

# Riverbank School



# Prospectus 2020 - 2021



**Riverbank School**  
Dill Road  
Tillydrone  
Aberdeen  
AB24 2XL

**Tel : 01224 483217**

**E-mail : [riverbank@aberdeencity.gov.uk](mailto:riverbank@aberdeencity.gov.uk)**  
**Website : <http://riverbank.aberdeen.sch.uk>**

## **Background Information**

Riverbank School is situated in the community of Tillydrone, and was formed out of the merger of St Machar and Donbank Primaries in August 2008. The school is on the site of Donbank and is part of the St Machar ASG. Riverbank is a non-denominational school and caters for children from Nursery to Primary 7. The school works with a number of partner services and agencies to support young people and families from the community,

Our current roll is 453 which includes an 80 place nursery. There are equivalent of 25 full time teachers: Head Teacher, 4 Depute Heads, 1 acting principal teacher, 17 class teachers and teachers who support pupils with additional needs. There are also 4 Early Years Practitioners, 1 Senior Early Years Practitioner, 1 Excellence and Equity Practitioner, Pupil Support Assistants, a School Administrator, a School Support Assistant and a Janitor.

We also have a specialist teachers of P.E, and Music and weekly support from the English as an Additional Language (EAL) Service

We have a Parent Forum and Parent Council. Contact e-mail for the Parent Council is - [pcriverbank@aberdeen.npfs.org.uk](mailto:pcriverbank@aberdeen.npfs.org.uk)

The school manages its budget in accordance with authority guidelines.

## Additional Information

We have several pupil groups who feedback to the Head Teacher and the SMT. These groups include the Pupil Council, RRSA Steering Group, Eco-Committee and several others.

Children have the opportunity to participate in a variety of lunchtime and after school activities including football, basketball, yoga, hip hop etc. Some of these can be continued outwith school and further information on some of these clubs can be gained in school or from Active Schools.

The school works with various partner agencies in the community. These include the local church St George's, St Machar Parent Support Group, The Lighthouse and The Lads Club to name a few.

Should any parent or carer wish to make a complaint, then they can collect a copy of the complaints procedure document from the school office.

A list of authority policies is also available in the school office.

Most of Riverbank's pupils transfer at the end of Primary 7 to St Machar Academy and a transition programme is in place.

Contact details: St Machar Academy, St Machar Drive, Aberdeen, AB24 3YZ  
Tel: 01224 492855

Pupil Reports are issued in Term 3 .

Open Days and Parent Teacher Interviews are held throughout the year.

Copies of the school improvement plan and Standards & Quality Report are available from the school office.



Bridge building at TechFest.



Rearranging some body parts!

As a PSQM School, Riverbank is proud of the engineering and science activities that we take part in.



Separating liquids experiment with a real life engineer to help!

# Staff Details

## Management & Administration Teams

Mrs Susan Ironside	Head Teacher
Mrs Carol Baxter	Depute Head
Mrs Sarah Sunley	Depute Head
Ms Wendy Hampton	Acting Depute Head Teacher
Mrs Maree Innes	Acting Depute Head Teacher
Miss Louise MacAulay	Acting Principal Teacher
Mrs Carol Fowler	School Administrator
Miss Michelle Stewart	School Support Assistant

## Teaching Staff

Mrs Pilar Arqued  
Mrs Elaine Campbell (Maternity Leave)  
Mrs Susan Carr  
Miss Aishling Cody  
Miss Heather Coyle  
Mrs Varsha Dinesh (Maternity Leave)  
Mr Nuno Duarte  
Miss Joanna Elliott  
Mrs Grace Farquharson (Maternity Leave)  
Mr Bruce Flanagan  
Mrs Alison Henderson  
Mrs Erin Lade  
Miss Jayne Littler  
Mrs Gwen McGregor  
Miss Katie Miller  
Miss Heather Moreton  
Mrs Joyce Ng  
Mr Stuart Probart  
Mrs Jane Proctor  
Mrs Eleanore Smith  
Mrs Elaine Spry  
Mrs Cleo Stephenson  
Mrs Shelley Ullah (Maternity Leave)

## Staff Details Continued

### Support Staff

Ms Magda Materna	Senior Early Years Practitioner
Mrs Aline Soares Cavini	Excellence and Equity Practitioner
Mrs Maureen England	Early Years Practitioner
Mrs Laura Fettes	Early Years Practitioner
Ms Michelle Howarth	Early Years Practitioner
Miss Linda Walker	Early Years Practitioner
Miss Holly Coleman	Early Years Practitioner
Mrs Claire Robertson	Early Years Practitioner
Miss Gemma Watson	Early Years Practitioner
Mr Sean McCabe	Early Years Practitioner
Mrs Lynn Adam	Pupil Support Assistant
Mrs Sandra Cartney	Pupil Support Assistant
Miss Debby Chan	Pupil Support Assistant
Mrs Debbie Cheyne	Pupil Support Assistant
Mrs Jill Coull	Pupil Support Assistant
Mrs Teresa Cromar	Pupil Support Assistant
Mrs Sandra Faraji	Pupil Support Assistant
Mrs Yvonne Gauld	Pupil Support Assistant
Mrs Lorraine Gilchrist	Pupil Support Assistant
Mrs Gail Lawrie	Pupil Support Assistant
Mrs Brenda McDougall	Pupil Support Assistant
Mrs Kay McIntosh	Pupil Support Assistant
Mrs Shirley Malone	Pupil Support Assistant
Mrs Gosia McMahon	Pupil Support Assistant
Miss Ewa Peplinska	Pupil Support Assistant
Mrs Alison Smith	Pupil Support Assistant
Miss Barbara Szumanska	Pupil Support Assistant
Mr Kieron Christie	Janitor



## Opening Procedures

The children are asked to arrive no earlier than 8.45am. They are required to stay in the playground from the time they arrive and must not leave the playground without staff permission.

There is a school breakfast club which runs from 8.30 - 9.00.

A bell rings at 8:55 as a reminder, and again at 9:00 for the children to line up and be brought in.

Riverbank School has the following security measures:

- The internal front door is locked at all times and visitors are admitted to the school via reception by a member of staff using the security system.
- All visitors are required to sign in.

## Registration Procedures

A class register is completed electronically at the beginning of each school opening (twice daily).

Parents are asked to notify the school by telephone if their child(ren) is absent. Parents who do not notify an absence will receive a Groupcall text advising them that their child is not in school, and asking them to contact the school. Any letters from parents should be sent to the office in the register folder during the course of the morning. A paper copy of the register is included for emergency evacuation of the building.

## The School Day

8.30am	Morning Nursery start
9.00am	Start of day P1 - P7
10.30am - 10.45am	P1 & P2 Morning Break
10.45am - 11.00am	P5, P6 & P7 Morning Break
11.00 am—11.15 am	P3 & P4 Morning Break
11.40am	End of Morning Nursery Session
12.00pm - 1.00pm	Lunch Break for P1 & P2
12.20pm	Afternoon Nursery start
12.30 pm—1.30 pm	Lunch Break for P5, P6 & P7
1.00pm - 2.00 pm	Lunch Break for P3 & P4
3.15pm	End of Day P1 - P7
3.30pm	End of day Nursery



Parents, carers, friends and pupils enjoy a fundraising Beetle Drive!

## Lunchtime Procedures

The bell for lunch rings at 12.00pm for P1 & P2, at 12.30pm for P5, P6 & P7, and at 1.00pm for P3 & P4

The class teacher instructs the children to wash their hands and line up in the classroom. Children in P1 to P3 are escorted to the dining hall by their class teacher where the Pupil Support Assistants will assist placement of the children.

Children having packed lunch need to collect their lunch.

Children in P3 to P7 take turns on a rota basis to have 3<sup>rd</sup> and 4<sup>th</sup> sittings - The P5s alternate with the P6 & 7 classes. .

The children play outside during the lunch break unless the weather is bad and staff decide that it will be an 'inside' lunchtime and will advise the children about the activities available to them.

Various playground equipment is available to the children.

The bell to signal the end of the break rings at 1.00pm for P1 & P2, 1.30pm for P5, P6 & P7 and 2.00pm for P3 & P4. The Pupil Support Assistants & Early Years Practitioners supervise the children as they come into school.



We gave our garden a makeover and celebrated with an open day for parents, carers and friends of Riverbank. Each class was given a trug to do some planting on a theme of their choice. The trugs were judged by Steven Shaw of ACC, Juliet Robertson, author of Dirty Teaching and Jim and Bob the two professional gardeners who helped with the heavy work. We won a Aberdeen City in Bloom award and two pupils went to the Town House to accept the award on behalf of Riverbank.



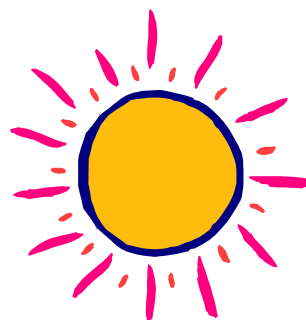
# RIVERBANK SCHOOL

## HOLIDAY DATES FOR 2020-2021

### Term 1

10th August  
11th August  
25th September  
28th September  
9th October

In Service Day (Staff only)  
Back to School  
Local Holiday  
Local Holiday  
Last day of Term 1



### Term 2

26th October  
20th November  
18th December

Back to School  
In Service Day (Staff only)  
Last day of term 2



### Term 3

5th January  
15th February  
16th February  
17th February  
26th March

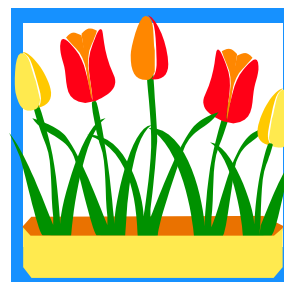
Back to School  
Holiday  
In Service Day (Staff only)  
In Service Day (Staff only)  
Last day of term 3



### Term 4

12th April  
3rd May  
4th May  
25th June

Back to School  
Holiday  
In Service Day (Staff only)  
Last day of term 4





## Riverbank School Aims

### 1. To promote and support our Vision to

- **Learn Together** (QIs 2.1; 4.1; 4.2; 5.1; 5.2; 5.3; 8.1; 9.1)  
(Local Improvement Objectives 1, 2, 3, 4, 5, 10)

(Article 28: All children have a right to an education)

- We aim to provide a rich, stimulating environment which motivates pupils to enjoy their learning.
- We will extend links into the Local and Global Community and promote Enterprising Learning and Teaching
- We will ensure children experience the outcomes and experiences of Curriculum for Excellence as set out in our own Curriculum Structure and School Improvement Plan

- **Play Together** (QIs 2.1; 5.6; 5.8; 8.3) (LIOs 3, 5, 9)

(Article 31: All children have the right to relax and play)

- We want to create a warm welcoming atmosphere for all who are involved in our school life. Respect for all and a positive behaviour policy will be encouraged.
- All are asked to take responsibility for maintaining our resources by treating them with due care and respect

- **Achieve Together** (QIs 1.1; 2.1; 2.2; 3.1; 4.1; 5.1; 5.3; 5.4; 5.5; 5.7; 5.9; 9.3)  
(LIOs 1, 2, 3, 4, 5, 6, 10)

(Article 29: Education should develop each child's talents to the full)

- We will help children achieve as much as possible during their time at Riverbank.
- The Head teacher will work closely with staff to track attainment and ensure there is continuity and progression
- We will work in partnership with parents, carers, the community and other agencies to promote wellbeing and achievement.

### 2. To Promote our Values of Respect, Caring, Helping, Friendliness and FUN! (QIs 2.1; 5.1; 5.3; 5.8) (LIOs 1, 2, 3, 9, 10)

Standard and Quality leaflets are issued to parents at the start of each session. A full copy is available in school.



A Class Charter, School Charter Pamphlet and Whole School Charter.

**RIVERBANK SCHOOL  
POSITIVE BEHAVIOUR AND DISCIPLINE POLICIES  
BEHAVIOUR AND DISCIPLINE**

It is our aim that children will feel welcomed, supported and able to give of their best, while at Riverbank School. It is necessary therefore that certain standards of behaviour and codes of conduct have to be accepted. This is to ensure the safety and well-being of the whole school community so that staff and pupils work together in harmony.

This policy endorses The UN Convention on the Rights of the child. The following articles are of particular significance:-

- Children have the right to be protected from violence and abuse (Article 19)
- Children have the right to privacy and should be protected from attacks against their way of life (Article 16)
- Children the right to think and believe what they like and to follow their own religion (Article 14)
- Children have the right to learn and use the customs and language of their families (Article 30)

As a school, we prefer to use a positive approach where acceptable and courteous behaviour and high standards of work and self-discipline are praised and rewarded. Our rules are a list of musts rather than "must nots".

**RIVERBANK SCHOOL  
POSITIVE BEHAVIOUR AND DISCIPLINE POLICIES  
BEHAVIOUR AND DISCIPLINE**

**RIVERBANK SCHOOL'S CODE OF BEHAVIOUR**

**Pupils should observe our core values of:**  
Respect, Caring, Helping, Friendliness and FUN!

**To realize our Vision to be a School where we:**  
Learn Together, Play Together and Achieve Together



*Exploring the Big Outdoors!*

Undesirable behaviour must be discouraged and dealt with. This is part of the children's social development. As they grow, they learn what is acceptable and what is not. Children who are finding it difficult to stay focussed in the classroom or dining hall may take time out. There is also a time out stop in the playground. This option is open to all children, and may be instigated by the child or an adult.

Any sanctions used should be tailored to suit each child and the circumstances. If a pupil does break School / Class Charter, the following action may be taken, depending on the seriousness of the incident.

- a) Verbal reprimand, explaining the consequences of their actions, and indicating how we would wish him/her to behave in future. The child may not earn his/her Rainbow Time.
- b) Subsequent good behaviour may result in the child earning back their Rainbow Time.
- c) If inappropriate behaviour continues, the child may not earn further Rainbow Time.
- d) Our aim is to reward positive attitudes to behaviour and learning by providing hobbies and Rainbow Time on Friday afternoon. Children can earn up to 50 minutes of Rainbow Time over the course of the school week.
- e) For repeated incidents of bad behaviour, parents will be invited to school to discuss the matter with teachers and to work together to find a solution to the problem, supporting each other in the course of appropriate action. This would be closely monitored. At this stage a pupil may require an IEP (Individualised Education Plan). Parents of children who have not earned all the Rainbow Times three times in a term will be invited to meet with a member of the Management Team to discuss the problems.
- f) In some cases, we would, with the parent's agreement, refer the child to the Psychological Service, or to other appropriate agencies.
- g) These steps should deal with almost all situations which arise. However, should these fail to improve matters, the option of exclusion from school is available.
- h) When pupils, parents of pupils, and staff have witnessed or been the victim of a serious breach of discipline then they should be given appropriate support.



Some of our pupils were given the opportunity to participate in kayaking.

## **Restorative Practice**

Wherever possible restorative approaches to managing behaviour will be used. This involves children in meeting with the person they have hurt or upset, talking about what they have done and acknowledging the impact of this, and agreeing a resolution. Both the victim and the perpetrator have to agree to the process for it to work.

There are three steps to a restorative meeting:

- Establish and agree the facts - the perpetrator speaks first to encourage them to take ownership
- Acknowledge the consequences - what and who has been affected
- Consider the future - how can you behave differently next time

A number of staff have been trained in restorative practices and several pupils have been trained as Peer Mediators to resolve minor playground conflicts and prevent these escalating.

All classes hold restorative circles after break times to allow them to talk through and resolve any playground issues

Early Stages pupils who had been finding out about shapes went for a shape walk. Look what they found!

**BEHAVIOUR -  
DISCIPLINE**



**CODE**

**OF**



**When a child problem, academic, parents will be informed so that school and home can work together, supporting each other in the course of appropriate action.**

**has a behavioural whether it be social**

**or**

Similarly, if a parent is concerned about any matter connected with school, they are earnestly requested to contact the Head Teacher promptly so that the matter may be dealt with.

In the unlikely event of damage to school property through negligence, carelessness or wilful vandalism, the pupil responsible may be asked to pay for the replacement or repair of the damaged property.



**RIVERBANK SCHOOL**  
**POSITIVE BEHAVIOUR & DISCIPLINE POLICIES**  
**PROMOTING POSITIVE BEHAVIOUR**  
**ANTI-BULLYING POLICY**

In accord with our philosophy on learning and the ethos in Riverbank School, we earnestly strive to promote attitudes and positive behaviour both in and out of school.

Our policy on Discipline and our Code of Positive Behaviour endorse this fully.

It is recognised that some children may, at some stage require greater support in learning that certain behaviour has certain consequences.

As and when a child is identified, whether "bully" or "victim" all members of staff will be informed and discussion will take place as to:

- a) the needs of the child
- b) the strategies to help the child

At all times, our policy is one of a whole school approach and ownership of positive behaviour and attitudes. All members of staff have a responsibility for ensuring the success of this policy.

Praise of good work, positive behaviour, manners and attitudes is most important.

Teachers must lead by example and encourage the children to praise and encourage their friends and peer groups as well as younger children.

Peer group praise is very important.

It is important that children feel valued by peers and adults.



Enjoying a visit from the Fire & Rescue Service during UNICEF's Day for Change 2015.





## **We don't like bullying and we want to stamp it out.**

1. The importance of telling "someone you can trust" when bullying occurs, must be stressed.
2. "Someone you trust" may a member of staff, friend or parent. The child choose/prefer to write down what has happened.
3. All members of staff must guarantee a "listening ear" for both "victim" and "bully".
4. All members of staff must report any instances of bullying to teachers/head teacher.
5. The "victim" has a responsibility to tell the "bully" to stop. The "victim" must tell the "bully" that he/she is not happy with what is happening.
6. Teachers or SMT must deal with the situation promptly. We have decided to use a variety of strategies. The strategy chosen will be dependent upon the circumstances of the situation.
  - a) No blame approach - class, group or school discussion of situation with emphasis on "feelings".
  - b) A discussion takes place between bully and victim to agree a way forward. The bully will be encouraged to consider the impact of their behaviour.
7. All members of staff must offer support for both "victim" and "bully". Teachers will support both parties through the health curriculum. This must be carefully planned for the individual child at times. Monitoring of the situation will form part of the support.
8. Repeated instances of bullying must be reported to the child's parents to facilitate a "working together" approach.
9. In extreme cases the child may be referred to the Educational Psychologist or other outside agencies. This is done in consultation with the parents.



*Celebrating UNICEF's Day for  
Change 2015 - Focus on  
Children in Crisis with a visit  
from the RNLI and the BBC!*



## **RIVERBANK SCHOOL**

### **POSITIVE BEHAVIOUR & DISCIPLINE POLICIES**

#### **GUIDANCE FOR PARENTS**

1. Mums and Dads should always listen to their child.
2. Parents should always establish both sides of the story.
3. In the event of parents suspecting "bullying" in or out of school, the teacher should be notified immediately. Do not let things drag on in the hope that they will go away.
4. If you feel your child is being bullied, stress how important it is for the "victim" to tell the "bully" that he/she does not like what is happening and wants it to STOP. Encourage your child to talk about the problem. Encourage your child to think of ways of solving the problem.
5. If you feel your child is "bullying"
  - a) encourage your child to think about his/her actions and the consequences - how the "victim" feels
  - b) encourage your child to talk about the circumstances- why he/she does this. Do encourage praise and honesty.
  - c) Encourage your child to think about positive ways forward - ways of altering his/her behaviour.
6. Support your child through this difficult time.

BULLYING is any type of behaviour or the threat of behaviour which causes distress to another child.

- a) Name calling
- b) Ignoring - not talking to
- c) Leaving out of games
- d) Insulting - dress, intelligence, ability, family, looks
- e) Exerting pressure
- f) Threatening
- g) Bribing
- h) Hurting - physically or emotionally

Each of these can cause deep hurt and distress to the victim.

Help us to help the children recognise that their actions/remarks can have a serious effect on others.

**Remember, though, that bullying is not falling out with a friend, being hurt by accident or a one off incident (although we fully recognise that a one-off incident can be very distressing and will be taken seriously).**

## **POSITIVE BEHAVIOUR & DISCIPLINE POLICIES**

### **REVIEW OF POLICY & PRACTICE**

The policy will be reviewed annually at the beginning of each session and amended as required.

Children and members of staff will be reminded of our policy.

The Code of Behaviour will be the focus of at least one Assembly.

The Anti-Bullying Policy will be the focus of at least one Assembly.

The children may be asked to complete a survey as part of the Health Programme.

### **MONITORING INCIDENTS OF BULLYING**

**All instances of bullying must be reported to teachers or SMT.**

All instances of bullying must be reported and monitored following initial action.



Riverbank had its very own Disney Day as a means of raising funds to help install a water pump for the pupils and staff at Kamuli School in Uganda. Children and staff joined in.



## Inclusion

The Authority is committed to Inclusion and the Presumption of Mainstreaming, as set out in the Standards in Scotland's Schools Act 2000.

It is the aspiration of Education and Children's Services to utilise its resources and expertise to ensure that almost all children can be supported in their learning within their local school. This will be a gradual change which will ensure, where possible, that children will no longer have to travel away from friends and family to access the support they need.

All primary and secondary schools can already provide interventions for children and young people with additional support needs. Schools can access expertise from a range of specialist services including Educational Psychology, Sensory Support, English as an Additional Language and Autism Outreach. A very small number of children may require access to a more specialised provision for a period of time or access to a Special School Placement. As a parent or carer you will be fully involved in decisions about your child, your views are invaluable in helping us design appropriate supports.

Schools operate a staged approach to supporting learners. The Staged Intervention Framework is used to help identify potential barriers to learning and participation, and plan effectively. If your child is recognised as being in need of targeted support, an Individual Education Plan or Child's Plan will be put in place. Parents, pupils and agencies supporting your child will help develop and review the plan to make sure that it is supporting your child.

Levels of support within the staged intervention framework are categorised as follows:

**Universal support** is the support delivered by the class teacher through effective differentiation. When appropriate the class teacher will be guided by other professionals in school with particular expertise.

**Targeted support** is the support delivered by the class teacher and other school staff. When appropriate, support will be provided by support services across Education and Children's Services and will be planned for through the development of a Child's Plan

**Specialist/Multi-agency** is the support delivered by the school and others, which is likely to be highly individualised. Support will be planned and coordinated through the development of a Child's Plan that may be multi-agency in nature. Support given may be short term or longer term, but will be reviewed on a regular basis to make sure your child is making good progress.

## **Getting it Right for Every child**

Getting it Right for Every child is the Scottish Government's policy that aims to make sure that all children and young people are supported to reach their full potential by maximising their wellbeing.

The policy is based on a number of core principles and values. In Aberdeen it is being delivered through a shared approach where all the community partners work together to support children and or their family as soon as a need is identified.

In order to make sure children receive the appropriate help, every child now has the "Named Person" based in either health or education. The "Named Person" will be the first point of contact when a child, young person or their family or carers wish to access support or advice. If the child requires support of more than two services the "Lead Professional" will be appointed to coordinate the support.

Further information on Getting it Right in Aberdeen can be found on the website. [www.aberdeengettingitright.org.uk/GIFREC.html](http://www.aberdeengettingitright.org.uk/GIFREC.html)



## HOMWORK POLICY AND GUIDELINES

Riverbank School values are Learn Together, Play Together, Achieve Together. This includes parents, carers and other family members, who can make a big difference to a child's education. Through supporting your child's learning at home, you can reinforce what they are learning at school and help them to become independent learners.

- When schools and families work together, children do better.
- Children learn something well when they talk about it or explain it to someone else, so asking your child about their homework really helps them.
- Children who do homework regularly throughout their time at school benefit from the equivalent of roughly an extra year's schooling.

### Why have homework?

Homework helps your child to:

- learn how to organise and manage their time
- take more responsibility for their own learning
- practise and build on what they have learned at school
- develop confidence to deal with frustrations, overcome difficulties and solve problems
- learn and work independently in the future.

Homework helps teachers to check your child's understanding of classwork and keep track of their progress.

It lets you find out what your child is doing at school and get involved in their learning.

### What homework?

The amount and type should vary according to the needs of the individual child. It should be achievable and not excessive.



Riverbank is proud of its awards and achievements



## READING

At the early stages pupils will be expected to practise pages at home which have already been prepared in school. They should also practise words and sounds as indicated by the teacher.

Older pupils will be expected to prepare their new piece of reading at home.

They should use the glossary or a dictionary to find out the meanings of any words they do not know. It is useful if pupils continue to read aloud to an adult on a regular basis. The adult can check that the child has understood the passage and help with the pronunciation of any difficult words.

Children should also be encouraged to read for enjoyment.

## SPELLING

At the early stages spelling homework will involve learning the sounds of the letters and practising blending these sounds.

Pupils will learn their spelling words by using the **LOOK COVER WRITE CHECK** method. They will use some of their spelling words in sentences.

## MATHS

Maths homework will provide additional practise in particular areas which have already been taught at school.

## OTHER

Homework may also include researching project work, writing and other tasks relating directly to work being completed in class.

## UNFINISHED WORK

Occasionally a child will be asked to take unfinished work home to complete.

This should not happen on a regular basis and the work will be well within the child's capabilities.

## The homework policy is designed:

- To ensure consistency of approach across the school
- To ensure progress towards independence and individual responsibility
- To ensure parents/carers have clear expectations for themselves and their children
- To extend and support learning
- To provide an ideal opportunity to learn in together with parents/carers.



Easter Bonnet Eggstravaganza in the Riverbank Nursery.

## PARENTS HAVE A VITAL PART TO PLAY IN HOMEWORK

- Read with and to your child and talk about the book
- Set a good example - read yourself
- Encourage your child to read for enjoyment
- Encourage your child to use the public library.
- **You can provide help, support and encouragement for your child.**
- By providing a comfortable environment for your child, you will demonstrate that home work is important.
- Set a 'homework time' each day, and be available for support during this time.
- Encourage your child to produce good work, but don't tell them the answers! Check the quality of your child's homework, and sign it.
- Encourage positive attitudes. If there is a problem with homework, especially if it is taking a long time and causing distress, then please let us know.

Above all, show an interest and praise good effort

## Health and Safety

The Council recognises and accepts its responsibilities under the Health and Safety at Work Act and will seek to implement the Act and supporting legislation in all activities within its control.

The Council identifies health and safety as a primary objective of its activities and an integral part of service delivery. It will endeavour, so far as is reasonably practicable to conduct its activities without risk to the health and safety of its employees and to the general public and provide resources to do so in accordance with statutory requirements and Approved codes of Practice.

- The Head Teacher has the ultimate responsibility for the health, safety and welfare of all persons on these premises.
- Each person is responsible for the health, safety and welfare of themselves and others who may be affected by their actions.
- During evening 'lets' the person who had undertaken the 'let' is held as the responsible person and they should be provided with all relevant information from the policy document.

Those persons who undertake 'lets' will need to ensure they have first aid cover.

## Accident Procedures

**ALL ACCIDENTS, WHETHER MAJOR OR MINOR, MUST BE RECORDED**

### All Minor Injuries:

- Are dealt with by a First Aider
- The Accident Book must be completed (there is a book in the office)
- If necessary parent will be contacted.

### All Major Injuries:

- Appropriate forms are available in the office, which must be completed. The school administrator has details.
- If there is any doubt about an injury (major or minor), the school administrator will contact Health and Safety.

### General Safety Rules

- Before embarking on any practical activity teachers should ensure that an appropriate risk assessment has been undertaken. As a visiting teacher you should enquire about risk assessments if you are asked to undertake a practical activity. Please do not hesitate to seek advice from the Head Teacher or the Depute head teachers.
- Children should never be left unattended when using electrical equipment such as the cooker, the iron, the sewing machine or the glue gun. Time should be taken at the beginning of each lesson as to the safe use of such items. Such equipment can be used by children but only under strict adult supervision.
- Children should also be given appropriate instructions on the safe use of other items of school equipment such as scissors, needles, compasses and tools.



A selection of wall displays from Riverbank.



## Emergency Evacuation Procedure

In the event of an emergency requiring immediate evacuation of the buildings, the following procedure should be followed:

### ✓Raise the alarm by switching on bell

- ✓Evacuate adults/children in an orderly manner as soon as the alarm is raised, through the exit furthest from the danger. Close doors behind you. **Do not stop to put on shoes/coats etc.**
- ✓Class teachers to take paper copy of register with them as they exit the building.
- ✓All adults/children will assemble as indicated on instructions in classrooms.
- ✓One member of staff to check roll whilst another contacts the fire brigade (in case of a genuine emergency).
- ✓If anyone is unaccounted for, building to be checked if possible by a member of staff.
- ✓Small fires may be attacked, with extinguishers, by members of staff, providing they do not put themselves at risk to do so. Staff should ensure they are familiar with the operation of the extinguishers in school.

Periodically, and without warning, the janitor will institute a fire drill. Staff and children must respond immediately as indicated above.

## Child Protection Policy

All children have a right not to be abused and to be protected from abuse and neglect; therefore child protection is the responsibility of everyone. *"It's Everyone's Job to Make Sure I'm Alright"* (Scottish Executive, 2002) underlines the need for all of us to take responsibility in order to protect our children.

In our school we are committed to creating an environment in which children are safe from abuse and in which any suspicion of abuse is responded to promptly and appropriately. The well being of children in our care takes precedence over any other consideration. It is the clear responsibility of all those involved in our school to adopt good practice throughout their work. In order to achieve this we will:

- Seek to work in partnership with parents, carers, other agencies and Aberdeenshire Council to promote good practice in the area of child protection.
- Update any changes in child protection policy and practice.
- Endeavour to ensure that all staff has access to appropriate child protection training, supervision and support in order to implement this policy effectively and with the minimum of stress.



The Inter Agency Child Protection Guidelines for Aberdeenshire - NESPC - identifies five categories of child abuse that must be recorded and acted upon:

- Physical Abuse
- Neglect (including non-organic failure to thrive)
- Emotional Abuse
- Sexual Abuse
- Vulnerability factor

Child abuse is a criminal offence. All staff working in Riverbank Primary School have an ethical duty to report any reasonable concern that a child may be being abused.

In our school the designated person is: **Susan Ironside**

In her absence consult with Depute head teacher.

The role of members of staff is to inform the designated person of any instance, which suggests that abuse, is taking place. It is not the role of the member of staff to wait for proof, investigate or gather evidence of abuse.

Where the Head Teacher judges that there is cause for concern, evidence of abuse or potential danger to a child she will contact Social Services in accordance with the NESPC Child Protection Guidelines.

**If a pupil leaves the classroom, school building or school grounds without permission staff should:-**

- remain calm
- inform Head Teacher / Depute Head Teacher immediately
- give the pupil the opportunity to return without further loss of self esteem
- monitor discreetly
- call the parent and/or the police if the pupil is in danger or has left school grounds and is out of sight
- talk to pupil on return to building
- decide next steps

May 2020



On a Friday afternoon the Riverbank Pupils should have earned Rainbow Time and can Relax and Play with their class mates. They will have earned their Rainbow time during the course of the school week.

