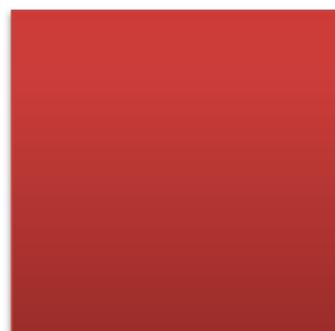
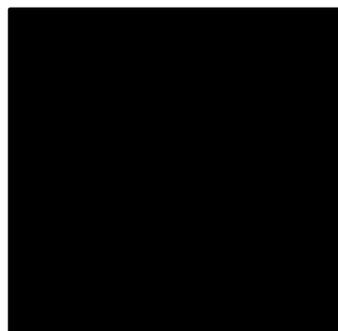




# Parent Information Booklet

## Year 6 Transition 2021



# Welcome to Roundwood Park School

Dear Parent/Carer

We aim to ensure that your child has the smoothest transition possible into Year 7, and enjoy the start of their time with us here Roundwood Park School.

Our focus on learning outcomes will enhance the life chances of all of the young people in our community to allow them to achieve economic wellbeing and take their place in society as active, global citizens. Academic excellence is of prime importance but it is not the measure of a human being's worth. Our students achieve because they learn in a happy, friendly community where the contributions of all staff and students are valued. Learning at Roundwood Park is driven by *Aspire: Learning for LIFE@RPS* which sets out the learning habits which we will introduce, nurture and care for in all of our students, regardless of their ability, aptitudes or personalities. Learning for LIFE@RPS has been created as a result of many years of expertise in serving our community and through consultations with our students, parents, governors, support staff, many of whom are parents themselves, and our teaching staff.

Our learning habits will ensure that our students can acquire, apply and use their knowledge effectively, as well as enable them to face the challenges of an ever-changing world as our alumni.

We will ensure that our students thrive by delivering high quality opportunities to learn and develop inside classrooms and around the school, on trips within the UK, on visits to global destinations and at home in a well-planned, well-implemented curriculum and super-curriculum.

Our transition team work with staff in each of our primary schools to find out as much as possible about the children who will be joining us in September so we know each student well before they arrive. This means we understand the social, emotional, cultural and learning needs of every student and can plan a rich and varied programme of experiences, which will ensure they succeed.

We know that our students are happy and love coming to school and we strive to make every single day the best it can be.



Mr Henshall  
**Headteacher**

# THE TRANSITION TEAM AT ROUNDWOOD PARK



Alan Henshall  
**Headteacher**



Sue Wilkins  
**Head of Year 7**



Glen Pettengell  
Deputy Headteacher  
**Head of Pastoral**



Katie Barter  
Deputy Headteacher  
**Head of Curriculum**



Martina Mansfield  
Assistant Headteacher  
**Head of Safeguarding**



Peter Binks  
Assistant Headteacher  
**Head of Student  
Achievement**



Alex Gray  
Assistant Headteacher  
**Head of Blended  
Learning**



Hollie Hall  
**Head of Inclusion**



Tracey McAlinney  
**KS3 Pastoral Assistant**



Lauren Turner  
**KS3 Pastoral Assistant**

## **In September**

Some children and parents will already know Roundwood Park School. You may have attended an event at the school or have other children already with us. However, all children starting in September will have mixed feelings. Some will feel anxious, others excited but most will feel both.

Students will spend time every day with their form tutor who will help answer any questions or concerns your child may have as well as introducing their new timetable. Your child's form tutor is the first point of contact should you have an issue or concern. If they cannot deal with the issue then please contact the Head of Year, Mrs Wilkins. If the issue is SEND, then please contact our SENCO, Mrs Hall on [h.hall@roundwoodpark.co.uk](mailto:h.hall@roundwoodpark.co.uk) and copy the HOY into your email.

Do not worry if your child is tired. The site is much bigger than most primary schools and children will be changing classrooms between lessons and carrying some equipment with them. In general, students are expected to be a lot more independent which will be a huge developmental step for most.

## **Helping to develop independence**

Your child should not expect to understand everything straight away. It takes time to get used to new routines, different surroundings and changes in friends and teachers. Please reassure your child that this is normal. To make sure they do not become anxious, please:

- Make sure they get plenty of sleep so they are ready for the challenges ahead.
- Work out with your child what time they need to get up in the morning to ensure they are on time for school.
- Ensure everything is permanently named, uniform & PE kit.
- Encourage your child to get everything ready the night before, this includes putting their full school uniform out and packing their bag.
- Encourage your child to empty their bag every night, and ensure home learning is completed and any documentation is given to you.
- Make sure your child learns their timetable so they know which lessons they have on which days.

## ***ASPIRE: LEARNING FOR LIFE @ RPS***

At Roundwood Park our learning, which is at the heart of all we do, recognises the need to equip our young people for life, to be flexible, adaptable, resilient and to relish a challenge. We call this ASPIRE: Learning for LIFE @ RPS.

ASPIRE is a clear framework of learning habits for all members of the Roundwood Park community; students, staff and families, as life-long learners, to develop and inculcate whilst at school and beyond.

As educators we believe in a love of learning in all its forms and appreciate its importance to human achievement. As professionals we appreciate that our students will enter a rapidly changing world. A global economy where the jobs and technology will continue to move at such a pace that all young people will need to be equipped to embrace the change and innovation which they will undoubtedly face.

Students who make learning their priority and apply themselves well at Roundwood Park already leave our school with outstanding qualifications, regardless of their starting points. We believe however that these qualifications are only the 'keys to the doors' of each student's chosen destination. Although very important, their chances of future success in their chosen field is unlikely to be influenced by these high-quality credentials, but far more so by the learning habits they have formed, which equips them to work independently, collaborate in teams, be highly reflective and to lead.

When the voices of our community came together in groups as parents, as governors, many of whom are employers, as students, as support and teaching staff, we gathered responses and distilled our ideas through two main questions:

1. What are the desired characteristics of the Roundwood Park Leaver?
2. What are the learning habits we will need to develop in our young people, primarily in their lessons, if they are to achieve those attributes?

The attributes summarised on our word-cloud, entitled "The Roundwood Park Leaver" are those which our community felt were most important for our leavers to possess. All around the school you will see this word cloud as a reminder of what we are, of why we are here. We would hope students enter our school with some of these attributes starting to take shape already. For all students to achieve all of these is the real challenge for us and one we believe everyone will ASPIRE to achieve.

We believe the "[learning habits](#)" will achieve this for your children. To be successful, to acquire and retain knowledge, to be skillful in what we do, all of us, adult or teenager, need to be in the habit of:



**Learning to understand:**

To recognise how we learn, where we are strong and where we need to address our weaknesses.



**Individuality:**

To learn how to learn independently, as well as with the teacher and with others.



**Focusing:**

We need to focus, to enjoy learning, approaching it enthusiastically and with a smile and to have the self-discipline to avoid the many distractions modern life can bring in order to



**Evolving with others**

To establish strong friendships and working relationships based on trust and understanding.

All of this is about instilling a life-long love of learning so that by the time our students are ready to leave school and move on to the next challenges in their lives they are ready to take on more, adapt and grow as people, not to stand still, or worse go backwards, because learning has become a chore or even a fear.

Whilst your children are with us, it is our pledge to you that Roundwood Park will prepare your child for any challenges a changing world will provide and it is through these habits that we will succeed. Building on our present successes and good practice, we use this framework as our way forward, and it builds on the bedrock of what has made us successful over the years.

If we are to serve our students well as a school, as parents, as a society, we need to create a framework for education which goes beyond the important qualifications they achieve and creates a generation who are ready to meet the challenge of this dynamic world.



## Learning to understand

- Problem Solving**  
Adapting existing knowledge and skills, to tackle unfamiliar problems
- Thinking Logically**  
Experimenting and trialling, thinking things through step-by-step
- Questioning**  
Having an enquiring mind. Exploring how, why and what if ?
- Making Links**  
Seeing the connections with all learning or the outside world
- Being Resourceful**  
Seeking and selecting the best available resources for a task
- Creative Thinking**  
Using imagination to generate fresh ideas and original solutions



## Focusing

- Inspiration**  
Enjoying learning, approaching it enthusiastically and with a smile
- Self Discipline**  
Identifying goals, avoiding distractions, finishing tasks, meeting deadlines
- Determination**  
Staying motivated and positive to achieve your desired goal
- Perseverance**  
Readiness to make mistakes without fear of failure, accepting them and carrying on
- Insight**  
Being aware of detail and the bigger picture, balanced by the right amount of perfection

# ASPIRE LEARNING FOR LIFE @ RPS

**L**  
**I**  
**F**  
**E**



## Individuality

- Planning Ahead**  
Researching, exploring and preparing thoroughly, anticipating potential problems
- Organising**  
Prioritising, designing a route and tracking your progress
- Reflecting**  
Understanding yourself as a learner and learning from experience
- Risk Taking**  
Trying new things, seizing the opportunity, whilst managing the risk sensibly
- Evaluating**  
Identifying strengths and weaknesses in a task. Seeking improvements and further refinements
- Responsibility**  
Directing and taking control of your learning



## Evolving with others

- Flexibility**  
Knowing when to work alone or co-operate with others
- Collaboration**  
Working effectively in a team, drawing on everyone's individual skills
- Communication**  
Presenting ideas and views clearly, and accurately for an audience
- Learning Respectfully**  
Listening to, understanding and exploring the views of others, developing your thinking
- Valuing Others**  
Recognising and utilising the strengths of others to enhance your learning

### Typical School Day Timetable

Please note that, except with special agreement, students should not normally reach school before 8:15am. We cannot accept responsibility for students arriving earlier.

8.30-8.50	Registration
8.50-9.50	Period 1
9.50-10.50	Period 2
<b>10.50-11.15</b>	<b>BREAK</b>
11.15-12.15	Period 3
<b>12.15-12.20</b>	<b>Movement time</b>
12.20 -1.20	Period 4
<b>1.20-2.20</b>	<b>LUNCH</b>
2.20-3.20	PM Registration and Period 5

## TERM DATES 2021-2022

<b><u>Autumn Term 2021</u></b>	<p>Term Starts:</p> <p>Inset day:</p> <p>Half Term:</p> <p>Occasional Day:</p> <p>Term Ends:</p>	<p>Monday 6 September 2021 (Yr 7 and 12 only) Tuesday 7 September 2021 (whole school return)</p> <p>Friday 1 October 2021</p> <p>Monday 25 October to Friday 29 October 2021</p> <p>Monday 29 November 2021</p> <p>Tuesday 21 December 2021 – 12.10pm</p>
<b><u>Spring Term 2022</u></b>	<p>Term Starts:</p> <p>Inset days:</p> <p>Half Term:</p> <p>Term Ends:</p>	<p>Wednesday 5 January 2022</p> <p>Thursday 10 and Friday 11 February 2022</p> <p>Monday 14 February to Friday 18 February 2022</p> <p>Friday 1 April 2022 – 3.20pm</p>
<b><u>Summer Term 2022</u></b>	<p>Term Starts:</p> <p>Bank Holiday:</p> <p>Half Term:</p> <p>Inset day:</p> <p>Term Ends:</p>	<p>Tuesday 19 April 2022</p> <p>Monday 2 May 2022</p> <p>Monday 30 May to Friday 3 June 2022</p> <p>Monday 6 June 2022</p> <p>Friday 22 July 2022 – 12.10pm</p>

### **INSET Days**

Friday 3 September 2021  
 Friday 1 October 2021  
 Thursday 10 February 2022  
 Friday 11 February 2022  
 Monday 6 June 2022

### **Occasional Day**

Monday 29 November 2021

## **CONTACT BETWEEN PARENTS AND STAFF**

For all enquiries please telephone 01582 765344. The switchboard is manned from 8.30am to 4.30pm Monday – Thursday, and 8.30am to 4pm on Friday. There is an answer phone for messages outside of these times.

Roundwood Park works closely with its parent and carer body and values the support it gets from parents and carers. We will always seek to make at least an initial response to any concerns within two working days during term time. We may need to investigate any concern and respond more fully later if appropriate or necessary. Staff are not expected to respond to requests in the evenings, at weekends or during school holidays unless it is an emergency such as a child protection issue or a bereavement. Please remember that some staff work part-time and may not be able to respond within 48 hours. Our advice on these occasions is to copy in the Headteacher. During August, enquiries about exams will be taken at various times as published on our website.

If it is an issue with a class or subject, please email the subject teacher and copy in the head of subject if you wish.

If it is a personal or social issue, please contact your child's form tutor and copy in the head of year if you wish.

If it is a child protection issue, please contact the Designated Teachers for Safeguarding:

- Martina Mansfield (DSP)
- Sue Wilkins (Deputy DSP)
- Jennie Hall (Deputy DSP)
- Laura Davies (Deputy DSP)
- Tracey McAlinney (Deputy DSP)

In all correspondence between staff and parents we ask both parties to be courteous at all times. Our staff are professionals and deserve to be treated with respect and dignity, even if there is disagreement over the best way forward.

NB: We advise colleagues that good practice would be to copy in their line manager in any response they make via email or letter.

Email addresses for all staff follow the same pattern:

forename initial.surname@roundwoodpark.co.uk

e.g [s.peters@roundwoodpark.co.uk](mailto:s.peters@roundwoodpark.co.uk) . A list of staff is on our website.

## **COMMUNICATIONS FROM SCHOOL**

At Roundwood Park we aim to keep parents regularly informed about what is going on at school regarding trips, reports, exams, newsletters, etc. We have found that paper letters often get lost between school and home, so the most efficient and quickest way to communicate with you is by email and text message. It also allows us to reduce the amount of time and the environmental impact associated with the amount of photocopying and paper involved.

We use a system called InTouch, linked to our school database, to communicate with parents by email and text. We send newsletters, parents' evening letters, attendance notifications, student timetables, reports etc.

We will ask you to complete a form to confirm the main email and mobile numbers that you would like us to use to communicate with you as part of the transition paperwork. The details that you provide will be kept private and used for school business purposes only.

## SCHOOL LIBRARY

The library is very much the heart of the school. It is open every day from 8.15am and closes at 4.30pm Monday to Thursday and 2.30pm on Fridays. It's a vibrant and dynamic place with a steady stream of students visiting it throughout the day.

The primary role of the library is to support independent learning. It is a place for students to read, study and collaborate on home learning. We also welcome students wanting to engage in more peaceful activities away from the hustle and bustle of break and lunch times. The four library zones have been created to accommodate these different activities. The ever popular 'Book Nooks' give students a quiet corner for reading or reflection. We have a wide range of resources on offer to challenge, inspire and focus our students' learning. There are 20 PC's and 8 iPads available for study and research which are bookable a day in advance. We also have everything you need to put together your home learning projects including glue, scissors, paper and a guillotine! During the day, as well as regular lessons, the library provides a silent study space for our Sixth Form students. The two display areas showcase topical themes and books throughout the year as well as providing a platform for student driven projects and initiatives. We also have a range of lighter activities available such as chess, cards and puzzles.

Our students really appreciate our extensive fiction selection which is always kept up to date with new and popular titles. The YA selection includes a wide range of genres and has reading levels to suit all abilities. Some of the most popular sections are the Graphic Novel and Manga books. As a result, due to popular demand, this is a constantly expanding collection! We also have a well-stocked adult fiction section for our older readers and staff. The non-fiction collection includes books, DVDs, magazines and periodicals. We also have a variety of reference materials to support different aspects of the curriculum.

All our collections are supported by our catalogue system Access-it. This provides a powerful interface to our physical and digital collections. It is accessed through a Web application which is available on multiple platforms including iPads, android and Apple phones. Our librarian, Mrs Craig, and her assistants Mrs O'Brien and Mrs Gregory are always on hand to support, advise and help students in whatever way they can. They run the two library clubs: Book Babble, an informal book review group and Book Hackers, our student librarian group. They also run various literacy themed events and reading challenges throughout the year. We're active online, so please follow us on Twitter, @RPS\_Library.

## **UNIFORM GUIDANCE NOTES**

Personal appearance is a matter of pride. Whilst we are aware of current fashions and the impact of peer pressure, we expect all of our students to present themselves in a smart and respectful manner at all times in school and when travelling to and from school. At Roundwood Park School we ask that all students wear uniform without exception. A uniform helps to give unity and identification to the school. We expect all of our students to wear the uniform correctly at all times and are grateful to parents for their full support in seeing that high standards are maintained in the wearing of uniform.

**Top Button and Tie** Top buttons must be done up at all times when winter uniform is in place and the tie should have their House Colour stripe showing beneath the knot **and** should touch the waistband of the trousers or skirt.

**Hair** Hair must be appropriate for a smart office environment and must not be extreme in style or length. It should not be cut shorter than a "number two" and must not be shave-patterned in any way. This also applies to shaved eyebrows. Very long hair or elaborate styles can be dangerous especially when children are working with machinery or with Bunsen Burners. Hair must be natural colour.

**Hair Fastenings** Only plain functional and safe hair accessories are allowed. All clips, grips, slides, etc must be plain and in school colours only (red, black or white.) Long hair must be securely fastened.

**Make up/Nails** Make-up (including eye make-up or lipstick) is not encouraged in school and certainly if worn it must not be obvious. Cosmetics can often cause or exacerbate skin problems during adolescence. Nail polish & acrylic nails are not permitted.

**Jewellery** A single pendant on a short chain is allowed to be worn, inside the shirt. No other necklaces, bracelets, bangles etc to be worn. No badges, novelty clips or brooches – with the exception of school awarded badges of office or school colours. No rings.

**Earrings** Earrings are not permitted in school. However, students whose ears are pierced may wear a single discreet gold or silver stud (no gem stones) in one or both ears (2mm max). No loops or rings are permitted. NB No other form of body piercing is allowed - e.g. **nose**, belly button or tongue studs

**Other Items** Hooded tops should never be worn in, or to and from school. Large buckled belts, hats and gloves are not to be worn during the school day.

## Attendance

If your child is absent you must contact school on the first day of absence as well as further days of absence. On your child's return to school, please provide a letter or medical note explaining the absence.

If your child is absent the school will telephone or text you on the first day of absence if we have not heard from you. We will write to you about absences if they become a regular occurrence unless a medical note is obtained.

Your child must be on time for school. Lateness is noted on the register and if this becomes a regular occurrence then a detention will be given. Obviously, considerations are taken into account should your child travel by school transport.

Below are two images showing the impact of poor attendance on your child's learning.



### Percentage Attendance Termly/Yearly

90%	= 1 week 2 days = 4 weeks
80%	= 2 weeks 4 days = 8 weeks
70%	= 4 weeks 1 day = 12 weeks
60%	= 5 weeks 3 days = 16 weeks
50%	= 7 weeks = 20 weeks
40%	= 8 weeks 2 days = 24 weeks
30%	= 9 weeks 1 day = 28 weeks

- ❖ If a school can **improve** attendance by **1%**, they will see a **5-6%** improvement in **attainment**.
- ❖ By ensuring your attendance remains above **96%**, you are far more likely to **achieve** their potential.

# Roundwood Park School

## Home School Agreement

### **As a school we will:**

- provide a safe, caring and disciplined environment and one which motivates students to meet and, where possible, exceed their individual expectations.
- provide challenging, high quality, programmes of teaching, learning and guidance (curricular and extra-curricular) that aim to enhance the knowledge and skills base of our students.
- set regular, appropriate and challenging programmes of home learning.
- provide early warnings about any concerns or problems relating to a student's work, progress, motivation, behaviour or relationships.
- monitor the progress and development of each child and inform parents of their child's progress through written reports, consultation evenings or specific interviews.
- keep parents informed about school activities through the calendar of events, the fortnightly 'RoundUp' newsletters, school website and notices regarding special events.
- provide opportunities for our students and their parents to express their views on school issues.
- implement our school policies to ensure fair treatment and a safe environment for all.

### **1 As a family we will:**

- encourage our child to make the most of the opportunities offered by the school.
- support and monitor our child's progress by continuing to talk to them about their learning and achievement in lessons, as well as looking at the quality of their work in their exercise books regularly.
- ensure that our child is always properly equipped for all learning and school work.
- ensure that our child attends school and is punctual to school.
- support our child in completing home learning, coursework and revision for examinations to a high standard.
- support all consultation and information opportunities to demonstrate our clear commitment with the school for our son/daughter's learning.
- ensure that our child is correctly dressed and well presented for school

- make the school aware of any problems or concerns which might adversely affect the progress, behaviour or happiness of our child.
- comply with the terms of the school's Attendance Policy.
- support the school's code of conduct and behaviour, including detentions and internal/external exclusions where appropriate.
- support our child in complying with the requirements of all school policies, listed on the school website.
- support the school approach to online safety and not upload or add any text, image, sound or videos that could upset or offend any member of the school community, or bring the school's name into disrepute.
- ensure that my/our online activity would not cause the school, staff, students or others distress or bring the school community into disrepute.
- support the school's e-safety policy and help prevent my/our child/children from signing up to services such as Facebook, Instagram or Snapchat if they are underage (13 years plus in most cases).
- I/we will close online accounts if I/we/teachers find that these accounts are active for our underage child/children.
- support the school by ensuring that, even when a situation arises that they may be unhappy with, staff are treated with respect and courtesy at all times when the matter is under discussion or investigation by the school.

## **2 As a student I will:**

- seek to achieve the highest possible standards in all aspects of my school life.
- try to participate as much as possible in school life and events.
- be polite and respectful to all members of the school community and visitors.
- always be properly equipped for all learning and school work.
- attend school and be punctual.
- follow the rules and expectations of the school.
- maintain high standards of behaviour and appearance within the community, particularly when representing the school, including on the way to and from school.
- maintain high standards of behaviour on public or school buses.
- reject any form of discrimination or bullying and abide by the school's "fair treatment for all" policies.
- respect school property and help keep the school free from litter and graffiti.

## RECOGNITION, REWARDS & CONSEQUENCES

In creating '*a culture of praise*', recognition, rewards and consequences are designed to provide a consistent staff response to both positive and negative learning behaviour and conduct.

**RECOGNITION:** is how we value students **in learning spaces and around school** for effort, perseverance, self-discipline, good work, courtesy, helping others, good questioning or other learning habits and behaviours that demonstrate a highly effective attitude to learning.

KEY	RECOGNITION
<b>Rec 1</b>	Verbal "thank you" or "well done" near the end of the lesson. [2 or more per lesson]
<b>Rec 2</b>	Good News Note: providing written recognition to take home to show their parents and keep [1 per lesson]
<b>Rec 3</b>	Teacher phone call home to parents.[minimum of one per week]
<b>Rec 4</b>	Fridge Door: Good pieces of learning posted on the classroom or school leader's Fridge door. [one piece selected each time you mark]
<b>Rec 5</b>	Teacher postcards for learning habits, including perseverance, given in school. [about 3 a week – written & <b>on SIMs</b> (right click) <u>inside lesson time</u> ]
<b>Rec 6</b>	Teacher referral to TLR leader [subject leads, HoY, Head of Inclusion, SLT, Headteacher] – also recognised by postcard home. [when merited]

**REWARDS:** are how we value students learning, whether this is in lessons, in home learning, an assessment task, a test or an exam, **through teacher marked work.**

KEY	REWARDS
<b>Rew 1</b>	<b>Merit:</b> above expected effort or progress in relation to base band or target grade 1 reward point toward the Hart Cup House Competition [ <i>approximately 5 - 10 each time a teacher marks work</i> ]
<b>Rew 2</b>	<b>Distinction:</b> consistently high levels of effort or progress over time [half termly] 2 reward points toward the Hart Cup House Competition <b>Teacher postcard mailed home</b> [ <i>approx 2 - 5 per class, each month/ half term</i> ]
<b>Rew 3</b>	Certificates for Reward points accrued: <ul style="list-style-type: none"> <li>• Bronze 10 points</li> <li>• Silver 25 points</li> <li>• Gold 40 points</li> <li>• Platinum 60 points</li> <li>• Diamond 80 points</li> </ul>
<b>Rew 4</b>	Roll of Honour Board subject nomination
<b>Rew 5</b>	End of Year Extravaganza treat for students with the highest 'net' conduct points
<b>Rew 6</b>	Colour system for involvement in extra-curricular activity
<b>Rew 7</b>	Annual Achievement Evening Y7 -11 and Y13 Awards Evening

Recognition and Rewards are given for their intrinsic value and will not be linked to extrinsic gifts.

## **SCHOOL CANTEEN**

The cafeteria is open to all students and staff each school day. The break time service provides over 500 covers and the lunchtime service provides between 850 to 950 covers.

All our food is freshly prepared on site on a daily basis offering a variety of choices which are rotated throughout the school year. We are also sourcing more gluten free products as they become available so as to give more choice to those that need a gluten free diet.

Our daily choice may include some of the following:

- Home baked bread rolls (White & wholemeal)
- Fresh boxed salads
- Sandwiches, rolls and wraps
- A pasta bar, curry bar and salad bar
- Meal of the day
- Snacks

All of our food complies with the new nutritional standards. Fresh meat and vegetables are sourced locally with daily deliveries. All other grocery items are purchased through companies that provide a buying source guarantee. We regularly review our ranges, with fresh ideas to give variety. We have a theme every term, which allows staff and students to try food from other cultures and countries.

The catering department aims to provide and maintain a high standard of service with a variety of quality foods to encourage students to make healthy choices. A scheme has been introduced in which points are awarded to students who make healthy choices or purchase healthy meals. Then at the end of the summer term, the students with the highest number of healthy eating points are put into a draw for a gift voucher.

Our Christmas lunches are enjoyed by over 1000 students and it is made a fun event with catering staff dressing up and students being allowed to vote on the "Best Dressed Cook".

The school was awarded "Healthy School" status and has the top award from Environmental Health.

## An example of the School Canteen Weekly Menu

		Monday	Tuesday	Wednesday	Thursday	Friday
		<b>Chill wrap stack(V) Vegan wraps(V)</b>	Sausages & Yorkshire pudding Vegan sausage rolls(V)	<b>Roast Pork Quorn fillets(V)</b>	Chicken stir fry bites Vegan bites(V)	<b>Battered haddock</b>
		<b>Selection of salads</b>	Baked cauliflower & green beans	Roasted vegetables	<b>Stir fry vegetables</b>	<b>Mushy peas/carrots/salad</b>
		<b>Cheese &amp; tomato nachos</b>	Mash potato	<b>Roast potatoes</b>	Egg noodles/rice/prawn crackers	<b>Chips</b>
		<b>Chocolate shortbread (Vegan)</b>	Apple crumble & custard	<b>Fresh fruit salad</b>	Iced sponge	<b>Banana loaf</b>
<b>Pasta Bar and Wrap/Baauette Bar</b>						
		<b>Meatballs Cheesy or Bolognese</b>	<b>Meatballs Cheesy or Bolognese</b>	<b>Meatballs Cheesy or Bolognese</b>	<b>Meatballs Cheesy or Bolognese</b>	<b>Meatballs Cheesy or Bolognese</b>
		<b>Cheese or pesto pasta(V)</b>	<b>Cheese or pesto pasta(V)</b>	<b>Cheese or pesto pasta(V)</b>	<b>Cheese or pesto pasta(V)</b>	<b>Cheese or pesto pasta(V)</b>
		<b>Curry &amp; rice</b>	<b>Curry &amp; rice</b>	<b>Curry &amp; rice</b>	<b>Curry &amp; rice</b>	<b>Curry &amp; rice</b>

## Payment

At Roundwood Park School, we operate a cashless catering payment system in our school canteen. Money is paid directly onto the students' lunch accounts and the balance is used to purchase food/bottled drinks (therefore eliminating the need for cash handling in the canteen). There are many other benefits including:

- Using our online payment system ParentPay means that the money you allocate for meals cannot be misappropriated elsewhere.
- A daily spend limit can be put onto your son/daughter's account to ensure that they only spend up to a set amount each day. (The daily spend limit includes break time snacks).
- It provides a considerably quicker service and reduces queues – all students are pleased about this!
- If you are entitled to free school meals no one is aware of this as a daily amount is automatically credited to your son/daughter's account each day for lunch.

In order for the cashless catering system to work as efficiently as possible, we prefer to receive payment via ParentPay (details of which will be sent to you by post). It is also beneficial to you as parents as you are able to see the balance of your son/daughter's lunch account on your home screen to check when it needs topping up. Your ParentPay home screen also details your son/daughter's menu choices which are shown within an hour of purchase. Should you wish to amend the daily spend limit at a later date, you can either type a message in the 'notes' section of ParentPay when making a payment, forward an email to [finance@roundwoodpark.co.uk](mailto:finance@roundwoodpark.co.uk) or send in a signed letter to the Finance Office with your request. If you do not have current access to a computer, an alternative method of payment is via a cheque made payable to 'Roundwood Park School'. Please ensure that your son/daughter's name is recorded on the back of the cheque together with the words 'lunch money' or put into an envelope with their name on. This needs to be handed into the Finance Office.

Lunch accounts can also be topped up by cash and we have a cash loader for students to use. However, this is not a recommended method of payment as cash can be lost or misappropriated and the school cannot be held responsible for any cash given to your son/daughter which is then lost. The cash loader accepts denominations of 50p, £1 and £2 coins, £5, £10 and £20 notes. Please note the Finance Office is not able to give change.

The system operates using a biometric fingerprint of the student as a means of identification. Biometric data is information about an individual's physical or behavioural characteristics that can be used to identify them. The system takes measurements of your son/daughter's finger and converts these measurements into a template (a string of numbers), which is then encrypted. The data held cannot be used to recreate a fingerprint image, nor can it be used in a forensic investigation. Please be assured that an image of your son/daughter's fingerprint is not stored. The template is used to permit your son/daughter access to the catering service by placing their finger on a scanner at the point of sale and at two machines which allow the students to check their catering balances. One machine is in the Science block and one machine is in the MFL block.

In order to initiate the biometric system, we require the written approval of at least one parent. You will be asked to complete a form and return it to the school. For your information, approval has been received by 99% of the parents whose children currently use the canteen.

Consent given by one parent can be overridden if the other parent objects in writing. Similarly, if your son/daughter objects, the school cannot collect or use his/her biometric information for inclusion on the automated recognition system. You can also object in writing at a later stage and/or withdraw any consent you have previously given. Once your son/daughter ceases to use the biometric recognition system, his/her biometric information will be securely deleted.

### **FREE SCHOOL MEALS**

Registering your child for FSM not only benefits your child and you but also generates additional financial help for the school to spend on eligible students. It is also the criteria we use to help determine eligibility for additional financial assistance for trips, equipment and financial assistance in Sixth Form. For example, in the past year we have helped out with costs for the Year 7 residential trip, day visits, music tuition, revision materials, extra tuition in maths and English and the costs involved in taking part in the Duke of Edinburgh award. Registering for FSM is confidential. While taking a meal is free, they are optional. Registering will help you access additional financial support even if your child does not eat the free meal regularly.

If you think that one or more of the following criteria applies to you then please register. Parents in England do not have to pay for school meals if they receive any of the following:

- Income Support
- Income-based Jobseekers Allowance
- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- The guaranteed element of State Pension Credit
- Child Tax Credit (as long as you're not also entitled to Working Tax Credit and you don't get more than £16,190 a year)
- Working Tax Credit run-on (paid for 4 weeks after you stop qualifying for Working Tax Credit)
- Universal Credit (with annual earned income of no more than £7,400 after tax and not including any benefits you get).

Children who get paid these benefits directly, instead of through a parent or guardian, can also get free school meals.

Your child may also get free school meals if you get any of these benefits and your child is both:

- younger than the compulsory age for starting school
- in full-time education

To apply please follow this link <https://www.gov.uk/apply-free-school-meals> or contact the Herts Education Benefits Team by email:

<mailto:howcanwehelp@hertfordshire.gov.uk> or call 0300 123 4048.

# REWARDS & RECOGNITIONS

## Rewards & Recognition

**THANK YOU!**

- 2-75 Rewards has out of every 1000 (keep them track, make a list of them)
- Give at home per week
- Keep a record yourself

**GOOD NEWS ABOUT YOUR CHILD**

This is recognition for \_\_\_\_\_

Your child is trying hard and working well. If you would like to follow up and make this success all yours, it would be well deserved.

Great job!

**RECOGNITION WHERE IT'S DUE**

**LEADER SLIP**

**REFERRAL**

- Get per half term
- Keep a record yourself
- Display a new piece of work every time you make a quality effort

**5-10 per class** when you make books long on 2145

**2-5 per minute** long on 2143 and 2147 home

**Reunited Park School: Distinction**

**When people are determined, they can overcome anything**

**- Nelson Mandela**

**Determination:** Having a firm purpose and resolve to achieve something.

# CONSEQUENCES:

Are designed, first and foremost, to enable us to teach and instil good behaviour. It assumes that students will 'get it wrong' from time to time, and need the opportunity to 'get it right' rather than receive instant sanctions (although the latter will be necessary in some situations). In the classroom the C1/C2/C3 progression underpins this idea: students are given opportunities to make good choices and reminded of the consequences for them if they continue with inappropriate behaviour, and so they have the chance to stop; the chance to learn.

## *"Choose the right path"*

EXAMPLES OF ACTIONS LEADING TO CONSEQUENCES		LIKELY CONSEQUENCES
<b>C1</b>	<ul style="list-style-type: none"> <li>• Disruption of a lesson [eg: talking, preventing others learning, arguing with students]</li> <li>• Lack of effort in class</li> <li>• Lateness</li> <li>• Unacceptable conduct in class or around school</li> <li>• Incorrect school uniform or lack of equipment</li> </ul>	<p><b>One behaviour point</b></p> <p><i>Persistent incorrect school uniform may result in the student being sent home</i></p>
<b>Follow the school rules: be Responsible, Respectful and Safe &amp; NO FURTHER CONSEQUENCES</b>		
<b>C2</b>	<ul style="list-style-type: none"> <li>• Repetition of any C1 offence or lack of response</li> <li>• Continuing disruption/ lateness/ unacceptable conduct</li> <li>• Continued lack of effort in class</li> </ul>	<p><b>Two behaviour points</b></p>
<b>Follow the school rules: be Responsible, Respectful and Safe &amp; NO FURTHER CONSEQUENCES</b>		
<b>C3</b>	<ul style="list-style-type: none"> <li>• Repetition of any C2 offence or lack of response</li> <li>• Persistent disruption/ unacceptable conduct /lateness/refusal to follow instructions</li> <li>• Lack of progress due to effort during one lesson</li> <li>• Failure to bring equipment on three occasions [reset termly]</li> <li>• Rudeness to students or staff</li> <li>❖ Unacceptably late to one lesson [guide time 5 minutes]</li> <li>❖ Mobile phone out or used without the direction of a member of staff. [C3 and confiscated until the end of day]</li> <li>❖ Use of forbidden electronic items in school hours</li> <li>❖ Going out of bounds</li> <li>❖ Chewing gum</li> <li>❖ Swearing</li> <li>❖ Eating and drinking in a science laboratory</li> </ul>	<p><b>One hour after school detention</b></p> <p><b>May involve removal from lesson</b></p> <p>❖ <i>Examples of behaviour where a C3 would be issued immediately</i></p>
<b>Follow the school rules: be Responsible, Respectful and Safe &amp; NO FURTHER CONSEQUENCES</b>		
<b>BIP</b>	Behaviour Improvement Programme closely monitors students who are getting too many consequences that causes disruption to teaching, their own learning and others' progress.	<b>1.5 hour Friday detention</b>
<b>B1</b>	4 or more consequences in a week or <b>poor conduct which is more serious than a C3</b>	<b>Loss of a week's free time</b>
<b>B2</b>	6 or more consequences in a week	
<b>C3a</b>	<ul style="list-style-type: none"> <li>• Truancy and lesson truancy</li> <li>• Failure to attend C3 detention</li> <li>• Failure to attend Study Area Leader Home Learning detention [H3a]</li> <li>• Smoking/vaping [first offence] or with students smoking/ vaping</li> <li>• Repeated disruptive behaviour or a serious one-off incident or poor behaviour in C4</li> </ul>	<b>Two hour Saturday morning detention</b>
<b>C4</b>	Persistent C3 behaviour, receiving two C3s in one day, aggression or use of physical force, vandalism including graffiti, misuse or abusive use of social media, taking photographs / video without permission in school or on school activities.	<b>Isolation in the Achievement Centre [extended day]</b>
<b>C5</b>	Persistent C4 behaviour, persistent failure to follow school rules, offensive behaviour to members of staff, failure to attend C3a detention, possession of or under the influence of drugs or alcohol, posting offensive material on a website/social media/text message/email, physical assault, persistent smoking offences, sexual misconduct, obscene behaviour to peer or member of staff.	<b>Exclusion from school for a fixed period of time</b>
<b>C6</b>	Persistent and defiant misbehaviour, a major offence, [e.g. carrying inappropriate objects such as knife/violence towards a member of staff], supplying or intending to supply drugs or alcohol, taking offensive photographs/video footage and/or posting it on a website/social media/text or email.	<b>Permanent exclusion from school</b>

**Note: Bullying behaviour or abuse – verbal, physical, sexist, homophobic or racist – theft and bringing the school into disrepute are always serious and may lead to C3-C6 depending on the severity of the incident.**

# HOME LEARNING & CONSEQUENCES

## Home Learning

Home learning is an important aspect of developing independent study skills and extending learning. All students will have home learning set on Google Classroom for each subject. A home learning timetable will be issued in September. We recommend dedicating 30-40 minutes each subject each evening for this. For the first three weeks of starting at RPS students will not be set home learning giving them time to settle in and adjust to secondary school.

<b>“CHOOSE THE RIGHT PATH”</b>		
<b>KS3 &amp; KS4 CONSEQUENCES</b>		
<b>H1</b>	Failure to hand in or complete home learning by <b>FIRST</b> deadline or not to a good standard.	<b>½ hour</b> home learning detention organised by subject teacher.  Home learning to be completed during detention or by agreed further deadline if additional time required.
<b>Follow “Respect for Learning” and NO FURTHER CONSEQUENCES</b>		
<b>H2</b>	Failure to arrive for home learning detention or complete home learning that was due.	<b>1 hour</b> Head of Faculty detention.
<b>Follow “Respect for Learning” and NO FURTHER CONSEQUENCES</b>		
<b>H3</b>	Failure to arrive for 1 hour Head of Faculty detention.	<b>Friday after school 1½ hour</b> detention.
<b>Follow “Respect for Learning” and NO FURTHER CONSEQUENCES</b>		
<b>H3a</b>	Failure to arrive for Friday 1½ hour detention.	<b>2 hour Saturday morning</b> detention.
<b>KS5 CONSEQUENCES</b>		
<b>H1</b>	Failure to hand in or complete home learning by <b>FIRST</b> deadline or not to a good standard.	<b>1 hour</b> home learning detention, in department.
<b>H2</b>	Failure to arrive for home learning detention or complete home learning that was due.	<b>1 hour</b> home learning detention, in department.
<b>H3</b>	Failure to arrive for H2 detention	<b>Friday after school 1½ hour</b> detention in the SSR.
<p><b>All H1s will be logged on SIMS and monitored closely by Heads of Year. Any student regularly receiving H1s will be put on home learning report and may also be issued with a school detention (C3) as well.</b></p>		

## THE HOUSE SYSTEM



In 2012 RPS reintroduced the House system to leave a legacy from the London Olympic Games. The aim of our House system is to foster a sense of community, team spirit and pride. It encourages inter-year group friendships, leadership opportunities and a strong student voice in decision-making across the school.

We have 7 houses, each with two 6<sup>th</sup> form House captains and a staff Head of House. All staff and students are assigned to a house and each form has two elected house leaders who support the running of events, assemblies and charity fundraising. Each house has their own identity, colour and song.



**William**  
**WILBERFORCE**

**Nelson**  
**MANDELA**

**Jessie**  
**OWENS**

**Robert**  
**SCOTT**

**Tanni**  
**GREY-**  
**THOMPSON**

**John**  
**CADBURY**

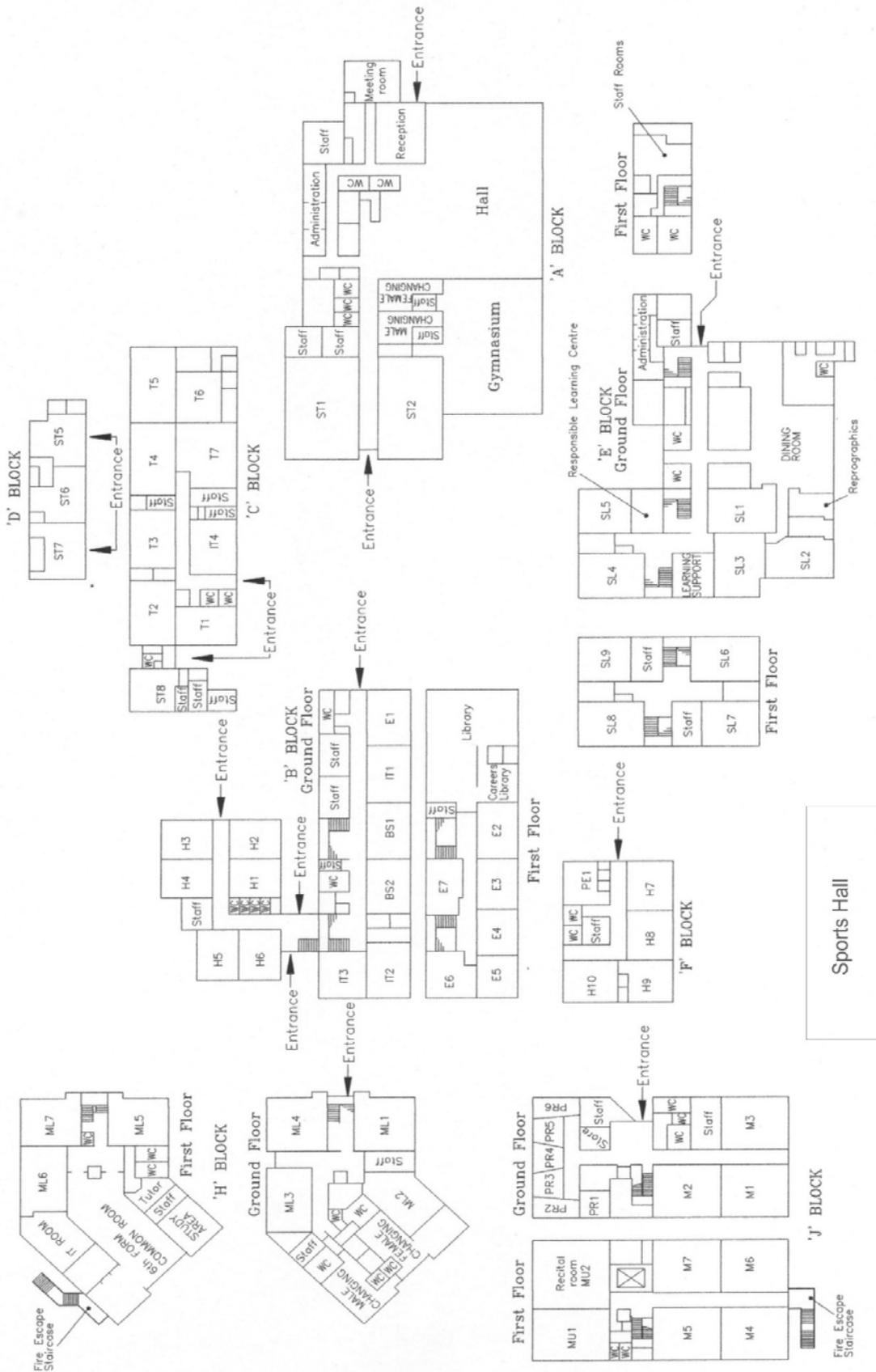
**Anne**  
**FRANK**

Events take place for staff and students throughout the year with each winning house achieving 10pts, 2<sup>nd</sup> place takes 9pts and so on. At the end of the year the “Hart Cup” is awarded to the house with the most house points. All subjects are encouraged to run an event and attendance and commendation data is also included. Results are communicated in RoundUp and on Twitter.

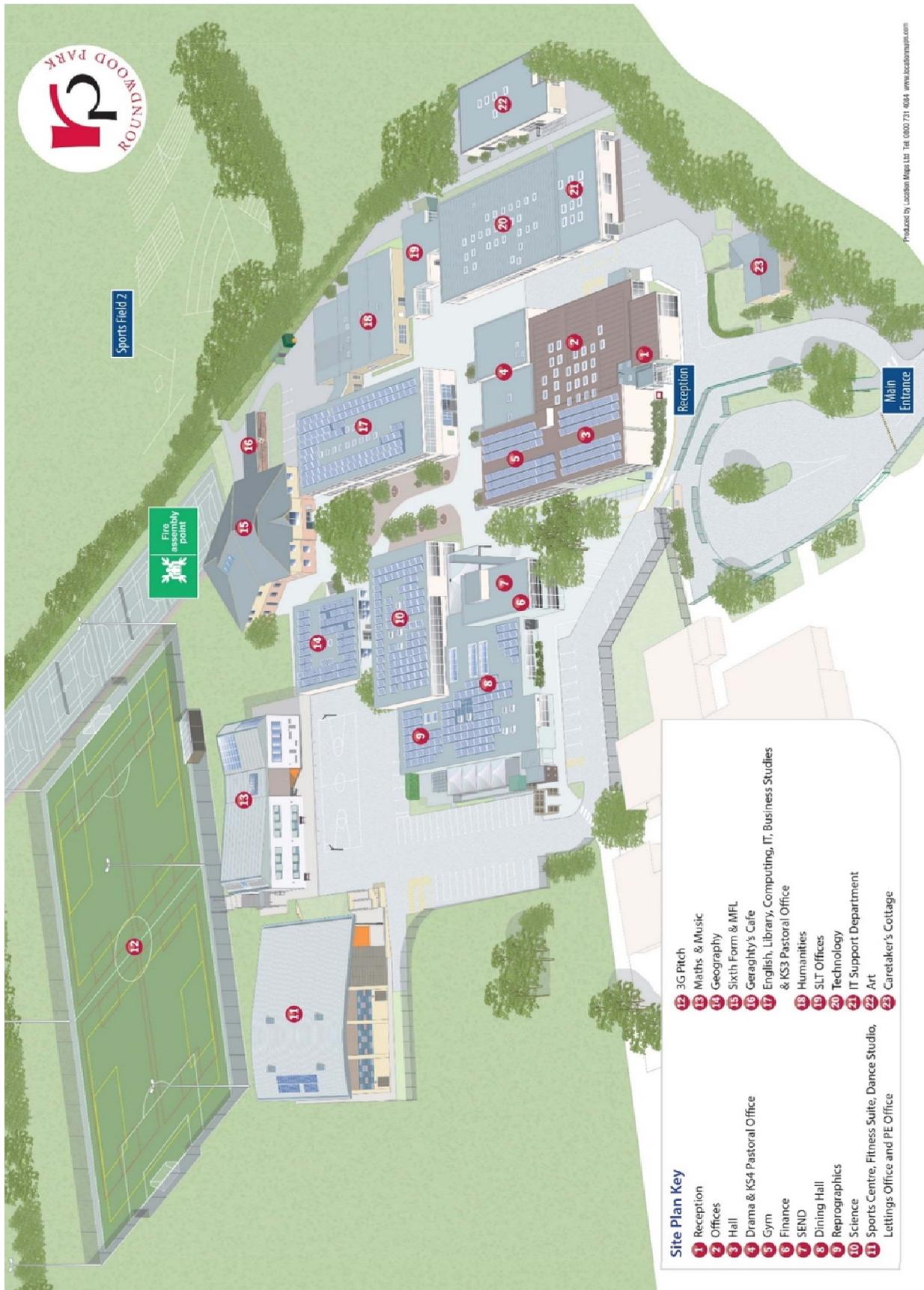
Each house also works with a school improvement theme. These themes remain constant, but the house they work with can change. These themes include community and events, communication, charity, clubs and societies, learning, sports and participation and the environment. School captain’s co-ordinate development of these themes with the support of SLT, house captains and lower school house leaders.

Students nominate, shortlist and elect charities yearly and each house is expected to run an event. These events include Roundwood’s Got Talent and fashion shows as well as cake sales and sponsored tasks.

# ROUNDWOOD PARK SCHOOL ROOM PLAN



# ROUNDWOOD PARK SCHOOL SITE MAP



Produced by Location Maps Ltd. Tel: 0200 731 4084 www.locationmaps.com

## **FAQs**

### **What should I do if my child is ill?**

Telephone the absence line at school before 8am on the day of illness on 01582 714049 (24hr answerphone). Alternatively, email: [absence@roundwoodpark.co.uk](mailto:absence@roundwoodpark.co.uk)

### **What happens if my child is ill at school?**

If this happens, school will contact you as soon as possible to discuss the problem. Due to this, it is vital we have the correct emergency contact details and that you inform the school if any of these details change.

### **What should I do if I think my child is being bullied?**

Talk to your child and if you are worried please contact the Head of Year at school. We take this issue very seriously and will be happy to discuss your concerns.

### **Who should I contact if I am worried about my child?**

Contact Mrs Wilkins, Head of Year in the first instance (contact details on the next page).

### **How will I know if my child is making progress?**

Progress is carefully monitored and assessments are made throughout the year. At set intervals throughout the academic year progress will be reported to parents in National Curriculum Levels. You will also be invited to Parents' Evenings during the year to discuss your child's progress.

## **Contacting Us**

Please do not hesitate to contact us at any time to discuss your child's progress. In the first instance, please telephone or email the Head of Year.

Mrs S Wilkins, Head of Year 7  
Email: [s.wilkins@roundwoodpark.co.uk](mailto:s.wilkins@roundwoodpark.co.uk)

Telephone number: 01582 765344

### **School Contact Details:**

Roundwood Park School  
Roundwood Park  
Harpenden  
Herts, AL5 3AE

Tel: 01582 765344  
E-mail: [admin@roundwoodpark.co.uk](mailto:admin@roundwoodpark.co.uk)  
Twitter: [@Roundwood\\_Park](https://twitter.com/Roundwood_Park)  
Website: [www.roundwoodpark.co.uk](http://www.roundwoodpark.co.uk)

