



Riverbank Primary School

A Specialist School Helping Children
Overcome Social and Emotional
Barriers to Learning

Ofsted 2019: "Outstanding for personal development, behaviour and welfare".



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Riverbank Primary School

Ripponden Mill
Mill Fold
Ripponden
Sowerby Bridge
HX6 4DH
Tel: 01422 415 529

Dominic Macauley: Proprietor

Tel: 01422 820 510
Mob: 07786 657 156
Email: dominic.macauley@timeouthomes.co.uk

James Docherty: Head of Education

Tel: 01422 820 510
Mob: 07825 736 471
Email: james.docherty@timeouthomes.co.uk

Welcome To Our School

Riverbank Primary School is a specialist school helping young children with social, emotional, behavioural and mental health challenges to re-engage with learning and make academic and social progress.

We specialise in providing a stimulating, safe environment in which children can learn through a varied and personalised curriculum that is led by the National Curriculum and the children's individual needs and interests. We offer a flexible and adaptive approach that is rooted in meeting the individual needs of each and every child. Our aim is to develop and maintain an ethos where education is unquestionably valued as a means to success.

Ofsted 2019: "Pupils thrive in this school".

School Aims

Our key aim is to enable our children to return to mainstream education, whether this is in the short term or a longer-term progression route, equipped with all the skills they need to achieve and maintain success and make progress.

Celebrate Success

We nurture self-esteem through the celebration of children's efforts and achievements.

Values Centred

Promote positive British values, and foster positive attitudes to all people, races, religions and ways of life.

Dynamic & Innovative

Deliver a dynamic and innovative curriculum that challenges, excites and inspires children to achieve their best.

Accountable At All Levels

Promote collective responsibility for raised standards and improved outcomes by ensuring that everyone understands their role in contributing to the success of the school.

Learning Centred

Create an inclusive learning culture where children and others within the school are challenged in their thinking; strive for continuous improvement and are committed to life-long learning.

Community Focus

Help children develop an understanding of citizenship and empower them to make valuable contributions locally and globally. Engage with the school and wider community to enrich and enhance children's achievement and personal development.

High Expectations

Set high expectations to enable children to become effective, enthusiastic, independent learners.

Inclusion

Treat children and others fairly, equitably, and with dignity and respect: to maintain our inclusive school culture.

Our Vision and Ethos

To ensure that every child is given the opportunity to fulfil their potential in a safe, secure and stimulating learning environment. To develop a group of people who are cohesive, aligned & passionate about changing children's lives.

We want our children to:

- Be safe in the real and virtual world.
- Be healthy and happy.
- Enjoy learning.
- Achieve success and make academic progress in line with their peers.
- Contribute to the school and society.
- Be prepared for a fulfilling life in the 21st Century as valuable members of society.
- Become good British Citizens.

We want our children to show:

Respect

Develop self-respect, and respect for others. Promote inclusion, and appreciate and value the diversity of people's circumstances and backgrounds and respect the fact that we are British citizens, with the values that this entails.

Responsibility

Take responsibility for the way we lead our lives and how we behave in different contexts: how we use our talents, rights and opportunities.

Perseverance

Develop a 'will try hard' attitude and aspire to achieve goals.

Kindness

Show care and concern, and exercise goodwill, tolerance and understanding towards others.

Ofsted 2019: *"The ethos of "Everyone different, Everyone equal" is reflected in the outstanding gains pupils make in their personal development"*

Behaviour for Learning

Ofsted 2019: *“Pupils have excellent attitudes to learning and this has a positive effect on outstanding progress they achieve in their personal development”.*

At Riverbank, we believe that positive (learning) behaviour is vital to success and achievement in the classroom. We support children with a range of severe Behavioural, Emotional and Social Difficulties that may have impacted negatively upon their attainment and achievement in the past.

Each child has a specific target for behaviour integrated into their Individual Support Plan which is promoted by all staff working with the child to ensure that the highest reasonable expectations are achieved. It is important that all our children understand, and are supported in the acquisition of positive behaviour skills that support their learning and progress. We understand that this may take some time for children new to the school and therefore clearly defined firm, fair and consistent boundaries are set in place from the very first day. Experience tells us that the children will thrive in such an environment as they feel safe, secure and valued. It is our aim to enable our children to succeed in mainstream schooling.

All children are expected to follow Riverbank Primary School's Road to Success: On Track (our code of behaviour) and Classroom Routines, which were devised through consultations with the children. Behaviour for learning skills are consistently praised and reinforced, with classroom posters and reward points. We have a clearly defined rewards and sanctions policy.

Safeguarding

(including e-safety and keeping the children safe from radicalization)

Keeping our children safe from all the inherent dangers of life in the 21st century is paramount. We wholly understand that the clear majority of our learners are considered vulnerable and therefore require a robust multi - faceted approach to securing an environment (both in and outside of the school parameters) that is consistently safe. This is well-managed and all staff have clear direction regarding the expectations of maintaining the safety of our children.

The Designated Safeguarding Leads in each school have received level 2 NSPCC training and we work closely with the local authority's Safeguarding and Prevent Teams.

Riverbank School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share in this commitment. Staff work hard to maintain an environment where children feel safe and secure. The curriculum is designed to ensure opportunities for children to develop the skills they need to recognise and stay safe from abuse. Children know that they can approach any of the adults in school if they are worried and that they will receive a consistent supportive response.

In recognising our responsibilities for Safeguarding and Child Protection, as a school we:

- ff Have clear staff recruitment and selection procedures, ensuring that all staff (including volunteers) who have unsupervised access to children have been appropriately checked for their suitability through the DBS procedure.
- ff Aim to raise awareness of child protection issues and equip children with the skills needed to keep them safe.
- ff Develop and implement procedures for identifying and reporting cases, or suspected cases of abuse.
- ff Support children who have been abused in accordance with his/her child protection plan.
- ff Establish a safe and nurturing environment free from discrimination or bullying where children can learn and develop happily.

Anti-bullying

We believe:

Effective schools create a whole school environment that is conducive to good discipline rather than reacting to incidents... There is collaboration and co-operation at whole school level, the school is child oriented and focuses on the causes of indiscipline rather than the symptoms. Prevention rather than punishment is central.

All staff act with strict accordance to the expectations of our Anti-Bullying policy. If bullying is identified staff are consistent in their response. There is a solid understanding that the victim and the bully may require additional support and/or intervention.

Staff are aware that bullying (in its myriad of forms), may be taking place. All staff act swiftly and sensitively to ensure that appropriate strategies are put in place to support all the children involved. Additional advice may be sought from the Head of Education (or external agencies as appropriate) to meet the individual needs of all concerned. Children's confidence will be nurtured and developed to challenge bullying in a positive and non-confrontational way.

In achieving an environment in which it is safe to learn, we:

- ✔ Continue to implement procedures for identifying and reporting cases, or suspected cases, of abuse that will be in addition to, or consistent with, the established Timeout Care procedures for safeguarding children.
- ✔ Support any child who has been abused or suffered maltreatment in accordance with her or his agreed child protection plan for example, as well as any other supportive mechanisms.
- ✔ Establish a safe environment in which all children can learn and develop.
- ✔ Incorporate key safeguarding guidance, direction and advice to all children in lessons, about Personal, Social, Health and Citizenship Education (PSHE and SMSC), as well as opportunities for cross-curricular learning.
- ✔ Initiate and maintain appropriate training to ensure all staff can carry out their duty to safeguard all children at the school, including Prevent/ Wrap and Channel recommendations.
- ✔ Ensure that all staff adhere to mandatory whistle blowing obligations that relate directly to concerns raised in confidence inside and, where necessary, outside the school.
- ✔ Ensure that the appropriate outside professionals, such as Local Authority officers (Local Authority Designated Officer (LADO) for example) and agencies, such as the Police, are contacted in appropriate circumstances.
- ✔ Actively encourage all our staff to keep up-to-date with the most recent local and national safeguarding advice and guidance.
- ✔ The Lead Teacher and The Designated Safeguarding Lead will be used as a first point of contact for concerns and queries regarding safeguarding concern in our school.
- ✔ All school staff conducting interviews will be conversant with current practice relating to identifying potential safeguarding concerns during interviews. All school staff conducting interviews will have completed a Safeguarding: Safer Recruitment in Education course, or equivalent, to a satisfactory standard.

All staff ensure that:

- All members of our school community are aware that bullying, harassment and oppressive behaviour in any form is totally unacceptable and will not be tolerated.
- Bullying, harassment and oppressive behaviour will involve clear sanctions or consequences.
- Children will be involved in creating systems to support each other.
- Strategies such as Restorative Practice or “buddying” and “befriending” systems are adopted as appropriate.

Equality

At Riverbank, we are committed to ensuring equality of education and opportunity for all children, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

We tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. As a school, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit us.

“I love coming to this school
and I come every day!

I like the lessons and
the teachers”.

Absence from School

We require notification on the day of absence or lateness. Whilst we do try to avoid dental/medical/agency visits during the school day this occasionally does happen. We do classify un-notified absences as unauthorised absence.

Mobile telephones

Mobile telephones, smartphones and other electronic devices are not allowed in school. If they are used in the car on the way to school as a regulating device, they must then be locked in the school office until the end of the day.

First Aid and Medication

The school staff are qualified First Aiders. In the event of a minor accident or illness, children may be treated by one of these staff. In the event of a serious accident or suspected illness, children are always taken to the hospital and their parents/carers informed as soon as possible.

If a child requires medication either long-term or for short periods of time, it will be administered by one of the First Aiders. Parents/ carers must sign to give permission

N.B Asthmatic children must keep an inhaler in school always with their name on it. A spare inhaler is always on site in case of emergencies.

Offsite Education

All educational visits are part of the school curriculum unless parents/carers are specifically informed otherwise. As such all children, will go on the visits, subject to the appropriate risk assessments being in place as they are an integral part of the class work of the time.

School Security and Safeguarding

Security is always a concern for the school and as such no visitor can gain access to the school without being accompanied by a member of staff. All visitors are required to sign in and out of The Riverbank Visitors book.

No visitor will be admitted to the School without some valid form of identification.

Exclusions

It is the policy of the school to try to not to exclude children. If a child is excluded for reasons of safeguarding, parents / carers will be notified on the day by phone call, e mail or text. A letter will be sent out with details of the exclusion.

Staff In Our School

James Docherty: BSc (Hons) Physical Education and Youth Sport, PGCE Secondary Physical Education, QTS, DSL.
Head of Education, SENco.

James has a broad range of teaching experiences working with children from all age ranges. Much of James career has involved working with ESBID learners. James started his career as a teacher of Physical Education before taking on extra responsibilities to teach a variety of subjects across the curriculum.

James is an excellent classroom practitioner who believes that every pupil should have the opportunity to reach their full potential regardless of their educational needs. His lessons are stimulating, challenging and personalised to meet individual needs. James takes pride in building and maintaining positive relationships with children and adults ensuring that any time spent in school is a positive experience.

Christopher Allison: BA (Hons) in Education and Leadership PGCE Early Years & SEN, DSL.
Lead Teacher

Chris is a KS1 and 2 Teacher and his enthusiasm for the role is a real inspiration for the children. He has worked as a nursery manager and learning mentor and an outreach worker, before becoming a teacher. He has experience of teaching children for whom English is an additional language and his English lessons are created to inspire reluctant learners to engage. He is responsible for planning targeted interventions for the children that are reluctant readers and writers.

He has previously worked as a learning mentor for children in primary schools and his skills in this area are employed at Riverbank to ensure that all children receive the education they deserve.

Rochelle Butterworth: BA(Hons) childhood studies, PGCE + QTS
Teacher

Rochelle qualified as a teacher in 2016 after gaining a first-class honors degree in childhood studies. Rochelle has experience of working in a range of schools.

She has a passion for horses and the great outdoors.

Rochelle's pedagogy is focused on a whole child approach where individuality and resilience are fostered.

Kerry Scrivener: BA (Hons) in Education and Special Educational Needs
Trainee Teacher

Kerry has worked in a range of settings from Pupil Referral Units to mainstream education, and is experienced at working with children who need high levels of behavioural, social and emotional support. She is the Drama Lead and the Lead for supporting children with ASD, and is highly skilled at unlocking the potential in children and getting children to engage through expressive arts.

Vicky Kirk: NVQ Level 3, Mental Health first aider
Teaching Assistant

Vicky has previously worked as a learning mentor in mainstream primary school and in various British Forces schools overseas. Vicky has a wealth of knowledge and experience in developing positive social, emotional and behavioural skills with the children she works with. She has a passion for life skills, cooking and gardening.

Laura Neimantas: Level 3 Sports leisure Apprenticeship, Level 2 Hockey coach, Level 1 football coach.
Teaching Assistant

Laura has a strong background in sports, specializing in football and hockey in which she played for England. Laura has coached in several schools across Calderdale and various charitable projects such as building schools in Africa.

Laura is passionate about working with children and improving the quality of their life's.

Sam Dickinson: Level 3 T.A, A level sociology, A level psychology
Teaching Assistant

Sam has experience of working in several Primary Schools. She has skills in supporting children with ASD and specific learning difficulties.

Sam has a passion for working with children and helping them reach their full potential.

Ava Dyson : PGCE, lifelong service level 7, QTLS, BA(Hons) Contemporary Arts
Teaching Assistant

Ava has a history of teaching and training to various learners and environments. She has a creative approach to her teaching style and it incorporates a lot of interaction within her sessions.

Ava's past experiences included teaching fine arts in the F.E setting with SEN learners, training colleagues and teaching large groups in hospitals as a Macmillan makeup artist.

Ava has a calm demeanor which helps to keep students settled in a SEN environment and enables her to develop strong relationships with the learners.

Wayne Traynor
Teaching Assistant

Wayne's spent 12 years in the army as a section commander. During his time, he had 2 tours of Iraq. Wayne has worked for Timeout as Therapeutic care worker for 3 years and now supports school as a Teaching Assistant. Wayne takes a huge amount of pride in his role and enjoys supporting children both at school and home using his experiences from different roles to guide, progress and get the best possible outcomes for all children.

Andy Christie
School Improvement Partner

Andy Christie (retired Head Teacher of the William Henry Smith SEMH School) is our School Improvement Partner who works on behalf of the proprietor to ensure that the work of the Head of Education is quality assured and monitored. He visits the school twice a year and focuses upon:

- ii Independent School Standards Compliance.
- ii Child Protection issues – policies and procedures.
- ii Ensuring that the monitoring and evaluation processes are effective – staff and students.
- ii Ensuring that the children are making progress and how this is effectively monitored and evaluated.

Actions that are identified during the visits are discussed with the Head of Education and the proprietor. The Head of Education then incorporates actions into the school Development plan for action. This process ensures that the proprietor of the school is involved effectively in continued school improvement.

Therapy

Our model of care at Timeout is the **Secure Base model**. The model has its roots in theory and research on attachment, but also on resilience.

The goal of our model is to provide sensitive caregiving that develops secure, close relationships. These relationships help children to recover from previous harmful experiences in close relationships, enabling them to feel competent to face future challenges successfully – as well as fulfilling their potential.

Resilience is associated with a sense of security, self-esteem, self-efficacy, a capacity to reflect feelings and hopefulness for the future – all key characteristics of **secure attachment**.

The Timeout Clinical Team currently offers:

- 2 play therapists
- 1 art psychotherapist who is also trained in EMDR
- In-house full time clinical psychologist
- Oversight from external consultant clinical psychologist
- Music therapist (Nordoff Robbins)
- Movement psychotherapist (MCAT)
- Oversight from Tavistock Clinic qualified child & adolescent psychotherapist

The clinical team works closely with each school and monitor practice via 1:1 consultancy with each therapeutic carer. They also provide a rolling programme of training across the organisation. For more information and prices please contact:

Head Of Education | **James Docherty** | 07880 357 448 | james.docherty@timeouthomes.co.uk
Head of Therapy | **Janie Rymaszewska** | 07966 070 499 | janie.rymaszewska@timeouthomes.co.uk

Key stage 1 enjoying messy play



Janie Rymaszewska MA; ADMP; WPF; BACP

Clinical Lead

Prior to joining Timeout, Janie worked for SACCS (sexual abuse child consultancy service), a residential provision for traumatised children based in Shropshire and Birmingham, for 14 years. She initially worked as a movement psychotherapist/movement 'analyst' before forming part of the Practice, Research & Development team, developing SACCS Recovery Assessments. Janie was responsible for providing individual treatment plans and clinical reporting across the organization. She was the lead practice consultant for SACCS (Birmingham) offering consultancy to home managers and Therapeutic Carers.

Janie developed SACCS in-house training for new starters which was part of a three day 'experiential' programme. She continues to offer Induction training at Timeout, pulling on extensive training in choreography, movement and somatic work.

Janie has received consultancy with Dr. Saul Hillman, head of research at Anna Freud Centre for Children & Families, (Kings Cross/St Pancras, London) to discuss Story Stem Assessment Profiles carried out with individual children.

She was validated by the Anna Freud Centre as a reliable rater of Story Stem Assessment Profiles in 2009. SSAP is a play-based projective measure, which analyses the child's individual 'scripts' in order to provide insights into their generalised representations of expectable interactions with adults and children. The children's narratives and 'resolutions' are based on their history of repeated experiences with their attachment figures. In attachment theory terms, they are the child's 'internal working models' of relationships (Bowlby, 1969; Hodges et al, 2003).

There are current plans to link in with current research into the adolescent version of SSAP and Timeout clinical team will be working directly with Dr Saul Hillman.

Qualifications:

Master of Creative Arts in Therapy (MCAT) Hahnemann Medical School, Philadelphia University (USA)

Counselling Skills (Westminster Pastoral Foundation, London)

Story Stem Assessment Profiles (AFCfC&F)

Publications:

Reaching the Vulnerable Child (Jessica Kingsley) 2006

Various articles (Young Minds)

Janie receives clinical supervision from Sandra Fentiman

(MA Psych Obs Studies; M.psych/psych. Tavistock Clinic, London).

Dr Jessica Guilding BSc Psychology, DClinPsy
Clinical Psychologist

Jessica is a Clinical Psychologist, who has been working with children since 2011.

Jessica began working with children with special educational needs as a teaching assistant and holiday playworker. Jessica was particularly interested in supporting children with behavioural difficulties and overcoming barriers to verbal communication using play and symbolic representation. Jessica has a range of other experiences which include working with orphaned children in Romania, adults with Autistic Spectrum Disorder, supporting adults following brain injury being a support worker to a young adult with Cerebral Palsy. Having been a keen dancer herself Jessica has also used music and dance to support older adults with Dementia.

Jessica completed her Clinical Psychology training in 2017, where she specialised in using psychological theory to understand the impact of trauma and adverse childhood experiences on an individual's brain, coping mechanisms and mental health. Jessica also spent time working in Child and Adolescent Mental Health Services, working with Anxiety, Depression and Autistic Spectrum Disorder. Jessica has experience in Cognitive Behaviour Therapy, Dialectical Behaviour Therapy, Compassion Focussed Therapy, Narrative Exposure Therapy & Trauma Focused CBT.

Andrew Wood B.A.(Hons), PGDip A.Th, M.Sc, M.St (Oxon), BAAT, HCPC, UPCA, UKCP, CP-UK, EMDR UK.
Art Therapist and Psychodynamic Psychotherapist

Andrew is an Art Therapist and Psychodynamic Psychotherapist. He is registered with the Health Professions Council of and the United Kingdom Council for Psychotherapy, as well as being a full member of The British Association of Art Therapists, The Universities Psychotherapy and Counselling Association and The College of Psychoanalysts. He has Masters Degrees in both Applications of Psychology and Psychodynamic Practice, this last from Oxford University.

Attachment Theory is an area of particular interest and Andrew has undertaken research exploring the attachment styles of Residential Care Workers. He has been trained in the use of the Attachment Style Interview (ASI), developed by Professor Bifulco, EMDR (recommended by NICE as the treatment of choice for Post-Traumatic Stress Disorder), the AIM2 assessment measure in relation to sexually harmful behavior and CATT – Children's Accelerated Trauma Treatment, developed by Carly Raby.

Andrew has spent over twenty-five years working with 'Looked After Children' and has held senior positions to Director level. He also has extensive experience of working with adult populations. Andrew has particular expertise in the area of psychological trauma.

Pippa Miller Bsc Human Ecology, PGDip Social Work, PGDip Play Therapy
Play and Creative Therapist/Social Worker

Pippa is a Social Worker and Play and Creative Therapist and has been supporting children and families since 1999.

Qualifying as a social worker in 2004, Pippa Worked for Lifeline Drug service as part of a developing team to support young people through a care pathway to reduce the harm of their substance use, through psychosocial interventions including Solution Focus Therapy. She became the specialised Tier 4 lead supporting clients requiring prescribed medication or inpatient treatment for Manchester. Pippa then moved on to set up and manage Me2/ InFocus supporting children affected by parental substance misuse and domestic abuse in Salford. Qualifying as a Play Therapist in 2013, she then carried a case load of more vulnerable children and young people. This work often included supporting children and young people who were carers, had attachment concerns, suffered bereavement or loss, experienced long term emotional neglect and had become isolated.

Pippa has been a trainer throughout her career and in 2014 was employed by Salfords Safeguarding Children's Board as a Training Officer involving planning, developing, delivering and evaluating multi agency training programmes. She contributed to SSCB Domestic Abuse Strategy and took the lead of Safeguarding Healthy Relationships programme within schools.

As a Freelance Social Worker and Trainer, Pippa continues to offer training to organisations such as Universities, Children's Services, Foster Care agencies and Barnardo's Training and Consultancy. Continuing her interest in working with children and young people impacted by domestic abuse or involved in abusive intimate peer relationships, she has developed and facilitated programmes in schools including training peer mentors to support young people in unhealthy or abusive relationships.

Pippa continues her main passion in supporting children, teens and young adults creatively and therapeutically as a Play Therapist including those with special educational needs, Looked after Children, attachment concerns and impacted by domestic abuse offering non-directive and more directive approaches when required. She continues to work on engaging vulnerable and isolated children. Pippa currently has the pleasure of supporting children in a variety of settings and is excited to become part of the Therapeutic Team at Timeout.

Therapeutic Carers:

They accompany the children to school and help to support them as and when required. They are an invaluable aid to help the children to engage with lessons and fulfil their potential.

Curriculum

At Key Stage 2, we follow the National Curriculum to ensure that children follow a core curriculum, and this is adapted to meet varying needs. The curriculum is based around: Numeracy, Literacy, Science, IT, PE and Spiritual, Moral, Social and Cultural development, with a range of subjects from humanities being taught at a cross-curricular level through a creative curriculum. Where a child shows an interest, or talent, we will enable the child to pursue further studies in that subject.

We place a distinct emphasis upon developing and maintaining key social and personal skills to enable our children to become active and valuable members of British society.

Through a well-planned and organised curriculum, effectively taught by qualified and enthusiastic teachers, children are helped to:

- Gain a joy and commitment to learning that will last a lifetime.
- Develop the essential literacy and numeracy skills they need to learn.
- Develop the attitudes, understanding and skills to become successful, independent learners.
- Foster their creativity.
- Develop lively, enquiring minds.
- Develop personal values, qualities and attitudes and be respectful of other people and their views and opinions.
- Develop appreciation and concern for the environment.
- Work co-operatively with others.
- Work toward achieving their potential and having self worth.

Teaching during the morning sessions focuses on the development of Literacy and Numeracy skills. Other subjects are taught separately, or where coherent cross-curricular links exist between subjects, as part of a thematic approach.

A variety of organisational strategies and learning techniques operate within each classroom. On occasions, it will be appropriate for whole class teaching, and on others mixed ability or friendship groups will operate.

Our Additional Curriculum

Whilst we strive to ensure that the children follow the National Curriculum and make progress in line with National expectations, we also place a high value on other aspects of learning.

Whole-school Theme Days are held over the year. These have included Community Day, Health Day, World Book Day, Science Day, Safety Day, and Public Service Visits. The curriculum is further enhanced and enriched through the involvement of outside speakers, including artists, authors, health partners & representatives from the local community.

Our children:

- Experience a wide range of outdoor activities, sports and experiences.
- Participate in community events and activities.
- Foster individual interests and hobbies.
- Try sports and activities that they might not have tried before .
- Participate in the end of the week and end of term reward activities.
- Attend Forest School and explore their natural environment.
- Have music lessons and experience dance.

Taking in the scenery at Forest School.



Subject Statements

Literacy

In studying English, children develop skills in speaking and listening, reading and writing. It enables them to express themselves creatively and imaginatively and to communicate with others effectively.

The effectiveness of literacy teaching determines the success of the whole curriculum. Language is cross-curricular – it is an essential element of learning in all areas of the curriculum.

At Riverbank, our aim is not only to teach children the skills to read with confidence, fluency and understanding but, also to foster a genuine desire to read for pleasure and purpose. We want our children to become enthusiastic and critical readers of stories, poetry and drama as well as non-fiction and media texts.

Children are helped to develop the ability to express their thoughts and ideas and communication skills through the written word.

Opportunities are provided for children to develop the necessary writing skills required for different purposes and audiences. The link between reading and writing is strongly emphasised.

Numeracy

Mathematics is important in everyday life.

Our teaching is based around:

- Numbers and number systems.
- Calculations.
- Solving problems.
- Measurement (shape&space).
- Geometry.
- Data handling and statistics.

We recognise the importance of cross-curricular links with science, technology, geography, IT and other subjects, and opportunities to apply numeracy skills across the curriculum are promoted by teachers.

Science

Teaching and learning in science reflects our belief that children have a natural sense of awe and wonder in the world around them. We aim to provide the children with a science knowledge base, and encourage them to ask questions, make predictions and then to test these to discover more about the world around them. We hope also to foster responsible attitudes towards the environment and all living creatures.

We aim to foster inquisitive minds.

IT

IT prepares children to participate in a rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing technology. Children use tools to find, explore, analyse, exchange and present information responsibly, creatively and with discrimination. Children learn how to employ IT to enable rapid access to ideas, information and experiences from a range of sources, people, communities and cultures. Increased capability in the use of IT promotes initiative and independent learning, with children being able to make informed judgements about when and where to use IT to best effect, and to consider its implications for home and work both now and in the future. We teach e-safety and so enable the children to keep themselves safe online and in the virtual world.

Geography and History

The teaching and learning of geography and history is through planned themes which are incorporated into an overall curriculum framework. Through the study of geography, children are given opportunities to develop an awareness of their immediate surroundings, other places and how people have used their environment. Through this they will be introduced to the techniques necessary to undertake fieldwork and geographical enquiries. Children are encouraged to broaden their knowledge of places and environments throughout the world; develop an understanding of maps, and a range of investigative and problem-solving skills both inside and outside the classroom. As children study geography, they encounter different societies and cultures.

History fires children's curiosity about the past in Britain and the wider world. Children consider how the past influences the present, what past societies were like and what beliefs and cultures influenced people's actions. As they do this, children develop a chronological framework for their knowledge of significant events and people. In history, children find evidence, weigh it up and reach their own conclusions.

Religious Studies

Religious Education (RE) is provided in accordance with the Calderdale Local Authority Agreed Syllabus. Over the last year, we have moved away from teaching Religious Education each week to focused, themed RE days, which children and staff say is more meaningful. Through RE we aim to enable children to understand the nature of religion: its beliefs and practices and respect all forms. Friday assemblies are special because we celebrate children's achievement both in and outside school. Each year children across the school visit a local Church to take part in a celebratory service. We also visit places of worship from other religions to foster respect for other cultures and traditions.

PE and Outdoor Education

Physical Education is concerned with the promotion of positive attitudes towards physical activity and well-being. Children are helped to acquire the skills needed to participate with confidence and enjoyment in a range of activities at school and in the wider community (when possible) and to appreciate the place of regular exercise to maintain a healthy lifestyle.. All children take part in a minimum of 2 hours of high quality PE and sporting activities each week provided by class teachers and/or a professional sports coach. A range of outdoor and adventurous pursuits are offered here including abseiling, climbing, kayaking, orienteering, cycling and archery. We value these opportunities for our children to participate in physically challenging land and water-based activities, believing they can make an important contribution to children's personal and social development.

Relationships and Sex Education

For Year 5 and Year 6 Sex Education is provided by class teachers with the support of health professionals in a way that encourages children to consider morals and the value of family life. As a school, we have a legal duty to ensure that children are protected from teaching and materials which are inappropriate, having regard to age, religion and cultural background of our children.

Parents/carers and social workers are informed in writing prior to the teaching of Sex Education and will be given opportunity to see teaching material

To be used, and receive explanations of the way in which it is proposed to use them in a classroom. Parents/ carers have the right to withdraw their children from all or part of any Sex Education provided, but not from teaching of the biological aspects of human growth and reproduction necessary under National Curriculum Science. If a parent/carer wishes to withdraw their child, they should put their requests in writing to the Lead Teacher – a reason for this decision is not necessary.

SMSC

SMSC is an important area of the curriculum that helps children grow and develop as individuals and as members of families and communities. Through SMSC children will have the knowledge, understanding, skills and attitudes they need to lead confident, healthy, independent lives and to become informed, active and responsible British citizens, who value British life and culture and are aware of the dangers of radicalization.

The personal and social development of children is a central aim of our curriculum and is delivered through a carefully planned programme, supported by all who work in or with the school. We want our children to leave Riverbank Primary School able to:

- Think critically
- Express opinions confidently
- Be self-reliant
- Be self-motivated
- Be self-disciplined
- Take responsibility
- Make good choices
- Have clear values and attitudes
- Co-operate with others
- Make and sustain good relationships
- Have a healthy lifestyle
- Be safe in the real and virtual world

Whole school systems emphasising praise, recognition and reward exist to promote and celebrate positive behaviour and sustained effort and hard work.

Perhaps most importantly, we want children to leave our School with feelings of self-confidence, self-worth and high self-esteem.

We have a Student council that we call Student Voice, recognizing the importance of children having a say in decisions that affect them. The Council is made up of members of the class, and the staff. It represents the children and puts forward new ideas, suggestions and ways of solving issues. This is done as part of our weekly assembly.

Ofsted 2019: *“Work in pupils books confirms the good progress they make from their starting points”.*

*Learning about
produce at the farm*

*Developing social
skills during art*



Term Dates

| 2019 / 2020 | First day of term | Last day of term |
|-------------|--------------------------------|--------------------------------|
| Autumn term | 5 th September 2019 | 25 th October 2019 |
| Autumn term | 4 th November 2019 | 20 th December 2019 |
| Spring term | 6 th January 2020 | 14 th February 2020 |
| Spring term | 24 th February 2020 | 3 rd April 2020 |
| Summer term | 20 th April 2020 | 22 nd May 2020 |
| Summer term | 2 nd June 2020 | 17 th July 2020 |

School is closed to the pupils on the following days:

Teachers training days

September 2nd, 3rd, 4th 2019
 October 23rd 2019
 June 1st 2020

Bank Holidays

8th May 2020

School Day

Class 1 Timetable

The day is devised to acknowledge the needs of the learners with which we work.

| | Time | Monday | Tuesday | Wednesday | Thursday | Friday |
|-----------------|-------------------|--------------------------------|-----------|----------------------|---------------|--|
| Morning Lessons | 9.20am - 9.40am | Arrival and starter activities | | | | |
| | 9.40am - 10.00am | Story time | Reading | News/discussion time | Reading | News/discussion time |
| | 10.00am - 10.30am | Phonics | | | | PSE Learning/Phonics |
| | 10.30am - 11.00am | Maths | | | | Assembly/MFL |
| Break | 11.00am - 11.20am | Break | | | | |
| | 11.20am - 11.50am | Topic | Literacy | | | |
| | 11.50am - 12.20am | Literacy | Computers | RS/SMSC | Science | Maths |
| Lunch | 12.20am - 1.00pm | Lunch | | | | |
| | 1.00pm - 1.30pm | Music/Art/Drama | Swimming | P.E | Forest School | Targeted 1:1 intervention / Pastoral session |
| | 1.30pm - 2.45pm | Cooking/D&T | | | | Reward Activity/ Work catch up |
| Activities | 3.00pm | Reflection and Home time | | | | |

Times and lessons are flexible dependent on individual needs and interests.
The timetable will change over the course of the academic year.

School Day

Class 2 Timetable

The day is devised to acknowledge the needs of the learners with which we work.

| | Time | Monday | Tuesday | Wednesday | Thursday | Friday |
|-----------------|-------------------------|-----------------|--------------------------------|-----------|---------------|--|
| Morning Lessons | 9.20am - 9.30am | | Arrival and starter activities | | | |
| | 9.30am - 10.00am | | Newsround + Reading | | | Newsround + Reading + Spelling test |
| | 10.00am - 10.30am | | Handwriting + Spelling | | | PSE Learning |
| | 10.30am - 11.00am | | Maths | | | Assembly/MFL |
| Break | 11.00am - 11.20am | | | Break | | |
| | 11.20am - 11.50am | | | Literacy | | |
| | 11.50am - 12.20am | SMSC/RS | History/ Geography | ICT | Science | Maths |
| Lunch | 12.20am - 1.00pm | | | Lunch | | |
| | 1.00pm - 1.30pm | Music/Art/Drama | Swimming | P.E | Forest School | Targeted 1:1 intervention / Pastoral session |
| | 1.30pm - 2.45pm | Cooking/D&T | | | | Reward Activity/ Work catch up |
| Activities | 3.00pm | | Reflection and Home time | | | |

Times and lessons are flexible dependent on individual needs and interests.
The timetable will change over the course of the academic year.

School Day

Class 3 Timetable

The day is devised to acknowledge the needs of the learners with which we work.

| | Time | Monday | Tuesday | Wednesday | Thursday | Friday |
|-----------------|-------------------|--------------------------------|-----------|----------------------|---------------|--|
| Morning Lessons | 9.20am - 9.40am | Arrival and starter activities | | | | |
| | 9.40am - 10.00am | Story time | Reading | News/discussion time | Reading | News/discussion time |
| | 10.00am - 10.30am | Phonics | | | | PSE Learning/Phonics |
| | 10.30am - 11.00am | Maths | | | | Assembly/MFL |
| Break | 11.00am - 11.20am | Break | | | | |
| | 11.20am - 11.50am | Topic | Literacy | | | |
| | 11.50am - 12.20am | Literacy | Computers | RS/SMSC | Science | Maths |
| Lunch | 12.20am - 1.00pm | Lunch | | | | |
| | 1.00pm - 1.30pm | Music/Art/Drama | Swimming | P.E | Forest School | Targeted 1:1 intervention / Pastoral session |
| | 1.30pm - 2.45pm | Cooking/D&T | | | | Reward Activity/ Work catch up |
| Activities | 3.00pm | Reflection and Home time | | | | |

Times and lessons are flexible dependent on individual needs and interests.
The timetable will change over the course of the academic year.

Making a Complaint

The following offers an overview of our comprehensive Complaints Policy and Procedures

Our Aims and Objectives are to:

- Encourage the resolution of problems by informal means wherever possible
- Provide a transparent and informative service to all children, parents/carers and local residents
- Ensure that concerns are dealt with quickly, fully and fairly and within clearly defined time limits
- Provide effective responses and appropriate redress
- Promote and maintain good working relationships between all people involved with the school and the school community

Complaints Procedures

This policy may be used by anyone who has a concern or complaint about any aspect of the school. In the main this will mean the parents/carers of the school's children, but may include neighbours of the School, or any other members of the local community.

A Summary of Procedures

This policy sets out the procedures that we will follow whenever we receive a complaint for which there are not alternative statutory procedures.

There are four stages of action comprising an initial informal stage and three formal stages:

Informal Stage

1. Informal discussion and resolution.

Formal Stage

2. Investigation by the Head Teacher/Head of Education
3. Complaints committee review involving Head Office representatives of Northern Care/Senior Management Team (SMT)
4. Department of Education

Within the **Informal Stage** primary responsibility rests with staff.

Formal Stage responsibility rests with staff, the Lead Teacher, Timeout's SMT and where appropriate, Local Authority Officers.

Each of these stages will usually occur in order and there will usually be no return to previous stages (exceptions to this are noted within the procedure).

It is stressed that most complaints are resolved on an informal basis (Stage 1). Circumstances under which this procedure should not be used are as follows:

- Complaints about the National Curriculum
- Non-approved external qualifications or syllabuses
- Withdrawal of children from all or part of the National Curriculum
- Child admissions
- Child exclusions

If you would like any further information, please see our website at www.timeouthomes.co.uk.

Contacting Riverbank Primart School

Riverbank Primary School sees parents, carers and the Local Authorities as an important part of the school and you are always welcome to discuss any aspect of your child's educational provision. Please feel free to contact the

Lead Teacher to discuss any issues you may have.

Lead Teacher email: Chris.allison@timeouthomes.co.uk

Head of Education: James.docherty@timeouthomes.co.uk

For additional, detailed information regarding provision at our school the following policies are readily available upon request (as either paper copies or e-versions (PDFs):

- 📄 Accessibility Plan and Equality Objectives
- 📄 Admissions Arrangements
- 📄 Anti- Bullying Policy and Procedures
- 📄 Assessment Policy
- 📄 Behaviour for Learning Policy and Procedures (rewards and sanctions)
- 📄 Complaints Policy and Procedures
- 📄 Curriculum Policy
- 📄 Data Protection Policy
- 📄 Educational Visits Policy
- 📄 English as an Additional Language (EAL) Policy
- 📄 Health and Safety Policy
- 📄 Medications Policy
- 📄 Ofsted Report <https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/141608>
- 📄 Pupil Premium Policy
- 📄 Safeguarding Policy and Child Protection Policy and Procedures
- 📄 Special Educational Needs (SEND)Policy

You are also most welcome to discuss any matter relating to the school with all education staff at the school.