplify what has been written down. Other people may also be invited. The governors will then make a decision which is normally final.

The governors may, in certain circumstances, ask someone to investigate what you have said.

In particularly serious matters, this could well be an officer of the County Council's Education Department. In such instances, you will receive a copy of the investigation report prior to the governors meeting to discuss the matter.

May we point out that parents who contact the Education Department before going through the above procedure are normally requested to follow school procedures before the matter can be taken up with the LEA officers.

Absence from School

Parents are required to contact the school, either by telephone or in writing before 9.15am on the first day of absence and to keep the school updated if any absence continues after three days.

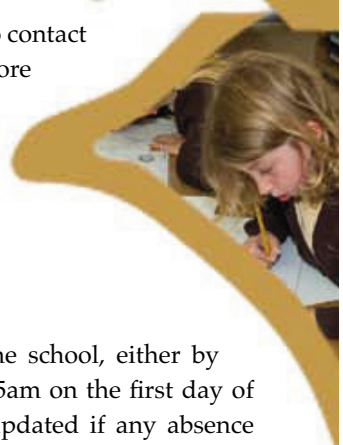
A maximum of ten days absence for holiday per school year may be authorised by the school but must be preceded by the completion of an official leave of absence form which can be obtained from the school office. Work will not be set for children who are on holiday during term time. If, however, your child should be absent from school for more than two weeks owing to illness, we shall be pleased to provide suitable work when he is recovering.

The Midday Break

If your child brings a packed lunch to school, please send the food in a small named container, not a large bag, in order to aid hygienic storage. You are asked to send drinks in unbreakable containers. Please -no fizzy drinks.

Hot school dinners are provided and payment is required by the Friday of the preceding week. Children who are eligible for free school meals will receive a hot school meal.

During the midday break children who stay at school are supervised by the lunchtime Supervisors and not teachers. As part of the behaviour code for lunchtimes, we adopt the





following policy to assist the supervisors in maintaining a high standard of behaviour.

Any child who repeatedly misbehaves will have such behaviour brought to the attention of his parents by letter. If there is no improvement, the child will be excluded from school at lunchtimes for a period of at least one week (children taking free school meals will be allowed to eat their meals and then be excluded). Lack of improvement will lead to a permanent exclusion at lunchtimes.

Accident Procedure

We do attempt to make the children aware of any potentially hazardous situations that we cannot prevent but it is inevitable that accidents will occur. In the case of minor bumps and bruises the teacher will deal with them as a matter of course. If the injury is more serious and we consider further action to be necessary, parents will be informed immediately and the child supervised until the parent arrives. In serious cases an ambulance will be called.

Personal accident insurance for pupils

The insurance market offers personal accident cover for pupils 24 hours a day. Parents may not be aware of this and if they wish to avail themselves of this cover for their children they should make enquiries of insurance brokers or companies accordingly.

Medicines in School

The administration of medicines to pupils is strictly controlled by Health regulations. Only those suffering from chronic illnesses, e.g. diabetes, asthma, epilepsy, may bring in prescribed medication after consultation with the Headteacher with regard to their administration and safekeeping. Any medicines for the above should be clearly labelled by the pharmacist, with the child's name and dosage. School staff are not authorised to administer any other medicines to children.

It is recommended that children suffering from short term illnesses such as tonsillitis, sickness, chest coughs, earache etc., should not normally be in school until the

course of treatment e.g. antibiotics, cough mixture etc, is complete. With regard to those children attending school during a course of medication, it is preferable that this is administered at home if at all possible or that parents come into school to administer it. If a child brings throat lozenges etc. to school these should be handed to the class teacher who will control their administration so that they are not regarded as sweets.

Asthmatics will have access to their inhalers as and when required. These can either be kept in a designated place in the classroom or by the pupils themselves.

If you suspect your child is unwell, please do not send him to school as we have limited facilities for caring for sick children.

Emergency Contact

Parents are requested to keep the school informed of any changes of address, contact telephone numbers, or parents' places of work, as soon as they occur. When children are unwell it only serves to upset them further if we have to quiz them as a consequence of our information being out of date. Very occasionally children require hospital treatment and it is vital that we are able to contact parents promptly. If you are away from Skegness for the day, please make sure we know who to contact instead should the need arise.



Parental Involvement

We actively seek the involvement of parents in the life of the school. Parents are encouraged to help in all year groups. All we ask is an interest in the school and its aims. Guidance will be given by the class teacher. A group of afternoon helpers assists the school by undertaking tasks in a variety of areas that do not involve working with children. These parents meet informally on a Tuesday afternoon.

Parental help is also appreciated on school visits, as groups must be kept small. The teacher in charge always gives written instructions. Transporting school teams to away fixtures is another part of school life where parents of older children can make a contribution and again volunteers are always welcome. If you are willing to help in school, either in the classroom or in a general way, please contact your child's class teacher as we keep a list of available parents. You will not be expected to work in the same classroom as your own child as he may be distressed or disadvantaged by your presence.

Staff Consultation

The teachers welcome consultation with parents concerning their children but appreciate an appointment, made through the Office, whenever possible. The teachers of the younger children are often available after school, if only for a few minutes, but extra curricular activities follow the finish of the KS2 day and teachers may be involved in these or other school related activities making it inconvenient for them to meet parents on a particular day.

The Headteacher is usually available for consultation except when she is teaching (unless of course you have an emergency situation). However, she does appreciate an appointment being made whenever possible.

In the Autumn Term there will be two Open Evenings when parents can make an appointment to discuss how their child has settled into his new class. In the Spring Term Open Evenings will be held to discuss pupils' progress.

As part of the requirements regarding the National Curriculum, reports on progress and achievement are issued annually in the Summer Term. If parents wish, an

opportunity will be available to discuss the child's report.

Parents are asked to make an appointment with the class teacher to discuss any problems which arise during the year. Similarly class teachers will contact parents promptly if they have any worries about their child.

Pastoral Care

In School we have a pastoral care manager. This role involves liaising with pupils, staff and parents regarding children who, for one reason or another, are experiencing difficulties, e.g. family illness, bereavement, separation or divorce. Discussions are confidential. An appointment can be made with the manager at a mutually convenient time.

Admissions

At this school parents of pre-school age children who wish them to start in the Reception class must apply for a place in the academic year prior to the child's fifth birthday. This must be done by sending a completed Common Application Form to the Local Education Authority which is required to co-ordinate admissions for all schools in Lincolnshire. If the school has more applicants than the sixty places available it will apply the over-subscription criteria detailed below.

In accordance with the Code of Practice for Special Educational Needs, the allocation of school places for pupils with a Statement of Special Educational Needs will take place before schools allocate other places.

In allocating places in accordance with this policy the following factors will be considered.-



- (i) The school is the one preferred by parents;
- (ii) The child is in the care of the Local Authority;
- (iii) Whether a sibling will still be attending the school when the child is due to start;
- (iv) Access to the school.

The following will be applied in the order below;

- (a) Whether this is the school closest to the home address, measured as in (b) below;
- (b) The distance from the child's home to the school. The distance is measured electronically by the Local Authority from the Post Office address point of the home to the Post Office address point of the school.

Further details regarding admission to Lincolnshire schools can be found in the booklet "Going to School in Lincolnshire" published annually by Lincolnshire County Council and available from the school secretary.

The governors wish to bring to the notice of parents the fact that in allocating places all applicants must be treated on an equal basis at the time when allocations are made and it is not, for example, acceptable to offer places on a first come first served basis by means of a waiting list.

During the summer term, we hold an informal evening when parents are invited to discuss their child's first year in school. The children then have afternoon visits during June and July prior to them starting school in September.

Parents of school age children who move into the town are welcome to visit the school.

Requests for admission of such children to the school will be decided on the availability of a place in the required age-group. Should there be insufficient places for the number of children requiring placements in a given age-group, the criteria applied to pre-school admissions will be used.

Consideration for places will not be given to children either of pre-school or school age until the family is resident in Skegness. Parents who have been unsuccessful in obtaining a place can seek advice concerning the County's formal appeal process from the school.

Transfer to Secondary School

Children leave this school at the age of 11+ and at the beginning of the Autumn Term of their final year may take two selection tests if parents choose for them to do so. If you choose for your child not to take these tests he will not be considered for a Grammar School place. Details regarding your choice of schools are sent to parents during the Autumn Term of Year 6. The school will keep parents informed if further changes are made to the selection procedure.

Organisation of the School

There are fourteen classes, two for each year group. This is an excellent arrangement for the delivery of the National Curriculum. Within the classroom situation a variety of teaching strategies are used as appropriate e.g. whole class sessions, groups and individuals. Groups are not necessarily selected according to ability. Friendship and mixed sex groups are also used. The composition of the groups is not static.

Some children receive extra help in number, reading and spelling and/or writing from a support teacher or classroom assistant. This help may last for only a few weeks or it may be longer term.

A teacher from the county learning support service with specific diagnostic training visits on a regular basis. She assesses children identified by our own in-school referral system and offers specific guidance to staff on the children's needs.

We feel that it is important to involve parents in their children's education. Parents of children new to our school are encouraged to help with school activities and to become involved in the life of the school.



Homework is given to all children and includes reading to a parent, tables work, reading/word games, spellings and research (see homework policy). Details are given in a homework book.

Occasionally we may approach parents with suggestions as to how they could help their child in a specific area of the curriculum should we feel it would be beneficial, e.g. after a prolonged absence or when a process such as handwriting is proving difficult to master. We welcome your help and support.

The Curriculum

We aim to provide a broad and balanced curriculum for the children in our care. Many subject areas overlap and are often incorporated in cross-curricular work, but Maths and Language work are always taught as separate entities in addition to being included in cross-curricular work.

All the components of the National Curriculum are being taught throughout the school. Preparation, assessment and record keeping for all year groups is in accordance with National Curriculum requirements. Frequent year group, cross-year and whole school moderation meetings are held to ensure uniform assessment of work throughout the school.

The school aims to promote an atmosphere which is conducive to the well-being and development of all pupils as individuals and to identify any children who show talent in any field of learning, adapting their work to suit their ability.

Mathematics

Mathematics experiences begin at birth and a child brings to school a wide range of knowledge which needs to be built upon and extended. In the Foundation years the children are given a wide range of highly structured play opportunities which develop mathematical skills and concepts.

As children move into KS1 and KS2 they experience a daily numeracy lesson. The children will take part in a wide range of activities across the curriculum involving practical work, consolidation, problem-solving, discussion and investigation.

We aim to create an enjoyment and a sense of wonder in the subject. We emphasise the use of mental mathematics across the curriculum, the importance of mental calculations which require a sound knowledge of table facts and bonds and the appropriate use of ICT.

Literacy

All children, including Reception in their third term take part in a daily Literacy lesson. The teaching within Literacy focuses upon Shared / Guided Reading and Writing, which then leads to independent work connected with grammar, spelling, comprehension and writing. Each lesson ends with a shared plenary session. The children are introduced to a range of texts e.g. stories, poems, plays, instructions, recounts, etc. and are taught in turn to write in a variety of genre.

Children up to Year 4 are taught handwriting as part of the literacy lesson using the Nelson Handwriting Scheme. Before practising handwriting there will have been a short group lesson to illustrate and talk about the point being made. It is important that each child takes a pride in the presentation of his work.

Our reading books are structured and colour coded at the appropriate level of ability. This helps to ensure that the children receive a balanced 'mix' of reading material, to enjoy and to develop their reading skills.

Progress is not measured by how many books a child can read but rather how much enjoyment and understanding he is gaining from his reading. It is important that we foster attitudes as well as abilities.





We have failed our children if they grow up able to read but not wanting to.

Throughout the school, all children are continually monitored and action is taken if it is seen that slower progress is being made with their reading. Many intervention strategies are used to support such children.

We teach spelling throughout the school by the 'Read, Cover, Write and Check' approach, Spelling choices are taught as groups of sounds and younger children are involved in a variety of games and activities making spelling fun.

Listening and speaking skills are developed in a variety of ways. At all levels children are encouraged to talk about their ideas and experiences. They take part in assemblies and team captains give reports of matches to the school. Discussions are held on topics of interest. Children are encouraged to sustain and justify views held. In the Infant classes children listen to tapes, which set up situations for the listener to follow. Good prose and poetry are read to the children. They are encouraged to bring their favourite poems to read to the class. Discussion takes place in all aspects of the curriculum, e.g. the results of investigations in Mathematics or Science, information gleaned in topic work and discussion about stories and poems read in reading books.

Science

Our approach to Science teaching is mainly through a series of themes. Each theme is chosen to meet the requirements of certain areas of the National Curriculum Science Attainment Targets. When working through the themes, teachers encourage children to develop their scientific attitude through exploration and investigation. A variety of sources and resources are available to the children, with an emphasis on their immediate environment.

R.E.

An act of collective worship takes place each day, either in class or as a KS1 or KS2 group in the Hall.

While every effort is made to accommodate all children in our collective worship, and indeed we hope that all

children will participate, should a parent wish to withdraw their child from all or some collective worship their rights will be respected and complied with. The school guidelines for the teaching of R.E. are based on the Lincolnshire Agreed Syllabus. Our teaching is therefore non-denominational.

As we live in a multi-faith society our children also learn about other beliefs and hear stories from other faiths. We hope that this introduction will help to create in them an awareness and understanding of and respect for the cultures of others. Under Section 25 of The 1944 Education Act parents have the right to withdraw their children from Religious Education.

P.E. and School Sport

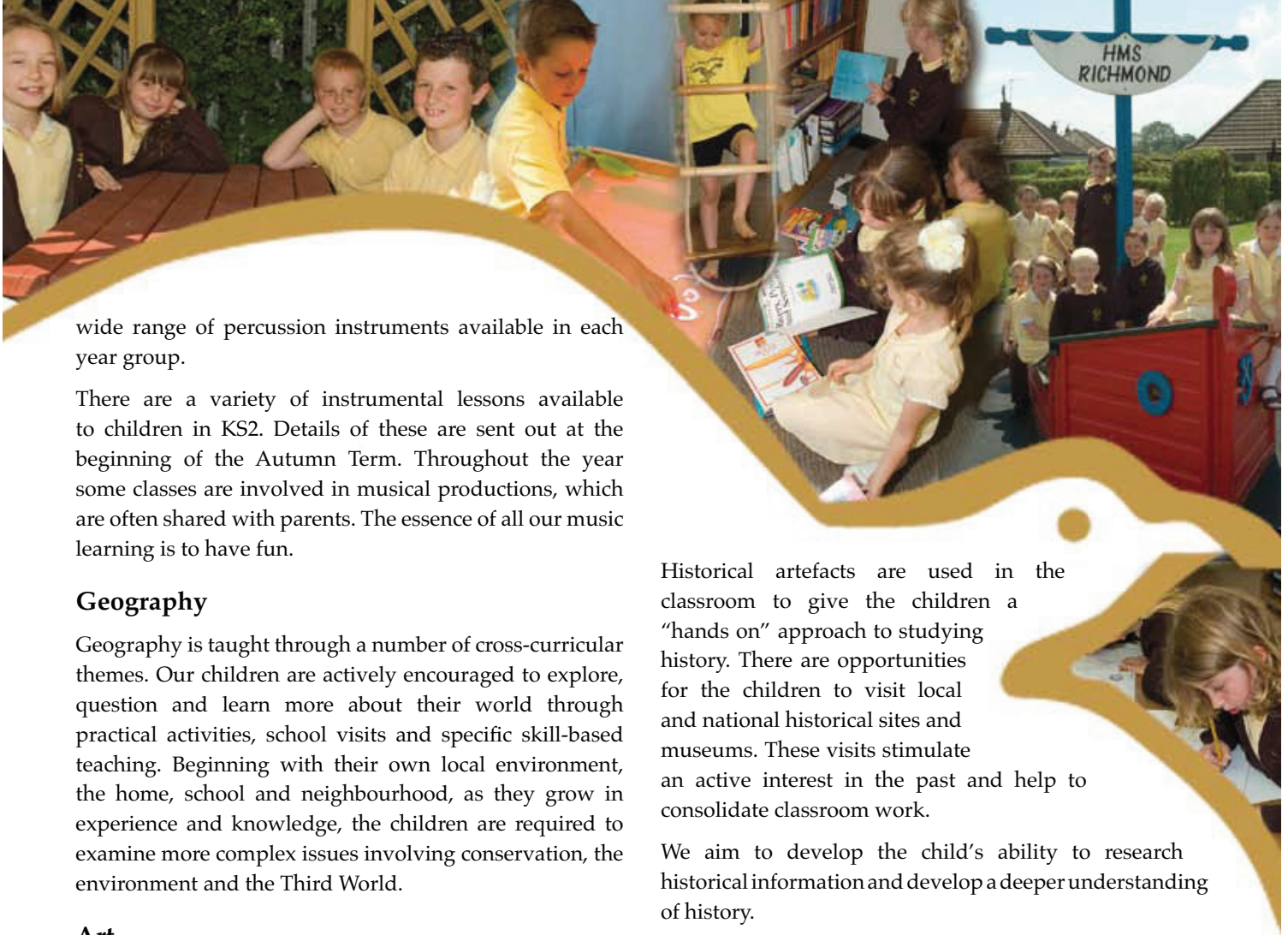
We are fortunate in having a good range of P.E. equipment which is extensively used by all classes.

The hall, playground and field are used as appropriate. We aim to provide every child with a wide range of movement experiences, giving opportunities to discover their physical potential.

Our programme of work encompasses all areas of activity specified in the National Curriculum including dance, gymnastics, outdoor pursuits, swimming and athletics. We are fortunate to have training from a variety of sports coaches. We enjoy strong links with our local grammar and secondary schools. We participate fully and competitively in many school sports events in the local community.

Music

We try to encourage the potential in each child to make his own music and to enjoy and appreciate it. In KS2 music is planned and taught using the Ginn Carousel Music Scheme. KS1 use the 'Lively Music' scheme. We have a



wide range of percussion instruments available in each year group.

There are a variety of instrumental lessons available to children in KS2. Details of these are sent out at the beginning of the Autumn Term. Throughout the year some classes are involved in musical productions, which are often shared with parents. The essence of all our music learning is to have fun.

Geography

Geography is taught through a number of cross-curricular themes. Our children are actively encouraged to explore, question and learn more about their world through practical activities, school visits and specific skill-based teaching. Beginning with their own local environment, the home, school and neighbourhood, as they grow in experience and knowledge, the children are required to examine more complex issues involving conservation, the environment and the Third World.

Art

Our main aim is to promote the children's enjoyment and appreciation of Art. They are given a variety of materials and media with which to experiment. They are taught the skills and techniques at appropriate stages with which they are able to develop their ideas. Drawings, painting, printing, 3-D work such as modelling, constructing and clay, collage work, textiles and book making are some of the processes available to our children. Art is taught as a subject in its own right and the children are given the opportunity to talk about and to appreciate artists and art from other cultures by studying a selection of books, posters and transparencies. Often art is used as a means of enhancing other subjects and is incorporated into cross-curricular work.

History

The starting point for history teaching is the child's own experiences. As their own concepts of time are developed the children are introduced to a range of historical periods. As well as meeting National Curriculum requirements, the historical themes provide opportunities for the children to undertake studies in both British and World history.

Historical artefacts are used in the classroom to give the children a "hands on" approach to studying history. There are opportunities for the children to visit local and national historical sites and museums. These visits stimulate an active interest in the past and help to consolidate classroom work.

We aim to develop the child's ability to research historical information and develop a deeper understanding of history.

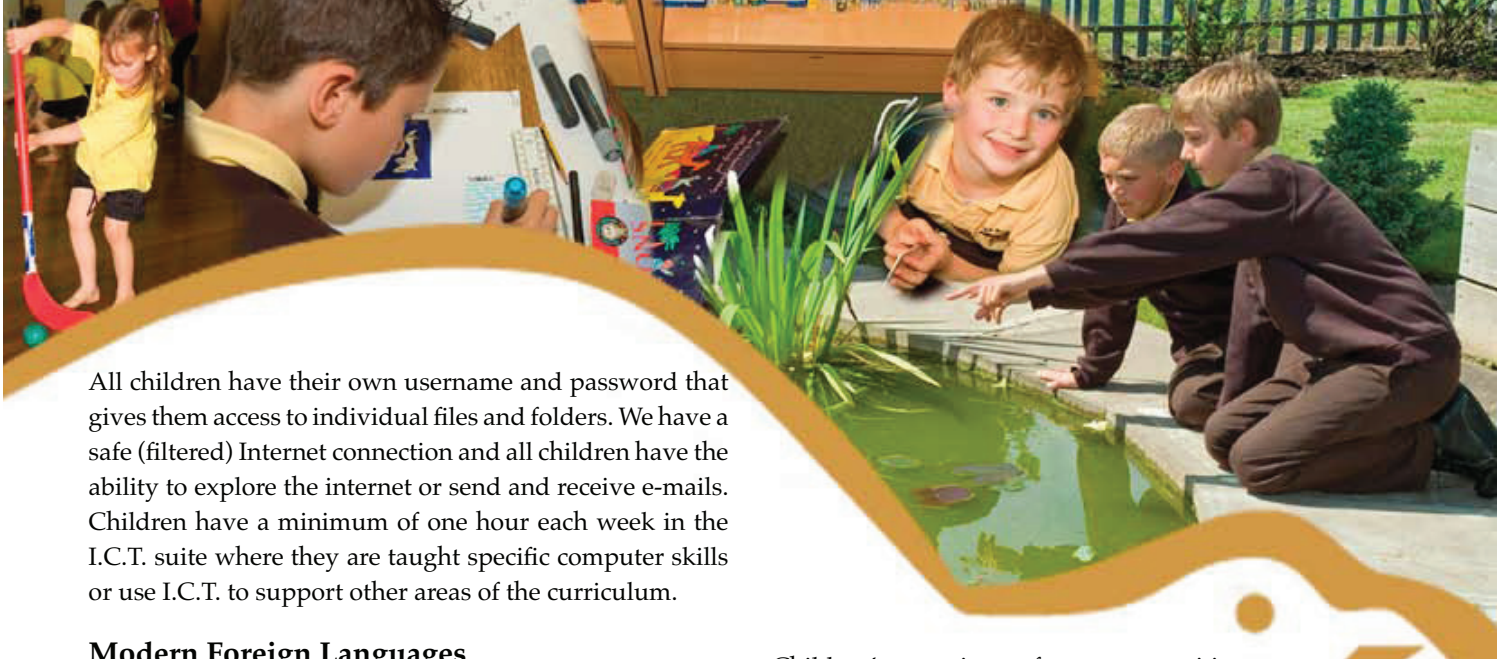
Technology

We seek to give all children the opportunity to develop skills in Technology and to experience the relevance of technology in their lives.

Design Technology is truly cross-curricular and does not stand in isolation. The design part is as important as the construction. Children use a wide range of media in their construction, ranging from motors to lollipop sticks.

All classrooms have a minimum of one computer that has been networked and linked to a central server.

In addition the school has a central I.C.T. suite containing thirty computers connected to a projector for demonstration purposes. The suite also contains a colour and black and white laser printers. We have thirty digital cameras that the children use to take and manipulate digital images. We have recently purchased data logging equipment to allow children to monitor changes in their environment. Other equipment includes electronic floor turtles, a microscope, fourteen interactive white boards, control boxes and thirty wireless laptops.



All children have their own username and password that gives them access to individual files and folders. We have a safe (filtered) Internet connection and all children have the ability to explore the internet or send and receive e-mails. Children have a minimum of one hour each week in the I.C.T. suite where they are taught specific computer skills or use I.C.T. to support other areas of the curriculum.

Modern Foreign Languages

Each year group from Y3-Y6 is taught conversational French on a weekly basis.

Personal, Social and Health Education and Citizenship

This is taught as a discrete subject and through other areas of the curriculum. Pupils participate in discussions about topical issues and Circle Times. The school has been awarded Healthy Schools' Status. The school garden is used to promote healthy eating and as part of mini enterprise projects.

Special Educational Needs

Usually we can provide for children with Special Educational Needs within the school curriculum by arranging an individualised programme of work and using our specialised resources. At times this help will only be necessary for a short period, at others it will be needed for a greater length of time.

The SENCO will invite the parents of any child referred to visit and discuss his needs. Parents will always be consulted before outside help is sought.

Governors' Policy Regarding Sex Education

Health and Sex Education are taught according to the statutory requirements of the National Curriculum. Parents will be given full details of the programme and will be invited to view the video used prior to the commencement of the lessons. No child will be allowed to be present at these lessons without written permission from parents or guardians.

Children's questions of a more sensitive nature e.g. abortion, homosexuality will be referred for discussion with parents. Care will be taken to ensure that the questioner is not embarrassed and does not feel rejected.

No changes will be made to the programme without prior consultation with the Governors. The school welcomes comments from parents at the conclusion of the talks.

This policy will be reviewed annually by the Governors.

School Visits

There are two kinds of school visit. One is for pleasure and to enrich your child's aesthetic awareness.

The other, as well as, we hope, being pleasurable is also part of the work your child does in school. e.g. visits to museums, castles, nature reserves, the beach, etc. We do keep the cost of such visits to a minimum, but inevitably, we have to ask parents for a voluntary contribution. Should you be unable to fund a school visit please contact the Headteacher who may be able to arrange for payment to be made out of the School Fund. The P.F.A. also contributes as necessary towards the cost of school visits. We would never knowingly deprive a child of the opportunity to take part in a school visit. Any approach for financial help will always be kept strictly confidential. The school reserves the right to cancel any visit owing to insufficient support or funding. Children on school visits are carefully supervised at all times by a responsible adult. We always have the legal ratio of adults to children in a party. Each adult is responsible for a small group of children and is given written guidance on supervision which must be strictly adhered to. At no time is any child left unsupervised.



Extra-Curricular Activities

At present, teachers undertake extra-curricular activities, voluntarily, in a variety of areas. All of these clubs take place after school from 3.20 pm or during lunch time. In winter months some clubs are suspended.

Attendance at these clubs is optional and in some cases selective but we do expect that children attend regularly once they have joined.

At the start of each term a list containing details of all extra-curricular activities will be circulated to children.

Fund Raising

We try to limit our requests for financial help to a minimum but we do aim to give our children the best possible start to their education. We usually hold, one fund-raising events per year for the School Fund. The money is used to buy such things as extra books, art and craft materials, playground equipment and to subsidise school visits and Christmas festivities. During the year, we also hold fund-raising events for charities. We feel that it is important that our children learn to look outwards and help those less fortunate than themselves.

We are also grateful for the financial help given by our P.F.A. especially the funding of visiting theatre companies and music groups. The money raised by the P.F.A. is entirely separate from the School Fund.

Book Club

Twice a year the school runs a Scholastic Book Fayre which is open to parents and pupils after school.

Richmond School Parents' and Friends' Association

Parents automatically become members of the Parents' and Friends' Association when their children become pupils at the school. We value greatly the work done by the Association on our behalf and hope that all parents will support both their fund-raising and social events. There is a strong link between parents and school and involvement in the Parents' and Friends' Association helps to strengthen this.

The Association hold their A.G.M. towards the end of September. At this meeting new committee members are elected. Committee meetings are held at the school on the first Wednesday of each month. Letters giving details of forthcoming events are sent home from time to time.

If you have any ideas for events or can offer to go on the "helpers" rota please tell a committee member. They can be contacted through school.

We hope that many of you will feel able to become committee members at some period during the time your children are pupils at The Richmond School. There is much laughter and friendship to be enjoyed, as well as work! We look forward to your company.

A list of committee members' names may be obtained from the School Office.