



**Richard Barnes**  
Academy

# Welcome to RBA

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## A very warm welcome to Richard Barnes Academy.

We provide a high-quality education for 160 learners across two campus sites in Peterborough, Fitzwilliam Campus and Trinity Campus. We offer more than just an education for our young people, striving to create an innovative, personalised, alternative learning environment where everyone acquires the belief, opportunities and skills to succeed.

Our aim is to transform the lives of children and young people who have struggled with traditional teaching methods, or who have experienced difficulties with mainstream settings. The broad and balanced education we teach helps our learners develop the confidence, skills, and knowledge they need to be successful and become 'outstanding citizens'.

A cornerstone of our work is to ensure our learners' education is personalised to meet their individual needs and is designed to give them the necessary skills to access the next phase of their life. To do this, our learners are supported by a team of skilled teachers and HLTAs who work closely with them to minimise barriers to learning both in and out of the classroom.

We are proud to be part of the Thomas Deacon Education Trust (TDET). TDET is a multi-academy trust and charitable organisation dedicated to raising educational outcomes across a range of primary and secondary phase schools and academies in the East Midlands. At the heart of its vision is a profound belief that difference is a strength to be valued and celebrated.

We hope this prospectus will be useful in providing an overview of the academy. Please contact **Sharon Butt** at [office@rjba.education](mailto:office@rjba.education) if you would like further information or would like to arrange a visit.



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**Claire Everton**

Principal | Richard Barnes Academy





# Welcome to TDET

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TDET is a highly successful multi-academy trust and charitable organisation that aims to be one of the leading MATs in the country, dedicated to providing a truly world class education for our communities in Peterborough and the surrounding area.

We are a trust that unites and empowers like-minded academies to achieve the very best for our learners, and at the heart of our vision is a profound belief that the Trust as a whole is more than the sum of its parts. All our academies are equally valued and contribute to the development and direction of the Trust as we grow together.




All members of our Trust - our academies, members of staff, students and communities - are united in purpose through a set of shared common values and expectations:

-  **Trust** | We rely on honesty as the basis for developing meaningful relationships
-  **Diversity** | We embrace individual differences
-  **Excellence** | We want the very best and never give up on doing what is right
-  **Transformation** | We work together to make a positive impact

We work across all key phases of education to provide every child in our communities with the best life chances and high aspirations whatever their background or starting point.

All TDET schools strive to give our pupils the very best education possible and we insist upon the highest standards in all that we do.

Our academies work closely together, taking part in real and meaningful collaborations between teachers, pupils and other key partners including parents, business and other education providers. We value our local communities and actively encourage our schools and staff to share best practice to benefit all pupils within each local area. Through these collaborations we strive to ensure that TDET:

-  Offers the highest quality educational **Provision** so that every child is empowered to be a confident learner, successfully prepared for their future.
-  Develops meaningful and high-leverage **Partnerships** that actively and directly support our goals as a strong multi-academy trust.
-  Becomes an employer of choice by investing in our employees so that we have the best **People** working for us, who are fully engaged and empowered to achieve our collective goals.

Through experience, we know that there is no such thing as a one-size-fits-all approach to education. Our academies are individual members of the Trust community and are empowered to innovate and adapt to the needs of their pupils and the local community.



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**Mr Scott Hudson**  
Chief Executive at  
Thomas Deacon  
Education Trust



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**Unity of Purpose**  
Trust | Diversity | Excellence | Transformation

# Our Vision & Values

At Richard Barnes Academy, each and every one of our learners and members of staff has a clear purpose.

We provide more than just an education for our young people. Through our team's hard work, enthusiasm and dedication, we create an innovative, personalised, alternative learning environment where everyone acquires the belief, opportunities and skills to succeed.

The vision is reflected in our three values:



**RESPECT**



**BELIEVE**



**ACHIEVE**



# Primary Curriculum

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At Richard Barnes Academy we aim to have the child at the heart of everything we do, offering both them and their families a fresh start and an opportunity to re-engage with learning in a supportive, inclusive environment.

We offer flexible learning through vibrant, enriching life and learning experiences with a unique curriculum. This ambitious curriculum caters for the individual needs of every child in a therapeutic, nurturing environment with professional support.

Our focus on social and emotional development helps our students become confident, resilient, independent people, who aspire to succeed as citizens of the world. Through mutual trust, respect, and the development of positive relationships, we hope to instil empathy, compassion and kindness - while valuing diversity. This is embedded in all aspects of school life.

We are proud to offer an individualised curriculum, which matches the needs of each student and where they are in their personal learning journey. We offer a core curriculum which is thematic where possible, with opportunities for outdoor learning also on offer. Our curriculum focuses on developing individual learning behaviours, to ensure the best possible outcomes for our Primary students.



# Secondary Curriculum

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Every child at Richard Barnes Academy has been on a unique educational journey. We are committed to returning our students to mainstream school, moving them onto specialist provision, or positively transitioning them to post-16 education, employment or training.

Students are therefore with us for varying amounts of time, some individuals will have a very short time on our roll while others will remain with us until the end of their primary years or Year 11. Due to this, our curriculum offer needs to be flexible, personalised, and designed to allow students to progress to the next stage on their educational journey.

Our curriculum is designed to be broad, flexible, rigorous, relevant, ambitious, exciting, engaging and fun, with the hope that we can 'ignite a spark' in our learners that could become a passion and lead on to a career.

We aim to provide:



A knowledge-engaged\* curriculum which re-ignites the students with learning, using current research and knowledge of their individual needs.



A curriculum that will enrich and empower students to access the next stage of their education, be responsible citizens and aspirational in their life and career choices.



A thirst for learning within our school culture, where school is unmissable because of the tailored educational offer.

At Key Stage Three, students will be provided with a curriculum offer which generally aligns with the National Curriculum.

At Key Stage Four, students study our main core subjects - Maths, English, Science, Home Cooking, RSHE and PE - but also have the opportunity to study options subjects as well as a range of vocational qualifications.

*\*knowledge-engaged refers to a curriculum that values both knowledge and skill, as opposed to a solely knowledge-led or skills-led curriculum.*



# SEND

At Richard Barnes Academy, we believe everyone can acquire the belief, opportunities and skills they need to succeed, and we provide a high level of SEND support to those who need it.

All learners are assessed on entry to Richard Barnes Academy to identify strengths and specific needs. Parents and carers are involved in these discussions and will remain in close contact with the school throughout. Our SEND team will ensure that staff are fully informed of the individual needs of our learners and will advise on the best practices to remove barriers to learning for each individual.

Teaching is responsive to different learning styles and allows for meaningful and effective education, and inclusion for all.

**In addition, we also provide the following for our learners:**



Forest Schools



Emotional Literacy Support Assistants (ELSA)



School Counsellors



# Student Support

Learners will have access to a range of support services.



**Eating and drinking** All learners are provided with a free healthy meal every day. They will be offered a choice of a hot meal or baguette, with vegetarian options, plus a salad bar and dessert.



**Forest School** Learners can take part in Forest School, an outdoor education programme which supports play, exploration, and supported risk-taking through practical experiences in natural settings.



**Mental health and wellbeing** We prioritise mental health and learners will be actively encouraged to talk about their feelings, helping them think about things differently and release tension. Our onsite school counsellor provides emotional support and helps learners build resilience.



**E-Safety** The internet is an integral part of children and young people's lives. Online safety skills are extremely important and all our learners are regularly educated in staying safe online.



**Emotional Literacy Support** Our Emotional Literacy Support Assistant (ELSA), supports learners with emotional needs including loss and bereavement, anxiety, friendship skills and personal resilience. ELSA programmes run for 6-12 weeks, with fun and engaging tailored sessions.












# Uniform

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At Richard Barnes Academy we believe that a uniform teaches students to dress smartly and take pride in their appearance.

All our learners wear the following uniform:

-  Academy jumper with RBA logo
-  Black full-length trousers or knee-length black skirt
-  White shirt or a black or white RBA polo shirt
-  Plain black trainers or sensible black shoes
-  Optional: Plain black kameez, hijab, turban or patka

# Careers Programme

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Understanding our learners' career choices and aspirations is paramount to their achievement at school and future success.

At Richard Barnes Academy we are committed to embedding aspirations for future careers throughout all aspects of our learners' school lives. We are devoted to making sure that all learners have an appropriate and sustainable post-16 destination that is tracked and supported.

Learners at Richard Barnes Academy are encouraged to explore a wide range of career choices through our information and guidance programme. We aim to prepare our learners for future opportunities in the world of study and ultimately their working life. Learners will also gain knowledge and develop skills in employability awareness.

In Key Stage 4, all learners are able to have in-house careers guidance in the form of individual and group meetings on post-16 pathways, apprenticeships and college courses. In addition to this, learners are able to access taster days and open evenings at our local FE providers.

**Alumni of Richard Barnes Academy have gone on to pursue a variety of post-16 options including:**



Foundation course entry at university



Apprenticeships



College courses



Joining the army



Sixth Form study



Internships and jobs with training





# Safeguarding

Safeguarding and promoting the welfare of learners is crucial to us at Richard Barnes Academy.

To ensure we fulfil this responsibility, all professionals are trained to ensure their approach is child-centred and focuses on what is in the best interests of the learner at all times.

We believe that no single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns and sharing information, on a 'need to know' basis.

In school, our Safeguarding Team ensures information is properly collated and dealt with appropriately, with access to multi-agency professionals where this support is required.

All pupils receive age-appropriate safeguarding awareness education, and all Academy staff and Governors have annual Safeguarding and Prevent training. Each of our Centres has at least two trained Designated Safeguarding Leaders.





Unity of Purpose

Trust | Diversity | Excellence | Transformation



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Academy**

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