

RAYNES

PARK HIGH SCHOOL

YEAR 7 TRANSITION BOOKLET





WELCOME

COMMITTED TO EXCELLENCE: HIGH ASPIRATIONS, HIGH MOTIVATION AND HIGH ACHIEVEMENT FOR ALL

Thank you for choosing Raynes Park High School; we are delighted to welcome you and your child to the school. Moving up to secondary school is a momentous event and it is our aim to make this transition as smooth and enjoyable as possible.

We hope that your child will enjoy life as an RPHS student and that they will work hard and make the most of the opportunities available at the school. Every student knows they are valued as an individual and encouraged to realise their full potential; we hope that the students will continue through life with a love of learning. In addition to academic study, there are many extra-curricular activities on offer and I do hope you will encourage your child to participate in the range of enrichment available. Participation in these clubs is invaluable in providing opportunities for making new friends, developing new skills and building confidence.

We are committed to ensuring that RPHS students are safe, well supported and challenged to achieve their best at all times. It is well known that students are most successful when home and school work together in partnership and we look forward to getting to know you over the coming years.

Yours sincerely,

Miss KJ Taylor
Headteacher



VISION & VALUES

RESPECT, RESILIENCE, RESULTS

The Core Purpose of Raynes Park High School is to create an inclusive community of successful learners. Our mission is to develop resilient, respectful young people who make exceptional progress and achieve their full potential. We aim to provide the best possible educational experience for our community within a well-ordered and purposeful learning environment. Our ethos for learning and achievement is based on exceptional teaching, a challenging curriculum and high standards of behaviour. Through a culture of ambition and success, everyone at RPHS is driven towards continuous self and school improvement.



TERM DATES


AUTUMN TERM
 4th September 2023 - 21st December 2023

Inset Days	4 th September, 20 th October, 30 th October and 1 st December
Term Starts for Students	Tuesday 4 th September 2023 (Year 7 & 12 Only)
Half Term	Week beginning 23 rd October 2023
Term Ends	Thursday 21 st December 2023


SPRING TERM
 8th January 2024 - 28th March 2024

Term Starts for Students	Monday 8 th January 2024
Half Term	Week beginning 12 th February 2024
Term Ends	Thursday 28 th March 2024


SUMMER TERM
 15th April 2024 - 24th July 2024

Term Starts for Students	Monday 15 th April 2024
Bank Holiday	Monday 6 th May 2024
Half Term	Week beginning 27 th May 2024
Term Ends	Friday 24 th July 2024

COMMUNICATION

School Records

It is vital that we have up to date and accurate addresses, home, work and mobile phone numbers and email addresses for all parents and carers – it is essential that we know where to contact you in an emergency. If you change any addresses or numbers please inform the school in writing immediately or you can request a change of contact details via the sims parent app.

Email

The school regularly sends correspondence to parents and carers via email. Please ensure that we have up to date and accurate email addresses for all parents/carers.

Student Planner

Every student receives a student planner at the start of the academic year. Students take responsibility to look after their planner and to update it, as and when required by their Form Tutor or Head of Year. It can also be used by parents/carers to send a brief message to the Form Tutor. Planners must be checked by parents/carers and by Form Tutors every week.

Satchel

Each child is given a Satchel login, to access their homework. The Satchel app also keeps parents/carers informed of important information including detentions, BMs and achievement points.

The RPHS e-Bulletin

This is a weekly update on school news and activities sent by email every Friday. It has lots of useful information regarding upcoming events for the following week. It is good to get in the habit of checking it weekly.

The RPHS Times

Our school newsletter includes information on upcoming events as well as articles on the many activities that take place through each term. It is produced termly and sent out via email.

Website

www.rphs.org.uk

Please check the website regularly. There is a wealth of information on the site including the school calendar. The website can also be used to access:

Scopay – an online payment method that can be used to top up credit for the school canteen and also pay for visits or events.

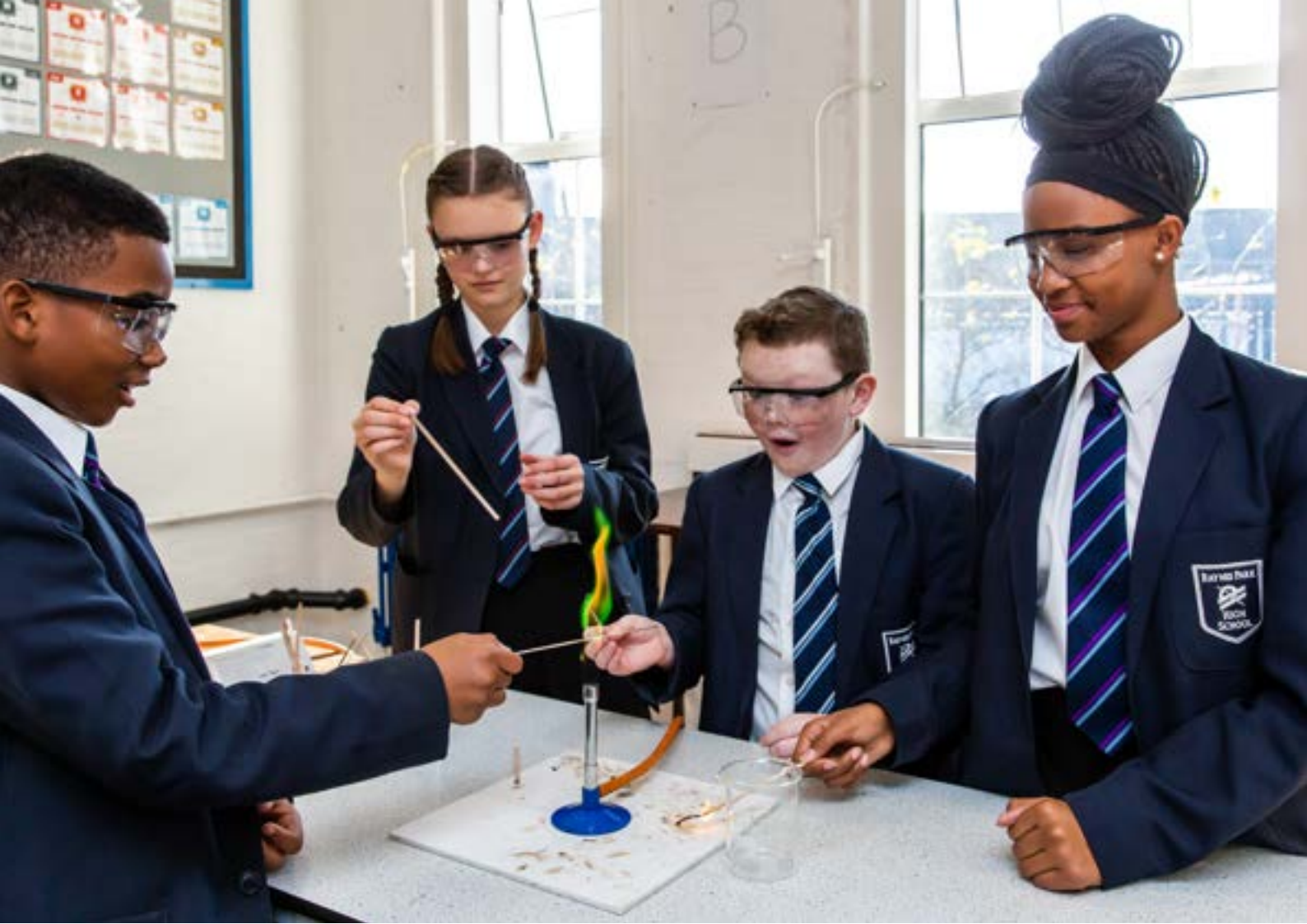
Satchel – our homework site allows you to see the homework your child has been set, when it is due and whether they have completed it. Login details are issued by the school and you are encouraged to download the free accompanying app and set it up straight away.

Meetings with Parents & Carers

Throughout the year a number of events where parents/carers can meet staff to discuss student progress are held: Parent/Carer Evenings where subject staff are available and parents/carers book 5 minute appointments in advance; and an Information Evening, where parents/carers can meet with curriculum staff for subject specific guidance on how to support your child, alongside gaining an overview of the topics of study for each subject.

Contacting Staff

Staff may be contacted directly via email or telephone although the Form Tutor should always be the first point of contact. We do our best to return calls and emails at our first opportunity but please bear in mind that this may not always be possible so please allow 24 hours for staff to respond in the first instance.



SCHOOL DAY

Students may come into school from 8.30am via the Year 7 entrance on Bushey Road.

Students should leave the school site promptly at the end of the day unless they are involved in a supervised activity.

TIMETABLE

08.40 - 09.00

TUTOR TIME / ASSEMBLY /
READING

09.00 - 10.00 LESSON 1

10.00 - 11.00 LESSON 2

11.00 - 11.30 AM BREAK

11.30 - 12.30 LESSON 3

12.30 - 13.30 LESSON 4

13.30 - 14.00 PM BREAK

14.00 - 15.00 LESSON 5

15.00 - 16.00

ENRICHMENT / 6TH FORM LESSONS
/ GCSE & A LEVEL INTERVENTION

Catering & Lunchtimes

The school has an outside caterer, Harrison. There is an emphasis on Healthy Eating and the menus reflect this. Students may:

- purchase lunch in the canteen between 11.00 – 11.30am (KS3); all food is prepared on site and served on a cafeteria basis with individually priced items, or a 'meal deal'
- bring a packed lunch to be eaten in the canteen areas or designated areas outside

Drinks brought in to school should only be in plastic containers. Drinking water is available in the canteen and from drinking fountains.

Students may only take bottled water with them to lessons.

- No fizzy or energy drinks should be brought into school
- No products containing nuts should be brought into school in packed lunches or snacks

Payment in the canteen

The canteen operates a cashless catering system, whereby as long as the student's account is in credit, they are able to purchase food using their fingerprint. Accounts can be topped up via Scopay (please see separate information sent to parents and carers).

Only members of the Sixth Form have the privilege of leaving the school site at lunchtime.

Cycling & Road Safety

Staff are on duty at the start and end of the day to supervise students entering and leaving the school site. Students may choose to cycle to school. Any student who brings a bicycle to school does so entirely at their own risk. All students cycling to school are strongly encouraged to wear a cycle helmet and advised to undertake a cycling proficiency test.

As we only have one main entrance for vehicles, we ask that parents refrain from driving into the school grounds between 8.15 – 8.40am and 3.00 – 3.30pm unless they are collecting a student who is unwell. The school is situated on a very busy junction so please help us by not creating a hazard to vehicles entering and leaving the school grounds. As it is such a busy intersection, it is essential that students use the underpass when leaving via the main entrance.

ATTENDANCE & PUNCTUALITY

Raynes Park High School prides itself on being a successful school that places student well-being at its very core. Regular attendance is most important for our students to achieve their best in school and we expect all students to have at least 96% attendance each term. It is important that students attend regularly, and on time, every day unless there is an unavoidable reason for the absence.

The Legal Framework:

Ensuring a child's regular attendance at school is a legal responsibility for parents and carers; permitting absence from school without a good reason creates an offence in law and may result in prosecution. Section 7 of the Education Act (1996) states that

'The parent of every child of compulsory school age shall cause him/her to receive efficient full time education suitable:

- (a) to age, ability and aptitude and
- (b) to any special educational needs he/she may have either by regular attendance at school or otherwise'

Why regular attendance is so important:

Learning:

Any absence affects the pattern of learning and regular absence may seriously affect student progress and achievement.

Promoting regular attendance:

Helping to create a pattern of regular attendance is everybody's responsibility – parents and carers, students and staff. At RPHS we will:

- Provide reports outlining how your child is performing at school, including what their attendance and punctuality rate is and how this relates to their progress
- Reward good or improving attendance through Year Group assemblies, certificates and reward events.

Understanding types of absence:

Any queries or questions surrounding attendance should be forwarded to the School Attendance Officer, Ms O'Donnell ext 1117, who deals with student absence on a daily basis.

Every half-day absence from school has to be classified by the school (not by the parents or carers), as either authorised or unauthorised. This is why information about the cause of any absence is always required, preferably in writing.

Persistent Absenteeism (PA):

A student is classed as a 'persistent absentee' when they miss 10% or more schooling across a school year. The school will support students, parents and carers and try to avoid persistent absenteeism where possible. The school believes that such absence has a detrimental impact on the development, learning and progress of the student. This is supported by the figures below:

90% attendance =
1/2 day missed every week (3 lessons)

1 school year at 90% =
4 whole weeks lost (114 lessons)

90% attendance over 5 years =
1/2 school year lost (570 lessons)

Absence Procedures:

If your child is absent you must:

- Contact us as soon as possible on the first day of absence; via the parent app or email to attendance@raynespark.merton.sch.uk
- Send a note to your child's Form Tutor on the first day they return with an explanation of the absence – you must do this even if you have already telephoned us; this can be a letter, appointment card, letter from the GP or a signed and dated note in the student planner

Holidays During Term Time:

Taking holidays in term time will affect a child's schooling as much as any other absence and we expect parents to help us by not taking students away in school time. There is no automatic entitlement in law to time off in school time to go on holiday.

Legal Status

Under the 1996 Education Act, the parent/carer has a legal responsibility to ensure that their child attends school both regularly and punctually. Failure to do so could result in the parent/carer being prosecuted in the Magistrates Court and potentially gaining a criminal record.

Applications for Leave:

All applications for leave must be made in advance, in writing and at the discretion of the Headteacher. In making a decision the school will consider the circumstances of each application individually, including any previous pattern of leave in term time. Applications for leave are made by completing the Leave of Absence Request Form (please refer to the Attendance Policy on the school website) and forwarding it to the School Attendance Officer.

Illness:

If a student feels ill during the school day they should speak to their teacher. All students who are undergoing a course of treatment should leave their tablets or medicine with the school office clearly labelled with instructions. No school is permitted to issue paracetamol. No student should carry any medication (apart from an inhaler/epipen). Parents are contacted immediately if the illness necessitates a student going home or if an accident has occurred. Every possible care is taken of the students and if necessary they will be sent to hospital.

Punctuality:

We expect all of our students to arrive at school, registration, lessons and other appointments made with staff, on time. Students are expected to be on time both for the morning and afternoon sessions; poor punctuality is not acceptable. Please advise the school if your child is going to be late for any reason.

- The school day begins with registration – Year 7 students should be in their form rooms by 8.35am
- Year 7 students will come onto site at 8.30am through the Bushey Road gate, students arriving after 8.40am should use the student entrance
- The register is taken by Form Tutors at 8.40am and it is expected that at 8.40am students are sitting in their seats ready with their equipment for the morning
- Students will be classed as late if they arrive after 8.40am
- Students who arrive after 8.40am should go to Reception to sign in
- Students who arrive after 8.40am will be issued with a 30 minute after school detention
- Lesson 1 starts promptly at 9.00am

Parents/carers are informed if a student is regularly late to school. This will also be discussed between the Form Tutor and the student. Parents/carers may be asked to attend a meeting with the School Attendance Officer and relevant staff should there be any further concerns.

Please note that improvements will also be acknowledged and celebrated.

YEAR 7 CURRICULUM

The curriculum sets out the most important knowledge and skills that every child has a right to learn. It is a framework given to teachers that ensures all school children are taught in a way that is balanced and manageable, while also being hard enough to challenge them.

It sets standards that measure how well students are doing in each subject so that teachers can plan to help them to fulfil their potential.

Year 7 & 8 students follow the Foundation Curriculum. Students will be taught a range of skills while studying the subjects offered in the Key Stage 3 curriculum. In Year 7, students are taught in their form groups for the first half term; they will then be taught in sets in the Core subjects. These sets are established using primary school feedback, CATs scores and other in-school data collected. This data is also used to identify students who require additional literacy and numeracy support.

Challenging High Attainers

Students with special abilities, talents or particular potential are identified as early as possible and follow a Scholars Programme during their time at Raynes Park High School. Our teachers are encouraged to identify High Attainer students through ability rather than solely on achievement, thus ensuring that those who underachieved in the past are also included.

Careers Education is also an important part of the curriculum and is delivered at key points throughout Years 7 to 13.

Core Subjects

English
Maths
Science

Humanities Subjects

Geography
History

Creative & Performing Arts

Carousel:

Dance
Drama
Music*

Art

Design Technology
(Product Design & Catering)
Physical Education

Modern Foreign Languages

French or Spanish

Other

Computer Science
Personal Development (Learning 4 Life)

** students wishing to learn to play a musical instrument, or who are already doing so, may apply for specialist tuition in addition to their weekly class.*



HOMWORK

The school believes that providing opportunities for additional learning at home offers students the chance to reinforce and extend the work covered in lessons. It should promote a wide variety of study skills, including individual research, self-discipline and personal organisation. There are homework clubs to provide additional support for the completion of homework.

All departments will set homework throughout the timetable cycle. Core subjects will set weekly homework, whilst other subject areas will set tasks either weekly or fortnightly. Homework is only set in the core subjects. Each core subject sets homework weekly. Deadlines for homework will depend on the nature of the task set but students will usually be given at least 48 hours to complete homework. Homework completed regularly throughout secondary school can be equivalent to an extra year of study.

Students are expected to meet the deadlines set on our online learning platform, Satchel. Students have access to printing facilities at school, and have a credit allowance, which they should manage sensibly. If the work assigned requires printing, it is the students' responsibility to do so prior to the hand-in date. If the student is unsure about the requirement or the deadline they should ask the teacher. Parents are asked to check that tasks are completed on time. Failure to complete homework will result in a detention, unless there is a note of explanation.

Homework Portal

Satchel is the student and parent portal which allows you and your child to check what homework has been set. Staff may provide further information and links to documents required so it is important to check Satchel regularly. Access to Satchel is available via a link on their school desktop and also from the homepage of our school website.

Homework Clubs & The Library

There are clubs open every day where students have access to computers and printers if necessary and also to a quiet working space. These clubs run until 4.00pm each evening. A register of attendance is kept at both. The clubs are open to all students in order to support them in meeting deadlines. Those whose home environment may include distractions are particularly encouraged to attend. The Library is open before school, at lunchtimes and after school. Students are encouraged to borrow books for two weeks and make the most of this facility as part of their studies and for their personal enjoyment.

How can families help with homework?

At RPHS we are very keen for parents to support students with their learning, but it is important, particularly as your child gets older, for them to become an independent learner. To help your child you can:

- Give your child confidence through lots of praise and encouragement
- Read to, and with, your child as much as possible
- Make use of your local library
- Visit museums and places of interest
- Use web-based resources on the internet
- Check Satchel for homework tasks and sign the planner
- Set time aside to do homework
- Try to provide a reasonably quiet place for your child to complete homework
- Encourage homework to be completed on the day it is set
- Make sure completed homework is packed ready to bring in to school
- Support them, but please do not do the work for them!



MARKING & FEEDBACK

Providing high quality feedback is a proven strategy in raising attainment. Not only does it recognise positive achievements, it can indicate to students what they need to do to make even greater progress.

At Raynes Park High School a range of feedback opportunities in the classroom support learning on a regular basis. For example, students can expect to receive feedback from their teacher to validate their contribution to learning and

create a direction for future development. This may be manifested in learning across a series of lessons or an in depth analysis of a specific piece of work. Furthermore, with teacher guidance students regularly complete peer and self-assessment of their work. This provides the opportunity to reflect upon their learning and that of others, whilst making links for further development. Spelling, punctuation, grammar and presentation also receive regular comments as appropriate.



ASSESSMENT & REPORTING

Throughout the year there are a number of assessments and levelling across subjects in order to help monitor and track students' academic progress and make necessary interventions to support students' learning. This data is shared with families in the following ways:

- Three progress reports sent home (one each term)
- Curriculum Information Evening
- Parent/Carer Evening
- Tutor Progress Evening
- Academic Target Setting Day
- Academic Review Day

Dates for these events are published on the website well in advance and parents/carers are informed through the school messaging system in advance.

These events may be remote using our online provider.

ATTITUDE TO LEARNING

A student's Attitude to Learning is given a grade from L-E-A-R-N to reflect the level of their effort and learning:

L	Exceptional	Learner is highly self-motivated Excellent co-operation and awareness of others Respectful of others and voluntarily assists them when it is required Work is completed to a standard far exceeding expected ability Always on time Meets all deadlines
E	Exceeding	Expected effort always exceeded Always co-operative with staff Always respectful Work is complete to a standard exceeding expected ability Always on time Meets all deadlines
A	As Expected	Allows teaching to take place uninterrupted Makes expected effort Co-operates quickly Respectful of others Completes work to a standard in line with expected ability Completes work on time
R	Below Expectations	<i>Due to one or more of the following:</i> Occasional low level disruption Effort can be inconsistent Variable engagement in learning activities Slow to co-operate Can be late to lessons Working at a standard below ability Sometimes fails to meet deadlines
N	Needs to Improve	Frequent disruption to lessons Minimum effort made Disengaged from learning Lacks co-operation Often disrespectful Frequently late to lessons Working at a standard far below expected ability Fails to meet deadlines



EXPECTATIONS

Learning

- Students are expected to show a commitment to learning in every lesson
- Students are expected to be 'Ready to Learn' in every lesson
- Students should bring with them to every lesson their planners, the necessary equipment and books for the subject

Behaviour

- Students are ambassadors of RPHS – we have high expectations of all of our students and excellent behaviour is expected at all times
- We expect behaviour which is considerate to others and which allows all students to concentrate on their work in lessons and to enjoy all that RPHS has to offer – all teachers will work hard to prepare and mark the work and students are expected to work hard and to complete the work set, in class and at home
- Racist, sexist or homophobic attitudes or actions are not acceptable and will be challenged in line with our Behaviour for Learning Policy
- Fighting and bullying will not be tolerated at RPHS – these serious incidents will be dealt with in line with our Behaviour for Learning Policy and Anti-Bullying Policy
- Where students fall short of expected standards a wide range of sanctions exist and we take care to apply the sanctions most appropriate to the situation
- Detentions are held after lessons/school for failure to complete work, lateness or for disruptive behaviour
- Students may be placed in our Internal Exclusion Room for failing to follow our Behaviour for Learning Policy
- If students are excluded from school, parents/carers are informed and an appointment will be made for the parents/carers to meet a member of senior staff at a readmission interview
- It is expected that students will behave appropriately on the way to and from school, and any identified misbehaviour will be dealt with as if it had occurred in the school
- Chewing gum is not permitted

- Students are expected to take responsibility for all personal property. The school will not accept liability for the loss, theft or damage of mobile telephones or tablets
- Large amounts of money should not be brought into school

How we motivate our students

We believe in the power of praise and recognition as a key tool to motivate and encourage a growth mindset. Sanctions are used to moderate and to raise awareness of acceptable behaviours which will enable students to learn and thrive. Each child is treated and valued as an individual with their own specific needs and talents. Multi-agency referrals and assessments are commissioned to identify and meet the needs of students who display persistent, disruptive behaviour; managed moves and alternative provision are utilised as appropriate.

We ensure that our Behaviour for Learning Policy follows the latest guidance documents from the Department for Education. We also acknowledge the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of students with special educational needs and disabilities (SEND).

Staff and student relationships

We believe that all members of staff should act as role models for the high levels of behaviour that we expect from our students. Staff will take personal responsibility to follow things through. In lessons the class teacher will follow school procedures with any student whose conduct is hindering their own learning and that of the other students in the class.

Praise and Recognition

Our rewards system is designed to celebrate the success of all our students. It is underpinned by the belief that continual praise of each student's own personal best behaviour and attitude to learning is fundamental to establishing and reinforcing appropriate behaviour and work patterns. Rewards are routinely used to create and reinforce positive relationships at all times.

HOME – SCHOOL PARTNERSHIP

Research has shown that one of the biggest factors in the success of a student through their school life is a strong partnership between home and school.

It is essential that effective partnerships between home and school are established at the earliest opportunity. If you have a concern about your child's welfare please raise this in the appropriate manner through contact with the Form Tutor or the Head of Year.

At Raynes Park High School we have a strong Pastoral Team and are very aware of the need to care for the social and emotional well-being of every student. However, with many students their perception of events can be quite different from the reality of what has occurred. Please be assured that if a student is upset or concerned by any event in school we will look into the incident and provide support and take necessary action if required.



EQUIPMENT

It is your child's responsibility to be prepared, properly equipped and 'Ready to Learn' for every lesson. Not being prepared for learning may result in a detention; this includes not having the correct equipment.

Text and exercise books are provided, but please provide your child with the following and ensure that they are replaced as necessary throughout the year:

- Black and blue pens
- Green pen for Peer Assessment
- Pencils
- Glue stick
- Rubber
- Ruler
- Protractor
- Highlighter & whiteboard pen
- Colouring pencils
- Scientific calculator
- Planner
- Reading book
- Ingredients and food container for Food & Nutrition when needed
- Mini French or Spanish dictionary (when informed of language of study)
- Mini English dictionary (optional)



School Planners

All students are given a planner which has useful information they will need in their lessons. They should bring it to school every day.

If a student loses their planner you will be able to purchase a new one for them online via SCOPay and they can collect it at the helpdesk.

Mobile Phones

Mobile devices are not to be seen or heard during the school day, including during break times.

If a mobile device (including headphones) is seen or heard during the school day, it will be confiscated for 24 hours.

If you need to contact your child in an emergency please call 020 8946 4112 and we will pass this on to your child.

With the increasing use of mobile technologies, students are reminded of the appropriate use of social media. Behaviour that is not 'responsible' with regards to social media will be investigated and sanctioned according to school policy.



Practical Subjects

It has always been a feature of the school that students take a pride in their practical work and want to take home the finished product. If you wish to assume ownership of completed items we may need to ask you to make voluntary contributions to the departments concerned. Students will also be asked to provide ingredients/materials prior to the practical lessons (see separate letter about arrangements for catering lessons). Materials can be provided for students in Year 7 if necessary but they may prefer to bring in their own. Please do not hesitate to contact the Head of Year if you wish to discuss any aspect of this.

EXTRA-CURRICULAR & ENRICHMENT

There are a wide range of extra-curricular clubs for students to take part in at Raynes Park High School. There are also a number of opportunities for students to contribute to the school and wider community and this will help them to develop their leadership skills. These include:

- Posts of Responsibility e.g. Form Captain, Sports Captain
- Inter-house events
- Educational visits
- Local and national competitions
- Extra-Curricular Clubs
- Enrichment Days

A timetable of extra-curricular clubs offered each term and forthcoming visits are available on the school website.

Educational Visits

We believe that school visits are an important enhancement to the curriculum and we endeavour to make as many opportunities available to our students as possible, both as part of a broad and balanced curriculum, and as additional optional activities. Where the trip is an optional extra then we will make a charge for that activity. For other activities, we may ask for voluntary contributions from parents. In all cases, trips may have to be cancelled or changed if insufficient contributions are received. We would not wish to prevent students from taking part in cases of real financial hardship. Please do not hesitate to contact the Finance Department if you wish to discuss this.

All trips and visits are planned in line with the latest guidance.



SCHOOL UNIFORM

Students are ambassadors of our school and are expected to dress and behave in a way that reflects the high standards we seek to achieve. In choosing RPHS, we trust parents will support our standards throughout their child's time at the school.

The Raynes Park High School uniform is supplied by 'School Uniform Direct'; www.sud.co.uk

- Full school uniform is compulsory for all students in Years 7-11.
- The uniform should be smart with all items clearly marked. If students are unable to wear the correct uniform for any reason the school must be notified in writing by a parent/carer with supporting medical evidence
- If students are not in full uniform they will not be able to attend lessons; they will work with their Form Tutor or Head of Year until the correct uniform is brought to them or they return appropriately dressed for school the following day
- Students are also expected to adhere to the uniform rules on the journey to and from school



School Uniform

Blazer: Navy blue blazer with a RPHS embroidered logo. Students wear these at all times

Trousers or Skirt: Plain black trousers (straight cut school wear, not tight-fitting fashion style, ankle grazers or black denim). Plain black fully pleated skirt within 2 inches/5cm of the knee with the school logo in the corner

Tights must be black opaque. Socks should be plain black ankle socks with no frills or logos. No knee length or over-the-knee socks. No designer belts, only thin leather belts with a small buckle

Shirt: White collared (top button essential)

School tie: Clip-on tie in House colours

Shoes: Plain black, low heel, fully enclosed leather shoes – No boots, trainers, plimsolls or canvas shoes or leather shoes carrying an explicit sports logo. No leather vans, converse or similar

Jumper: (*optional*) Navy blue long sleeve jumper with school logo

PE Kit

RPHS PE top

RPHS shorts/skort

RPHS socks

RPHS tracksuit or RPHS PE leggings (for colder weather)

Headwear: Headscaves may be worn (for religious purposes only) and should be either plain black or navy blue. Baseball caps and bandanas may not be worn.

Hair should be neat and tidy in keeping with the formality of school life and not dyed in unnatural colours. No design should be shaven into hair style or eyebrows. Coloured hair extensions are not permitted. Shoulder length hair should be tied up for all practical lessons. Hair decorations should be navy blue or black

Excessive make up (including fake tan), fake eye lashes and coloured nail varnish are not permitted. Acrylic/fake nails are not permitted and students will be asked to remove them

Jewellery: The only jewellery permitted is one pair of small stud earrings, one in each ear lobe. No other piercings are permitted and students will be asked to remove them.

Coats: Should be a proper outdoor waterproof coat. Denim, leather jackets and any coat that the school deems as a 'Hoodie' are not allowed. Coats should not be worn in the school building

School bag: Large enough to fit an A4 folder and other equipment needed

Jewellery in PE Lessons: "Personal effects, such as jewellery, religious artefacts, watches, hair slides and so forth, should always be removed to establish a safe working environment" (*Safe Practice in Physical Education and Sport*)

Trainers in PE lessons: "Defined as those which demonstrate effective grip, support and reasonable protection" (*Safe Practice in Physical Education and Sport*). For example, a 'cross' trainer or running shoes that are suitable for a wide range of activities. This does not include plimsolls, pumps, converse style pumps, or any trainer that goes above the ankle.

STUDENT WELFARE

The Role of the Form Tutor

The Form Tutor's role is central to the welfare and success of students. They are your first point of contact at the school. Any problems regarding work or behaviour or any other query may be discussed with your child's Form Tutor in school by appointment, by email or by telephone through the school Reception – 020 8946 4112. The Form Tutor's roles is:

1) To look after your child's well-being.

Form Tutors will:

- Maintain regular contact with parents and carers – for expressions of praise as well as concerns (phone calls, letters, meetings)
- Get to know the students: take a personal interest in them; get to know about their hobbies, interests, concerns & successes
- Participate with students in educational visits, lunch-time and after school activities
- Encourage and facilitate student participation in RPHS activities e.g. School Council, inter-house competitions, sport/music/drama events

2) Monitor progress and encourage achievement:

- Seek feedback from students about attitudes to lessons and progress made
- Liaise with subject teachers about the progress of individuals and the Tutor Group
- Monitor the progress of students across the curriculum
- Praise where appropriate; take action where there is concern
- Encourage students in the achievement of House Points and rewards
- Meet parents and students at Parents' Consultations and give appropriate feedback
- Refer to the Head of Year if there are any on-going concerns regarding learning

3) Expect high standards of attendance, punctuality and behaviour:

- Rigorously follow all RPHS procedures for improving attendance and punctuality and follow up with students where there are concerns
- Ensure the behaviour policy is implemented with particular attention to guidelines on uniform, jewellery & basic equipment
- Monitor students on report

- Seek support from and/or refer students to Head of Year when concerned about aspects of welfare or behaviour
- Ensure excellent behaviour during assembly times, including entering and exiting the Main Hall

4) Make effective use of registration time:

- Ensure high quality displays of RPHS posters, students' work and certificates/awards
- Check school planners are being used appropriately
- Carry out 'Ready to Learn' checks
- Communicate information to individuals and the whole group as required
- Encourage a culture of self-discipline and responsibility (including collective responsibility)
- Promote the RPHS values
- Celebrate group successes
- Regularly acknowledge individual successes, both publicly and privately

The Role of the Head of Year

The Head of Year will track student progress and attendance, and will follow through on any concerns related to behaviour, effort, attendance and punctuality. There is also an emphasis on ensuring that students achieve their potential and are supported in overcoming any barriers which they face.

The Head of Year will highlight achievements and improvements made by individual students and also communicate regularly with parents/carers when a student may need specific interventions to support their progress and behaviour for learning.

House System

Each Tutor Group is comprised of members from each of the four Houses and students have many opportunities to develop their personalities and extend their skills in extra-curricular activities with their House. These may include sports competitions and events to raise money for House charities. Through these events our students gain a great deal both socially and personally. We find that a sense of loyalty and commitment to the House is fostered.





ADDITIONAL SUPPORT

Special Educational Needs

At RPHS there is a clearly defined monitoring structure for the care of all our students and we have a duty to support and encourage students with a range of learning needs. We follow the SEND Code of Practice (2014) based on the principles of quality first teaching for all students. At some time during their school life many students will have an educational need that requires personalised support. Should this happen, the student will be placed on the school's Special Educational Needs register. Should their needs become more complex, a formal assessment will take place by a specialist agency and the student moves to SEN Support. If a student is given an Education Health Care Plan (EHCP) of Special Educational Needs, the student moves to a stage where the support will be guided following an Annual Review.

Support includes helping students by:

- Providing in-class support from HLTAs and Learning Support Assistants
- Differentiating work to reflect the individual needs of all students
- Withdrawing small groups of students for specific support projects such as reading, literacy and numeracy
- Some students may be invited to attend before and after school interventions on a one-to-one basis
- Working with Sixth Form students

Access Centre

The Access Centre at Raynes Park High School is Merton LA's specialist, secondary provision for students on the Autistic Spectrum. The purpose of the Access Centre, is to support students to participate in the broad range of curricular activities of the main school with the appropriate level of support, whilst providing a place and staff expertise for some very specific and individual needs.

In Summer 2022, the Access Centre was awarded with the National Autism Accreditation. This is the UK's only Autism specific quality assurance programme of support and development for all those providing services to autistic people. Achieving the accreditation shows our commitment to understanding Autism and setting the standard for Autism practice

All admissions to the Access Centre are handled by the Local Authority and the school, working in partnership with the parents/carers. From Year 5, parents will be encouraged and advised to visit the Access Centre as part of the process of stating a school preference. Parental support and confidence is a key feature of a successful placement and the on-going development of the centre.

Student Support and Wellbeing

Our Inclusion Centre Manager and Student Wellbeing Manager are responsible for supporting students in an informal way. If issues arise students may be referred to the Pastoral Support Officer - KS3, who will meet with students and undertake some monitoring to ensure that students cope with life at school and address the barriers to learning. There are a range of targeted group work sessions we can offer our students including Friendships, Self-Esteem and Resilience.

English as an Additional Language (EAL)

There are a number of students for whom English is not their first language. This linguistic diversity is a source of richness and celebration at the school yet we recognise that many of these students require additional help in order for them to reach their full potential. The majority of this help is given in mainstream classes – our staff are aware of the diversity in the school and have the tools to deliver to students with varying levels of English. There is also a comprehensive Extended Learning programme and Saturday School to provide further support for these students.

WHAT SHOULD I DO IF?

I get lost: You will get a school map when you start in September to help you find your way round the site. Always ask another student or a member of staff to help you find where you need to get to.

I'm late for a lesson: Apologise to the teacher for being late; you will probably only be late at first as you will soon find your way around.

I forget to top up my lunch money: Speak to a teacher in the canteen; you will not go without lunch but you must pay any money owed back the next day.

I lose my planner: Go to the School Office for a spare planner page as you may have left your planner at home. If you have lost your planner, your parent/carer will be able to buy a new one online for £4.

I fall out with my friends: Talk to your Form Tutor first and see if you can resolve the difficulties together. Sometimes talking things through will help improve the situation.

If you feel you are being bullied: Talk to your Form Tutor first and they will refer the issue to your Head of Year.

I feel unwell in lessons: If you are feeling really unwell, please speak to your teacher. They will check whether you need to be sent home or whether you can continue with your lessons.

I need the toilet during lessons: If it is an emergency, ask the teacher if they will allow you to leave the lesson with an Out of Lesson pass. Leaving lessons to go to toilet isn't usually permitted unless you have a recognised medical condition and have been issued a medical pass.

I can't do my homework: Always find the teacher that has set you the homework and ask them to explain it to you again. Don't leave it until the last minute; remember to do this before it is due in. Remember that there are Homework Clubs you can attend if you need extra help with your homework or a quiet place to work.

I lose my bus pass/zip card: Report this to your Form Tutor or Head of Year; it may have been handed in. If not, we will ensure that you are able to get home.

I feel too ill to go to school: Your parent/carer should call the school on the first day of absence to report the reason for you not being in school. Remember to bring in a letter on your return and give this to your Form Tutor.

I need to leave the school for an appointment: There may be occasions where you will need to leave the site before the end of the day; please go to the Attendance Officer first to receive a permission slip and then show this to the Receptionist as you leave.

Key Contacts

Ms Fowler	Assistant Headteacher
Mr Burnett	Head of Year 7
Mr Arnott	Deputy Head of Year 7
Ms O'Donnell	Attendance Officer
Ms Yusuf	Student Wellbeing Manager
Ms Hegarty	Family Liaison Officer
Ms Leszczyk	Head of EAL



RESPECT

RESILIENCE

RESULTS