



Welcome to Chase Bridge

School Handbook September 2023

School Telephone: 020 8892 1242

Email: info@chasebridge.richmond.sch.uk

Website: <http://www.chasebridge.richmond.sch.uk>

Headteacher	Daniel Bishop
Deputy Headteacher	Brian Ostro
Assistant Headteacher	Caroline Chadwick
Site Manager	Jim Murray



Welcome to Chase Bridge!

The aim of the school handbook is to give you the key information you need to know whilst you are visiting Chase Bridge whether you are a supply teacher, parent, contractor or a visitor helping in some form with an activity in the school. At Chase Bridge we want to help the children to Excel at Learning, Express their Talents and Care for Others.

Starting the day

Signing in: All visitors must sign in at the office using the digital sign-in system. All visitors and staff members should wear their pass at all times while on site. Any school visitor who is not on our **Single Central Record** as having a DBS check must be supervised by a member of staff at all times and will be wearing a red lanyard. Any school visitor who has been DBS checked will be wearing a green lanyard.

Daily information: We will continue with the online Daily Notices using Google Drive to share daily information. All staff should check the Daily Notices by 8.30am. It is essential for all staff to read this as soon as they come to the school. On Friday morning, there is a brief diary and information meeting for all staff at 8.15am, which is virtual.

Register: All children are registered at the start of morning and afternoon sessions. If you are a supply teacher, you can use the paper register in the class tray.

Safeguarding & Health and Safety

The whole school community and in particular staff and others that are working or helping at Chase Bridge have a responsibility for the well-being of children. This means that if something is causing you concern where you feel a child or adult could be hurt, injured or harmed, please report this to a senior member of staff or take immediate action if this is necessary.

Safeguarding and Child Protection in school: Chase Bridge is committed to keeping all children safe. Safeguarding and promoting the welfare of children is **everyone's responsibility**. Chase Bridge always considers the **best interests** of the child. If you have any concerns in relation to the safeguarding and protection of children please remember to **report your concerns immediately** to a member of the safeguarding team and then email all members of the team. Speak to the Headteacher (Daniel Bishop) the Designated Safeguarding Lead (Brian Ostro), Amy Gray (Deputy Designated Safeguarding Lead) as soon as possible and remember the importance of confidentiality with any incident you feel you should report. Further information is available in our Safeguarding Leaflet, which new visitors must read and sign to indicate they have understood the content of the leaflet.

The key is to remember to **record and report**; however you should not get involved in interviewing and interrogating children about any incident. All staff employed at Chase Bridge need to have read the Safeguarding and Child Protection Policy, as well as Part 1 of Keeping Children Safe in Education (DfE).

Any school visitor who is not on our **Single Central Record** as having a DBS check must be supervised by a member of staff at all times. Volunteers who wish to take part in regulated activity should speak to the school office.

Serious incidents/concerns: If a serious incident (one which would typically involve the Year Group Leader or a member of the Senior Leadership Team, and a parent/carer) occurs where there might have been bullying or racist behaviour, for example, then a brief form called a Serious Incident Form will need to be filled in. This is then shared with a senior member of staff and subsequent anonymised data is shared with the governing board.

Accident reporting: All accidents need to be reported in the online Accident and Medical Log available to all staff on the Google Drive. A paper based log is also available in the Welfare room for those who do not have immediate access to a computer. This is kept in the welfare room with Mrs Pyke. The Accident Log is reported to governors every term.

Health and Safety: It is **everyone's responsibility** to ensure the school site is safe. This includes ensuring fire exits are kept clear, rubbish is picked up and equipment is looked after and put back in the correct place. Any maintenance requests should be reported promptly and via the Every system.

Evacuation procedures in case of fire and other emergencies: The fire alarm is a continuous sound. If this is heard children are evacuated through the nearest exit and walked to the designated meeting point when a fire register will be taken. Once the register is taken, the responsible adult indicates that all children are present by raising their hand.

If you hear the lockdown alarm, this indicates an intruder or other emergency. **Please close doors and stay in your classroom until given the all clear.** Information will be shared in our Chase Bridge WhatsApp group. Further details are included in our Lockdown Policy.

Communicating with parents

Schools are busy places – there's always lots going on! We communicate with parents in a number of different ways and we expect parents to keep their contact details up-to-date and read letters and messages. We keep contact details (phones, email, addresses and emergency contact numbers) on our information system, Arbor. It is the parents' responsibility to ensure this is current.

Letters are sent through the Arbor system. We regularly update our Facebook and Instagram pages which have a great deal of information about school life. Across the school, we also use the online learning platform, Seesaw and Tapestry, which is used for learning journeys, homework/home learning and home-school links with parents.

Conduct around school

All adults, whether employed by the school or helping as volunteers, should act as a positive role model for the children. In practice, this means for example that you will take care of the site - helping to keep rooms and public areas in good order. Adults should speak to children and staff in a courteous manner and you should expect this to be reciprocated by the children.

Mobile Technology: The use of personal mobile technology is prohibited when staff or visitors are

responsible for children's safety and well-being. Staff are able to use their personal devices within the classroom (as long as no children are present), Staffroom or offices. Phones must never be used for personal use in communal spaces where children frequent (corridors, library) or when children are present. There are strictly limited exceptions to this, for example when the technology protects or keeps children safe or when there is direct relevance to a lesson. Even when used for these purposes, staff should never give the impression that it is being used casually or for personal use. Staff's mobile devices must not be on display within a classroom and must be kept in bags, coats or within a drawer. All pupils in year 6 are allowed to bring a simple (non-smart) phone to school. These are given to teachers at the start of the day. All pupils and parents are required to sign and adhere to our Acceptable Use Policy. We also allow pupils in Year 5 who have been given permission to walk home unsupervised to bring a non-smart phone to school; these are also given to teachers at the start of the day.

Dress code: All adults should be dressed appropriately and be clearly identifiable on the school site. Staff in school are expected to look smart and professional and set a good example to children about what is appropriate clothing for school.

Children's Uniform and Appearance: Children are expected to wear school uniform and school shoes to ensure they look smart and are ready for learning. This means a uniform that is plain and in the school colours of maroon and grey, ideally with the school logo and black shoes. Branded fashion clothes and coats with large logos, slogans and writing will not be allowed. The expectation is that uniform and appearance are both smart and inconspicuous.

A few key points from our policy are noted below:

- **Hair:** Hair must be kept tidy. If hair is shoulder length or longer it should be tied back with a simple, plain band.
- **Jewellery:** Children may wear single plain stud earrings. No other jewellery other than a watch may be worn (watches that can take pictures or make recordings are not allowed). The exception to this is jewellery worn for religious reasons. Any jewellery that could compromise the safety of the children wearing it during activities such as science, D+T, PE will need to be removed or covered.
- **Makeup and Cosmetics:** No make-up, cosmetics, hair-gel or nail varnish.
- **Bags:** These should ideally be school book bags or sacks but older children may bring in a small rucksack. Fashion, large and oversized bags are not permitted. Any after-school club kit is to be brought in a Chase Bridge or plain rucksack only.

Site security and parking: Limited parking is available in designated spaces on the school premises for staff and those working in the school. We are unable to offer parking for parents and general visitors but parking is available in a number of the roads outside the school and in Twickenham Stadium car park. For security reasons, no vehicles are permitted to enter or leave the premises between **8.40 and 9.05am** and also between **3.10 and 3.35pm**.

At certain times of the day, a staff security pass is required to gain access to the site and building and also to certain internal doors. Without a card you need to buzz on the intercom located by the main

gate and main entrance door and wait for a response from the office. Visitors must always report to the main entrance and should not attempt to gain access through other doors to the school. All visitors must sign in at the reception desk and ensure their visitor's badge is visible during their visit.

Photocopying: The school has two main photocopiers: one situated by the main office and one in the Walpole Room. They are both linked to the IT network. Please check if your copying is necessary. **Children should not be sent to collect copies.**

Daily times and routines

Start of the day: children come into school at their year group start time - classrooms for KS2 will also be open from 8:45 to provide a 'soft start' to the school day. *The playground will not be in use in the mornings.* KS2 children should make their own way to class and enter via the classroom backdoors. For Reception, Year 1 & 2: parents drop their children off at the below locations.

End of the day: children will finish school at their year group end time. *The playground will not be in use after school.* KS2 children will be dismissed from the front of the school or via the Lions playground. Children in Year 6 and Year 5 can walk home on their own with written permission from parents. For Reception, Year 1 & 2: children will be dismissed by the class teacher via the Chase Hall. Children who are not collected on time are sent to the office area to wait.

Year group	Drop off time	Drop off location	Break	Lunch	Pick up time	Pick up location
YN	AM/Full time: 8.45 PM: 12.15	Nursery gate	own breaks	11.40-12.40	AM: 11.45 PM: 3.15 Full time: 2.45 or 3.15	Nursery gate
YR	8:45	Chase Hall	10:00 - 10:15	11.40-12.40	3:15	Chase Hall
Y1	8:45	Back playground	10.15 - 10.30	11.40 - 12.40	3:15	Back playground
Y2	8:45	Back playground	10.30 - 10.45	12.15-1.15	3:15	Back playground
Y3	8.55	Straight to class	10.30-10.45	12.15-1.15	3:25	Chase Hall
Y4	8.55	Straight to class	10.30-10.45	12.15-1.15	3:25	Terrace
Y5	8.55	Straight to class	10:45 - 11:00	12.45-1.45	3:25	Lions playground
Y6	8.55	Straight to class	10:45 - 11:00	12.45-1.45	3:25	Lions playground

School vision and improvement priorities

Our school has a clear set of values that help to shape the School Development Plan that describes current priorities for improvement. This is the result of our annual self-evaluation. The purpose of the review is to summarise the performance and progress made by the school over the previous year.

The broad strategic priorities in the SDP may last longer than a year and more specific actions through year group and subject teams are addressed on a more frequent termly basis to ensure they are more responsive to the context and changing circumstances.

The whole school community is involved in the self-evaluation process, but the process is led by the Senior Leadership Team who are all responsible for leading specific areas. Each team has a linked governor who monitors that the strategic objectives are being addressed by the team. They report on progress to the governing body. The full documents are both available on the school website at <https://www.chasebridge.richmond.sch.uk/our-school/visions-and-priorities>.

Chase Bridge's vision and aims have also influenced the priorities of the updated School Development Plan. These are restated below:

At Chase Bridge our vision is for all children to excel at learning, be able to express their talents and know how to care for others. Your child's happiness and success at Chase Bridge is a shared responsibility between the home, school and all sections of the school community.

The Chase Bridge community - parents, children, staff - have also decided on 9 values, 3 for each strand of the vision, to underpin our vision. These are as follows:

Excel at learning	
Value	Definition
Curiosity	Curiosity means you want to learn, ask questions and find out more.
Practice makes progress	'Practice makes progress' means you understand that the more you practice, the better you will get!
Resilience	Resilience means even when something is difficult, you keep trying.

Express your talents	
Value	Definition
Enthusiasm	Enthusiasm means you are excited and you try your best.
Courage	Courage means you're a little afraid to do something, but you think 'it will be OK' and do it anyway.
Self-Belief	Self-belief means you remember all the practice you've done, and all your past achievements, so you know <i>you can do it</i> .

Care for others	
Value	Definition
Respect	Respect means understanding everyone is special and you show everyone kindness - even if they're different from you.
Compassion	Compassion means understanding how others might be feeling and caring for them.
Responsibility	Responsibility means knowing that some things in life are completely <i>up to you</i> .

Our most fundamental principle is that we believe intelligence and ability can be nurtured and developed in everyone, and if our children develop skills such as resilience, resourcefulness, reflectiveness and reciprocity (learning to share and work as a team), they can meet their full potential as learners. We promote positive attitudes to learning through class displays and praise children in class and assembly for how they learn, not just for what they learn. We also recognise that having high expectations is critical; this is reflected in the standards we set for our pupils, our staff and our community.

All staff contribute towards achieving the whole school priorities; however there are, in addition, some priorities that are more particular to just one team. These are indicated in specific action plans. The **key priorities for development for the period 2023-2024** that are also reflected through the team action plans are:

- **Key Priority 1:** To develop leaders at all levels and across all stakeholders groups, ensuring they benefit from targeted CPD, coaching and support. Everyone at Chase Bridge should see themselves as a leader and always see themselves as a learner.
- **Key priority 2:** Teachers and leaders utilise assessment and feedback to ensure that everyone, regardless of starting point, background or challenges has the opportunity to succeed and progress academically, socially and within our wider curriculum. Our commitment is that no child is left behind and everyone has the chance to excel and feel valued for who they are.
- **Key priority 3:** Every stakeholder at Chase Bridge feels part of our school and valued, driven by our curriculum and wider school offer. We celebrate diversity, promote the British values of tolerance and mutual respect, and ensure all children, parents and staff understand this.
- **Key priority 4:** We set purposely high expectations for our community centred around our core ethos of excelling at learning, expressing your talents and knowing how to care for others. The wellbeing of our children, staff and families are vital to the success of our whole community and this is always our number one priority

Staffing, Personnel, Leadership and Management of Chase Bridge

Chase Bridge currently employs about 80 staff: a mixture of full and part-time; teachers, administrative and premises staff, teaching assistants, staff that manage our inclusion and extended services as well as other staff we employ indirectly through external contracts, such as the Brentford coaches and our hot school meals contract with Caterlink.

The Governing Body and the school's strategic leadership

The purpose of governance is to provide confident and strong strategic leadership, which leads to robust accountability, oversight and assurance for educational and financial performance. The governing body comprises people from the local community, parents, local authority and staff, including the head teacher. Some governors are elected by parents and staff but the majority are appointed for their skill, knowledge and expertise to meet the needs of the school. Training is available to allow governors to keep up-to-date with changes to policy and perform their statutory duties.

The core responsibilities of a Governing Body are:

- Ensuring clarity of vision, ethos and strategic direction
- Holding executive leaders to account for the educational performance of the organisation and its pupils, and the effective and efficient performance management of staff; and
- Overseeing the financial management of the organisation and making sure money is well spent

The governing body plays a crucial role in holding the school to account for securing the best possible outcomes for its pupils. By challenging key decisions and asking probing questions about the school's performance data, governors can help to guarantee high standards of education provision.

Governors are also linked to a specific area of the school's work or a statutory responsibility e.g. finance, special educational needs and safeguarding. Details of the governing body membership, committee structure and their specific responsibilities is available on the school website. The governing body is supported by their clerk who works with the Chair, Vice-Chair and Head Teacher to ensure governors have all the information they need to perform their duties.

The Governing Body and its committees meet on a regular basis throughout the year and, in addition to its statutory responsibilities, review progress against the priorities in the School Development Plan. Governors also visit the school during the working day to see for themselves how the school runs on a day-to-day basis and meet with senior and linked members of staff for updates on progress,

The Chair of Governors can be contacted on governors@chasebridge.richmond.sch.uk.

Staff teams and the leadership and management of Chase Bridge

There are a number of teams that operate in the school that are described below:

- **Senior Leadership Team:** Headteacher, Deputy HT and Assistant HT. They have responsibility for the strategic direction of the school and the overall quality and standards. This team meets regularly and plays a key role in the strategic operation of the school, including staffing deployment, curriculum, assessment, teaching and learning, inclusion, monitoring and evaluation.
- **Year Group Leaders:** This team are responsible for leading and managing each year group, including leading PPA (Planning, Preparation and Assessment) sessions, ensuring planning is in place, that trips and visits are co-ordinated, supporting high quality inclusive teaching, using data effectively to raise standards, and that responsibilities across the year group are allocated in the best way to meet the needs of the children. They are accountable for achievement in the year group and responsible for the deployment of support staff (TA/STAs) with the SENCo.
- **Subject Co-ordinators:** Lead and manage an aspect of the curriculum. They maintain an action plan and are responsible for understanding the intent of their subject; monitoring its implementation; are clear about the progress children should be making; have up-to-date knowledge of their subject; provide advice and support to teachers, senior staff and governors when needed.
- **Administration and Premises Team:** This group of staff is responsible for ensuring that the site and buildings operate effectively, statutory functions are in place and administrative processes run smoothly. This includes finance, personnel, IT systems, cleaning and communications (both internally and with the wider community). The team also links with and supports the governing body with its statutory duties and responsibilities. Administrative matters related to personnel and payroll are managed through the school office and we receive support from the local authority Human Resources and Payroll services.

- **Safeguarding Team:** The team is responsible for safeguarding and is composed of the Designated Safeguarding Lead/deputy headteacher, the headteacher (Deputy DSL), and our pastoral manager (Deputy DSL).
- **Inclusion Team:** This is led by our SENDCo who is responsible for inclusion. It includes teaching assistants and other teachers that support the wide range of additional needs across the school.
- **Lions Out-of-Hours Childcare Team:** This group of staff care for the children accessing our before and after school childcare.

A list of staff, their function and responsibilities is included in the appendices as well as a chart that describes how the staff teams relate to each other.

Staff that have their own children attending Chase Bridge as pupils

We have many staff at Chase Bridge whose children are also pupils here. This is a very positive aspect of our school but it has the potential to lead to some real or perceived conflicts between the member of staff's role as a parent and their professional responsibilities within school. It may also be unsettling and unhelpful for the child and their relationships with peers and staff in school. With this in mind, the following principle and guidelines have been established to help all members of staff behave appropriately.

Our key general principle is that all children in the school are entitled to the same equality of opportunity. Where a member of staff has a child at Chase Bridge this should not bring additional advantages or create disadvantages for the child. All staff should be conscious, as far as is reasonably possible, to avoid the perception that a child is being given an unfair advantage by virtue of the fact that a parent is employed at the school.

- In order to minimise potential conflict, parents will not, unless unavoidable, be placed in the same year group as their child.
- Children who are in school before or after normal hours do not have free access to all areas of the school. They can use the main corridor outside the staff room to play quietly/complete homework/read etc. They may also stay in their parent's classroom as long as this does not inconvenience any other staff members requiring access. Children should not be present when staff are discussing confidential or sensitive information.
- All staff must respect the need for confidentiality. Any information that is restricted to school staff must not be shared with others. Staff should not be afraid to state clearly, if asked by a parent, "That is confidential information, please don't ask me to tell you." This also extends to taking extreme care when commenting on or sharing social media posts that may be misinterpreted or may compromise a staff member's professional role within school.
- Staff members who are also parents have the right to expect the same level of contact with school staff as all other parents, no more and no less. This includes, for example, being given permission to attend their child's class assembly and to book a proper parent consultation meeting. Other staff should avoid the temptation to take advantage of perceived availability during the school day and, likewise, parents should not take advantage of their situation to access information and events that are denied to other parents such as activities in the school day, observing lessons or discussing their child's work.

The extended day, clubs and childcare

Clubs: At Chase Bridge, we run an extensive club provision for all the children in the school. These clubs are organised on a termly basis, and are run by a combination of teachers, teaching assistants, parents, sports coaches and other outside providers. Clubs take place before school, after school, and occasionally during lunchtime. The timetable is available from the school office and on the school website.

Lions (Out of Hours childcare): Lions is the Chase Bridge wrap-around childcare provision, available during term-time for parents with children in Years R – 6. Breakfast Club runs from 7.50am until school starts, and After School Club runs until 5.50pm, providing childcare for parents and carers. An application form is available on the website. Places are limited and operate via a waiting list if we are full. Currently, we offer a limited number of spaces to children in reception when they start full-time in the autumn term.

Inclusion

Inclusion Team: The Special Educational Needs and Disabilities Coordinator (SENDCo) leads the Inclusion Team. At Chase Bridge we want to ensure that all children, whatever their learning or social and emotional needs, make good progress in school. We offer a range of intervention programmes and activities to develop children's learning and support their social, emotional and mental health. Staff within school deliver most of these but we regularly monitor and assess needs across the school and liaise with a range of external agencies for professional input as necessary.

Our Pastoral Manager can also direct families to support for issues that impact on family life and which might affect the children in school, such as illness, separation, behaviour, lateness and attendance or ideas for out of school activities and links to useful organisations.

For any information or advice regarding Special Educational Needs and Disabilities (SEND), see our school website: SEND Information report. <https://www.chasebridge.richmond.sch.uk/our-school/send>

For further information on Looked After Children (LAC), more able children, young carers, and English as an Additional Language (EAL) please read the relevant sections of our Inclusion Policy.

Pupil Premium provides additional funding to support pupils from disadvantaged groups, as defined by the government, in order to narrow the attainment gap between these pupils and their peers. The Service Premium supports the social and emotional needs of children with a parent in the armed forces. Please see our school website for more information and for details on how we allocate our budget: Pupil and Service Premium.

<https://www.chasebridge.richmond.sch.uk/our-school/pupil-premium-grant>

Friends of Chase Bridge

The Friends is a charity that brings together parents/carers, staff, pupils and the local community, to fulfil its mission and vision. Its mission is to galvanise and support the entire school community and advance the education of the children in the school in accordance with the charity's constitution.

All parents/carers, of present pupils of our school, along with all the staff of Chase Bridge School are members. The Friends is co-ordinated by a committee, elected by members.

The Friends is not just about raising money: there is also an important social dimension to the Association. Over the years parents have organised summer and Christmas fairs, movie nights, quiz nights, bounceathons – and even a circus!

The Friends also acts as a valuable link in communications between parents and the school staff. Each class has their own representative that helps to provide links between parents and the teacher.!

Curriculum and Classroom Organisation

Curriculum policy: Our curriculum policy describes the curriculum provision for the children at Chase Bridge. It is available at <https://www.chasebridge.richmond.sch.uk/our-classes/curriculum>

Curriculum click on this link to the government website

<https://www.gov.uk/government/collections/national-curriculum>

Curriculum content and diversity: Chase Bridge serves a diverse community. By the time the children leave our school we want them all to know that people from a wide variety of backgrounds - gender, ethnicity, religion or disability - have made important contributions to our country and the world. The curriculum will ensure our children learn about a diverse range of peoples and cultures and, whatever their heritage, they feel positive about their identity and ability to achieve.

All subject coordinators continually review the representation of people and cultures across the curriculum and look to ensure that there is an appropriate diversity and balance in the planned content. The senior leadership team maintains an overview of the whole curriculum and ensures there is an appropriate balance of representation across the whole curriculum.

Class Context Folder: Each class has a class context folder located on or near the teacher's desk. This folder contains medical info, risk assessments, care plans, walking home arrangements, Arbor collection reports, pick up procedures, audits of provision, safeguarding leaflets and dietary requirements.

Teaching and Learning: An understanding of how children learn is fundamental to effective teaching as well as recognising that all children are different and bring their own experiences to the classroom. Creating the right conditions for learning is key to helping children make progress.

Our **Chase Bridge Pedagogy** has been co-constructed by teachers and leaders and includes the non-negotiables for effective teaching and learning, including:

- feedback
- retrieval practice
- stickability
- modelling
- assessment for learning (checking pupil understanding)
- questioning
- support & challenge (scaffolding/differentiation)
- guided practice (me, we, you)
- independent practice
- structured small steps

We also help children to become more consciously aware of their own learning through talking to children about their 'learning muscles': resilience (the emotional aspects of learning); resourcefulness (cognitive aspects of learning); reflectiveness (strategic aspects of learning); reciprocity (social aspects of learning). For younger children we may talk about this meta-learning (learning about learning) in a more age appropriate way: Tough Tortoise; Wise Owl; Team Ant; Busy Beaver.

Teachers are expected to develop excellent relationships with the children that are characterised by appropriately high levels of expectation that recognise and nurture the talents and abilities that each child brings to school. In addition, outstanding teachers know their children well through on-going feedback and assessment, leading to effective differentiation. Teachers should have excellent subject knowledge and classrooms should be well organised, free of clutter and support the children's learning and celebrate their achievements in line with our 'Minimum Standards' (see appendix).

Quality First Teaching is at the root of our pedagogy at Chase Bridge. Lessons should be well organised and structured with clear learning intentions that are understood by the children. Regular feedback should be given within lessons and all children should be able to access tasks and be appropriately challenged in their learning. Classroom and behaviour management ensure that all children remain on task and have activities that enthuse and engage them. Where relevant, learning should be extended to the home. The school is committed to support all teachers to develop the professional skills to become excellent practitioners.

Key teaching and learning initiatives:

- Language of 'challenge 1,2,3' - *differentiation and self-assessment are facilitated through the use of our 3 challenge levels.*
- Skill 6 - *whole-class guided reading sessions which focus on 6 core reading skills: find, understand, apply, analyse, create, evaluate.*
- R.I.S.E - *reasoning questions in maths are broken down using the R.I.S.E approach: read, identify, solve, evaluate*

- *Every Minute Counts - consolidate learning through the use of retrieval practice activities which utilises moments throughout the school day i.e first thing in the morning, straight after lunch, just before home time*
- *Energise and Excel - aim to provide 10 minutes of daily additional physical activity to energise children to excel at their learning*
- *Assessment for Learning - AfL is at the heart of good teaching and effective strategies should be used for the cycle of learning, assessment and feedback, including modelling, questioning and mini-plenaries*

Class timetables: timetables for classes are available on the class pages of the school website as well as the internal school network.

Planning: At Chase Bridge, weekly planning is supported by both our long-term and subject-progression maps. Our long-term maps follow an annual cycle and are theme based; they outline our strong cross-curricular links, the key text studied for each theme, and demonstrate progression across the year groups. Alongside this, our subject-progression maps outline the core learning intention for each individual subject, broken down by year group.

Within our planning, we take advantage of the learning opportunities in our local area and make sure we tailor the planning to meet the needs of the children we serve in our community.

The half-termly topic themes and curriculum summaries are posted on the website year group pages and on Seesaw. The purpose of the summaries is to give parents an understanding of what is taught each term in plain language stripped of educational jargon. These overviews should also give enough information to help parents support and extend their child's learning by, for example, giving an overview of homework, links to useful websites and trips, and visits to places of interest that will enhance children's understanding.

Educational Visits, Trips and Workshops: This is an important part of our curriculum at Chase Bridge.

Care is taken when we plan trips and all staff will complete risk assessments which must be approved by a member of the Senior Leadership Team or Welfare and Safeguarding Officer. These follow the guidance for planning a trip kept on central file. For most local visits there are prepared Risk Assessment forms that might only need slight amendment so staff make use of these. Details are kept on a central file. Guidance on this can be sought from a member of the Senior Leadership Team. If additional adults are accompanying a party of children, they will be briefed by the trip leader about the potential risks and how they are managed.

Assemblies

An assembly is held each day throughout the school. This might be in a variety of different groupings: whole school, key stage, year group or classes. In line with legislation, these are of a broadly Christian

nature. The long-term planning follows a mix of topics and religious and cultural celebrations and also includes themes and messages that address the emotional and social well-being of the children. The school has a strong focus on British Values, including democracy, rule of law, mutual respect and tolerance.

Assessment, Recording, Reporting and Pupil Progress Meetings

Assessment is at the core of our teaching approach used throughout the school. Teachers use assessment to inform their planning, ensuring lessons continually build on children's strengths and address areas for development. Children are actively involved in assessment, as they become better learners when they are given time to reflect on their success in lessons and are aware of their own learning goals. Assessment information is shared regularly with parents throughout the year so that teachers and parents can work together to help children succeed.

Formative assessment

Effective formative assessment is one of the most important factors when it comes to children reaching their full potential as learners. Formative assessment is used to track progress on a day-to-day basis, and essentially, it is about teachers knowing where their pupils are at in relation to what is expected. At Chase Bridge, children are actively involved in this process, as we believe it is important for children to be aware of their own strengths, next steps and targets. An example of formative assessment is a teacher providing an expectation for the learning in the form of a learning objective, pupils doing a verbal or written task (so the teacher can assess where they're at) and then feedback being provided. Other examples of formative assessment strategies include: targeted questioning, talking in pairs and use of mini-whiteboards to gauge where children are in their learning; providing an opportunity to give feedback in the middle of a task; children responding to their marking; and self and peer assessment to fully involve children in the assessment process. The regularity of teachers' marking is set out in our Assessment Policy. By using the aforementioned strategies, children are able to reflect on their learning, and teachers are able to understand how best to support or challenge particular children, which informs future teaching.

Summative assessment

Chase Bridge uses PiXL to assess what learning children have embedded. Whilst formative assessment refers to the ongoing, day-to-day assessment, summative assessments are used to evaluate children's learning at the end of a longer teaching period. They are a useful tool to help teachers recognise what knowledge, skills and understanding have been learnt over time, and what has been retained, allowing teachers to provide additional support for children who are finding learning more difficult, and provide additional challenge for those who are ready for it. In addition, summative assessments help school leaders have an overview of how groups of children are progressing across the school, and they are used to inform parents where a pupil is in relation to national expectations. Chase Bridge uses Question Level Analysis within PiXL to help identify specific strengths and areas for development.

Statutory tests

Schools are required to take part in statutory assessments in Reception, Year 1, Year 2, Year 4 and Year 6. In the Summer Term of Year 2, there are National Curriculum tests in maths and reading as well as optional spelling, punctuation and grammar test; these tests are provided by the Department for Education. They inform the final teacher judgement reported for each pupil at the end of Key Stage 1. There is no formal test for writing as it is assessed by teachers, based on knowledge of how a pupil has performed over time and across a range of contexts. For Year 6, the Department for Education also provides statutory National Curriculum tests in maths and reading as well as spelling, punctuation and grammar; these take place early in the Summer Term and are marked and scored externally. Like Year 2, teacher assessment in writing in Year 6 takes the place of a formal test. The phonics screening check in Year 1 tests children's phonics skills by evaluating their ability to read a range of real words and 'nonsense' words. Children who don't pass the test retake it in Year 2. In year 4 will take the Multiplication Tables Check. This is an on-line test with 25 questions where pupils need to quickly recall times-table facts.

Please see the Standards and Testing Agency website for further information

<https://www.gov.uk/government/organisations/standards-and-testing-agency>

Also Key stage 1 and 2 national curriculum tests: information for parents

<https://www.gov.uk/government/publications/key-stage-1-and-2-national-curriculum-tests-information-for-parents>

EYFS statutory assessment

At the end of Reception, the Early Years staff make a judgement against the 17 Early Learning Goals. These judgements state where the child is in relation to the expected level of development and come in the form of either 'emerging' or 'expected'. This information is then used to determine whether a child has achieved a Good Level of Development (GLD) in Reception. Children are defined as having reached a Good Level of Development (GLD) at the end of the EYFS if they have achieved at least the expected level for the ELGs in the prime areas of learning and the specific areas of mathematics and literacy.

Pupil progress meetings

Once a term, the members of the Senior Leadership Team meet with each year group leader to provide support and monitor children's progress. Focuses include identifying children's needs and barriers to learning, targeting children for intervention, checking the effectiveness of provisions and discussing new strategies to help accelerate progress. Information across the whole school is compiled, collated and fed back to the leadership team so that they have a clear overview of the school and next steps are in place. The SENCo meets with each year group team to discuss children with Special Educational Needs on an ongoing basis.

Reporting to parents

We have two parent consultations during the year. Teachers are also available to speak with parents throughout the school year to discuss their child's learning in more detail. Schools also have a statutory duty to compose a report to all parents, annually. The information in our reports is transparent and communicated in a format that parents can understand, and also use to assist their

child's future learning. The format of our reports includes an overall comment and summary of achievement, both personally and academically, that should be evaluative; and strengths and next steps.

Playtimes and Lunchtimes

Playtime and lunchtime are an important part of the school curriculum, as children are: developing important social skills through play; learning about food and healthy eating; caring for each other and making sensible choices. During these periods, children are able to access a variety of different activities, ranging from structured play, semi-structured play and independent play. Children are supervised by teachers, teaching assistants, lunchtime staff and sports coaches.

School lunches are eaten in the Chase Hall and May Hall and lunchtime supervisors are on hand to support the children. We will also on occasion use the May Hall for school lunches, depending on the circumstances. The support may range from helping children to use cutlery in the lower school, to encouraging children to think about waste and recycling in the upper school.

Free School Meals

All children will receive free school meals. This is a government funded initiative and links well to the new National Curriculum where we are teaching the children more about food – where it comes from, how it grows and eating healthily.

Some children may have a particular diet for medical or religious reasons and we can cater for their individual needs. Packed lunches that are brought to school will need to conform to a standard which will be monitored by school staff.

Accidents, Injuries and First Aid

Everyone has a responsibility for the children's safety and well-being.

Protocol following an injury

If there is an injury you need to decide whether it can be treated immediately or whether you need further assistance. For example, there is an expectation that minor grazes or superficial scratches can be treated on location in the classroom or the playground.

If it is helpful to have further support, perhaps because the child is particularly upset even though the injury is minor, then the child may be taken to the Welfare Room for a 'time-out' to recover. It is a space for children with minor injuries to recover before they go back out into the playground.

If you consider that the injury requires closer attention then either take the child to a listed first-aider or send for help. Further attention might be required if you suspect the injury is serious. By 'serious' we mean that you think more specialist help from a first aider in the school is needed or there is a medical emergency needing paramedics or hospital treatment. For example, fractures, head injuries, loss of consciousness, or anything that causes you serious concern for the child's well-being.

First Aid equipment

First aid equipment is located inside each classroom; the Welfare Room and each TA/SMSA carry their own first aid bag when on duty. Staff responsible for each location are also responsible for maintaining supplies.

Chase Bridge has an on-site portable AED (Automated External Defibrillator); this is situated in the foyer. The AED is registered with our local St John's Ambulance centre; therefore, it will be available for public use when our school is open. Our Welfare and Safeguarding Officer is trained in the use of the AED.

When administering first aid, plastic gloves are provided for any first aid treatment and can be found with the first aid bags and in each classroom.

Staffing for first aid cover

- The Welfare and Attendance Officer, Katie Pyke, and Amy Gray (Pastoral Manager) oversee the welfare room.
- Currently, qualified first aiders are: Katie Pyke, Amy Gray, Jim Murray, Mandy Forde, Antigone Meta, Sarah Newson, Tania Ferrari, Ruby Panesar, Jackie Grew, Amanda Garside, Andy Parkes, Sue Au, Nida Raheel and Sevel Rees, Rukshana Amin, Jan Astbury, Lynda Brown, Caroline Chadwick, Lisa Crawley, Claire Dight, Yousra Elshenawy, Iwona Grynczel, Lorraine Ives, Karen Jackson, Mei-Ling Kan, Maria Maloney, Marion MacDouall, Rachael Nolan, Victoria Page, Julie Roberts, Leah Rush, Bertie West, Ozma Yousaf, Tom Bruce and Safwana Vohra, Joseph Hagon-Smith, Claire O'connor.

Recording and reporting accidents

- Class teachers must be made aware of accidents and if necessary inform parents/carers at the end of the day or by telephone. Accidents of this nature are logged by the Welfare Officer/Teaching Assistant. Any more serious accidents, must be reported to the Pastoral Manager or a senior member of staff whose responsibility it is to contact the parents as soon as possible and together decide any further treatment. Incidents are reported on a termly basis through the Headteacher's Report to the governing body.
- If a serious injury to a child occurs and immediate medical attention is required, call an ambulance and inform the Head Teacher / teacher in charge immediately.
- If necessary, a senior member of staff must accompany the child in the ambulance and take the contact sheet with the child's name and address, telephone numbers and name of GP with them.

Behaviour and Expectations of Children

All classes have a reminder of the Chase Bridge values/code in their rooms that is based on our motto: 'excel at learning; express your talents; care for others'.

Behavioural incidents/concerns and rewards: Good behaviour is recognised and rewarded. We have a number of systems in place to recognise positive behaviour, e.g. merits; class assembly certificates. All classes have specific rewards for good behaviour (see individual class files), as well as for younger children, marble jars which are used to reinforce positive behaviour. In addition, children in Key Stage 2 have a team point system.

Chase Bridge Behaviour Chart	Further Detail
1) Reminder	This is an opportunity for you to show you can meet expected behaviour
2) Warning	If this happens again, you will be moved
3) Reflection time	Visible space Zones of regulation, and questions to help reflect on impact of their behaviour; in view 'Reset' conversation with teacher
4) Sanction Option: YGL classroom	Age appropriate length of time missed during break or lunch, either inside the classroom or with the member of staff on duty on the playground Option: if learning of others is being disturbed during reflection time, there is the choice to move child to the Year Group Leader's classroom for an age appropriate length of time
5) Serious incident form completed; child taken to SLT	If no member of SLT is available, the child should be taken to the Year Group Leader
If the disruptive behaviour takes place out of class, this Behaviour Chart should still be followed. For Brentford/PE, the sanction will be deferred to the class teacher. (No more red and green card system)	
If the disruptive behaviour is a Serious Incident, bring the child, with the completed Serious Incident Form, to SLT (Racist, sexual related abuse, theft, damage to school property, assault, verbal abuse of a child or adult, sustained bullying or repeated incidents related to one child, continual low level disruption, possession of a dangerous object). If you are ever unsure please check with SLT.	
If the disruptive behaviour is ongoing and the Behaviour Chart is having little impact, the first step is for the class teacher to meet and discuss strategies with the Year Group Leader	
If children are repeatedly being referred to SLT or it is a high level serious incident, then SLT may decide to put the child on Stage 1 Report or Stage 2 Report	

Chase Bridge Behaviour Chart

1) Reminder



2) Warning



3) Reflection time



4) Sanction



Bullying/Serious Incidents: All forms of bullying are unacceptable at Chase Bridge Primary School. The school and its community are committed to striving to eliminate bullying from school life.

We define bullying as being the repeated act of a person/persons using a position of strength to inflict physical/emotional pain or to lower the self-esteem of individuals or groups who are perceived to be weaker or vulnerable.

If a serious incident occurs anywhere in school (we define this as when a parent/carer or senior staff member may need to be involved), which involves bullying, racist or aggressive (verbal/physical) behaviour then a brief form called an Incident Report Form must be completed and shared with a senior member of staff. This will then be recorded in a log held centrally in the school office. A master copy of this form is kept in the child's individual file.

On-line Behaviour: Increasingly children have an on-line presence. Children should behave safely and responsibly on-line and parents are expected to monitor their activity off-site. The school curriculum teaches children to use the internet and social media responsibly and behave in an appropriate manner. Sometimes children will use social-media inappropriately. If a serious incident occurs, even if it is at home and out of normal school hours, that affects the well-being and social interaction and behaviour of children in school, then this will be logged according to our usual systems and followed up as appropriate. Children in Year 6 and Year 5, who have been given permission, are allowed to bring in a featureless, non-smart phone; to do so, parents and pupils must read, sign and adhere to our Acceptable Use Policy.

Children's School Council

The School Council is a forum for representatives from children in years 3 to 6 to talk about school issues, voice their opinions and decide on several different charities or causes that they will support over the year. Elections are held annually to appoint one school council representative per class who meet regularly and share feedback from their classes about issues that have been raised. Teachers are expected to allocate time to allow the school council members to liaise with their classes before and after meetings.

Performance Management and Continuing Professional Development

Performance Management

The governing body of a school must appraise the performance of a headteacher. In turn, the headteacher of a school is responsible for ensuring the review of the performance of every other teacher and member of support staff employed at the school.

The purpose of the appraisal process is to review the member of staff's current job, their performance and their future plans - for teachers this is against the DfE Teachers' Standards and supported by the internally developed Chase Bridge Teachers' Standards Progression document. The intention through the year is to support professional development and evaluative, reflective practice through frequent 'little and often' meetings. The meetings are also an opportunity to discuss how the staff member can contribute to the wider work of the school and to agree and set a number (typically 3) objectives (although there is no minimum or maximum number of objectives).

The appraisal period will be for 12 months and will begin on 1 September; it must be completed by 31 October for teachers and for support staff and by 31 December for Head Teachers. The cycle will begin with a Planning Meeting and will end with a Review Meeting. Regular review meetings may also be held if agreed and considered necessary.

Continuing Professional Development

The school's CPD programme will be informed by the training and development needs identified through the appraisal procedure. The governing body will ensure in the budget planning, that, as far as possible, appropriate resources will be made available for any agreed training, support and continuing professional development.

Support to meet individual or collective development needs is provided within the context of the school's improvement plan.

The governing body must consider annually whether or not to increase the salary of teachers who have completed a year of employment since the previous annual pay determination and, if so, to what salary within the relevant pay ranges. All pay recommendations will be clearly attributable to the performance of an employee.

The **Pay Policy** makes reference to current legislation that impacts on pay. It also makes reference to how this links to job descriptions, access to records and the appraisal process. The obligations of governors, the Head Teacher and staff are covered in the policy and there is further detail that attempts to address all eventualities that might occur when trying to make a determination about pay in a fair and equitable way.

Policies and Procedures

There are a number of policies and procedures that are a legal requirement for all schools. In addition, Chase Bridge maintains a series of policies to support delivery of the curriculum and ensure the smooth running and continuity of all aspects of school life:

<https://www.chasebridge.richmond.sch.uk/policies>

Further policies for staff can be found here:

<https://drive.google.com/drive/folders/IRGFJb6r2zgOcQp-mHRkLBmDYmRmoAwEm>

Members of staff are expected to be familiar with the broad content of the policies.

If you require any additional information or help, the list below gives a summary of the policies, together with a staff and governor contact.

Minority Ethnic and Faith Groups: Chase Bridge is not a faith school and as such doesn't promote one faith over another although we do acknowledge and respect people of all faiths and those who have none. One of the fundamental British values is respect and tolerance of people with different faiths. British law protects people's freedom to hold their own beliefs. At Chase Bridge, we support this through a multi-faith approach to assemblies, comprehensive teaching of the major world faiths in RE, promoting values of understanding, tolerance and respect in our PSHE lessons as well as celebrating and welcoming people of all faiths and of none in our school community.

As a school, we recognise that **fasting during Ramadan** is not compulsory before the age of puberty. According to the Muslim Council of Britain, fasting by children is optional and the spiritual and moral dimension of fasting is considered to be of far greater importance than the physical one. We understand that many families may wish to encourage their children to fast and that children themselves may indicate a desire to fast. The level of observance among children will depend upon the child, their family and their circumstances and there is no expectation of a particular commitment or pattern of fasting. Many parents make fasting an activity that they do at weekends at home when they can rest or sleep in the afternoons and have the experience of joining in with their family. If a parent/carer wishes for their child to undertake a period of fasting, however, we ask for the following to be understood:

- All parents must inform the school, in writing using the below form, if they wish their child to fast for part or all of Ramadan.
- A child does not have permission to fast without written notification from the parents/carers.
- The child's health and wellbeing comes first and the school reserves the right to administer water and/or a snack if the child is ill.
- A child with diabetes or other medical conditions should be exempt from fasting.
- At school children are expected to participate in normal school life and attend all lessons. This includes PE, school trips and swimming lessons so we advise against fasting on these days.
- Staff will be aware of the effects of dehydration and hunger and will encourage pupils to avoid strenuous exercise in their PE lessons.

- Staff will also be mindful of the changes to the pupils' daily routine during Ramadan, which will affect their regular sleeping patterns and concentration levels.

I agree that my child will;

Tick	Statement
	not be allowed to fast without written notification from the parents.
	have their health and wellbeing come first and the school reserves the right to administer water and/or a snack if the child is ill or unwell.
	not fast if they have diabetes or another medical condition that impacts their ability to fast.
	participate in PE and swimming and is advised not to fast on these days.
	not fast if they are attending an after school club or an off site activity.

Pupil Name _____

Class _____

Signature of Parent, Carer or Guardian _____

Staff will also be mindful of the changes to the pupils' daily routine during Ramadan, which will affect their regular sleeping patterns and concentration levels and make sure this is considered throughout the course of Ramadan.

Attendance and Lateness

We expect all children on roll to attend every day on time, when the school is in session, as long as they are fit and healthy enough to do so. Once a child is enrolled at school, parents have a legal responsibility to ensure that their child attends every day, unless prevented from doing so by illness or other exceptional circumstances for which absence is authorised by the school.

Our aims and objectives in relation to pupils' attendance are to:

- maximise attendance so that all pupils can gain full access to our curriculum and be enabled to reach their full academic potential and achieve a high level of personal and social well-being;
- ensure children are on time and ready to start their lessons;
- eliminate unauthorised absence;
- discourage families from arranging holidays during school terms;
- ensure that parents and carers understand clearly when it is appropriate to keep their children off school and when this constitutes unauthorised absence;
- ensure that school staff and parents are familiar with and adhere to our procedures for registering pupils' attendance, and reporting, recording and following up absence or lateness;
- ensure that pupils and their parents and carers understand the importance of regular and consistent attendance as well as ensuring that their children come to school on time and are picked up time;
- make clear to parents the consequences of failing to ensure that their children attend school;

We have a robust approach to attendance and lateness and expect all children to be on time. Class teachers take the register first thing in the morning and after lunch and children will be marked late if

the register has been completed before they arrive. No absence will be granted for holiday requests and will be marked as unauthorised. Absences directly before or after school holidays will not be automatically authorised, medical or other evidence to support the absence will be required. The standard attendance codes used in official registers can be found in the appendices.

IT, Network, Accounts and User Policies

The school network and the internet are an important resource and all users are expected to use it safely and responsibly and help others to use it appropriately. Users are expected to sign an Acceptable User Policy.

School accounts: Members of staff and children are issued with account logins and passwords.

Google Shared Drives and network folders: There are a variety of drives on the network and on our school's Google Suite that have a variety of permissions for users. Care should be taken to maintain these folders and it should be remembered who has access to the different drives and folders because of security and confidentiality issues.

School website and online presence: The website is being continually enhanced to include up-to-date information about the school. It contains statutory information such as policies as well as news items, letters to parents/carers and key curriculum information. We also maintain Facebook, Instagram and YouTube accounts for celebrating the children's achievements and giving up-to-date news of events and special activities at the school.

I.T. maintenance: The School Business Manager's role includes managing day-to-day issues with I.T. and the network with support from external specialist contractors. If staff have any problems they can use our online reporting system or speak to the School Business Manager or the school office directly.

Computers, laptops and other devices: Individual staff are responsible for good use of devices attached to the network, whether this be appropriate usage of their own or that of children in their care. For example, the way that children turn machines on and shut them down; their secure storage and handling. An inventory is centrally maintained and no devices should be removed from site without permission. Online use should be carefully monitored by staff to prevent inappropriate usage and to support the online safety of the children. Live internet searches whilst class is in session is not best practice unless it is a planned part of the computing curriculum. The use of USB memory sticks, inclusive is **not permitted** on any school computer devices. This rule also applies to all visitors to the school. Staff are permitted to use their own devices to access school data but only with the use of our secure proprietary remote desktop protocol (RDP) system. No data is to be saved onto the individual's computer's hard disk, external hard drive or any personal cloud network. Staff that do use their own device must also enable password protection and keep their device locked when inactive.

On-line presence: Staff should be aware that they need to ensure that their online presence is conducted in a manner that is appropriate to their professional responsibilities and commitment to

present a positive and professional role model as described in the terms and conditions of employment. In no circumstances should staff be in informal contact with children using for example social media unless this is part of a planned part of curriculum and been previously agreed.

Appendices

Staff deployment from September 2023

Senior Leadership Team					
Headteacher		Daniel			
Deputy Headteacher		Brian			
Assistant Headteacher		Caroline			
Inclusion					
SENCo and Inclusion Lead		Hannah			
SEND support		Epp			
Teachers and Teaching Assistants					
Phase	Yr	Teachers			TAs
UPPER KS2	6	Vic	Claire 0.7 Tom 0.3	Tom 0.5 Caroline 0.5	Jackie Marion Ozma
	5	Kath 0.8 Zohal 0.2	Ciaran	Brittany	
LOWER KS2	4	Rob	Anne-Marie	Charlotte	Rachael Ruby Karen
	3	Iris	Sanjam	Gareth	Mandy Amy Suman Sonia
KSI	2	Catherine	Dominique 0.6 Rosa 0.4	Martina	Nida Yousra Katherine
	I	Laura	Lynda	Robyn	Leah Sophie Amanda
EYFS	R	Tania 0.8 Epp 0.2	Sweeta	Paula 0.8 Epp 0.2	Iwona
					Sarah Gona

					Rukshana Jan PM
	N	Steph			Bertie Safwana Jan AM

Administration and Premises

School Business Manager	Mei-Ling
Finance	Lisa
Administration	Deborah, Rachel
Premises	Jim, Andy
Welfare	Amy, Katie

Lions (before and after school club)

Manager	Tania
Lions staff	Joe, Claire, Stacey, Lorraine, Julie, Paul, Jenny

Lunchtime supervisors

Lunchtime supervisors	Barbara, Jenny, Dianne, Sevel, Sue, Maria
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Behaviour: Serious Incident Form



Chase Bridge Serious Incident Form			
Date of incident		Staff logging incident	
<p><i>Staff logging the incident must show this completed form to SLT and class teacher(s) and obtain their signatures at the back of this form</i></p>			

When	Location	Type
before school	classroom	verbal
class time	corridor	physical
break/lunch	playground	continuous low-level disruption
after school	toilets	continuous defiance of adult instructions
out of school hours	clubs before/after school	theft
	off site	damage to property
	other	possession of dangerous object
		IT / E-Safety
		inappropriate sexual behaviour
		problematic sexual behaviour
		abusive sexual behaviour
		violent sexual behaviour
		other

Offender's possible motivation	racism	discrimination	games disagreement	other disagreement	unprovoked
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Identify the victims and offenders with a V or O, as well as year, class and gender.
 (Note: there might only be offenders.)

Name:	V / O	Year:	Class:	Gender: M / F
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Name:	V / O	Year:	Class:	Gender: M / F
Name:	V / O	Year:	Class:	Gender: M / F
Name:	V / O	Year:	Class:	Gender: M / F
Name:	V / O	Year:	Class:	Gender: M / F

Give a brief summary of the incident.

- Include **statements** from victim(s), offender(s) and eyewitnesses where necessary.
- Speak to the victim/offender **separately** where necessary.
- Indicate if **positive handling** was used.

Signatures

SLT signature:		Teacher signature:	
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SLT to complete

<i>Bullying is defined as repetitive, intentional harming of a person or group by another person or group, where the relationship involves an imbalance of power.</i>	Was this a bullying incident? Yes / No
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SLT to complete		
Response by school to incident		
Contact parents	School sanctions	Restorative conversation
SLT involvement	SENDCo involvement	External agency involvement
Suspension	Exclusion	Police
Positive handling		


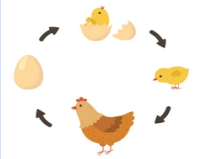










Updated 20.09.2023

Minimum standards for classroom environment

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Numbers 0-10 Shapes	Numbers 0-20 Shapes	Numbers 0-50 100 square 2-D & 3D shapes Coins up to £1	Numbers 0-100 100 square 2-D & 3D shapes Coins up to £2	Numbers 0-100 100 square Multiplication square Coins up to £2 Fraction wall	Numbers lines 100 square Multiplication square Fraction wall	Numbers(pos & neg) 100 square Multiplication square Fractions, decimals and percentage equivalence	Numbers (pos & neg) Multiplication square Fractions, decimals and percentage equivalence
	Tricky words	Key vocab (related to what is being taught)	Key vocab (related to what is being taught)	Key vocab (related to what is being taught)	Key vocab (related to what is being taught)	Key vocab (related to what is being taught)	Key vocab (related to what is being taught)
		Place value cards (tens and units)	Place value cards (hundreds, tens and units)	Place value cards (thousands, hundreds, tens and units)	Place value cards (thousands, hundreds, tens and units)	Place value cards Place value cards (thousands, hundreds, tens and units)	Place value cards (thousands, hundreds, tens and units)
		Days of week Months of year	Days of week Months of year				
Alphabet frieze	Alphabet frieze and digraphs taught	Alphabet frieze Key words Phonics related digraphs etc	Alphabet frieze Key words Phonics related digraphs etc	Alphabet frieze Key words Phonics related digraphs etc	Key words Phonics related digraphs etc	Key words	Key words
		Punctuation Grammar rules/vocab	Punctuation Grammar rules/vocab	Punctuation Grammar rules/vocab	Punctuation Grammar rules/vocab	Punctuation Grammar rules/vocab	Punctuation Grammar rules/vocab
Class rules Learning muscles	Class rules Learning muscles	Behaviour focus Class rules Behaviour code Reward/ celebration	Behaviour focus Class rules Behaviour code Reward/ celebration	Behaviour focus Class rules Behaviour code Reward/ celebration Team points	Behaviour focus Class rules Behaviour code Reward/ celebration Team points	Behaviour focus Class rules Behaviour code Reward/ celebration Team points	Behaviour focus Class rules Behaviour code Reward/ celebration Team points
Resource storage labelled	Resource storage labelled	Resource storage labelled	Resource storage labelled	Resource storage labelled	Resource storage labelled	Resource storage labelled	Resource storage labelled
Evidence of topic related work	Evidence of topic related work	Topic web on doors Evidence of topic related work	Topic web on doors Evidence of topic related work	Topic web on doors Evidence of topic related work	Topic web on doors Evidence of topic related work	Topic web on doors Evidence of topic related work	Topic web on doors Evidence of topic related work
Some Art work	Some Art work	Some Art work				Some Art work Visual timetable and date	Some Art work Visual timetable and date

	Sentence starters and marking code	Visual timetable and date Dictionaries	Some Art work Visual timetable and date Dictionaries and thesaurus'	Some Art work Visual timetable and date Dictionaries and thesaurus'	Some Art work Visual timetable and date Dictionaries and thesaurus'	Dictionaries and thesaurus'	Dictionaries and thesaurus'
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Chase Bridge Curriculum Themes

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
N	Personal, Social and Emotional Development Topic Getting To Know Me Getting To Know You! 	Understanding the World(Science/RE) Topic The Most Wonderful Time Of The Year 	Communication and Language Topic Helpful Heroes 	Understanding the World Topic Ourselves and Our World 	Expressive Arts and Design Topic Traditional Tales 	Physical Development/ Geography Paws, Claws and Whiskers 
R	Personal, Social and Emotional Development Topic All About Me 	Understanding the World (Science) Topic Reach For The Stars 	Communication and Language Topic Once Upon A Time ... 	Understanding the World (Science) Topic Growing and Changing 	Understanding the World (Geography) Topic Our Wonderful World 	Understanding the World (History) Topic Kings, Queens and Castles 
Yr 1	Science Topic Who Do You Think You Are? 	History Topic Henry VIII 	History Topic Old And New Toys 	Geography Topic Wonderful Weather 	Science/Geog Topic Plant Detectives 	Science/Geog Topic The Animal World 

<p>Yr 2</p>	<p>History Topic People From The Past</p> 	<p>Geography Topic Where I Live In The World</p> 	<p>History Topic Time Detectives</p> 	<p>Science Topic How Does Your Garden Grow?</p> 	<p>Geography Topic Sun, Sea and Sand</p> 	<p>History Topic Sun, Sea and Sand</p> 
<p>Yr 3</p>	<p>History Topic Stone Age - Iron Age</p> 	<p>Geography Topic Poles Apart</p> 	<p>History Topic Ancient Egypt</p> 	<p>Science Topic Feel The Force</p> 	<p>Geography Topic Down Our Road</p> 	<p>Science Topic Let It Grow</p> 
<p>Yr 4</p>	<p>Geography Topic Living A Hindu Life</p> 	<p>History Topic What Have The Romans Done For Us?</p> 	<p>Geography Topic The World's Geography</p> 	<p>Geography Topic Extreme Earth</p> 	<p>History Topic Invaders And Settlers</p> 	<p>Science Topic Life And The Environment</p> 
<p>Yr 5</p>	<p>History Topic The Victorians</p> 	<p>Geography Topic Chocolate</p> 	<p>Geography Topic The Islamic Golden Age</p> 	<p>History Topic United Nations</p> 	<p>Geography Topic Coast vs City</p> 	<p>Geography Topic London - Tokyo</p> 

<p>Yr 6</p>	<p>Geography Topic Down By The Riverside</p> 	<p>History Topic The Thames Arcadia</p> 	<p>History Topic Civilisations And Ancient Greece</p> 	<p>Science Topic Darwin's Discoveries</p> 	<p>Geography Topic Japan</p> 	<p>Geography Topic Moving On ...</p> 
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Governing Body information

Chair of Governors: Mike Dormer

Clerk to the governors: Julie Fox

Staff governors

Kath Briggs – staff governor

Gareth Mantle - staff governor

Daniel Bishop (Headteacher)

Associate governors:

Brian Ostro (Deputy Headteacher)

Caroline Chadwick (Assistant Headteacher)

Hannah Gilbert (SENDCo)

Mei-Ling Kan (School Business Manager)

Also attends governor meetings:

Steve Llewellyn (Financial Advisor)

Performance Adviser and Link Inspector

Emma Smith

Guidance for parents & carers who support in school and on trips and visits

We are very grateful to parents/ carers who support Chase Bridge Primary School, both with school-based activities and when attending trips and events outside of school. With this support we are able to offer a broad range of trips and activities to support and enrich the children's learning. There are, however, certain procedures that **must** be adhered to for the safety and protection of children, parents and staff. The following must be maintained in the interest of all.

1. Mobile phones **must not** be used at any period during the time with the children except to call the group leader/class teacher in an emergency.
2. Phones **must not** be used to take photographs at any time unless instructed by the group leader/class teacher.
3. Parents or other helpers **will not** escort any child or children to the toilet unless instructed by the group leader/class teacher.
4. Parents or other helpers **will not** be solely left in charge of a group without a member of the school staff being present.
5. No photographs of children will be taken unless asked specifically by a member of the school staff team. All photographs will be checked by the School Business Manager before they are published on the website if this is required.
6. Whilst working in school, it is essential that we all respect the confidentiality and right to privacy for all members of the school community – especially when using social media. Please be mindful and sensitive when posting comments.
7. Parents or any other helpers will not be expected to administer any medicines or first aid. This will be the responsibility of the school team. All helpers will know who the first aiders are in an event of an accident.

In the event of an emergency on a trip or at school

The team leader will have sole responsibility for contacting the appropriate emergency services, the school and/or parents/carers. No other phone calls will be made by any other member of the team unless asked to do so by the team leader.

In the event of a serious accident, there is an expectation that no parent/carer or helper will speak to the press or any other person.

If necessary, the school will seek advice from the Richmond Borough and solicitor departments. Additionally, advice may be sought from the police. This is to safeguard and protect all those involved.

Volunteering at Chase Bridge

Volunteers at Chase Bridge bring with them a wide range of skills and experiences that can enhance the learning opportunities of pupils. Activities could include accompanying a school trip, hearing children read, working with small groups of children and helping maintain the school gardens.

Anyone wishing to become a volunteer on a regular basis may either approach the class teacher or contact the School Office at info@chasebridge.richmond.sch.uk. Depending on the volunteering opportunity, the potential volunteer will be emailed an online expression of interest form before helping in any capacity.

