



# The Chase Bridge Agreement

updated June 2023

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**CHASE BRIDGE PRIMARY SCHOOL**

## **Welcome to Chase Bridge!**

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 aim of this Agreement is to foster an effective partnership and shared principles by which we can all work together successfully.

### **Our Vision- Excel at Learning, Express your Talents, Care for Others**

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, courage, curiosity and understand that progress only come from practice, they can meet their full potential as learners. We promote positive attitudes to learning in all we do but our focus is on 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. Our school values are the language of our community and form the basis for everything we want for our community.

### **Excel at Learning**

We want our pupils to meet their full potential in the core subjects of reading, writing and maths, so we regularly evaluate and improve our teaching approaches in school. We want children to develop a love of learning so we provide a range of opportunities, such as exciting class trips and engaging half-termly themes. The children are actively involved in the process of learning, and their books provide a high-quality record of their progress and achievement.

We use assessment information to provide additional support for those who are finding learning more difficult and provide extra challenge for those who are ready for it; this includes additional teaching sessions before and after school. Through targeted support, additional practice and discussion we help to accelerate the children's progress.

### **Express your Talents**

We provide an exceptional range of opportunities both within and outside of normal curriculum time, including a variety of clubs and opportunities built into our curriculum, as well as regular opportunities for children to perform music, express their creativity and compete in sporting events. Our aim is to not only excite the children's imagination and create everlasting memories, but also to help generate life-long interests and a passion for something they love doing.

The children take part in weekly activities such as sports clubs, performing music at the start of assemblies, singing in class and showcasing their skills in art and drama. We use social media to share their accomplishments with the local community and help children develop a sense of pride in themselves, the school and their local community. There are regular opportunities to compete and perform in borough competitions as well as in-school 'team' competitions. We provide exceptional curriculum enrichment and children have performed on radio, television and at major venues, such as the Royal Albert Hall, O2 and Twickenham Rugby Stadium. These all contribute to improving the children's confidence and help them realise the rewards of hard work and perseverance.

### **Care for Others**

We want our pupils to understand the importance of treating others with kindness and respect. They should develop skills of empathy so that they can understand different points of view and be respectful of others' opinions. Children also need to learn strategies for managing and controlling their emotions effectively, so they can make appropriate choices.

Behaviour management by staff emphasises positive behaviour, with politeness and kindness being core expectations of all children. Achievement assemblies and our Merit Cards celebrate children who have been considerate, sensible and helpful. By developing links in the local area (such as performing for elderly members of our community), supporting local charities, and taking part in friendship groups, we help our pupils understand the importance of looking after others.

## Children's Responsibilities

- **Excel at learning**
  - work hard and try your best
  - if you get stuck think about different ways you could solve the problem
  - never be afraid of making mistakes – you can learn from these!
  - be proud of what you achieve
  - think about what you have learnt – how could you do something even better next time?!
  - be organised and learn to remember what you need at school each day
  - be on time for all lessons and ready to learn
  - look after books and resources

**Excelling at Learning** is underpinned by our community developed values of **Curiosity, Resilience** and an understanding that **progress makes practice**.

- **Express your talents**
  - take pride in the special things that interest and excite you
  - enjoy your interests and talents and aim high!
  - get involved with clubs, activities and events that will help you develop your skills and interests

**Expressing your Talents** is underpinned by our community developed values of **Enthusiasm, Courage** and **Self-Belief**.



- **Care for others**
  - be kind, polite, thoughtful and care for others
  - be honest and truthful
  - help to keep yourself and others safe
  - be proud of the achievements of others and celebrate their success
  - understand that bullying is not tolerated
  - move sensibly and quietly around school
  - take care of books, equipment and the school environment
  - behave sensibly and responsibly with on-line activities and how you share information and data about yourself to keep safe. Also show thought and care for others when you are on-line.

**Caring for Others** is underpinned by our community developed values of **Responsibility, Compassion** and **Respect**.

## Governors' Responsibilities

- Set the strategic aims of the school in line with our vision to help children excel at learning, express their talents, and care for others;
- Appoint senior leaders in the school and hold them to account for the school's performance;
- Appraise the performance of the headteacher and hold her/him to account for the educational performance of the school and its pupils;
- Ensure that the school fulfils its legal and statutory requirements for example with safeguarding, the processing and use of data and with finance etc;
- Oversee the financial performance of the school and making sure its money is well spent;
- Act at all times in the best interest of all the pupils of the school;
- Understand the school's strategic aims, its strengths and key areas of improvement to meet them;
- Monitor and analyse the school's performance, and support and challenge the leadership team to continually improve it; and
- Strive to meet the expectations of the governing body and senior leadership team by actively participating in strategic discussions.

## Responsibilities of Parents

- Encourage children to recognise the importance of education and learning, and support their work in school and at home;
- Respect all staff, pupils and members of the school community;
- Support the school's behaviour policy and its system of incentives, rewards and sanctions and the school's policies on inclusion and anti-bullying;
- Help keep the school environment safe. For example: keeping dogs out; reporting any issues that might be considered to put the children's health and safety at risk; parking safely; not smoking on the school site;
- Ensure that you and your child use digital technology in an appropriate way that maximises the benefits of the technology but does not place them or others in the school community at risk;
- Send your child to school in the correct uniform clearly labelled;
- Ensure exceptional attendance, but keep your child at home when they are unwell and inform school;
- Read all school communications, attend parent consultation evenings and support extra curricula activities and events;
- Ensure that children are brought to and collected from school on time and inform the school office of any change of routine;
- Contact your child's teachers if you are worried about any aspect of school life;
- Ensure that contact and personal details are correct and up-to-date on Arbor and inform the office of any issues;
- Provide the school with consent for their child to be photographed or for video to be taken for school purposes and contact the school to withdraw that consent if needed; and
- Ensure your child treats school resources with respect and commit to replace lost books.

## School and Staff Responsibilities

- Encourage all children to work to their full potential and celebrate their successes;
- Provide a high standard of teaching that engages all children and stimulates learning;
- Give feedback regularly; giving praise, recognition and support when appropriate;
- Provide homework and give clear instructions its completion;
- Encourage and model good behaviour and manners, and follow the procedures set out in the behaviour policy and implement the school's policies on inclusion and anti-bullying;
- Keep parents informed of their child's social, emotional and academic progress;
- Create a healthy, happy and safe environment where children can feel secure and can confidently ask for help with any problem;
- Care for all children ensuring that safeguarding procedures are followed and know what to do if they have a concern with children's welfare, health or safety;
- Respect the children in their care and their families;
- Be a positive role model and conduct themselves in a professional manner;
- Ensure that information collected about children and families is stored and processed in accordance with statutory responsibilities to enable us to carry out our normal school functions connected with that public role; and
- We endeavour to ensure that the data we hold is accurate, up-to-date and kept for no longer than is necessary. This includes ensuring that we have explicit consent for the storage and use of photographs and videos that we may use to celebrate achievements or

