



St Augustine's Roman Catholic School
Prospectus 2018/2019

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Additional Information

Supplementary Information Form to be submitted when applying for a place at the school

Polish version of the Supplementary Information Form to be submitted when applying for a place at the school

GCSE Results 2018



ST AUGUSTINE OF CANTERBURY

The conversion of the English to Christianity was begun in the year 597 by St. Augustine. A Benedictine monk, Augustine was sent by Pope Gregory the Great to carry the light of the Gospel to the English people.

The ruler of the Kingdom of Kent, Ethelbert, was converted to Christianity and made Augustine and his monks welcome by giving them a house in Canterbury.

Augustine's way of life in Canterbury slowly began to make an impression on the English people and the town eventually became the centre of English Christianity.

Although Augustine and his monks were not responsible for the conversion of the whole of England, Augustine did dominate every sphere of the Church's life in England.

Augustine died happy in the knowledge that his long journey had been worthwhile and his work richly blessed by God.

Illustration courtesy of the British Museum Images website.

Mission Statement

St Augustine's is a Roman Catholic school that believes that everyone is made in the image and likeness of God and called to an eternal destiny in Jesus Christ.

We respect, accept and care for all. As a Christ-centred, welcoming community we recognise and celebrate the uniqueness of every person. We strive to foster a love and joy of learning and develop in each child an awareness of their own spirituality.

To achieve these aims the school will:

- Provide a balanced curriculum utilising available resources and funding.
- Provide a secure environment in which learning can take place.
- Provide tuition for all pupils to meet their particular needs and to enable them to achieve their full academic potential.
- Provide opportunities for pupils to develop personal, social, moral, economic, political and spiritual awareness.
- Provide careers guidance encouraging pupils to view "career" in the light of "vocation" and use their talents and abilities in the service of others, not purely for self-advancement.
- Provide positive and caring pastoral support for pupils and for staff, developing the supportive network which exists within the school.
- Develop staff pastoral care and structures for staff support and development at all levels.
- Promote positive relationships and effective communication at all levels by making efficient use of existing communications structures and ensuring that all staff are involved in policy decisions.
- Establish appropriate pupil representation in aspects of school decision making.
- Foster community awareness and service to the community by developing links with social, ecumenical and care agencies in the local community and beyond.
- Develop existing links with feeder schools, F.E. colleges and industry.
- Through liaison with the school chaplain and local parishes provide opportunities in school for the celebration of Catholic beliefs through Liturgy and the celebration of the Sacraments.
- Provide opportunities in school for worship and prayer which reflect the beliefs and values of the whole Christian Community.
- Foster and sustain the practice of Gospel values in all aspects of school life, recognising that these qualities lead to self-respect and respect for others.

Introduction

St. Augustine's School is a mixed, voluntary aided, Roman Catholic School for pupils between the ages of 11 and 16.

St Augustine's serves families from Whitby to Bridlington, Scarborough to Pickering and is renowned for helping to develop young people with religious and moral character together with high standards of academic success.

All staff devote their abilities, energy and time to each child and none goes unnoticed. We are a family with Christ at the centre of all that we do. We also gain from the work of the Governing body which actively monitors and supports excellence in the school.

Our faith and search for excellence can be found in all aspects of school life including academic learning, pastoral support and a wealth of personal development activities. These combine to nurture young adults with a well-rounded education and the ability to face the future with confidence.

Primary Liaison

Our staff are involved in a full range of liaison with primary feeder schools allowing pupils to familiarise themselves with the staff prior to their move to St. Augustine's. This includes a Year 5 taster day during the Summer Term.

Liaison currently takes place with our music and drama departments through invitations to and participation in our school production and concerts.

In addition to these activities we also hold an open evening in the Autumn Term, which gives pupils the opportunity to visit the school before they transfer from their primary school.

The Transfer Process

A Number of events take place to help reassure your child about transfer.

Our Head of Year 7 visits local primary schools during the year before they are due to start along with our Inclusion Manager: Mrs Macauley. They will speak to relevant staff about any particular needs your child may have.

Pupils visit the school in early July for an induction programme, which includes meeting their new form tutors, sample lessons, having school lunch and becoming familiar with the school building.

Home and School – The Partnership

We believe that regular consultations between teacher and parent are essential for ensuring your child's progress.

Throughout the year there are a number of opportunities for this to take place. In addition to an end of year report parents also receive an interim report as a means of monitoring academic progress. These, coupled with an induction evening in the July before your child will start secondary school and a parent's evening during Year 7, allow you to keep up to date with your child's progress. In addition we also run a Year 7 Clinic in the Autumn Term to allow you to discuss any issues with Tutors.

Also, we encourage parents to contact school to speak with their child's Form Tutor, Head of Year or a member of the Senior Management Team if they have any concerns at all regarding their wellbeing.

Staffing

Senior Leadership Team

M. Taylor	Head Teacher; Teacher of Mathematics
P. Griffin	Deputy Head Teacher; Teacher of RE & History, Designated Safeguarding Lead
N. Cullen	Assistant Head Teacher; Teacher of French & German
S. Ewing	Assistant Head Teacher; Teacher of RE

Staff with Responsibilities

O. Barron	Head of Department – Music; Teacher of Music
M. Dorgan	Pupil & Parent Voice Co-ordinator; Teacher of Mathematics
R. Earnshaw	Head of Department - Mathematics; Teacher of Mathematics
K. Edwards	PHSE Coordinator & Website; Teacher of Geography & ICT
C. Goode	Head of Department - History; Teacher of History
K. Griffin	Head of Department - RE; Teacher of RE
J. Macauley	Inclusion Manager & SENDCo
M. Magee	Head of Department - English & Literacy; Teacher of English
M. Maycock	Timetable and Data; Teacher of Technology
S. Norton	Data Manager; Teacher of Technology
T. Oldroyd	Head of Department - Languages; Teacher of French
S Richards	Head of Department - Geography; Teacher of Geography
A. Robinson	Head of Year 7 & Year 8 & Primary Liaison Co-ordinator; Teacher of PE
D. Symons	Head of Department - PE; Teacher of P.E.
G. Welch	Head of Department - Technology; Teacher of Technology
M. Winspear	Head of Department - Science; Teacher of Science
R. Yates	Head of Department –Art; Teacher of Art

Teaching Staff

S. Adams	Teacher of Art
S. Brindle	Teacher of English
S. Cooper	Teacher of Technology
R. Cullen	Teacher of Science
R. Davenport	Teacher of Geography
A. Edwards	Teacher of History
D. Edwards	Teacher of Geography, RE & PHSE
M. Fitzpatrick	Teacher of Science
D. Gadd	Teacher of Mathematics
R. Gomersall	Teacher of English, Literacy Support Teacher
M. Gordon	Teacher of Music
J. Jarmany	Teacher of RE
S. Jones	Teacher of Geography, Computer Science
C. Harrison	Teacher of French & German
J. Harrison	Teacher of Science
J. Long	Teacher of RE
A. Newton	Teacher of P.E.
M. Simpson	Teacher of P.E.
S. Tattersall	Teacher of English

P Taylor	Teacher of Science
A. Woods	Teacher of Mathematics
K. Selby	Teacher of English

Faculty Support

Ab. Cooke	Technology Technician
A. Cooke	Cover Supervisor
L. Crouch	Librarian
M. Dufton-Stewart	Learning Manager ,Deputy Safeguarding Lead, First Aider,

G. Jones	ICT Manager
M. Jones	Technology Technician
L. Meade	Careers
M. Natkanska- Robbins	SENDCo Support MEA
L. Scott	Science Technician

Teaching Assistants

D. Andrico	Advanced Teaching Assistant
A Das	General Teaching Assistant
S Dixon	General Teaching assistant
A Fairbotham	General Teaching Assistant
J Gibbard	Advanced Teaching Assistant
S. Jasiac	General Teaching Assistant
K. Jones	General Teaching Assistant
J. Kaye	General Teaching Assistant
A. Lee	General Teaching Assistant
A Rewcroft	General Teaching Assistant
A Sadler	General Teaching Assistant
A Thompson	Advanced Teaching Assistant
M Thompson	Advanced Teaching Assistant

Admin Support

S. Brown	Pupil Admission's Officer and Clerk to the Governors
T. Hargrave	School Secretary, Head's Personal Assistant
S. Krlic	Attendance & Behaviour Officer
N. Darke	Exams Officer
E. Helps	Pastoral Administrative Assistant
P. Luntley	Caretaker
A. Mortimer	Finance Assistant
D. Roodhouse	Site Manager
C. Thornton	Reception Administrative Assistant
A Wardlow	Bursar

School Chaplaincy

Canon E. Gubbins
S. Rutter

School Chaplain and Parish Priest
Chaplaincy Co-ordinator

ADMISSION POLICY FOR SAINT AUGUSTINE'S ROMAN CATHOLIC VOLUNTARY AIDED SCHOOL, SCARBOROUGH

ACADEMIC YEAR 2019/20

St Augustine's is a Roman Catholic school that believes that everyone is made in the image and likeness of God and called to an eternal destiny in Jesus Christ.

We respect, accept and care for all. As a Christ-centred, welcoming community we recognise and celebrate the uniqueness of every person. We strive to foster a love and joy of learning and develop in each child an awareness of their own spirituality.

This Admissions policy has been formally adopted by the Governing Body of St Augustine's RC School

The Planned Admission Number is for entry into Year 7 is 96

The Admissions Policy Criteria will be applied on an Equal Preference basis.

How and When to apply

Applications must be made on the Local Authority Common Application Form. Parents applying to a Voluntary Aided Catholic school must also complete the supplementary information form (SIF) available from the school and school website. Receipt of the SIF will be acknowledged by the school, and it is the responsibility of parents to ensure that all forms are returned by the closing date set by the Local Authority.

Late Applications

Any applications received after the closing date of 31st October 2018 will be accepted but may be considered only after those received by the closing date. Supplementary information may be submitted to the school up to the last day of the autumn term.

Children with an **Educational Health and Care Plan** which names our school in their plan will be admitted to the school **if the school can meet their needs**.

Oversubscription Criteria

Parents are asked to note that admission to Catholic Primary Schools is no guarantee of entry into St Augustine's School

Where there are insufficient places available to meet all parental preferences, priority will be given to applications in the following order:

1. Catholic Children who are looked after or were previously looked after but ceased to be so because they became adopted or became subject to a residence order or special guardianship order.
2. Children who are baptised Roman Catholic (see note 1)
3. Other Children who are looked after or were previously looked after but ceased to be so because they became adopted or became subject to a residence order or special guardianship order.
4. Children of staff at the school (see note 2)
5. Children, who are not Catholic but have an older sibling (see note 3) attending the school in September 2019
6. Children, who are baptised or dedicated members of other Christian Churches.(see note 4)
7. Other children.

If applicants are seeking admission under criteria 1, 2, or 6 above, they will be asked to produce a certificate of Baptism or suitable equivalent, such as a letter of support from a Church Leader.

ADDITIONAL NOTES

1. Definition of Catholic

Children who have been baptised as Catholics or have been formally received into the Catholic Church. All applicants seeking admission under criteria 1 or 2 will be asked to provide evidence that the child has been baptised as a Catholic or has been received into the Catholic Church. A baptismal certificate or a letter from their priest confirming their baptism or reception into the Catholic Church will suffice.

2. Children of All school Staff

Where the member of staff has been employed at the school for two or more years at the time at which the application for admission to the school is made, and/or the member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage.

3. Definition of Sibling

Sibling refers to brother or sister, half brother or sister, adopted brother or sister, step brother or sister, or the child of the parent/carer's partner where the child for whom the school place is sought is living in the same family unit at the same address as that sibling.

Where an application is received for multiple births and only one place is available, governors will endeavour to offer places to all the siblings, where Health and Safety considerations will allow.

4. Christian Churches in England

See

http://www.cte.org.uk/Groups/234772/Home/Contacts/Member_Churches_list/Member_Churches_list.aspx -

All applicants seeking admission under criteria 6 will be required to provide a baptismal certificate or a letter confirming their baptism.

5. Tie-breaker

Where there are places available for some, but not all applicants within a particular criterion, distance from home address to the school entrance will be the deciding factor with those living closer to the school receiving the higher priority. The measurement is made from a fixed point within the dwelling, as identified by Ordnance Survey, to the nearest school entrance.

6. Right of Appeal

Where a parent has been notified that a place is not available for a child, the Local Authority will make every effort to help the parent to find a place in a suitable alternative school. Parents who are refused a place have a statutory right of appeal. Further details of the appeals process are available by writing to the Chair of Governors at the school address.

7. Home Address

It is the parental address which will be used in applying the admission criteria. This means that, when stating your choice of school, you should give the parental/guardian address at the time of application. The address of childminders or other family members who may share in the care of your child should not be quoted as the home address. Where a child officially lives at two addresses please consult the school for advice.

8. Waiting List

If your child has not been awarded a place, they will be placed on a waiting list. If a place becomes available priority will be given according to the above criteria based on the information provided at the time of application. The waiting list will be open until **31 December** of each school year of admission. Each added child will require the list to be ranked again in line with the published oversubscription criteria. Priority **will not** be given to children based on the date their application was received or their name was added to the list. Looked after children, previously looked after children, and those allocated a place at the school in accordance with a Fair Access Protocol, **must** take precedence over those on a waiting list.

9. Application Information

Formal written applications for admission must be made on the form provided by the Local Authority and returned to them by the stated date. Places will then be allocated by strict application of the above criteria, with no reference to the date of application. Parents will be notified as to whether or not their child has been allocated a place on 1 March or the first working day after this if the 1st is a Saturday or Sunday.

Curriculum and Academic Information

Ability Groupings

Our academic structure aims to help cope with the transfer from primary school. Pupils are placed in mixed ability registration groups but most teaching groups are taught according to ability. Beyond Year 7 the timetable is arranged in such a way that departments can set pupils for their own subject area, thus allowing each child to progress at a rate that best suits them in each area.

All pupils in Years 7, 8 and 9 take all subjects in a rich and varied curriculum that offers many different subject areas. More able linguists are also offered an additional language for study in Years 8 and 9 allowing greater flexibility when choosing options in Year 10.

Least able pupils within the school are taught in very small groups for academic subjects with targeted support from SEN staff and trained teaching assistants. This support takes place within the Study – an area in school that acts as a base for pupils with special needs.

Homework

Each pupil is issued with a planner that is used to record homework set and the due date of that homework. Parents are asked to sign the planner when they are satisfied that homework is completed satisfactorily. The planner is an important means of communication between school and home and we ask parents to check it regularly. In Years 7, 8 and 9 all subjects set homework regularly.

We ask you that you encourage your child to complete the tasks set as we consider homework to be of great importance and we hope that you will check your child's work. It is essential that pupils develop the habit of planning their own study.

Homework is valued by teachers as a useful support to the work carried out in the classroom and, consequently, should be seen by pupils as an important and relevant part of their school programme.

The school runs a supervised homework club from 3.20pm to 4.30pm on Mondays to Thursdays.

Parents are requested to sign the planner at weekends while tutors sign it on a Monday morning during the tutor period.

All homework set should be checked and evidence provided of the check.

SEN – homework set should ensure that the needs of 'diverse and vulnerable learners' are met through differentiated homework and, where appropriate, communication with parents.

Target Setting

Within their first term, our staff will establish a target level for your child in each subject area. Throughout the year we will monitor your child's progress using both formal and informal assessments. These assessments allow us to recognise success and where underachievement is identified, work together to overcome any difficulties. Targets are then set annually for every child giving staff a clear picture of progress made throughout your child's time at St. Augustine's.

At St Augustine's we have a proven record of academic excellence, with result results being particularly pleasing. All staff and pupils will be challenged to attain excellence by achieving their full potential.

Academic excellence can only be achieved through a partnership between school and home. We recognise the excellent work that parents and primary schools do prior to your child coming to us and we continue to work closely with parents throughout the five years they will spend with us. Every child will receive diagnostic assessments to ensure their skills and abilities are recognised on entry to the school. Internal formal assessments take place every half term with reports going home twice yearly to parents/carers.

Individual subject targets for every child are designed to ensure that each pupil, teacher and parent is clear about what can be achieved. In order to allow every pupil to succeed at their own level, classes are set by ability. This allows staff to personalise teaching and learning. It also ensures we maximise the progress and attainment of all St Augustine's pupils.

Pupil Support

A copy of our Special Educational Needs Policy can be obtained from the school. It comprises our aims and the means by which we plan to achieve those aims.

Upon entry to St. Augustine's pupils are placed into ability banded teaching groups. Pupils who experience the highest degree of learning difficulty are taught together in very small groups. These groups are supported by Teaching Assistants. They also receive tuition from the school's own SEN specialist teacher for a number of academic lessons.

Some pupils who have been placed on the SEND register at primary school are placed on our Year 7 SEND Register and IEPs (Individual Education Plans) are formulated for each pupil dependant on need. In addition to this all pupils are screened using standardised tests upon entry in order to identify specific learning difficulties.

Some more able pupils have specific literacy or numeracy problems which can result in underachievement. Consequently we operate an intervention programme which allows those pupils to be either withdrawn from mainstream lessons for short periods of time or work closely with a teaching assistant in specific lessons. This builds self-confidence and can rectify such problems.

Careers Education

Our Careers programme is taught through timetabled PHSE lessons with a focus on employability skills and one to one interviews. We have employed Mrs Laura Meade to ensure that our pupils get the best possible start in life through effective support and guidance. This is enhanced with exciting opportunities from local education institutions and training providers so that students can look at the wide range of careers and vocations available to them.

In order to support Year 9's through the options process, each student will receive impartial information, advice and guidance through a careers interview to help with their decision making at this very important time.

In Year 11 students receive in-depth careers advice to ensure that they are happy with their plans and destinations for post Year 11.

Community Links

As a school we are actively involved with communities both at home and abroad. Various fundraising exercises take place throughout the year that benefit charities locally, nationally and globally. We also sponsor a number of children through in the developing world to ensure that they receive schooling.

St. Augustine's choir also performs at various events throughout the school year. This, in turn, raises funds for both school and other good causes.

Sex Education

Sex Education is taught within the programme of Education in Personal Relationships, Science and RE. A Committee comprised of teachers, governors and the school chaplain has formulated an appropriate policy.

In the implementation of this policy, it is intended that pupils will be enabled to acquire appropriate knowledge and to make informed Christian judgements, applying Catholic principles to issues included by the following headings:

The Nature of Sexuality; its role within marriage; children as gifts from God – the product of a loving relationship, rather than a mistake; knowledge of and respect for our own bodies, and sensitivity towards others; The Church's teaching on human sexuality; contraception, responsible parenthood and family planning; promiscuity – dangers involved in Sexually Transmitted Diseases; increase in the number of cervical cancers; lowering of personal values; 'Safe Sex' – a misnomer.

Male and Female Reproduction; conception and development of the embryo/foetus; birth of a baby; breast feeding, nurturing; the 'fathering and mothering' of children; rights of children, born and unborn; abortion and child abuse; violence towards women; the need of children for caring, stable family life; rights and responsibilities of parents regarding their children; Marriage as a Sacrament – fidelity, loyalty, faithfulness fulfilled in marriage; celibacy as a life choice.

The Media Portrayal of Sexual Activity: amongst young people and in the adult world in general; peer group pressures; sexual activity as self-indulgence; HIV – the facts and reflection of continued

research finding; attitudes to AIDs sufferers; personal strategies to cope with the challenges of contemporary culture.

Pastoral Organisation

At St. Augustine's the pastoral system is part of the academic and social structure of the School. Proper pastoral support improves standards and achievement in all areas of school life.

Head of Year 7 and the Assistant Head Pastoral

During the summer term the Head of year 7 visits the new Year 7 intake in their primary schools. This gives every pupil the opportunity to meet the person responsible for their welfare.

The Head of Year 7 and the Assistant Head Pastoral co-ordinate the work of each year group by:

- Conferring with learning support tutors, staff and parents
- Monitoring attitude to learning and behaviour.
- Ensuring that pupils are able to benefit from an atmosphere in school which is orderly and purposeful.

Form Tutors

Pupils are registered in their house groups and see their form tutors during morning registration. Each week either a year assembly or house assembly is held.

Contact time with learning support tutors is important for pupils who are used to being with one class teacher. This contact can promote a secure and trusting relationship where problems can be discussed and queries answered. During these periods Year 11 pupils who have been chosen to act as mentors to Year 7 pupils discuss any issues with new pupils and allay any fears they may have. They also eat lunch with new pupils and generally help them to settle into their new school.

Communication between Parents and School

St. Augustine's School operates an 'open door' policy and we welcome contact with you as a parent. School and home need to work together for the benefit of your child. If you wish to see a member of staff please make an appointment through our School Secretary.

If you have any concerns regarding your child at school it is always better to contact us and make us aware of the problem before it becomes a serious issue.

For safety reasons, we ask you to contact us before 8.45am if your child is absent from school. Failing this we will contact you for your child's first day of absence.

We also ask that you send a note when your child returns to school. The school will inform you if absences take place that are not covered by a letter from you.

Monitoring Academic Progress

Formal assessments take place with all students in all subject areas. Full internal examinations take place with all pupils in Years 7, 8 and 9 in English, Maths and Science. As early training for public examinations, these are regarded as important. The results of these examinations are used, along with class work, as the basis for pupil reports and movement between ability groups. In addition to this we carry out regular monitoring procedures and pupil progress is reported using:

Reports – this is an assessment of the level at which your child is working and their target level for the end of the autumn term and the end of the academic year. This information will be accompanied by an Attitude to learning (A2L) grade denoting their attitude towards work. Attendance details and behaviour are also reported.

Recognising Success

The rewards system at St. Augustine's helps pupils of all abilities to foster a positive attitude. By rewarding attainment, effort and service within school, we create a climate of success and promote a positive attitude to learning.

Our four-house system (Matthew, Mark, Luke and John) is one which allows pupils to earn additional positive points in every lesson for themselves, their tutor group and house. There are also additional points available for good work, commendations from Head of Year 7, the Pastoral Assistant Head and the Head teacher, "Student of the day", postcards and phone calls home to celebrate success.

Certificates are also awarded to pupils who excel academically, in sport or have a 100% attendance record.

Many competitions are promoted on a house basis as we believe that healthy competition is good for the individual and the school.

In the last week of the summer term, awards for individual students take the form of awards ceremonies with certificates as we believe that excellence in school in any form should be publicly acknowledged.

Monitoring Behaviour

At St. Augustine's we have developed a system of monitoring the performance and behaviour of pupils so that problems can be identified and action taken. We make every effort to ensure that pupils and their families are aware that we are trying to develop young people as responsible adults in our society.

On occasion the need arises for pupils to be made aware that their behaviour or attitude is unsatisfactory. This may involve contact with parents and can result in pupils being placed on report to monitor behaviour in school. The report acts as a means of communication between home and school and parents are asked to sign the report.

With incidences where poor behaviour is a persistent problem, parents may be asked to come in to school in an effort to overcome the problem.

General Information

Activities

Pupils at St. Augustine's are encouraged to become involved in activities during and after school. The School Library is open at break and lunchtimes and the ICT suite is open every lunch time, allowing pupils to complete set assignments with the help of ICT facilities.

The School Uniform

Girls

Black knee length skirt/tailored trousers

(not skinny trousers)

White shirt with collar

School house clip on tie

Navy v-neck jumper or cardigan with gold piping and school crest

Sensible black school shoes

(no trainers, canvas shoes or boots)

White or navy socks or tights

Boys

Black trousers (not cords/jeans/chinos)

White shirt with collar

School house clip on tie

Navy v-neck jumper or cardigan with gold piping and school crest

Sensible black school shoes

(no trainers, canvas shoes or boots)

All pupils will require an apron (available in school). A protective apron must be worn for Design and Technology.

Girls' PE Dress

White polo shirt

Navy shorts

Navy games skirt

Football boots**

Shin pads**

Training shoes

White ankle socks

Navy long socks

Towel

School tracksuit bottoms (optional)

School fleece (optional)

Boys' PE Dress

White polo shirt (Gym)

White shorts

Training shoes

Black shorts

Football boots**

Shin pads**

Yellow football/rugby jersey

White ankle socks

Black long socks

Towel

School tracksuit bottoms (optional)

School fleece (optional)

** Pupils **must** wear boots and shin pads for football and shin pads for hockey. Also an old pair of socks and training shoes is desirable for cross-country running.

The main uniform supplier for St Augustine's School is 'Rumours', Victoria Road, Scarborough.

The wearing of jewellery in school is not permitted. This is particularly important from the safety point of view with regard to bracelets, rings and earrings. A watch may be worn. Pupils with pierced ears may wear one set of discreet studs in the ear lobe, which must be removed for safety during P.E.

Hair should be one natural colour, not inappropriately coloured or extreme in style.

Mobile Phones

Mobile phones brought into school must be switched off and used only when travelling to and from school not during the school day or break times.

They must not be used at all during school time. Pupils should contact parents using the phones in the school office. They must never be used in changing rooms.

Care of Property and Valuables

Large amounts of money and valuables should be handed in to the school office at the beginning of each day and collected before pupils leave school. Each item of uniform and kit should be marked with the owner's name for easy return in case of loss.

Lunchtime Arrangements

For pupils who wish to take a lunch at school we have a cafeteria that offers a varied menu and a meal will cost about £2.50. Pupils who bring a packed lunch are expected to eat this in the dining hall.

We operate a cashless system in school and all pupils are registered to use the cash machines around school to keep their accounts in credit. Parents/Carers to pay for school lunches from home using 'ParentPay'.

Students are in the care of the school at lunchtime and should not leave the premises unless written consent from parents is presented at the school office.

Equipment

All pupils are expected to bring the following items to every lesson:

Pens, Pencil, Ruler, Calculator, Eraser, English Pocket Dictionary, Pencil Case, Pencil Crayons, Memory stick & Earphones (small, in-ear type)

Pupils are also expected to bring a suitable bag to carry books and property.

Stationery is available from the school library at a low cost.

School Hours

School Starts	08.55
Tutor Time/Assembly	08.55 - 09.15
Lesson 1	09.15 - 10.15
Lesson 2	10.15 - 11.15
Break	11.15 - 11.30
Lesson 3	11.30 - 12.30
Lunch Time	12.30 - 13.20
Lesson 4	13.20 - 14.20
Lesson 5	14.20 - 15.20

Newsletters to Parents

The School Newsletter is emailed or sent home with students each half term. This helps to keep parents up to date with what is happening in school.

Medical Arrangements

It is important that parents fill in the admission forms that each child receives on entry to the school, and it is essential that the school office is informed of all changes to telephone numbers so that we can contact you should we need to.

It is important for the School to be fully aware of any medical problems. School must be kept up to date with any changes to your child's health. Please contact the School Office if you wish to pass on any medical information regarding your child.

If your child needs to take medication during school hours a note of authorisation from home is essential and should include instructions regarding dosage and frequency of administration. All medication brought into school is kept safe in the School Office and should be handed in by your child upon arrival at school. The only exception to this is the holding of asthma inhalers. We cannot administer painkillers unless supplied by you.

Absence letters are required at the end of any period of illness.

We have a school nurse who visits the school regularly to conduct health interviews. The school will notify parents regarding medical inspections or inoculations taking place within school.

Complaints Procedure

The County Council has an official procedure for parents regarding complaints. In the first instance, such complaints should be made to the Head Teacher who will inform the parent about the procedure should the need arise.

The Home and School Agreement

For St. Augustine's School to succeed in fulfilling the aims of its Mission Statement, it is essential for a strong and meaningful relationship to exist between our pupils, their parents and the school.

As such we have a home and School agreement in place which pupils hold in their planners. The agreement is signed by the pupil, a parent/carer and a member of staff with all parties being expected to work towards the main points of the agreement.

Attendance

In law, each school is required to report its annual attendance figures. Attendance levels at St. Augustine's are good but some parents still arrange family holidays during term time. This is discouraged as it can have an effect on academic progress.

Attendance is the single most important thing that you can ensure as a parent or carer. Our expectation is that students attend 100% of the time, of course we realise that sometimes illness or other issues may happen.

Please make sure that if your child is absent you telephone school before 8.45am on the first day of sickness on 01723 363280, alternatively you can send a text to 07786208896 and send in a note when your child comes back to school.

There are several things that you can do to make sure that your child's attendance does not fall below 95% and in all cases 85%:

- Ensure your child arrives on time and comes every day
- Try to make hospital, doctor and dentists appointments outside school hours where possible.
- Don't plan or book holidays which are in school term time.
- Always inform the school if and why your child will not be in school.
- Do not create unauthorized absences for your child.

Authorised Absences

These may include genuine illness, or days of religious observance. We do not authorise any holidays for students.

Unauthorised Absences

The following are **not reasons** which the school can accept for not coming to school:

- Minding the house
- Looking after brothers, sisters or parents
- Going shopping
- Celebrating a birthday
- Sleeping in or missing a bus (parents are expected to get their child in to school)
- Arriving late for school
- Day trips

Where absence falls below 90% letters will be sent out automatically and in those cases where attendance is persistently low we will use the statutory legal powers available. Our Education Social Worker works closely with families to ensure good attendance is maintained, ensuring that our children get the most from school and are ready for the world beyond school.

School Policies

The school policies are available on our website or at the school office and will provide you with further information regarding educational provision at St. Augustine's.

Charging Policy

The School Governors have agreed to implement the LA policy on charging for school activities. For further information please contact the school.

In the event of damage to school property caused by deliberate intent or unreasonable behaviour on the part of a pupil, then parents may be billed for the cost of repair or replacement at the discretion of the Governing Body.

Child Protection Policy

As a school we are committed to ensuring the welfare and safety of all children. All North Yorkshire schools, including St. Augustine's School, follow the North Yorkshire Area Child Protection procedures, the LA and the Diocesan procedures. The school will, in most circumstances, endeavour to discuss all concerns with parents/guardians about their child. However, there may be exceptional circumstances when the school will discuss concerns with Social Care and/or the Police without parental knowledge (in accordance with Child Protection procedures). The school will, of course, always aim to maintain a positive relationship with all parents.