



Parents Make a Difference
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www.rattonschool.co.uk

Parents Handbook

Parents Make a Difference

Achieving together is based on a partnership between students, parents, School and the Community. Each of these has a unique influence on how well a student does at School. This section concentrates on the contribution parents can make, but clearly to achieve, students also need, a positive attitude, and the support of their School Community.

There is no doubt that parents active involvement will improve your child's chances of success. However, the extent and effect of your involvement changes as your child gets older, nevertheless it remains important.

At Secondary level, the affect of your involvement becomes more indirect. Research tells us that by maintaining your involvement in your child's education you have a positive influence on how important your child regards learning and will help them to develop high aspirations. At 11 your involvement can still help your child to do well at School, by improving their skills and understanding. However, by 16 your influence shifts to affect your child's motivation. Continuous involvement increases the chances of your child continuing in education and opting for more challenging courses post 16.

There are three ways you can involve yourselves in your child's education:

- Contact with School, through consultation events, information evenings and communicating concerns and other important information
- Participation in the work of the School, such as attending School events, being a member of the Parents and Friends Association or a Parent Governor
- Actively valuing the importance of education by talking about School at home.

It is only through effective home/School contact that we are able to share essential information so that we can all support our youngsters. Home/School contact enables us to develop a set of shared values and thus give our youngsters a clear united message about what is accepted and expected. We are working hard to improve communication, the introduction of the Learning Community Welfare Assistants means there is always someone you can easily contact.

Through participation in the work of the School you demonstrate to your child that you value the work of the School. You can also help to make Ratton a better place and be directly involved in shaping the School's future.

Actively valuing the importance of your child's education will improve their chances of success. Research tells us "the more parents and children converse with each other in the home, the more the students achieved in School". Talking about School to your children, especially as they get older can be a thankless task, but its importance should not be underestimated. Asking your child what they did at School today and not being content with the answer, "nothing" will have an impact on how they view learning. Regularly discussing what they have learned (or homework) will improve their attitude to learning; get your child to explain three things they have learned today. Regularly, discussing how well they are doing will raise your child's aspirations; get them to tell you how well they are doing against their targets and what they need to do to improve.

I hope for most parents this article provides some reassurance that you are doing the "right thing" and that your efforts are worthwhile!

As Members of Ratton School

Show Respect
Be Organised
Try your Hardest
Look Your best
Stay Safe

- Be polite to adults in School and respect the rights of other students
- Use this diary to help your organisation. Always have a pen, pencil, ruler, this diary, your books for classroom lessons and your kit for P.E.
- Never ever give up. Keep trying. You will get there eventually.
- Wear your uniform. Make sure you know the rules.
- Do not get involved in silly or dangerous behaviour. If you are ever bullied or see someone else being bullied you must tell someone.

STAFF LIST - Who's Who

Name	Responsibility	Subject(s) Taught
LEADERSHIP TEAM		
Mrs A Wardle	Acting Headteacher	Food Technology
Mrs E Fitzpatrick	Acting Deputy Headteacher	Languages
Mr I Anderson	Senior Assistant Headteacher for KS4 and KS3	Maths
ADELPHI COMMUNITY - NUMBER DIRECTORATE		
Mrs J Peters	Assistant Headteacher/Learning Director	Maths
Mrs C Sugden	Community Learning Leader	Maths
Miss S Blyth	Curriculum Leader for KS3	Maths
Mr G Edwards	Curriculum Leader for KS4 (Temp. Information Advice & guidance) & Associate Learning Leader	Maths
Mrs A Lines		Maths
Ms C Peddlesden		Maths
Mr M Robertson	AST Designate	Maths
Mr M Bristow	Curriculum Leader for KS4	ICT
Mr N Avard	Curriculum Leader for KS3	ICT
Mr T Cain		ICT
Mr R Prodger	UQ	ICT
Mrs J Pierce	Community Care and Guidance	
Mrs T Spiers	Community Welfare Officer	
LYCEUM COMMUNITY - WORD DIRECTORATE		
Miss E Pajak	Assistant Headteacher/Learning Director	English
Mrs C Rampley	Community Learning Leader	English
Mr P Lennon	Curriculum Leader for English	English
Miss L Carter		English
Mrs L Curtis		English
Mrs. H. Davey		English
Mr J French		English
Mr. M. Halder		English
Mrs E Stoyonova		English
Miss C Dean	Curriculum Leader for German	German/Spanish
Mrs M Woods	Curriculum Leader for French	French
Mrs L Weblin	Curriculum Leader for Spanish	Spanish/French
Mr C Reene		German
Mrs S Jones	Community Care and Guidance	
Mrs F Jenner	Community Welfare Officer	

<i>APOLLO COMMUNITY - PHYSICAL DIRECTORATE</i>		
Mr J Welsh	Learning Director - Physical	Science
Mr G Kingham	Community Learning Leader	P.E.
Miss K Wells	Curriculum Leader for KS4/KS3	Science
Mr. D.Brown	AHT Induction, Inclusion & Intervention	Science
Mr T Dunn	AST	Science
Mr A Dearie		Science
Mrs T Driver		Science
Mr J Ferguson		Science
Miss L Hide		Science
Mr K Reed		Science
Mr R Westwood		Science
Mr R Fenwick	Curriculum Leader for Graphics/Resistant Materials	Technology - Graphics/Resistant Materials
Mrs R Clemerson	Curriculum Leader for Food/Textiles	Technology - Food/Textiles/Child Care
Mr R Goddard		Resistant Materials
Ms H Manchip		Food/Resistant Materials
Mrs N Welsh		Food/Child Care
Mrs C Wiacek		Food/Child Care
Mrs S Jones	Community Care and Guidance	
Mrs T Chambers	Community Welfare Office	
 <i>GLOBE COMMUNITY - HUMAN DIRECTORATE</i> 		
Mr J Taylor	Assistant Headteacher/Learning Director	R.E.
Mrs N Smith	Community Learning Leader	Music/Performing Arts
Miss S Bax	Curriculum Leader for Geography	Geography
Miss S Coe		Geography
Mrs E Harris		Geography
Mrs R Vinson	Curriculum Leader for History	History
Mrs J Pittman	Lead AST	History
Miss E Gray		History
Miss G Bryden	Curriculum Leader for R.E.	R.E.
Miss C Penna		R.E.
Ms L Gomm	Curriculum Leader for Opening Minds	Opening Minds/R.E./Unit Award
Mrs M Huggins	Community Care & Guidance	
Mr M Jones	Community Welfare Officer	

LYRIC COMMUNITY - PERFORMING DIRECTORATE		
Mr M Adams	Assistant Headteacher/Learning Director	Performing Arts
Mrs S Lock	Community Learning Leader	KS3 Senco/Literacy/Numeracy
Mr N Stocker	Curriculum Leader for Drama	Drama
Mr D Brinson		Drama
Miss V Kirwan		Drama
Miss D Powers		Drama/PSHE
Miss E Mockler		Drama/Music
Miss N Smith	Community Learning Leader for Globe	Music/Performing Arts
Mr D Cane-Hardy		Music
Miss K.Wood		Music
Mrs J Sula	Curriculum Leader for Art	Art
Mr G Miles	Gifted & Talented Co-ordinator	Art
Mr J Chaundy	Curriculum Leader for P.E.	P.E.
Mrs D Deller	Curriculum Leader for Girls' P.E.	P.E.
Mr M Elliott		P.E.
Mr G Kingham	Community Learning Leader for Apollo	P.E.
Ms C Papagna		P.E./Dance
Ms N Poletyllo	SSCo	P.E.
Mrs J Upton		P.E.
Mrs J Pierce	Community Care & Guidance	
Mrs J Plummer	Community Welfare Officer	

OTHER MEMBERS OF THE ASSOCIATE STAFF	
Mrs T Comfort	Business Manager - Leadership Team
Mrs L Barrow	Headteacher's P.A.
Miss E Aspin	Cover Supervisor
Mrs J Barnett	Health & Safety Officer
Mrs S Beck	Resources Manager
Mrs S Burgess	Cover Supervisor
Mrs C Clarke	Receptionist/WRL Manager
Mr S Comfort	Site Manager
Mrs G Court	Office Manager
Mrs A Da Silva	P.A. to Learning Support
Mrs V Edwards	Teaching Assistant
Mr C Etwell	ICT Network Manager
Ms L Forse	Teaching Assistant
Ms L Forwood	Cover Supervisor
Ms S Gale	Teaching Assistant - Turnaround Centre
Mrs E Gilbert	KS3 Numeracy/Literacy/Primary Liaison Co-ordinator
Mrs J Jiggins	Examinations Officer
Miss W Lardner	Senior Cover Supervisor
Mrs J Linsell	ICT Project Manager
Mrs M Milligan	Data Manager
Mrs L Morgan	Finance Assistant
Mrs A Murphy	P.A. to Leadership Team
Mrs. I. Pidgeley	ICT Support Assistant
Mrs L Pout	Teaching Assistant

Ms Silke Seifert	Teaching Assistant
Mrs V Shahilow	Cover Supervisor
Miss W Spicer	Teaching Assistant
Mr T Surtie	Connexions Assistant
Ms C Sutton	Senior Teaching Assistant
Ms E Thorne-Jones	Teaching Assistant
Miss A Tkaczuk	Teaching Assistant
Mrs M Wells	Arts Development Officer
Mr C Wheeler	Catering Manager
Ms S White	Cover Supervisor - Making Good Progress
Mrs M Williams	Teaching Assistant

TUTOR GROUPS - ROOMS - COMMUNITIES

ADELPHI NUMBER	7TCa 110a	7ALi 102	GEd 203	LFo 103	MBw 110b	NAv 109	RPr 111	MRO 104	SBI 101	CPE 201	Learning Director: Janine Peters Ex. 210. Learning Leader: Chris Sugden Care & Guidance: Jacky Pierce Ex. 205 Welfare Officer: Terri Spiers Ex. 122
APOLLO PHYSICAL	7KRe LHi 226	7TDu ADe 136	RGo 134	NWe 130	JFe 135	RFe 224	TDr 137	RCI 131	CPn NPo 227	KWe 126	Learning Director: Jamie Welsh Ex.258 Learning Leader: Guy Kingham Ex. 258 Care & Guidance: Sue Jones Ex. 245 Welfare Officer: Theresa Chambers Ex. 121
GLOBE HUMANITIES	7CMp 215	7SCe 115	JPi EMr 214	SBu 106	RVi 212	EGr 213	LGo EAs 108	WLa EAs 105	GBr 211	SBa 116	Learning Director: Jeremy Taylor Ex.206 Learning Leader: Niki Smith Ex. 206 Care & Guidance: Maureen Huggins Ex. 205 Welfare Officer: Mark Jones Ex. 226
LYCEUM WORD	7NZi 122	7JFr 207	MWo 119	CRn 118	HRi 206	MHa ESt 209	LWe 120	LCa LCu 208	CDe 117	PLE 210	Learning Director: Emma Pajak Ex. 208 Learning Leader: Chris Rampley Ex. 208 Care & Guidance: Sue Jones Ex. 245 Welfare Officer: Fiona Jenner Ex. 120
LYRIC PERFORMING ARTS	7DPo 124	7VKi 219	MEI 127	DCh 218	ADu 220	JCy 132	EMo 222	DDe 128	GMI 223	NSt 217	Learning Director: Mark Adams Ex. 242 Learning Leader: Steph Lock Ex.215 Care & Guidance: Jacky Pierce Ex.205 Welfare Officer: Julie Plummer Ex. 119

Who to go to if there is a problem.

Education involves the student, parents and the School. We, therefore, encourage you to contact us if there are any problems or grievances. The Form Tutor is the usual first contact, but you can contact any of the staff listed.

Assistant Headteacher Induction	Mr D. Brown
Senior Assistant Headteacher KS3 and KS4	Mr. I. Anderson
SENCO	Mrs S. Lock
Acting Deputy Headteacher	Mrs E. Fitzpatrick
Acting Headteacher	Mrs. A. Wardle

We are all available and will do our best to see you in an emergency but we all have teaching commitments and a telephone call for an appointment will usually save time.

LEARNING COMMUNITIES

	Adelphi	Apollo	Globe	Lyceum	Lyric
Learning Director	Mrs Peters	Mr Welsh	Mr Taylor	Miss Pajak	Mr Adams
Learning Leader	Mrs Sugden	Mr Kingham	Ms. Smith	Mrs Rampley	Mrs Lock
Care and Guidance Leader	Mrs Pierce	Mrs Jones	Mrs Huggins	Mrs Jones	Mrs Pierce

Term Dates for 2009 - 2010

Term 1

Friday 4 September	Years 7 and 11 return
Monday 7 September	All other years return
Friday 23 October	End of Term 1

Term 2

Monday 2 November	Start of term 2
Friday 18 December	End of term 2 - early closure likely

Term 3

Monday 4 January 2010	Start of term 3
Friday 12 February	End of term 3

Term 4

Monday 22 February	Start of term 4
Wednesday 31 March	End of term 4

Term 5

Monday 19 April	Start of term 5
Friday 28 April	End of term 5

Monday 3 May	Bank Holiday - School closed
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Term 6

Monday 7 June	Start of term 6
Friday 23 July	End of term 6 - early closure likely

INSET Dates:

23 November 2009	12 February 2010
26 February 2010	23 July 2010

Ratton School Lesson Times

Terms 1, 5, 6

08.40	Warning Bell *
08.45	Bell rings to indicate start of registration*
09.00	Lesson 1 Begins
10.00	Lesson 2 Begins
11.00	Break
11.15	End of Break Warning Bell *
11.20	Bell rings to indicate the start of Lesson 3*
12.20	Lesson 4 Begins
13.20	Lunch Bell to indicate end of lesson/ start of lunch*
14.05	End of Lunch Warning Bell *
14.10	Bell rings to indicate start of Lesson 5*
15.05	End of day registration
15.15	End of School

Terms 2, 3, 4

08.40	Warning Bell *
08.45	Bell rings to indicate start of registration*
09.00	Lesson 1 Begins
10.00	Lesson 2 Begins
11.00	Break
11.25	End of Break Warning Bell *
11.30	Bell rings to indicate the start of Lesson 3*
12.30	Lesson 4 Begins
13.30	Lunch Bell to indicate end of lesson/ start of Lunch*
14.05	End of Lunch Warning Bell *
14.05	Bell rings to indicate start of Lesson 5*
15.05	End of day registration
15.15	End of School

INFORMATION ABOUT SPECIAL EDUCATIONAL NEEDS AND DISABILITY PROVISION

Up-to-date information about our SEN provision is available from the School. Further useful information is available from East Sussex County Council or via their website at <https://czone.eastsussex.gov.uk>

Arrangements for the admission of pupils with disabilities:

- Students with SEN or a disability are allocated places at the School according to the County Admissions Policy;
- The Special Needs Department will liaise with the feeder primary Schools and other agencies to ensure that we are fully aware of the needs of any students on the SEN register or with a disability;
- Identified students are given extra opportunities to visit the School prior to their start in September;
- In addition new students, including in-term admissions, are screened to identify those who may need additional support with reading, spelling or handwriting.

Details of steps to prevent disabled students being treated less favourably than other pupils:

- All staff are made aware of the SEN register and a confidential SEN support booklet detailing the specific needs of individual students;
- All staff are expected to take the needs of students on the SEN register or with a disability into account when planning lessons;
- Students with SEN or a disability are encouraged to participate in, and are supported with, extracurricular activities;
- Teaching Assistants and trained SEN teachers are used to support SEN and disabled students where appropriate, and within the resources available.

Details of existing facilities to assist access to the School by pupils with disabilities:

- Two disabled spaces in car park;
- Ramps throughout the School for wheelchair access;
- Lift between ground and first floor;
- Braille room (sound-proofed).

The Access Plan (accessibility plan as required under the Disability Discrimination Act 1995), covering future policies for increasing access to the School by pupils with disabilities, is available from the School.

Information about the implementation of the governing body's policy on pupils with special educational needs and any changes to the policy during the last year:

- A draft updated SEN policy is available from the School or via the School website at www.rattonSchool.co.uk and will be reviewed by governors in 2009;
- Governors reviewed the School's autism provision, which led to training and further guidance for all staff, at the start of academic year 2008-09.

Homework Expectations

Subject	Expectations KS3	Expectations KS4
Art	1 per week	
Dance	1 per term	1 per week
Design Technology	1 every 2 weeks	1 per week
Drama	1 per term	As appropriate
English	1 per week	1 per week
Ethics		1 per week
French	1 per week	1 per week
Geography	1 every 2 weeks	1 per week
German	1 per week	1 per week
History	1 per week	1 every 2 weeks
ICT	One task per project (Every 2-3 weeks)	One task per project (Every 2-3 weeks)
Maths	1 per week	1 per week
Music	1 per term	1 per week
Opening Minds	1 per week	
Religious Studies	1 every 2 weeks	1 per week
Science	1 per week	Core - 1 every 2 weeks Additional - 1 per week Triple - 3 every 2 weeks
Spanish	1 per week	1 per week

NB: Please note that all other KS4 option subjects, not listed above, and college courses will be set homework as appropriate.

Assessment, recording, reporting

School reports are sent home to parents around February and June. They contain information and grades based on a range of assessments from class work. In year 7 most subject areas assess student ability by using baseline tests to confirm their starting point. The baseline levels are used to create Target Levels. Across Key Stage 3 (year 7, 8 and 9) students are encouraged to make 2 levels of progress and these levels are reported to parents as Target Levels.

Glossary of terms found on reports

A2L	Attitude to Learning: A number is used to explain the attitude to learning in class. The numbers relate to a traffic light system; G= Green (good), A= Amber (warning signs evident), R= Red (cause for concern). There are 3 levels in each category; 1 being the highest and 3 being the lowest. If the Attitude to Learning is poor it is likely that a student will underachieve and not be able to make good progress.
Target Level	The Level that a student should strive to achieve by the end of the academic year. The Level is based on the baseline assessments given in subjects in year 7 or Key Stage 2 SATs results.
APP Level	The current Level that a student is achieving. It is based on a range of evidence and assessments from class work. Evidence may come from extended project work, homework tasks, practical work, class assessments, essays / written work.
Tutor Comments	Form Tutor comments are based on work being undertaken in Tutor Time. Issues about punctuality, uniform and PPRD may be commented on as well as participation in Tutor Group activities. Tutor comments may also include observations about academic progress which may have been highlighted in mentoring sessions.
PPRD	Pen, pencil, ruler, diary. Every day a student is expected to be prepared for lessons by bringing the correct equipment. PPRD relates to pen, pencil, ruler, and diary.
Level	This relates to National Curriculum Levels and is relevant for students in Key Stage 3.
Grades	This relates to students in Key Stage 4 taking GCSE exams.

Student Perspective	Teacher Perspective	Scale
<p>I will continue to enter a classroom determined to work hard and to maintain an excellent attitude. I am a considerate member of the group and I am an enthusiastic learner.</p>	<p>Follows teacher's instructions immediately. Motivated. Arrives on time and settles immediately. A highly considerate and supportive member of the class. Praise/reward this student.</p>	G1
<p>I work at a good pace and try hard. I am keen to do well.</p>	<p>Works to the best of their ability. Behaviour is welcoming and positive. Personally responsible for their own behaviour. No distraction of others.</p>	G2
<p>I follow instructions and remain on task. However, I could be more actively engaged in learning.</p>	<p>Behaviour is good and the student is on task for the majority of the time. Work is fully completed to good or acceptable standard.</p>	G3
<p>I do not put as much effort in as I could do and I should make an effort to be enthusiastic about learning more often.</p>	<p>Behaviour overall is acceptable and when reminded responds appropriately. Not always working as hard as they are able to although they can show enthusiasm at times. Completes work set but can take time to settle.</p>	A1
<p>I must remember that a classroom is a place to work and learn. I should try hard and not give up too easily.</p>	<p>Sometimes displays reluctance to work or gives up easily. Needs occasional behaviour checks. Classroom behaviour is otherwise acceptable.</p>	A2
<p>My behaviour has been poor and I must do something to improve it. I need to focus on my work without disturbing others. I need to be able to get on with work independently. I must be more supportive of my teacher and others in the classroom.</p>	<p>Poor behaviour and rudeness occur more frequently than on isolated occasions. Progress is inhibited.</p>	A3
<p>My behaviour is stopping others from learning. I must respond immediately and appropriately to instructions and behaviour checks.</p>	<p>Has refused to work or produces little or no work. Not on task for the significant part of the lesson. Has refused to follow teacher's instructions. Behaviour stops others working at their best. Frequent behaviour checks. Attitude reflects a lack of commitment.</p>	R1
<p>If I am not in the lessons, I am not learning. I need to be more respectful and considerate. I must take responsibility for my behaviour.</p>	<p>Behaviour so poor that the student sometimes has to be removed from the class. Behaviour significantly disturbs the learning of others. Attitude may be rude and/or abusive. Behaviour checks have little or no effect.</p>	R2
<p>My behaviour is totally unacceptable. I need to control my behaviour and accept the help I am offered to do this. My education and future at Rattou are in danger.</p>	<p>Behaviour so poor that the student has had to be removed from the class (or leaves without permission). Displays aggressive or threatening behaviour and/or behaviour which significantly disrupts the learning of other students. Overt rudeness to staff and others and/or actively seeks to disrupt the lesson. Totally unacceptable</p>	R3

Parent's Evenings

During Term 2, we hold our annual Parents Consultation Day. This is a whole School event, when parents are invited to make a 10 to 15 minute appointment with the tutor to discuss progress and targets across all subjects. The tutor is well placed to have an overview of how a student is progressing in School, as well as being able to offer more personal observations on how a student is coping with the contribution they make to School life.

During Terms 3 and 4 parents have the opportunity to meet their son or daughter's subject teachers to discuss their progress in each subject. Parents are informed of the evening by letter, usually two weeks in advance, and it is then their child's responsibility to make appointments with their teachers on their parents' behalf. These evenings usually take place on a Thursday between 4.15 p.m. and 7.15 p.m. Appointments are for 5 minutes. If longer consultations are required a mutually convenient time can be arranged. If for any reason parents are unable to attend the evening, they are invited to contact their child's tutor or individual subject teachers directly. Every effort is made by teaching staff and tutors to ensure good attendance at these evenings as they are very important and can have a significant effect on a student's progress.

Care and Guidance

Care and Guidance form part of the Community Leadership structure along with the Learning Director and the Learning Leader.

Our role is to manage behaviour and deal with all pastoral matters which would encompass a whole range of issues.

Care and Guidance oversee the Welfare department so that there is a total overview of each student.

The staffing structure is as follows:

Globe :	Mrs. M. Huggins
Apollo and Lyceum:	Mrs. S. Jones
Adelphi and Lyric:	Mrs. J. Pierce

We welcome contact with parents and students alike whatever the issue and believe that communication is the key to a successful and happy pupil.

STUDENT WELFARE OFFICE

The Student Welfare Office is situated in Room 123 and is open between 8am - 4.15pm. There are five Welfare Officers each responsible for their relevant community. All have a direct phone line and if a call is unable to be answered there is a messaging service.

A record of all students absences are kept in this office and this is where parents phone through to if your child is unwell. The Student Welfare Officers are available to help with a variety of issues from holiday requests, issuing of lockers to the loan of School uniform. All are fully trained First Aiders and the newly equipped medical room is situated near the office so all first aid can be dealt with immediately.

Money can also be loaned from the office for forgotten bus fare (90p) and lunch money (£1.50) which should then be returned the next day.

Students are welcome to visit the office at break or lunch time with any problems, anxieties or issues and the Student Welfare Officers work closely with the Care and Guidance Leaders for each community. Parents are welcome to phone in to the Welfare office as the 'first port of call' and if they are unable to deal with the query then they can contact the relevant member of staff.

School Council

The aim of our School council is to provide a forum for the discussion by students' representatives of issues raised by students or by staff and which affect the life of the school. The School Council is not a decision-making body but allows the views to be expressed and heard and creates a further opportunity for effective communication within the school and for appropriate action to be taken when necessary.

The School Council is made up from the 5 Communities; with 4 representatives from each (1 from each year 7, 8, 9, and 10) the selection process is left to the discretion of the Community Heads. Councillors as representatives agree to maintain the highest standards of behaviour.

The election of officers takes place every 2 terms, this made up of 1 Chairperson and 2 Vice Chair.

Meetings of the Council are attended by either the Head or his/her representative and Mrs. Pierce and Mrs. Jones. Individual members of staff are invited as and when they are needed for specific agenda items. Our Link Governor is Mr. Keith Jackson he is invited to attend any meeting he should wish to.

Feedback from the council meetings is fed back via the Community Council meetings and tutor time. The Council meetings take place every 4/6 weeks. The Chairperson and Vice Chairs will decide on the agenda for the next meeting, and will decide who or if to invite another member of staff to the next meeting. A notice board outside the Head's Office displays photographs of our council and all of our planned meetings. Minutes of our previous meeting are also displayed along with any other relevant notices.

The decisions taken by the Council are made by a show of hands with votes for and against recorded. In the case of a tie the Chair has the deciding vote.

The Council has its own budget and can spend the money as it chooses within an agreed amount. All members of the school are informed of the decisions the Council makes. The Council has a responsibility to help the school and its local community become more environmentally friendly and become a safer, healthier and more peaceful place to be.

Attendance and Punctuality

At Ratton we strive to obtain the best attendance possible from our students.

It is essential that students attend School for the maximum number of days they can manage. For some this will involve attending when they feel a little off colour. Making the effort to attend is really worthwhile; a student whose attendance is 100% is likely to get one grade higher at GCSE than one of equal ability with 90% attendance.

There may be a few occasions however, where students are either too ill or too infectious to come to School. It is important that on their return they make every effort to catch up on class work or homework missed. In the event of any absence we ask that you telephone the welfare assistant for your son/daughter's Learning Community on the first morning.

Attendance is constantly monitored and rewards given for high attendance.

In order to keep you informed we also regularly issue attendance letters for each student. These letters are colour coded as follows;

- Green for attendance above 95%. Attendance at this level for a student's School career is needed to make the most of time at Ratton School.
- Amber for attendance between 85% and 95%. Attendance at this level over a protracted period will affect a student's progress.
- Red for attendance below 85%. A student with this attendance over a long period would certainly underachieve.

We want to support parents in getting the best possible opportunities for their children and our Welfare Office exists to help maximise attendance. We aim to work at improving poor attendance before it causes underachievement or leads to prosecution.

To sum up:

- Attendance is really important. Students should be at School unless they are really ill.
- Please try to arrange medical and dental appointments out of School hours
- Please do not take holidays in term time. It is almost impossible for students to catch up on work missed.
- Students have a responsibility to catch up on any work missed in class and to do any missed homework as soon as possible.

Punctuality

As you no doubt know, good punctuality is valued by both employers and colleges as well as Schools and we would ask for your help in ensuring that your child attends School on time.

Poor punctuality to School or to lessons can become a bad habit and at Ratton we use a number of sanctions to ensure that any lateness is nipped in the bud. These range from 10 minute detentions at the end of the day with form teachers, to longer lunch time and after School detentions.

Home School Agreement

In order to ensure the best possible experience at Ratton we ask that all parents and students enter into our Home School Agreement. This Agreement is based around the rights and responsibilities each member of our community has:

Students rights...

- To work without disruption
- To a safe and pleasant working environment
- To be treated with respect
- To be encouraged and have my achievements recognized
- To be given appropriate work and guidance in order to make the best possible progress

Student responsibilities ...

- To achieve all round personal best
- To attend School unless really unwell and to arrive punctually
- To maintain and respect the quality of the working environment
- To uphold the reputation of our School
- To allow others to enjoy the rights that I claim for myself
- To bring the correct equipment

Teachers' Rights ...

- To be treated with respect
- To work without disruption

Teachers' Responsibilities ...

- Make the purpose of the lesson clear
- Encourage students to do their best
- Praise and reward you for your achievements
- Mark work so that you know how to improve
- Communicate effectively with students and parents
- Set homework and allow students time to write it into their diaries
- Reply to any parental concerns

Parents' Rights

- To be kept up to date with School events
- To be informed of students progress, attitude and behaviour
- To be consulted on key issues involving their sons and daughters

Parents' Responsibilities ...

- To inform the School on key issues involving their son or daughter
- To support the School's system for behaviour management, uniform and rewarding students
- To attend parents' evenings and School events in support of their children
- To ensure regular attendance and good punctuality and to inform the School on the first day of any absence
- To support their son/daughter's progress by having conversations about work and checking and signing planners.

Behaviour procedures

Students cannot learn properly until they have an orderly environment in which to work. Certain actions decisions or failures will lead to certain consequences (This may be reward or sanction). The responsibility for the consequences lies with the student.

Staff will record inappropriate behaviour on The Student Conduct Log and parents will Be informed by letter of these incidents.

Students may NOT chew gum or eat during any lesson. However, teachers may allow Students to have a bottle of water on their table, if appropriate.

Detentions

Parents will be given 24 hours notice of after School detentions. The detentions will be recorded in their diaries for the parent to sign. **Legally the School doe not need parental permission to detain a student.** If a student is absent from School the detention will be carried over with no further written warnings being issued. Persistent offenders will always receive increased consequences.

Uniform

We will operate a strictly enforced policy on uniform. Our uniform consists of black shoes, black trousers (not jeans, combats or skinny trousers) or knee length skirt (skirts shorter than this are not allowed) and a School polo top and sweatshirt. In extremely cold weather students may wish to wear a plain white tee-shirt under their polo shirt. Coloured tee-shirts are not permitted.

Students who come to School with incorrect uniform for any reason will be offered an alternative from our stock for that day, or be asked to go home and return appropriately dressed.

No facial piercings are allowed and only one very small earring is allowed in each ear. Students with large earrings or extra jewellery will have them confiscated and kept in the School safe until the end of the day. Students whose jewellery is confiscated on a repeated basis may only be reclaimed by parents attending the School in person between 8.30 a.m. and 4.15 p.m. during the term time. All students should carry a School bag large enough to carry A4 sized books. Smaller bags are not acceptable.

Students should note that any refusal to wear the School alternative uniform or to hand over offending jewellery will lead to Internal Exclusions.

P.E. Uniform

Ratton Royal Blue P.E. polo shirt with logo.

Ratton Royal Blue P.E. sweatshirt with logo.

Ratton Nike football shirt available from P.E. department with name and number on the back.

Navy blue shorts/skirt

Black leggings (girls only)

Gold football socks (must be worn every lesson in years 7,8 and 9)

Shin pads

Trainers

Football boots

Gum shield (boys only)

Tracksuit bottoms can only be worn in poor weather upon class teacher's decision.

www.ratton.e-sussex.sch.uk/extracurricular/sport/ for more information.

Mobile Phones/Headphones/MP3/iPods

Students are not allowed to have these visible or switched on in any lesson. If students break this rule they can expect to have the item confiscated. It will be given to Welfare, who will send a letter home. The item will be returned to the student at the end of the day.

Students may NOT chew gum or eat during any lesson. However, teachers may allow students to have a bottle of water on their table, if appropriate.

Smoking

Students caught smoking on site will receive a one day external exclusion. Students associating with smokers will receive a Community detention.

Punctuality

It is expected that all students will arrive at School by 8.40 a.m. All students who are late to morning registration will be kept behind at the end of that day by their tutor, for 10 minutes.

Our Classroom Code

Student rights ...

- To work without disruption
- To a safe and pleasant working environment
- To be treated with respect
- To be encouraged and have my achievements recognised

Student responsibilities ...

- To achieve my personal best
- To maintain and respect the quality of the working environment
- To uphold the outstanding reputation of our School
- To allow others to enjoy the rights that I claim for myself
- To bring the correct equipment

All students are expected to ...

- Follow all instruction
- Co-operate with others
- Use appropriate language
- Strive to do my best

In return, teachers will ...

- Make the purpose of the lesson clear
- Encourage you to do your best
- Praise and reward you for your achievements
- Give you time to write your homework into your diary
- Give you both verbal and written feedback

Ratton Reward System

Rewards for Year 7 to Year 11

These are awarded in recognition of good work, effort, improvement, progress, contribution to the School community and involvement in extra-curricular activities.

The cumulative total of rewards will be recognised as follows:

The top 10% of students in each year group will receive Gold Awards.

The next 10% will receive Silver Awards

The next 10% will receive Bronze Awards

Rewards will also be given in recognition of excellent attendance, punctuality and excellent attitude to learning.

All Rewards are electronically logged and students should also record them in their dairies. Students receiving regular rewards are mentioned in their community assemblies and will be recognised three times a year in community awards assemblies. Subject areas will also recognise good work with reward postcards that will be sent home.

Peer Supporters, Buddies and Mediators

Every year a number of students are trained to be Peer supporters.

A peer supporter is a student who has agreed to give up time to support other students who might be feeling upset or vulnerable.

Training includes listening skills, showing empathy and helping others to solve their problems. Students are also made aware of when to pass on more serious problems to an appropriate adult. These are all useful skills for later life.

Peer supporters will be around at break and lunch time and will be managed by our welfare staff.

Buddies are Year 8 students who have been trained to especially support new students in Year 7 and help them settle in. Buddies are managed by our welfare staff.

Peer Mediators are trained, alongside a number of members of staff, to be able to mediate between other students in conflict. The peer mediators are managed by our care and guidance staff.

If you want to talk to someone but do not want to approach an adult then see a peer supporter. If you have had a disagreement and having difficulty resolving it, see a peer mediator. If you are in Year 7 and finding it difficult to settle, see a buddy or peer supporter.

All of these students wear a special badge so you can identify them easily.

Internet Safety

The internet is such an integral part of children's lives these days.. It opens up so many educational and social opportunities, giving them access to, quite literally, a world of information and experiences.

Whether on a computer at School, a laptop at home, a games console or mobile phone, children and young people are increasingly accessing the internet whenever they can and wherever they are.

As you would protect your child in the real world, you will want to make sure that they are safe whatever they are doing. Like learning to cross the road, online safety skills are skills for life. If your child understands the risks and can make sensible and informed choices online, they can get the most from the internet and stay safe whilst doing so - particularly from those people who might seek them out to harm them.

- Help your children to understand that they should never give out personal details to online friends they do not know offline.
- Explain to your children what information about them is personal; i.e. email address, mobile number, School name, sports club arrangements for meeting up with friends and any pictures or videos of themselves, their family or friends. Small pieces of information can easily be pieced together to form a comprehensive insight into their lives and daily activities.
- Make your children aware that they need to think carefully about the information and pictures they post on their profiles. Inform them that once published online, anyone can change or share these images of them
- It can be easy to forget that the internet is not a private space and as a result sometimes young people engage in risky behaviour online. Advise your children not to post any pictures, videos or information on their profiles or in chat rooms that they would not want a parent or carer to see
- If your child receives spam or junk email and texts, remind them never to believe their contents, reply to them or use them
- It's not a good idea for your child to open files that are from people they don't know. They will not know what they contain - it could be a virus or worse, an inappropriate image or film.
- Help your child to understand that some people lie online and that, therefore, it is better to keep online mates online. They should never meet up with any strangers without an adult they trust.
- Always keep communications open for a child to know that it is never too late to tell someone if something makes them feel uncomfortable.

Social Networking.

What are the risks with social networking to children and young people?

Although chatting online can be great fun, young people can sometimes find themselves in situations where they can feel out of their depth. Risks can arise when young people give out their personal details to strangers. The online world can often seem very different to the real world for young people, and they can be tempted to say and do things that they would not dream of if they met someone face to face. This can include giving out personal information such as mobile numbers and pictures of themselves.

If they are talking to another child there is a risk that they will misuse this information - for example, by texting abusive messages to the child or by posting their image on a website, but there is obviously a greater risk if the person that they are chatting to is an adult. Unfortunately, paedophiles - adults who want to meet young people for sex - use the internet, often with the intention of talking with and meeting a child. Young people can be naïve to this risk and often feel that they are invincible, or that they would know if someone was lying.

Young people will often 'swap friends' through IM and therefore can be chatting to strangers who they feel they trust because a friend of a friend knows them. IM is a very intimate form of communication - more so than a chat room with many participants, and therefore child abusers will often use this as a means to extract personal information from a young person.

You may also wish to refer to our students' e-safety guide called "Staying safe online and with mobiles"

CYCLING TO SCHOOL AGREEMENT

Ratton School wishes to encourage children to cycle to School since it improves their health and fitness, reduces traffic outside the School making conditions safer for everyone and benefits their general development.

- The decision as to whether your child is competent to negotiate such hazards as may present themselves on the route from home to School and back must be yours and yours alone. Ratton School does not accept liability for any consequences of that decision.
- It is recommended that parents discuss and agree the safest cycling route with their children, discussing and dealing with any potential hazards.
- There is a limit to the number of cycles we can store safely and securely (120).
- Parents are advised to take out appropriate insurance cover, as the School's insurance does not cover loss or damage to cycles.

Cycle Helmets

All children are advised to wear a correctly fitted cycle helmet and use appropriate reflective clothing and bike lights when visibility is poor.

Conditions for Cycling to School

1. All bicycles must be in roadworthy condition
2. Cyclist must ride sensibly and follow Highway code
3. All bicycles must be locked securely in the approved cycle area

If you wish your son/daughter to cycle to School, would you please complete the form below and *return to the Welfare Office* as soon as possible.

Name of Student

Tutor Class.....

Cycle Make/colour.....

Cycle serial number.....

Lock Serial Number.....

I accept the above conditions and request permission to be given access to cycle parking.

Signed..... (Parent/Carer)

Signed.....(Headteacher)

In-house Catering - Refresh

In September 2007 the School embarked on a new exciting venture for our canteen facilities. We provide an in-house catering service which was tasked to provide high quality food, which will have a lifetime impact on the health and well-being of our students.

The dining room was refurbished and students chose to name it "Refresh". During break times, live music, radio or television can be enjoyed whilst relaxing and socialising in the dining hall and a conservatory has been built to provide additional seating. A trolley service and service hatch is also available in the picnic area and blue room at break times.

Refresh offers a free breakfast club to all students from 8.00am to 8.35am and provides free tea or coffee with toast and jam. Other breakfast items are available for purchasing. We have a midmorning break and lunch break, which include a hot & cold selection, theme meal days, meal deals plus a "help yourself" salad bar. We can hold birthday parties for students during the lunchtime and this has proved very popular over the last few months. Please contact me for the details.

All meat, fruit, vegetables and bread products are sourced locally and all food preparation and production is in line with the government's strict regulations thus ensuring a healthy balanced lunch that improves students concentration and energy levels.

We want your child to enjoy our menus and facilities at Refresh and we are happy to answer any questions you may have.

Refresh

MENU & TARIFF

<i>BREAKFAST</i>	£	<i>LUNCH HOT</i>	£
Tea or Coffee	Free	Meal of the Day	1.40
Toast & Preserve	Free	Main Meal with Vegetables or Salad + Dessert	2.00
Hot Chocolate	0.60	Pasta with sauce	1.40
Bacon Sandwich	1.00	Pasta Meal of the Day with Vegetables or Salad + dessert	2.00
Sausage Sandwich	1.00	Freshly Baked Bread	Free
Fruit Yoghurts	0.50	Vegetables or Salad with main meal	Free
Cereal & Milk	0.50	Jacket Potato Meal of the day Filling/Salad + Dessert	2.00
Fresh Fruit	0.40	Jacket Potato & filling	1.40
		Pasta/Rice/Potatoes	0.70
MEAL DEAL			
Sandwich, Drink & Fruit	ONLY £1.90	Dessert of the day	0.60
		Custard	0.30
<i>BREAKTIME</i>		<i>LUNCH CHILLED</i>	
Pizza cheese/ tom with topping	1.10 1.20	Salad of the day	1.40
Cheese on toast	0.60	Salad and Dessert	2.00
Hot Pannini	1.40	Salad Pots from	1.00
Baguettes from	1.40		
Sandwiches from	1.20	<i>ALL DRINKS</i>	
Pasta Pots	1.20	Mineral Water	0.60
Filled Wraps from	1.40	Fruit Juice from	0.60
Dried Fruit Bags	0.50	Appletizer	1.00
		Milk Flavoured drinks	1.00
		Tea or Coffee	0.50
		Milk Carton	0.40

Refresh

FOR ALL ADULT MEALS – VAT MUST BE ADDED (15 %) TO THE ABOVE PRICES FOR HOT MEALS & ALL DRINKS & PUDDINGS

WEEK THREE

<i>MONDAY</i>	<i>TUESDAY</i>	<i>WEDNESDAY</i>	<i>THURSDAY</i>	<i>FRIDAY</i>
Gammon & Pineapple Or Fish Crumble Bake	Beef Curry Or Chicken Pie	Roast Lamb	Chicken Tikka Or Cheese & Ham Pasta Bake	Breaded Cod Or Quiche Lorraine
<i>Pasta Andalucian Style</i>	<i>Vegetable Curry & Rice</i>	<i>Macaroni Cheese</i>	<i>Mexican Style Beans</i>	<i>Broccoli Flan</i>
Jacket Wedges	Boiled Potatoes	Roast Potatoes	Long Grain Rice	Chips
<i>Seasonal Vegetables Or Mixed Salad</i>	<i>Seasonal Vegetables Or Mixed Salad</i>	<i>Seasonal Vegetables Or Mixed Salad</i>	<i>Seasonal Vegetables Or Mixed Salad</i>	<i>Seasonal Vegetables Or Mixed Salad</i>
Jacket Potato or Pasta with Choice of Sauce	Jacket Potato or Pasta with Choice of Sauce	Jacket Potato or Pasta with Choice of Sauce	Jacket Potato or Pasta with Choice of Sauce	Jacket Potato or Pasta with Choice of Sauce
<i>Chocolate Sponge With Mandarins</i>	<i>Cherry Shortbread</i>	<i>Hawaiian Crumble & Custard</i>	<i>Steamed Fruit Pudding & Custard</i>	<i>Chocolate Brownies</i>

Role of Governors

Ensuring accountability

The Governing Body gets regular reports from the Headteacher. It provides information to the Local Authority and parents by producing:

- A School prospectus
- A post-inspection action plan

Governors attend School events and regular meetings and read relevant reports and background papers. You can expect to attend around 3-4 meetings every term, either full meetings of the governing body or appointment, admissions and exclusion panels.

The role of the Local Authority Governor

Local Authority governors are no different from other governors in their main duty to support School improvement. However, they are expected to take a broader view and act in the interests of the entire community rather than focus on a particular group or interest. They can also help to facilitate communication between the Local Authority and the governing body of the School.

Local Authority governors still act solely in the interests of the School as a whole, just like any other governor - they remain independent and are not expected to reflect the views of the Local Authority.

Parent Voice

Parent Voice meetings take place 5 times a year.

This is an opportunity for Parents to be updated with proposed policies and procedures and to be able to discuss general School issues.

Members of Governing Body 2009/2010

Name	Category	End of term as Governor
Miss C. Dean	Staff	01.02.2013
Mrs. L. Dibbens	Parent	01.11.2013
Ms. R. Godfrey	Community	01.09.2012
Mr. R. Harborne	Staff Governor	25.05.2010
Mr. K. Jackson	Parent	07.01.2012
Mrs. L. Lamb	Community	01.04.2010
Mr. P. Lindsey	Community	01.04.2010
Mrs. A. Wardle	Staff	
Mr. K. Mengham	LEA	01.04.2010
Mrs. J. Pierce	Staff	05.07.2010
Mr. T. Potter	Parent	01.10.2013
Mr. A. Scott	Community	12.12.2006
Mrs. H. Somverville	Parent	04.01.2013
Mr. M. Tunwell	LEA	01.04.2010
Mr. J. Voice	LEA	01.04.2010
Mrs. A. Watt	Parent	01.06.2013
Mrs. J. Williams	LEA	01.04.2010

What do Governors do?

The governing body's main aim is to help raise standards of achievement and make sure the School provides an outstanding quality education.

The day-to-day management of the School is the responsibility of the Headteacher and staff. Rather than manage, governors are there to help shape the School's future direction and focus.

Governors work as a team. Individual governors have no power or responsibility. It is only the full governing body which has legal duties and powers and all governors share in that corporate responsibility.

Governors are at the heart of how a School operates. It's important they get things right. How they do their job affects the interests of students, staff morale and how the School is seen by parents and others in the community. They are not there to rubber stamp decisions. Governors are responsible for how the School is performing. They have to be prepared to support and challenge their Headteacher by gathering views, asking questions and deciding what's best for the students.

The task can be divided into three main roles - providing a strategic overview, acting as a critical friend to the School and ensuring accountability.

The roles of a School governor

The strategic role

- helps to set standards and targets for performance for the School

- has an overview of the curriculum

- helps to set policies for itself and the School

- selects the head and deputy Headteacher

- makes decisions about the School's budget and staffing

- delivers effective planning, including post-inspection duties

- makes sure the School provides for all its students, including those with special needs

- decides how the School can encourage students' spiritual, moral and cultural development.

The critical friend

the governing body has a good working relationship and regular meetings with the Headteacher

it can therefore monitor how well the School is doing, and how well policies and plans are being implemented

the governing body will get to know the School well, and have clear lines of responsibility between it, the Headteacher and the various School committees.

Ensuring accountability

The governing body gets regular reports from the Headteacher. It provides information to the Local Authority (LA) and parents by producing:

an annual report to parents, backed up by an annual parents meeting

a School prospectus

a post-inspection action plan.

Governors attend School events and regular meetings, and read relevant reports and background papers. You can expect to attend around 3-4 meetings every term, either full meetings of the governing body or appointment, admissions and exclusion panels.

The role of the LA governor

LA governors are no different from other governors in their main duty to support School improvement. However, they are expected to take a broader view and act in the interests of the entire community rather than focus on a particular group or interest. They can also help to facilitate communication between the LA and the governing body of the School.



This section is for covering letters from the
Booklet of Forms