

Riverbank Primary School

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



Contents

Welcome To Our School	3
Our Vision and Ethos	5
Behaviour for Learning Safeguarding	6
Anti-bullying	7
Vital information	9
Clinical	10
Clinical Pathway	13
Curriculum	14
Subject Statements	16
Example Timetables	
Class 1	19
Term Times	20
Making a Complaint	21
Policies	22
Contacting Riverbank Primary School	23



Riverbank Primary School

Ripponden Mill
Mill Fold
Ripponden
Sowerby Bridge
HX6 4DH

General Enquiries / Admin Queries

Tel: 01422 820510
Email: dominic.macauley@timeouthomes.co.uk

Tayyaba Ahmed: [Head of Education](#)

Tel: 01422 820510
Mob: 07880357448
Email: admin@riverbank-school.com

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: "Pupils thrive in this school".



Tayyaba Ahmed
Director of Education

"I am delighted to welcome you to Riverbank Primary School. We are a SEMH school with a proud history of success and high expectations.

Our vision for Brooklands school is to ensure that every child is given the opportunity to fulfil their potential in a safe, secure and stimulating learning environment.

Here at Riverbank Primary school, we are committed to ensuring our provision meets the needs of all pupils and they are given the best educational experiences and environment, where they can thrive and make progress both academically, socially and emotionally. At our school we work together as a team to ensure that you can achieve 'Your Best at Riverbank'. You will

see through our vision statement that we place a real importance on 'High Achievement', 'Personal Support', a 'Feeling of Community' and being 'Part of a Team'. Riverbank School is a friendly, family orientated school with a strong feeling of everyone being part of the 'team'; pupils, staff, leaders and parents.

Our pupils are provided with numerous opportunities to be the best that they can be and to experience the joy of success in an atmosphere in which all feel safe, cared for, valued and inspired to learn. We always ensure our pupils individual needs are at the centre of their education and personalised education programmes.

We encourage all our pupils to 'get involved'. The best aspect of our school is undoubtedly our pupils. They are polite, smart, well-behaved and extremely hard-working. They are supported by a team of fantastic members of staff and together we work hard every day to be the best we can be, not only in the classroom but in our respectful and polite interactions with each other, members of the public and visitors to school. I hope you find the information useful in helping you make the right choice of school for your child."



Welcome To Our School

Our key aim is to enable out 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 in life.

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 in life.

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



Behaviour for Learning

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

At Riverbank Primary School, 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 Primary 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:

- 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.
- Aim to raise awareness of child protection issues and equip children with the skills needed to keep them safe.
- Develop and implement procedures for identifying and reporting cases, or suspected cases of abuse.
- Support children who have been abused in accordance with his/her child protection plan.
- 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:

- ii 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.
- ii Bullying, harassment and oppressive behaviour will involve clear sanctions or consequences.
- ii Children will be involved in creating systems to support each other.
- ii Strategies such as Restorative Practice or “buddying” and “befriending” systems are adopted as appropriate.

Equality

At Riverbank Primary School, 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.



Vital Information

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 phones, money, electronics or any other items of value should be left at home or can be handed in at the school door to be kept safe 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 Brooklands Visitors book.

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

Exclusions

Whilst we try not to exclude students from Riverbank Primary School, through our effective behaviour management strategies, it is sometimes necessary to take this step for safeguarding reasons. Parents and carers will be informed by e mail or letter of an exclusion and work will be set. Before the student is reintegrated into school, a meeting with the Lead Teacher will take place to try to ensure that the circumstances that necessitated the exclusion are addressed and thus avoided in the future.



Clinical

The Secure Base Model and Dyadic Development Psychotherapy (DDP) are the main therapeutic frameworks used by the clinical team.

The central focus of the therapeutic approach is to provide sensitive caregiving that develops secure relationships attuned to the needs of the children we work with. 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 clinical team has capacity to deliver a range of direct therapies proven by research to be effective for developmental, relational and complex trauma. The therapy team provide psychoanalytic and psychodynamic psychotherapy as well as talking therapies such as CBT or Trauma Focused CBT.

The Timeout Clinical Team currently offers:

- 🎨 Clinical Psychology
- 🎨 Art Psychotherapy
- 🗣️ Speech and Language Therapy
- 🎮 Play Therapy

Range of direct therapies offered

The clinical team, work with children and adolescents with a wide range of difficulties and can offer formulation, specialist assessment and psychological therapies to address the following concerns:

- 🎨 Depression
- 🎨 Anxiety
- 🎨 Attachment difficulties
- 🎨 Interpersonal and relationship difficulties
- 🎨 Trauma/Post-Traumatic Stress Disorder (PTSD)
- 🎨 Low self-esteem
- 🎨 Self-harm
- 🎨 Emotion regulation difficulties
- 🎨 Therapeutic Life Story Work

Given the long-term and deep seated nature of developmental trauma, although children can benefit from therapy it is likely that they will continue to need support as they grow and develop, in order to prevent them 'reverting' or regressing to their previous coping strategies. The content and processes of these therapies may vary according to the child's chronological age, developmental age and type of trauma experienced. We believe that therapy as a standalone method is insufficient; therefore we use an integrated model of care to encompass attachment and security throughout the care, therapy and education relationship.



Clinical

Multi-Disciplinary Team

We have a dedicated clinical team that works across all of our education facilities. They all integrate with all the education staff. The team include;

- 🏠 Clinical Psychologists
- 🏠 Art Psychotherapists
- 🏠 Assistant Psychologists
- 🏠 Occupational Therapists
- 🏠 Counsellors

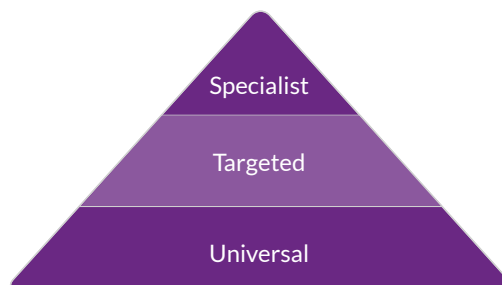
We have detailed leaflets about each discipline.

The process to support children starts with an initial formulation period (6 weeks) of a child starting. The clinicians speak to the young person, their teachers and caregivers (parents/carers) about how they have been. Where appropriate this is followed by a detailed assessment of needs alongside their Education Health Care Plan (EHCP). The staff undergo specialist trauma-informed care training to ensure a targeted approach to supporting the children to access education.

Speech and Language Therapy

SALT provides assessment, therapy, support and care for children and young people with primary speech, language and communication difficulties. Difficulties surrounding SALT intervention are often common in children and young people with developmental delay, diagnoses such as ASD, social emotional and mental health needs and/or can be specific to a language difficulty (known as Developmental Language Disorder).

Speech and Language Therapy intervention in Timeout Educational facilities and homes can be divided into three tiers or levels:



Clinical

Universal: supports the whole “population” (schools and homes). Enabling all children and young people to access optimal communication opportunities.

A whole setting approach encompassing a communication friendly environment and speech, language and communication development support and interventions for all.

Many children and young people's Speech, Language and Communication Needs (SLCN) can be met universally.

Targeted: Targeted intervention provides specific help and activities for those children SLCN who require additional support.

This support may take the form of:

- Programmes of work and/or strategies written and monitored by the Speech and Language Therapist.
- Staff/carer training.
- Small group work, for example, narrative, lego based or social use of language groups.

Following targeted intervention, some children will return to the universal tier while other children may go on to have more specialist level needs identified.

Specialist: Specialist intervention is required for those children and young people with more complex communication needs who require a highly individualised programme of support.

Specialist support is in addition to the universal and targeted interventions that will be essential to continue.

Interventions include:

- Highly specialised one to one and/or group therapy sessions run by the Speech and Language Therapist.
- Individually tailored training and support for staff and carers.

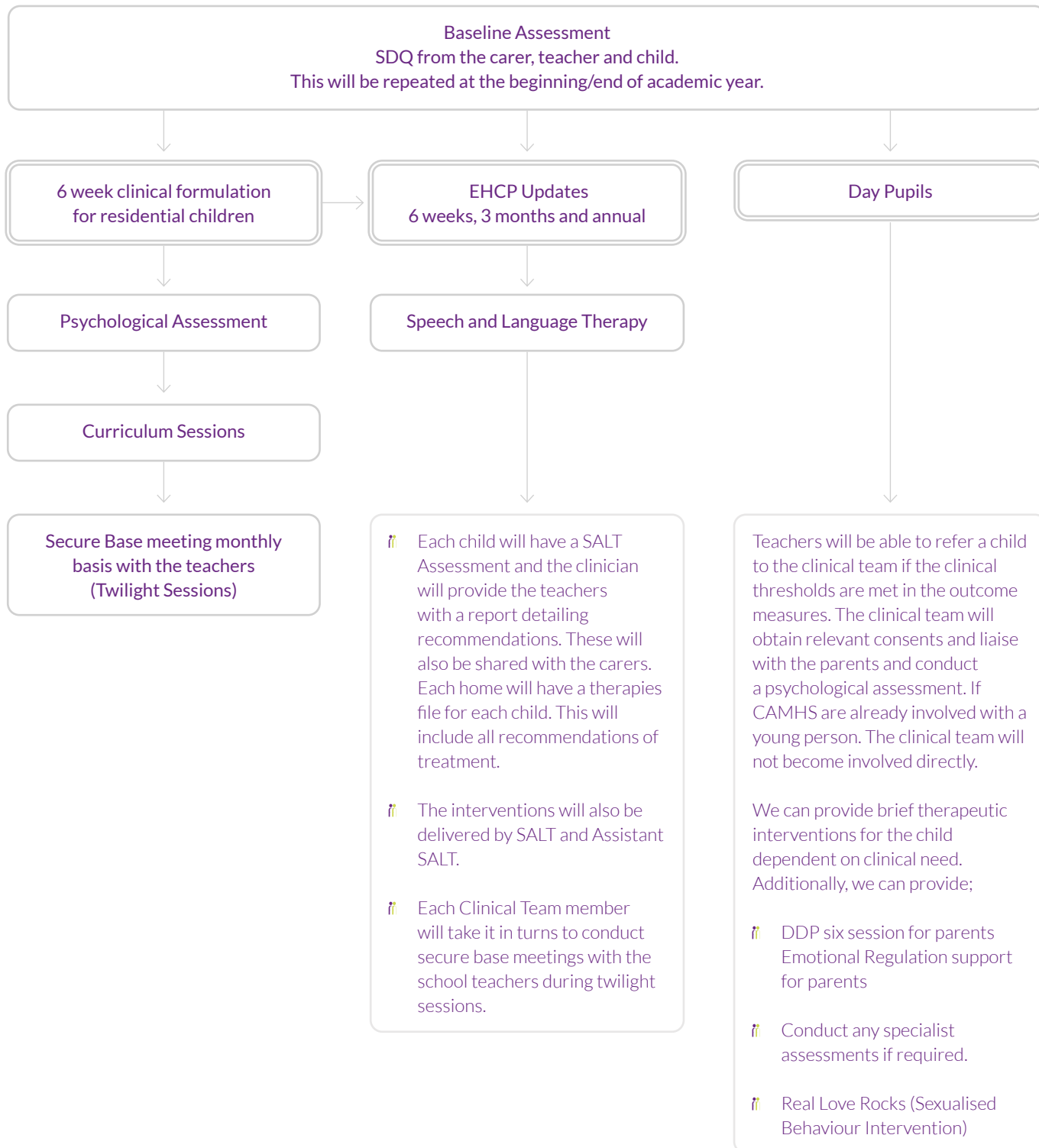
To ensure a holistic and systemic approach is maintained; our clinical department provide training on a variety of subjects to other departments (IE care and education), so they may develop the tools to ensure the best outcomes for the children and young people.

Our philosophy at Timeout is that if we are all learning and progressing, then this practice will thread itself into the lives of the children we care for. It is in this view that we have created resilient learners that can use the knowledge and experiences to improve their practice and achieve the goals set by themselves. It is important to all of us at Timeout that we continue to develop ourselves and push the boundaries of our knowledge and understanding.

We offer a broad range of Clinical Training which focuses on the impact of early trauma and abuse on the developing child, with particular reference to brain development, attachment theory & developmental trauma.



Clinical Pathway for Education



Curriculum

At Riverbank we access a broad and balanced education that 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.
- Attend Forest School and explore their natural environment.
- Have Art, DT, Cooking and Drama

*Learning about the world
in Forest School*



Subject Statements

English

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

This area helps pupils to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics should be developed in a variety of ways, including practical activity, exploration and discussion.

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.



Subject Statements

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.



Subject Statements

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.



School Day

Class 1 Timetable

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

	Monday	Tuesday	Wednesday	Thursday	Friday
9.20 – 9.40	Registration and settling routines Newsround				
9.40 – 10.00	Phonics/spelling	Phonics/spelling	Phonics/spelling	Phonics/spelling	Phonics test/ spelling recap
10.00 – 10.30	Reading Independent Comprehension and SPaG				Maths Passports
10.30 – 10.45	Break				
10.45 – 11.30		English			PSHCE
11.30 – 12.15		Maths			SMSC
12.15 – 13.00	Lunch				
13.00 – 14.30 14.30 – 14.45	Science/Arts	Swimming	Forest Scholl/ Humanities	Science/PE	Reward (work catch up)
14.45 – 15.00	Reflection	Reflection	Reflection	Reflection	

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



Term Dates | School Day 9:00am - 3:20pm

Training Day	Half Term	School Day	Bank Holiday
--------------	-----------	------------	--------------

September 2024						
M	T	W	T	F	S	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

October 2024						
M	T	W	T	F	S	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November 2024						
M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

December 2024						
M	T	W	T	F	S	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

January 2025						
M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

February 2025						
M	T	W	T	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

March 2025						
M	T	W	T	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April 2025						
M	T	W	T	F	S	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 2025						
M	T	W	T	F	S	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June 2025						
M	T	W	T	F	S	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

July 2025						
M	T	W	T	F	S	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			



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

1. Investigation by the Head Teacher/Head of Education
2. Complaints committee review involving Head Office representatives of Northern Care/Senior Management Team (SMT)
3. 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.riverbank-school.com.



Policies

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 & Equality Objectives
- 📄 Admissions Arrangements
- 📄 Anti Bullying Policy & Procedures
- 📄 Behaviour for Learning Policy & Procedures (Rewards & Sanctions)
- 📄 Complaints Policy & Procedures
- 📄 Curriculum Policy
- 📄 Data Protection Policy
- 📄 Educational Visits Policy
- 📄 Health & Safety Policy
- 📄 Medications Policy
- 📄 Ofsted Reports
- 📄 Safeguarding & Child Protection Policy & 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.



Contacting Riverbank Primary School

Director of Education

Tayyaba Ahmed

T: 07880357448

E: tayyaba.ahmed@timeouthomes.co.uk

Head Teacher

Helen Robinson

T: 01422 415590

E: helen.robinson@timeouthomes.co.uk

Ava Dyson

T: 01422 415590

E: ava.dyson@timeouthomes.co.uk

Safeguarding Lead

Tayyaba Ahmed

T: 01422 415590

E: tayyaba.ahmed@timeouthomes.co.uk

Engagement Lead

Jonathan Waterworth

T: 01422 415590

E: jonathan.waterworth@timeouthomes.co.uk

Family Support Worker

Vicky Vandervelde

T: 01422 415590

E: vicky.vandervelde@timeouthomes.co.uk

General Enquiries / Admin Queries

Lauren Sivyour

T: 01422 820510

E: admin@riverbank-school.com

