



2020-2021

# Welcome to Chase Bridge School Handbook September 2020

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CHASE BRIDGE PRIMARY SCHOOL

# 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 always like to remember, as our motto says, to help the children to Excel at Learning, Celebrate their Talents and Care for Others.

## Starting the day

**Signing in:** Due to Covid-19 visitors to the school site are limited and by pre-booked appointments only. Please use the hand sanitiser available in the foyer and wait for a member of the admin team to sign you in. If you are showing any symptoms of Covid-19 please do not come on to the school site.

**All staff members and visitors should wear their pass at all times while on site.**

**Staffroom whiteboard and daily information:** There are whiteboards in the staffroom where daily information is posted. All staff should check the notice board in the staffroom by 8.30am for any last minute information. 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 8.20am.

**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.

**Covid-19:** Additional measures are in place to prevent the spread of Covid-19. Please do not come on to the school site if you are displaying any symptoms. When on the site please ensure you have read and understood our risk assessment. This includes **sanitising your hands** before entering the building, regular washing of your hands, **keeping 2m** from all children (where possible) and staff, following the **one way system** in the school and if appropriate where a **mask**.

**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 **record and report your concerns**. Speak to the Designated Safeguarding Lead (DSL) Andrew King (Headteacher) or deputy designated staff Brian Ostro (Deputy Headteacher) or Sue Wood (Family Worker) as soon as reasonably possible and please remember the importance of confidentiality with any incident you feel you should report. 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, a copy of which can be found in the staffroom next to the whiteboard.

**Behavioural incidents/concerns and rewards:** If a more serious incident occurs where there might have been bullying or racist behaviour for example then a brief form called a Behavioural Incidents Record Form may 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 Accident Book. This is kept in the welfare room with Ms Gray. 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 lock down alarm, this indicates an intruder or other emergency within school. **Please close doors and stay in your classroom until given the all clear.**

## 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 your responsibility to ensure this is current.

Letters are sent through the Arbor system and posted on the school website <https://www.chasebridge.richmond.sch.uk/> We regularly update our Facebook page which has a great deal of information about the life of the school. Classes have email addresses where you can send non-urgent messages. We also have learning platforms for children, Seesaw and Tapestry that are also used for homework and home-school links, which have play a vital role during the Covid lockdown.

## 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. There are strictly limited exceptions to this, for example when the technology protects or keeps children safe; when there is direct relevance to a lesson; when used as part of official school communications. Even when used for these purposes staff should never give the impression to others that it is being used casually or for personal use. 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 use an Acceptable Use Policy.

**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 (see page 21 of full School Handbook).

**Children's Uniform and Appearance:** Children are expected to wear school uniform and school shoes to ensure they look smart and are ready for school. 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.

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.
- **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).
- **Make up 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 afterschool 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 **8.30 and 9.20am** and also between **2.30 and 3.30pm**.

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.

**Photocopying:** The school has two main photocopiers, one situated by the main office and one in the Walpole Room, that are linked to the IT network. Please check your copying is necessary.

**Children should not be sent to collect copies.**

## Daily times and routines

Staggered start and finish times are in operation to support social distancing. If you are dropping off or picking up your child, please follow the one-way system and leave the school site as soon as possible. The day begins with the children lining up in their designated places. They are then walked in an orderly manner to their classrooms where they leave their coats and the register is taken.

### Nursery

Morning session: 8.45 – 11.45  
Afternoon session: 11.45 – 2.40

### Reception

Morning session 1: 8.40 – 9.30  
Break 9.30 – 9.45  
Morning session 2: 9.45 – 11.45  
Lunch 11.45 – 12.35  
Afternoon session: 12.35 – 2.40

### Key Stage 1

Morning session 1: 8.50 – 9.50  
Break 9.50 – 10.05  
Morning session 2: 10.05 – 12.15  
Lunch 12.15 – 1.05  
Afternoon session: 1.05 – 2.55

### Lower Key Stage 2

Morning session 1: 9.00 – 10.10  
Break 10.10 – 10.25  
Morning session 2: 10.25 – 12.45  
Lunch 12.45 – 1.35  
Afternoon session: 1.35 – 3.05

### Upper Key Stage 2

Morning session 1: 9.10 – 10.30  
Break 10.30 – 10.45  
Morning session 2: 10.45 – 1.15  
Lunch 1.15 – 2.05  
Afternoon session: 2.05 – 3.15

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## 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. It will be no surprise that this year's self-evaluation and school development plan priorities have been affected significantly by the COVID-19 pandemic.

The broad strategic priorities in the SDP usually last longer than a year and more specific actions through the 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 a specific area or aspect of school life. Each team has a linked governor who monitor that the strategic objectives are being addressed by the team. They report on progress to the governing board. 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.*

### **Our values: 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, 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 2020-21** that are also reflected through the team action plans are to:

- School opening - our top priority: ensuring we are all following our protocols to help
- keep the school open. This is everybody's responsibility
- Finance - The impact of Covid19 on the school budget has been considerable. How can we all look for opportunities to reduce expenditure?
- Catch-up! Assessment for Learning – identifying gaps in the children's learning and supporting all pupils, particularly those with a disadvantage to make excellent progress
- Curriculum development – audit, review and make adjustments to the curriculum in light of considerations of diversity and representation to reflect modern British values; Prepare for the implementation of the new PSHE curriculum; implement plans for evaluating the impact of our provision across the curriculum
- On-line learning – further develop communication, engagement and family involvement with our on-line learning tools

# 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 ISS.

## The Governing Board 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 board 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 all governors to keep up-to-date with changes to policy and perform their statutory duties.

The core responsibilities of a Governing Board 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 board 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 board membership and their specific responsibilities is available on the school website. The governing board 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 Board meets at least twice per term to review progress against 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 to monitor progress against the school's priorities with their linked member of staff,

The chair of the governors can be contacted on [gov@chasebridge.richmond.sch.uk](mailto:gov@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, Assistant HTs and School Business Manager. They have responsibility for the strategic direction of the school and the overall quality and standards. This team meets regularly and play a key role in the strategic operation of the school, including staffing deployment, curriculum, inclusion, monitoring and evaluation.
- **Team Leaders:** Senior staff who are responsible for managing an aspect of operation in the school and/or the performance management of other teachers and staff are a part of the Senior Management Team. The team and subject leaders play a key role in helping the school make progress with the key priorities outlined in the School Development Plan through their



team's action plans. This is the focus for the work of the team and is reviewed on a termly basis.

- **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, 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 Leaders:** 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 board 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 service.

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 with pupils in school**

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. Do 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 your 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. These are currently suspended due to Covid-19 but our aim is to get them up and running as soon as it is safe to do so.

**Lions (Out of Hours childcare):** Lions is the Chase Bridge wrap-around childcare provision, available all year for parents with children in Years R – 6. It runs for an hour before school, and for two and a half hours after school, and provides childcare for parents. An application form is available from the school office and on the website. Places are limited and operate via a waiting list if we are full. Children in reception are eligible from the spring term after they start.

**Pride:** Pride is a before-school provision offered by invitation only to support children with their schoolwork. It operates from 7:50 until the beginning of the school day Monday to Wednesday. We offer breakfast and work with the children on their reading, writing and maths skills. They have access to computers and school resources and can work independently on homework tasks or seek the support of an adult for 1:1 tuition.

## Inclusion

**Inclusion Team:** The Special Educational Needs Coordinator (SENCo) 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 (including teaching staff, trained counsellors and a family worker) 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 family worker can also offer support with 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 (SEN) and disabilities, 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, 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/guardians, 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 – 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. Class reps also meet on a regular basis with the year group leaders to discuss the latest burning issues!

## 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>

**Class Information Folder:** Each class has a yellow class information folder located on or near the teacher's desk. This folder contains information about that specific class including the class timetable, the children's names and photos, staff information, any medical or other important information and groupings of the children. Other information included in the folder is related to the running of the school day as well as the most relevant information about class routines.

**Curriculum outline for parents:** The curriculum runs on an annual cycle. This gives a long term overview of what is being covered each term in the different year groups (see appendices). This is kept in the planning folder and also on the school network for reference. Information about the National Curriculum relevant to each year group is available through the curriculum pages on the website <https://www.chasebridge.richmond.sch.uk/our-classes/curriculum> . For the National Curriculum click on this link to the government website <https://www.gov.uk/government/collections/national-curriculum>

**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.

We 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 marking and assessment and have excellent subject knowledge. 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).

Lessons should be well organised and structured with clear learning intentions that are understood by the children and a plenary that effectively summarises learning in the lesson and is linked to a broader programme of work. 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.

**Class timetables:** timetables for classes are available on the class pages of the school website as well as the internal school network. They are also posted on the classroom doors for quick reference.

**Planning:** At Chase Bridge, we have both long-term and medium-term plans. Our long-term plans 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.

Medium-term plans are completed each half term; they are broken down per subject and outline the weekly learning intention - as a minimum, these units are designed to meet statutory requirements and ensure the expected curriculum coverage. The medium-term plan is used to create detailed weekly/daily lesson planning which includes the learning intention, specific activities linked to the lesson, and differentiation/success criteria where appropriate. Weekly/daily planning can come in the form of the flipcharts used in class, or separately on paper.

In the Infants there is separate planning for daily phonics teaching. The Early Years team plan using the Foundation Stage Profile.

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. All planning is kept centrally on the school's system.

The half-termly topic themes and curriculum summaries are posted on the website year group pages - these are also stored on the network. The purpose of the summaries is to give parents an understanding of what is taught each term in plain language stripped of educational jargon. The 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:** These activities are currently suspended due to Covid-19. They are an important part of the curriculum and our aim is introduce them again as soon as it is safe to do so.

When we are able to introduce trips again they will be subject to our usual procedures. All visits must have a Risk Benefit form completed which must be approved by a member of the Senior Leadership Team and our Welfare Officer. These follow the guidance for planning a trip kept on central file. For most local visits there are prepared Risk Benefits forms that might only need slight amendment so please make use of these. Details are kept on 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

At present normal assemblies, where we meet together in large groups with the children have been suspended due to the Covid-19 pandemic. These are being replaced internally within the school with the use of technology and video conferencing. We hope to reinstate our normal patterns of assemblies as soon as possible.

Our normal pattern of assemblies when restrictions are lifted are as follows. 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 typical pattern of assemblies is as follows:

- Monday – Lead assembly for the week (30 minutes) – led by the Headteacher or Deputy Headteacher
- Tuesday and Thursday – Phase group assemblies (15 minutes) continuing and developing the theme from the lead assembly
- Wednesday – Story assembly
- Friday – Singing and Achievement assembly (30 minutes)

Staff do not need to be present at the Monday lead assembly and should use this time for phase group meetings or carrying out interventions. There is a rota for teachers to lead the mid-week assemblies. All staff are expected to be present for the last 5 minutes of Friday assemblies. For most assemblies a variety of children perform musical pieces as the children enter and leave the assembly hall.

## 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**

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.

### **GL assessments**

We use these standardised tests in years 3, 4 and 5 to give us both formative and summative information to support the pupils' learning. They are marked externally and the outcomes give a detailed picture of the achievement of individuals, groups and whole classes. This helps with our planning, intervention groups and it is also information that we share with parents.

### **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. From summer 2020 pupils in year 4 will take a new test, 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 17 Early Learning Goals detailed in the Early Years outcomes. These judgements made state where the child is in relation to the expected level of development and come in the form of either ‘emerging’, ‘expected’ or ‘exceeding’. This information is then used to determine whether a child has achieved a Good Level of Development (GLD) in Reception.

### **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, targeting children for intervention, setting up case studies and checking the effectiveness of provisions. 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 host two parent consultation evenings during the year. To allow us to comply with government guidance these will be held virtually this year. Teachers are also available to speak with parents throughout the school year to discuss their child’s learning in more detail. Please use the class emails to contact your child’s teacher. 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 include the following: an overall comment and summary of achievement, both personally and academically, that should be evaluative; strengths and next steps; Included in the report are examples of the children’s best pieces of work from over the year.

## **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.

This year school lunches will be eaten in the classrooms and lunchtime supervisors are on hand to support the children. 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.

### **Infant Free School Meals**

All children in Reception, Year 1 and Year 2 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 in the infants much 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. Should a parent not want their child to benefit from a free meal then they must contact the school to request an opt-out form. Packed lunches that are brought to school will need to conform to a standard which will be monitored by school staff.

Parents who have children in the juniors (Years 3 to 6) will continue to pay for school meals. If a parent thinks their child is eligible for free school meals and they are in the juniors, they should ask at

the school office for information on how to apply – this will also entitle families to other benefits such as concessions on uniform, clubs, trips and instrumental music teaching.

## 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 Twining's Cottage for a 'time-out' to recover.

Twining's Cottage has first aid equipment available and is staffed each lunchtime by a qualified first aider. 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 the playground Twining's Cottage. 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.

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 Officer, Amy Gray manages the welfare room.
- Currently qualified first aiders are: Amy Apar, Amy Gray, Robyn Harland, Kate Walker, Emma Walpole, Mei-Ling Kan, Jacquie Mesourouni, Jan Astbury, Jim Murray, Karen Jackson, Charlotte Ryder, Dianne Wright, Robert Ballantine, Mandy Forde, Chloe Scholes, Yvonne Haughney, Leah Rush, Anne-Marie Fussey, Kath Briggs, Sue Wood, Eileen Constantinedes, Barbara Gregory, Jenny Welsh, Lindsay Littlejohn, Antigone Meta, Marion Macdouall, Michelle Golding, Ozma Yousef, Pat Sheldrake, Bertie West, Sally Moore, Sarah Newson, Tania Ferrari, Ruby Eari, Jackie Grew, Amanda Garside, Andy Parkes, Kingsley Mpofu.

### Recording and reporting accidents

Class teachers must be made aware of accidents and if necessary inform parents at the end of the day or by telephone. Accidents of this nature are logged by the Welfare Officer. Any more serious accidents, must be reported to the Welfare Officer 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 board.

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 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; Golden Time. All classes have specific rewards for good behaviour (see individual class files), as well as marble jars which are used to reinforce positive behaviour. In addition, children in Key Stage 2 have a team point system.

**Green and Red cards (moving to electronic alternative)** are also used to promote positive behaviour outside of the classroom, and are given out by all staff members, teachers, teaching assistants, lunchtime staff, office staff etc. At present we are in the process of introducing an electronic version of the cards as a further way of minimising the risk of infection. Children who show one or more of the positive behaviours may receive a green card. Children who do not follow the behaviour code will receive a red card; this is equivalent to level 3 sanction in the class (see below).

**Behaviour sanctions:** Class teachers display their class expectations for behaviour. If a child is disrupting the learning in class or demonstrating inappropriate behaviour, the levelled protocol will be followed:

- Level 1: A verbal warning is given by a member of staff.
- Level 2: The child will be moved to another area in the classroom or a different part of the playground.
- Level 3: They will be sent with their work to a parallel class.
- Level 4: The child will be sent to a senior member of staff and the class teacher will inform the child's parent/carer. In such instances an Incident Report Form will be completed and a record kept centrally (see appendices).

**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 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 individual class files.

**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'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 board of a school must appraise the performance of a Head Teacher. In turn, the Head Teacher 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 meeting is to review the employee's current job, their performance and their future plans. More specifically, the meeting will also be an opportunity to discuss how the employee can contribute to the wider work of the school and to agree and set a number (typically 3) of objectives (there is no minimum or maximum number of objectives however).

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. Mid-year 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 board 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 board 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. The current set of policies are published on the school website. <https://www.chasebridge.richmond.sch.uk/policies>

Members of staff are expected to be familiar with the broad content of the policies and each class teacher has access to a blue policy folder in which all current and relevant policy summaries are kept for easy reference. The full policies are available on the school website.

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

### Policy Overviews

The following are brief overviews of key school policies, a number of which are statutory. Some of which have not been referred to in the school handbook.

**Accident and Injury Policy:** The policy outlines preventative measures we put in place to reduce the likelihood of accidents but also addresses the actions we take if an injury does occur. The first part of the policy clarifies the roles of members of the Chase Bridge community and those visiting and working on the site - the key guiding principle is that we all have a shared responsibility although our roles in relation to this.

**Admissions Policy:** Chase Bridge follows the admissions guidance from Richmond upon Thames; all information can be found on Richmond's website. [http://www.richmond.gov.uk/school\\_admissions.htm](http://www.richmond.gov.uk/school_admissions.htm)

**Apiary Management Policy:** The purpose of this policy is to ensure all members of staff, parents/carers and visitors to the school have a clear understanding of how our apiary is managed. It will also outline the key bee-keeping husbandry practices we undertake at Chase Bridge.

**Assessment Policy:** To ensure excellent progress is made by all children we track progress through daily, formative assessments and regular summative assessments against National Curriculum levels. This is supported through the use of Assessing Pupil Progress (APP) materials and pupil conferencing.

**Attendance and Lateness Policy:** The first part of the policy describes the role of the parents and their statutory responsibilities. If a child is absent then parents should report this to the school giving the reasons. The school will decide whether the absence is authorised or un-authorised.

**Behaviour Policy:** In this policy we set out the expectations, rewards, sanctions and procedures that we follow to ensure that good behaviour is promoted and that support is clearly in place to address any areas of concern. This policy addresses both the promotion of positive behaviour, in accordance with our school's general aims and ethos, in relation to children's personal, social and moral development, and also our policy on rewards and sanctions with regard to pupils' behaviour.

**Charging Policy:** The purpose of this policy is to ensure that statutory regulations with regards to charging are met by the school and that there is clarity about aspects for which it is the school's responsibility to fund activities, where it is reasonable to request voluntary contribution and where it is reasonable to pass on a charge to parents.

**Chase Bridge Agreement:** The aim of the Chase Bridge Agreement is to foster an effective partnership and clear understanding between parents, children and school to ensure these values are shared and understood.

**Complaints Policy:** The first part of the policy describes the informal stages of a complaint which would usually be directed through a teacher or another member of staff. It then goes on to describe how a complaint can be escalated through to a formal stage and dealt with first by a senior member of staff or headteacher and then if there seems to be no adequate resolution to the governing board.

**Curriculum Policy:** This policy includes contextual information about both the overall school curriculum and the statutory national curriculum. The policy also addresses ways in which we use opportunities to teach knowledge, skills and understanding across the curriculum, particularly with our half-termly themes in each year group.

**Data Protection Policy:** This policy documents how the school provides protection for personal data that is kept within the school such as admission registers, attendance registers, staff personnel files etc.

**Data Protection Privacy Notice:** This document details how we use people's personal data that we have collected from them

**Online Safety Policy:** IT is an essential resource to support learning and teaching, as well as playing an important role in the everyday lives of children and adults. The policy highlights the need to educate children about the benefits and risks of using technology and provides safeguards and awareness for users to enable them to control their online experience.

**Financial Regulations Policy:** This policy is written in accordance with the Financial Regulations for Schools, as laid out in the Finance Manual for Schools. The policy lays down formally the overall management of the school budget and the day-to-day management of the school's financial affairs.

**Freedom of Information Publication Scheme:** The school aims to ensure that appropriate information about Chase Bridge is quickly and easily available to parents and the wider community whilst protecting data that should legitimately remain confidential, particularly that relating to individual children or staff.

**Governors' Allowances Policy:** The policy statement has been developed in accordance with the Education (Governors' Allowances) Regulations 2003. These regulations give Governing Bodies the discretion to pay allowances from the school's annual budget allocation to governors for certain allowances which they incur in carrying out their duties.

**Health and Safety Policy:** 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.

**Homework Policy:** Homework is an important part of children's learning. It enables the learning that happens in school to be consolidated and provides opportunities for parents to be more involved in their child's education; this is essential, as children will reach their full potential as learners when teachers and parents are working together to help them progress. This policy describes in detail our homework expectations in the infants and juniors.

**Inclusion Policy:** The aim of this policy is to promote inclusive practice and ensure that all children, whatever their needs or barriers to learning they are able to make excellent progress. The purpose of the policy is to describe how we intend inclusion at Chase Bridge to be reflected within the school environment, the curriculum and within teaching and learning. The policy provides guidance on matters of equality and educational inclusion and outlines the principles that underpin our inclusive practice.

**Medical Policy:** The first part of the policy makes it clear that medical care of the children at Chase Bridge is a shared responsibility between parents, the school and other health professionals. Staff are provided with appropriate and relevant training and all understand that they have a duty of care to the children we are collectively responsible for.

**Pay Policy:** The 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 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

**Minority Ethnic and Faith Groups Policy:** 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, however, 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 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, 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.

- 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 condition should be exempt from fasting.
- Muslims who are fasting are encouraged to manage under a different set of guidelines rather than avoid aspects of normal life.
- The same should apply at school and the children are expected to participate in school life and attend all lessons. This includes PE, school trips and swimming lessons.
- 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.

**Safeguarding Policy:** The aim of this policy is to ensure that all our children remain safe. The purpose of the Safeguarding and Child Protection Policy is to set out the general principles, terminology and protocols that we operate to keep the children at Chase Bridge safe from harm. The intention is to describe, in broad terms the key roles and responsibilities of all staff, how we work with other agencies and how we respond to Child Protection issues. It is also intended to be a reference for staff to help them understand how Safeguarding and Child Protection procedures operate.

**Sex and Relationship Policy:** Sex and Relationships Education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of stable and loving relationships for family life, (including marriage) respect, love and care.

**Staff Appraisal Policy:** This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers and support staff and for supporting their development needs within the context of the school's improvement plan.

**Staff Dress Code Policy:** All adults should be dressed appropriately and be able to be clearly identified 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. There are some particular guidelines that all members of staff should follow:

- All clothes must project professionalism. Clothes that are too revealing or inappropriate (such as casual jeans, strappy tops and short skirts/shorts) are not permitted.
- Clothes that are designed for leisure or outdoor activities are not permitted unless appropriate for a school activity (e.g. sporting activities or class trips).
- For health and safety reasons, footwear must be suitable for wearing around school. Heels that are excessively high and sandals/flip flops that do not enclose the feet are not permitted.
- Clothes that carry stamps, logos, images or wording that are either inappropriate to a school setting or offensive are not permitted.
- Mobile phones should not be carried visibly in, for example, back pockets or in a way that gives the impression that they are used constantly and inappropriately in the school environment.

**Staff Leave of Absence Policy:** The policy recognises that employees may experience difficult circumstances and unforeseen events, for which they may need to take time off work. The school will seek to facilitate time off wherever possible. This policy defines the circumstances where paid time off will be given in addition to the options of annual leave and unpaid leave.

**Teaching and Learning Policy:** The purpose of the policy is to describe what we want teaching and learning to 'look like' at Chase Bridge and achieve an appropriate level of consistency of excellent practice across the school. The policy is central to the core purpose of the school and as such is the cornerstone of many other school policies.

**Uniform and Appearance Policy:** It is the school's policy that all children should wear clothing that is in keeping with a purposeful learning ethos. Our policy for the children's uniform is based on the belief that a school uniform promotes a sense of pride in the school; engenders a feeling of community and belonging; is practical, smart and identifies the children with the school; is not distracting in class; and makes children feel equal to their peers in terms of appearance.

**Whistleblowing Policy:** This policy acts as a framework to allow concerns to be raised confidentially and provides for a thorough and appropriate investigation of the matter to bring it to a satisfactory conclusion.

## Attendance and Lateness

The pandemic has meant that statutory requirements have altered based on whether we need to be in lockdown. During partial opening of the school parents had discretion on attendance. With full re-opening this has changed: to quote the DfE (2020) 'There is an expectation that all children and young people come back to school in September. Attendance will no longer be optional. This means from that point, the usual rules on school attendance will apply.'

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.

**Network folders:** There are a variety of drives on the network 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 on-line 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 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:** We employ an IT Administrator whose 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 on-line reporting system or speak to the IT Administrator 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. On-line 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 on-line 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

## Main class teaching responsibilities and year groups for September 2020

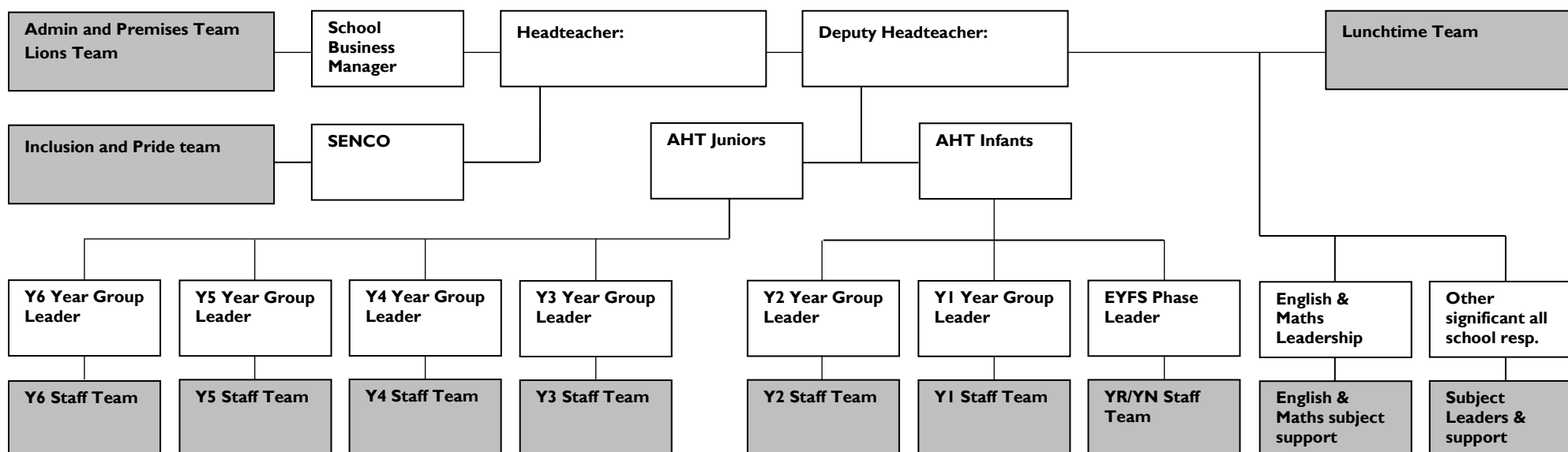
Year group	Class teacher	Class teacher	Class teacher
<b>Nursery</b>	Paula Patten & Rachel O'Hara		
<b>Reception</b>	Rosa Edgoose	Steph Taylor & Sam Mustafa	Chloe Scholes
<b>1</b>	Laura Demetriou	Ailish McCormack	Catherine Saunders
<b>2</b>	Lynda Brown	Robyn Harland	Lucy Aurelius & Rachel O'Hara
<b>3</b>	Sarah Jackman & Rachel O'Hara	Dominique Major	Rob Ballantine
<b>4</b>	Iris Klever & Tom Bruce	Catherine O'Connor & Tom Bruce	Anne-Marie Fussey
<b>5</b>	Kath Briggs & Tom Bruce	Tania Noble & Tom Bruce	Vic Page
<b>6</b>	Caroline Chadwick & Claire Dight	Kate Walker	Gareth Mantle

# Chase Bridge Leadership and Management Allowances and Structure



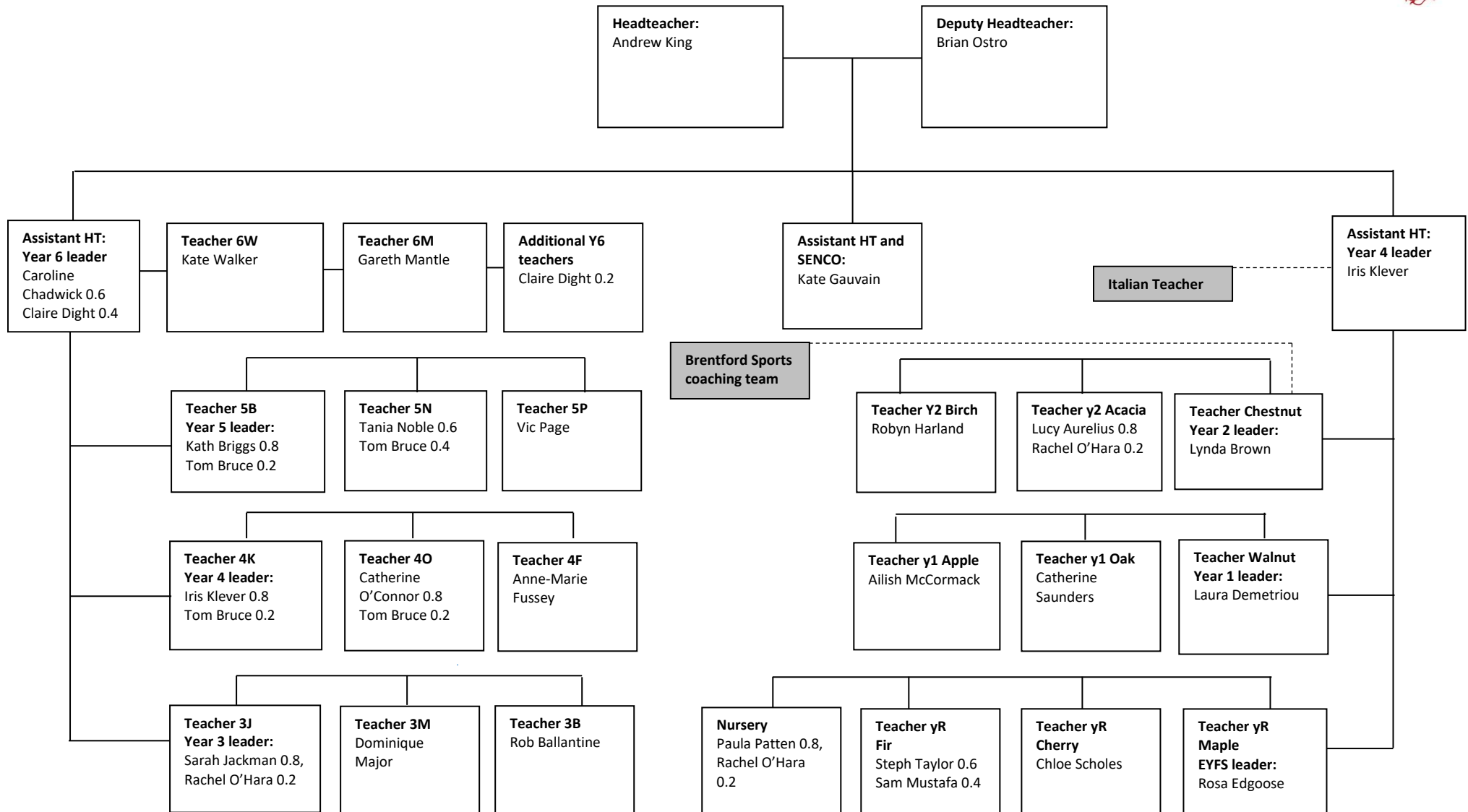
Role	Year Group Leader	English and Maths leadership and other significant whole school responsibility	Subject Leadership	Performance Management
Grade	TLR 3 (£2,775)	TLR 3 (£516 - £2577)	Part of 'wider responsibilities'. Typically teachers on UPS or aspiring to UPS.	All staff on a TLR might be responsible for the performance management of other staff.

**Illustrative staff structure chart with SMT roles unshaded** (some roles in boxes might be grouped together as the responsibility of one person)



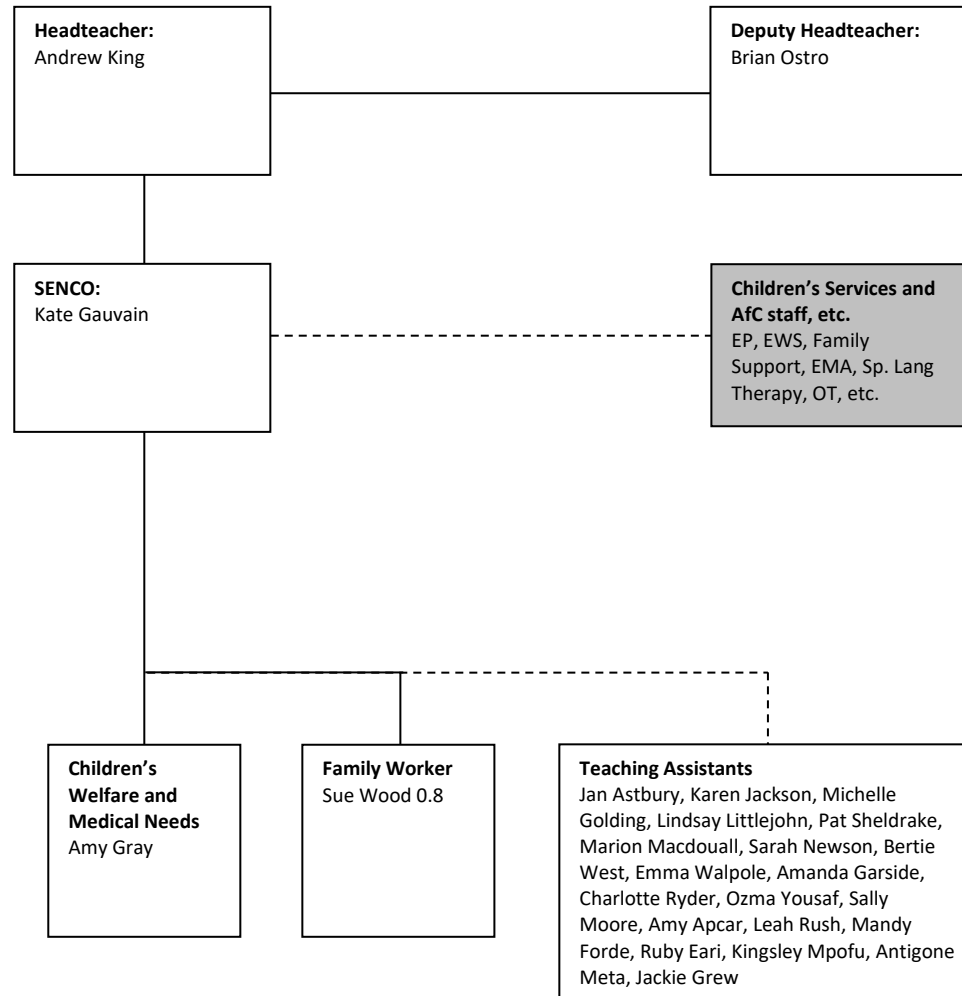


# Teaching Team



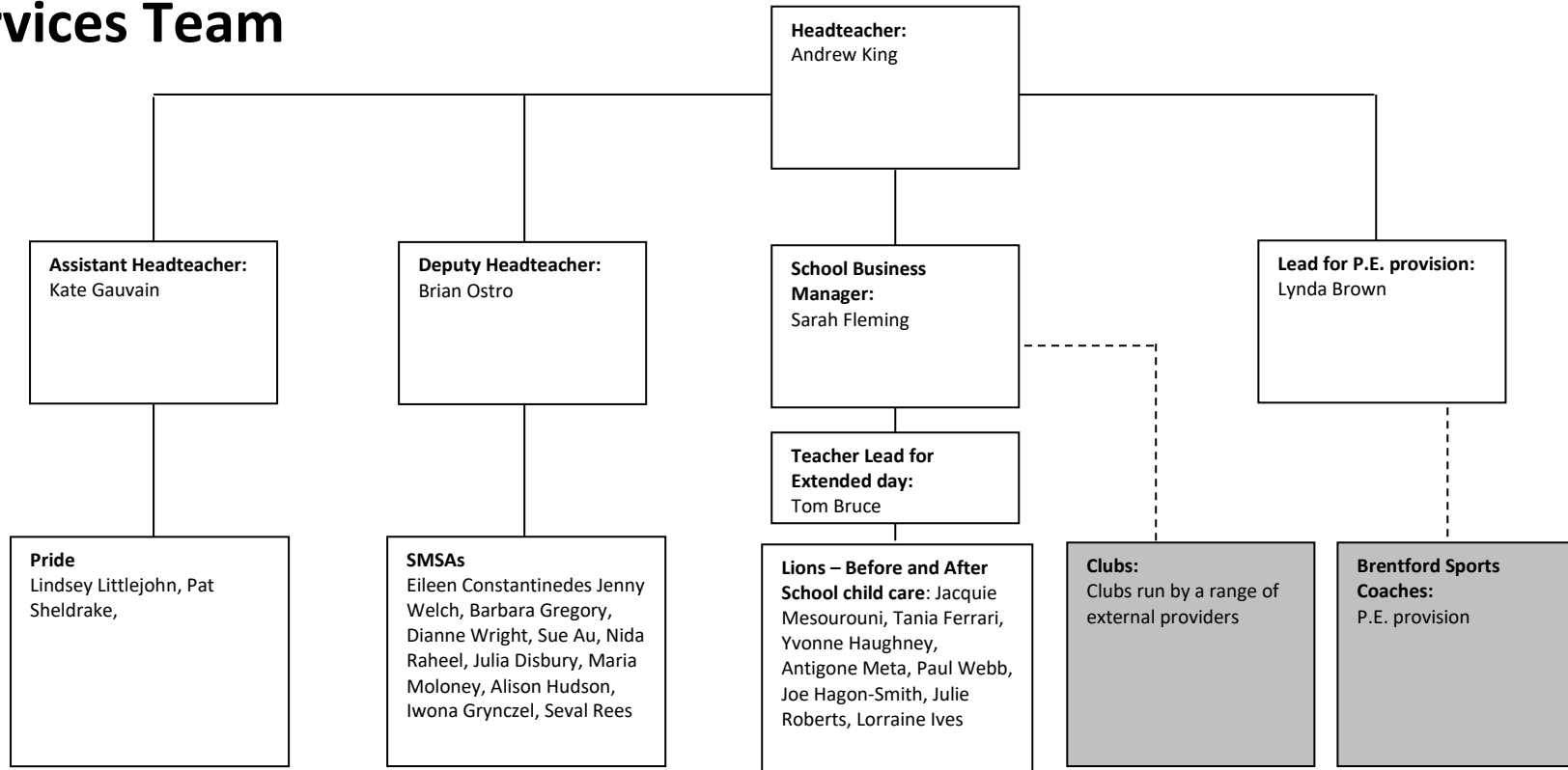


# Inclusion Team



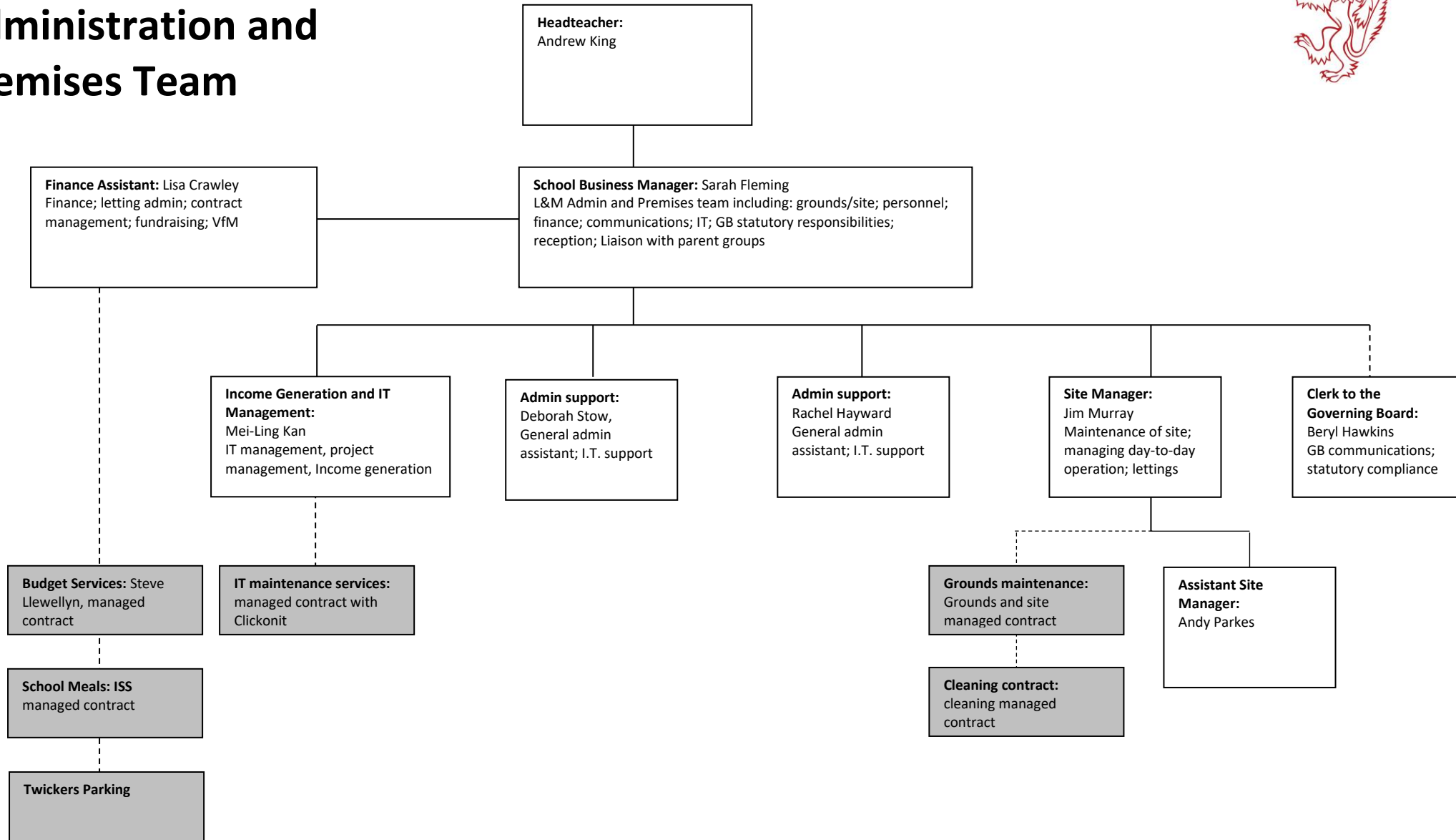


# Extended Services Team





# Administration and Premises Team



# Staff List 2020-21: Main responsibilities

## Senior Leadership Team

Andrew King	Head teacher
Brian Ostro	Deputy Head teacher
Kate Gauvain	Assistant Head teacher, SENCo
Iris Klever	Assistant Head teacher, EYFS and KSI co-ordinator, Year 4 leader
Caroline Chadwick	Assistant Head teacher, EYFS and KSI co-ordinator, Year 6 leader
Sarah Fleming	School Business Manager

## Teachers

Paula Patten	Nursery teacher	
Rachel O'Hara	Nursery/2/3 teacher	Music
Sam Mustafa	Reception teacher	
Rosa Edgoose	Reception teacher	EYFS leader
Stephanie Taylor	Reception teacher	
Epp Jones	Reception teacher	
Chloe Scholes	Reception teacher	
Catherine Saunders	Year 1 teacher	
Laura Demetriou	Year 1 teacher	Year 1 leader
Ailish McCormack	Year 1 teacher	
Lucy Aurelius	Year 2 teacher	
Robyn Harland	Year 2 teacher	
Lynda Brown	Year 2 teacher	Year 2 leader
Rob Ballantine	Year 3 teacher	
Dominique Major	Year 3 teacher	
Sarah Jackman	Year 3 teacher	Year 3 leader
Catherine O'Connor	Year 4 teacher	
Iris Klever	Year 4 teacher	Year 4 leader, Assistant Head teacher
Anne-Marie Fussey	Year 4 teacher	
Tom Bruce	Year 4/5 teacher	Extended Day
Vic Page	Year 5 teacher	
Tania Noble	Year 5 teacher	Maths subject leader
Kath Briggs	Year 5 teacher	Year 5 leader
Gareth Mantle	Year 6 teacher	
Kate Walker	Year 6 teacher	
Claire Dight	Year 6 teacher	
Caroline Chadwick	Year 6 teacher	Year 6 leader, Assistant Head teacher
Charlotte Ryder	Teacher training	

## Lions Before and After School Team

Jacque Mesourouni	Lions leader
Tania Ferrari	Lions leader
Julie Roberts	Lions play worker
Joe Hagon-Smith	Lions play worker
Paul Webb	Lions play worker
Lorraine Ives	Lions play worker
Yvonne Haughney	Lions play worker

### **Lunchtime Team**

Eileen Constantinedes	SMSA Group Leader
Barbara Gregory	SMSA
Jenny Welch	SMSA
Dianne Wright	SMSA
Sue Au	SMSA
Nida Raheel	SMSA
Maria Moloney	SMSA
Julia Disbury	SMSA
Alison Hudson	SMSA
Iwona Grynczel	SMSA
Seval Rees	SMSA

### **Admin and Premises Team**


Sarah Fleming	School Business Manager
James Murray	Site Manager
Andrew Parkes	Assistant Site Manager
Lisa Crawley	Finance Manager
Deborah Stow	Administrative Assistant
Rachel Hayward	Administrative Assistant
Mei-Ling Kan	Income Generation and IT Manager

### **Inclusion and Teaching Assistant Team**

Amy Gray	Welfare Officer
Sue Wood	Family Worker
Karen Jackson	Senior Teaching Assistant
Michelle Golding	Senior Teaching Assistant
Jan Astbury	Teaching Assistant
Leah Rush	Teaching Assistant
Lindsay Littlejohn	Teaching Assistant
Antigone Meta	Teaching Assistant/Lions playworker
Amy Apar	Teaching Assistant
Amanda Garside	Teaching Assistant
Emma Walpole	Teaching Assistant
Ozma Yousaf	Teaching Assistant
Bertie West	Teaching Assistant
Sarah Newson	Teaching Assistant
Pat Sheldrake	Teaching Assistant
Mandy Forde	Teaching Assistant
Kingsley Mpofu	Teaching Assistant
Ruby Eari	Teaching Assistant
Jackie Grew	Teaching Assistant
Marion Macdouall	Teaching Assistant
Sally Moore	Teaching Assistant



# Behaviour: Racist and Serious Incident proforma, Chase Bridge Charter, Green and Red cards

Chase Bridge Charter 


At Chase Bridge we are...

- **Kind**
- **Polite**
- **Safe**
- **Hardworking**
- **Sensible**

Name.....

Today at Chase Bridge I have been:

- **Kind**
- **Polite**
- **Safe**
- **Hardworking**
- **Sensible**




Staff member .....

## Red card and reverse

Name.....

Today at Chase Bridge I have not been:

- **Kind**
- **Polite**
- **Safe**
- **Hardworking**
- **Sensible**



Staff member .....

**Sanctions:**

- Reminder to child
- Play a different game/go somewhere else
- Time-out
  - Stay with adult
  - Stand on wall
  - Sit on bench



### Chase Bridge: Racist and other Serious Behavioural Incidents Record Form

This form is confidential and for internal school use. It should be completed for all racist and serious behavioural incidents and reported in line with the school policy. This includes incidents that may not have taken place at the school but have been reported by anyone to the school. This form contains summary information to be entered into the school Behavioural Incidents Log. **The class teacher or whoever is dismissing the children should see this form before the end of the day and then it should go to the office**

<b>Date of incident</b>		<b>Member of staff logging incident</b>	
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**About the incident** (please circle as many fields as relevant from the following from the list)

Location of incident	Time of incident	Nature, actions, behaviour related to incident	Offender's possible motivation
classroom	before school	verbal	racist
corridor	class time	physical	faith
school grounds	break/play	social exclusion	sexual orientation
toilets	after school	property	gender
off-site	out of school hours	IT/eSafety	disability
clubs before/after school	other	other	appearance
other			other

**Action: response by school to the incident**

(please emphasise most significant action circled from the following list and note any detail overleaf)

Positive handling used? Y/N	Police	Temporary exclusion	Contact parents	School sanctions	External agency involvement	other	Children interviewed separately? Y / N ?
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**About the victims and offenders** (please complete one or more boxes as necessary and identify who you think might be either the victims or offenders with a V or O. There might be just offenders and no victims.)

<b>Name:</b>	V or O?	Gender: m/f	Year group: 1	SEN: yes/no
Ethnicity:	Faith:	In-care: yes/no	Young carer: yes/no	Disability: yes/no
				Vuln/CP reg: yes/no

<b>Name:</b>	V or O?	Gender: m/f	Year group: 2	SEN: yes/no
Ethnicity:	Faith:	In-care: yes/no	Young carer: yes/no	Disability: yes/no
				Vuln/CP reg: yes/no

<b>Name:</b>	V or O?	Gender: m/f	Year group:	SEN: yes/no
Ethnicity:	Faith:	In-care: yes/no	Young carer: yes/no	Disability: yes/no
				Vuln/CP reg: yes/no

<b>Name:</b>	V or O?	Gender: m/f	Year group:	SEN: yes/no
Ethnicity:	Faith:	In-care: yes/no	Young carer: yes/no	Disability: yes/no
				Vuln/CP reg: yes/no

<b>Number of items attached to the Incidents Record Form: statements, photos, etc</b>	
<b>Incident number</b> (to be completed by colleague updating the spreadsheet)	
<b>To be circulated to the following before sending to the office</b> (tick when seen)	

Please give a brief summary of the incident			
Were you present at the incident? Yes/No			
Please list any eyewitnesses:			
What school sanctions have been agreed?			
Were any positive handling strategies used? Yes/No Please also tick any strategies used to help de-escalate the situation.			
Chill out time/space	Distraction/remove stimulus	Other staff intervene	State alternatives, consequences, choices
Talk calmly/reassure	Negotiation	Strategic ignoring	Repeat request
Verbal advice/support	Praise compliance (even if only partial)	Positive touch to help calm and reassure	Humour
Please include any details of injuries incurred and any damage to property.			
Have you informed the relevant staff who should know about this? (e.g. class teacher/family support worker/SENCo) <b>Please make sure you obtain their initials on the front of the form.</b>			
Does this incident raise concerns about (please circle any that apply): Safeguarding The prevent agenda and concerns about radicalisation The special needs of the victim or offender			
Has a copy been placed in the child's class file in the Inclusion Room? Yes/No			

# 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	Some Art work	Some Art work	Some Art work	Some Art work
	Sentence starters and marking code	Visual timetable and date	Visual timetable and date	Visual timetable and date	Visual timetable and date	Visual timetable and date	Visual timetable and date
		Dictionaries	Dictionaries and thesaurus'	Dictionaries and thesaurus'	Dictionaries and thesaurus'	Dictionaries and thesaurus'	Dictionaries and thesaurus'

# Chase Bridge Curriculum Themes

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Nursery</b>	<b>Getting to know me ... getting to know you!</b> <b>PSED AND PD focus</b> Learning about ourselves and learning about each other	<b>The Most Wonderful Time of the Year</b> <b>PSED , EAD, UW and Number focus</b> Changes in our environment, wildlife, fireworks and Christmas!	<b>Helpful Heroes</b> <b>PD, UW, EAD focus</b> Keeping safe and learning about people who help us	<b>Ourselves and Our World</b> <b>UW, PD, CLL focus</b> Caring for animals and ourselves. Learning about lifecycles	<b>Traditional tales</b> <b>Literacy, CLL focus</b> Learning about books and storytelling	<b>Growing up ... looking forward!</b> <b>PSED, UW focus</b> Becoming more independent and preparing for reception class
<b>Reception</b>	<b>All About Me</b> <b>PSED, UW focus</b> Making friends, learning routines and caring for our school	<b>Space</b> <b>UW, EAD focus</b> Learning about the planets and the solar system ... and making rockets!	<b>Once Upon a Time ...</b> <b>Literacy, CLL focus</b> Authors, illustrators and language in traditional tales	<b>Growing and Changing</b> <b>UW, PSED focus</b> What do plants need to grow? Finding out more about lifecycles	<b>Dinosaur Detectives</b> <b>UW focus</b> Herbivores, carnivores and dinosaurs ... and caring for a dinosaur egg!	<b>By the Sea</b> <b>UW focus</b> Learning about the sea, its creatures and caring for the environment
<b>Year 1</b>	<b>Who Do You Think You are?</b> <b>Science focus:</b> learning about our body and how it changes	<b>Henry VIII</b> <b>History focus:</b> Comparing our lives with a significant figure from the past	<b>Old and New Toys</b> <b>History/science focus:</b> Toys from the past and present; their materials and their properties	<b>Wonderful Weather</b> <b>Geography/Science:</b> Changes across the four seasons and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	<b>Plant Detectives</b> A science/geography focus: A study of wild and garden plants, deciduous and evergreen trees.	<b>The Animal World</b> A science/ geography focus: A study of Fish, amphibian reptiles, bees, minibeasts and bird.
<b>Year 2</b>	<b>Where I live</b> <b>Geography focus:</b> Learning about our local area	<b>Historical Heroes</b> <b>History focus:</b> Learning about the lives of Mary Anning, Isambard Brunel, Frida Kahlo, Christopher Columbus and Neil Armstrong	<b>Time Detectives:</b> <b>History focus:</b> The Great Fire of London	<b>Spring around the world</b> <b>Geography focus:</b> our country, the continents and oceans	<b>Changes over time</b> <b>Science/history focus:</b> A study of the Victorian seaside – changes over time.	<b>Sun, sea and sand</b> <b>Geography focus:</b> A study of the physical and human features of the coast.
<b>Year 3</b>	<b>Ancient Egypt: digging up the past</b> <b>History focus:</b> Life and culture in Ancient Egypt	<b>Poles apart</b> <b>Geography focus:</b> The Arctic and Antarctic	<b>Feel the Force</b> <b>Science focus:</b> Physics, forces and magnets	<b>Stone Age to Iron Age</b> <b>History focus:</b> Life and change in the pre-Roman era of the British Isles	<b>Down Our Road</b> <b>Geography and history focus:</b> Historical and geographical changes in our local area	<b>Let it Grow</b> <b>Science focus:</b> Plants, animals and people
<b>Year 4</b>	<b>Living a Hindu Life</b> <b>RE/geography focus:</b> Exploring the beliefs and practices of Hinduism	<b>Extreme Earth</b> <b>Geography focus:</b> Physical geography: earthquakes, volcanoes, tsunamis and extreme weather	<b>What have the Romans done for us?</b> <b>History focus:</b> The Roman Empire and its impact on Britain	<b>The world's geography</b> <b>Geography focus:</b> Continents, countries and capital cities of the world and major geographical features.	<b>Invaders and Settlers</b> <b>History focus:</b> A historical study of Anglo-Saxons and Vikings	<b>People, animals, plants and the environment</b> <b>Science focus:</b> Animals, food chains and the environment
<b>Year 5</b>	<b>The Victorians</b> <b>History focus:</b> The impact of the Victorians and the Industrial Revolution on Great Britain and the wider world	<b>Chocolate</b> <b>History/Geography focus:</b> A study of the origins of chocolate (Mayans/Aztecs); climate for growing chocolate and the process of cocoa bean to bar	<b>The Islamic Golden Age</b> <b>RE/ history focus:</b> A study of non-European society that contrasts with British history.	<b>Uniting Nations</b> <b>A history focus:</b> How did Nelson Mandela, Rosa Parks and Martin Luther King change history?	<b>Coast vs City:</b> <b>Geography focus:</b> A study of the Isle of Wight vs London.	<b>London (Twickenham and Whitton), New York, Paris, Tokyo</b> <b>Geography focus:</b> A study to compare and contrast London, Paris, New York and Tokyo.
<b>Year 6</b>	<b>Down by the Riverside</b> <b>Geography focus:</b> How does the River Thames change from source to mouth? Describe and understand the key aspects of rivers and the water cycle	<b>The Thames Arcadia</b> <b>History focus:</b> How has the local environment been shaped by British history? A study over time tracing how several aspects of national history are reflected in the locality	<b>Civilisations and Ancient Greece</b> <b>Geography/ history focus:</b> How did Ancient Greek civilisation affect modern life? A study of Greek life and their achievements and their influence on the western world	<b>Darwin's discoveries</b> <b>Science focus:</b> How do Charles Darwin's discoveries show nature's adaptation? To recognise living things have changed over time; recognise that living things produce offspring of the same kind; identify how animals and plants are adapted to suit their environment.	<b>Japan</b> <b>Geography focus:</b> How is the climate of Japan different from the UK? To locate the major cities of Japan; identify human and physical characteristics and key topographical features.	<b>Moving on ...</b> <b>PSHE focus:</b> Preparation for secondary school and building on the skills they have developed throughout their primary education.

# Governing Board information

**Chair of Governors:** Mike Dormer

**Vice-chair of governors:** Michael Ashe

**Clerk to the governors:** Beryl Hawkins

## Governors

Rev David Cloake	29/11/2021
Mike Dormer	03/12/2022
Lorraine Templeton-Cross	17/06/2023
Eleanor Wright	19/06/2021
Michael Ashe	08/02/2021
James Lovatt	08/02/2021
Harj Singh Mann	29/11/2021
Jonathon Lisseman	16/05/2022
Emily Tafler	13/05/2023
Ash Patel	29/07/2024

## Staff governors

Sue Wood – staff governor	09/10/2023
Andrew King (Head teacher)	Ex officio

## Also attend governor meetings

Brian Ostro (Deputy Head teacher)  
Sarah Fleming (Business manager)  
Steve Llewellyn (Financial Advisor)

## Performance Adviser and Link Inspector

Charis Penfold

## Meeting Dates for 2020/21

Autumn 1	Wednesday 7 <sup>th</sup> October 2020
Autumn 2	Wednesday 25 <sup>th</sup> November 2020
Spring 1	Wednesday 3 <sup>rd</sup> February 2021
Spring 2	Wednesday 24 <sup>th</sup> March 2021
Summer 1	Wednesday 12 <sup>th</sup> May 2021
Summer 2	Wednesday 23 <sup>rd</sup> June 2021

# 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 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. 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 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.

## Volunteer briefing

Before helping in any capacity, a member of staff will brief you about your role. Please make sure you are clear about the task and that you have read our welcome sheet from the School Handbook. If accompanying a trip, a short meeting will be held to explain the expectations.

Once you have received your briefing and read the guidance sheet, please complete the agreement slip (available from the office) and return to the school office or your class teacher.

