

Ready, Respectful, Safe



Three Bridges Primary School



School Prospectus

Learn Enjoy Achieve Respect Nurture Engage and Resilience

Message from Trudy Emberson, Headteacher

On behalf of the staff, governors and children of Three Bridges Primary School, I would like to welcome you to our fantastic school.

As a school community, we share the responsibility of ensuring that the children in our care are happy, resilient, successful individuals who are fully prepared to meet the challenges of an ever changing world. At Three Bridges Primary School, our ultimate goal is for children to become independent, self-motivated and responsible citizens and we play an important role in equipping them with the foundations they need to enable them to succeed in the future.

We firmly believe that the **LEARNER** (**LEARN, ENJOY, ACHIEVE, RESPECT, NURTURE, ENGAGE and RESILIENCE**) is at the heart of everything we do at Three Bridges and we do everything we can to make learning as irresistible as possible so that everyone is given the best opportunities to succeed.

However, this can only be achieved when we all work together. We work very closely with parents and our community. Good communication between home and school enables a strong partnership built on trust. We as teachers are in a very privileged position; parents entrust us with their most precious possessions and we do our utmost, at Three Bridges Primary School, to ensure that all children are happy and safe in our care.

As teachers, we have an enormous responsibility to ensure that the children do the best that they can, in all areas of the curriculum. Our new curriculum is carefully planned to cater for the needs of all our pupils. As a school, we believe in inclusive, active and creative learning that engages all of the children, whilst celebrating equality and diversity. We focus heavily on high quality teaching and learning, which centres on developing key skills through the curriculum but also on developing future citizens.

This is a wonderful school and we are very proud of what we do at Three Bridges Primary School. Do enjoy looking around our fabulous website and if you would like to visit, please call the School Office on 01293 524076 to make an appointment.

We look forward to seeing you!

Kind regards

Mrs Trudy Emberson
Headteacher



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Our LEARNER Vision

Three Bridges Primary is a school at the heart of a vibrant, multicultural community and celebrating the diversity of our school is very important to us. By following our LEARNER values pupils learn to respect one another and themselves and leave with a positive and friendly attitude towards others.

The aim of the school is to work together to build a safe, respectful and nurturing environment focused on every LEARNER's well-being, ensuring they are ready for the world.

Learn , Enjoy , Achieve , Respect , Nurture, Engage & Resilience

At Three Bridges Primary School we believe in a holistic approach to education which is why we offer a wide range of out of school hours activities for our pupils. Children can make use of our extensive grounds and facilities through a wide range of clubs, ranging from pond dipping to Street Dance. In Year 6 our pupils go on a residential visit aimed at developing their confidence and collaboration. We offer Breakfast Club from 7.45 am until 8.45am and After School Club from 3.15 pm until 5.15pm. Please ask the office staff for more details.

Our school offers...

Mental Health Support

Well-being and mental health support is at the heart of our ethos at Three Bridges Primary School. We are fortunate enough to have a learning mentor on site, who works 1:1 with the children or in groups, addressing any barriers to learning that they may have such as self-esteem or emotional regulation. Our children's mental health is also supported by external agencies at school, including a play therapist from Your Space and a mental health practitioner from Thought-Full. All these professionals work closely alongside the children, teachers and families to ensure a consistent and supportive approach is shared by all.

Articulate

ARTiculate is designed and endorsed by BAAT (British Association of Art Therapists) specifically for staff in Education.

ARTiculate is not Art Therapy, but is based on what children and young people's Art therapists have learned about what is effective in building trust, reducing anxiety and supporting emotional literacy through creativity.

ARTiculate sessions are designed to:

- Lower anxiety
- Stimulate imagination and creativity
- Support relationship building
- Foster trust
- Increase self-esteem and confidence
- Support emotional literacy
- To help children to understand and manage their feelings within a safe, supportive environment.



Forest School

Three Bridges Primary School offer's every child the opportunity to engage in Forest School sessions. All children go out over the course of the year across all of the seasons. We go out in all weathers and the children love being outside. From Nursery to Year 6 the children experience engaging in team games, exploring the area and the mud kitchen, using basic tools, fire lighting and maintaining, shelter building and more. They work hard demonstrating our school LEARNER values.

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Message from the Chair of Governors

On behalf of the governors, I would like to briefly set out why we are so proud of our school, our top class teaching staff and the amazing children who attend. Children who attend Three Bridges regularly tell us how much they enjoy learning and visitors are always impressed by the children's thirst for knowledge, their politeness and support for each other. The vision for the school is clear - that we aim to create a life-long love for learning. This is central to Three Bridges Primary school and, as parents and carers; you play a key part in supporting that through encouraging and inspiring your amazing children.

The governing body oversee setting the strategy for the school, holding the head teacher to account and ensuring robust financial plans. We monitor this through visits, conversations with the school community and monitoring meetings. It is a great honour to get to see the brilliant work that goes on in this 'transformation factory' of a school.

I am sure you will agree that Three Bridges Primary school is a great school for your child to grow and become lifelong LEARNERS (**Learn, Enjoy, Achieve, Respect, Nurture, Engage and Resilience**).

If you ever want to have a conversation about what being a governor involves or have any great ideas to help support you or encourage your child, please don't hesitate to come find us or drop us an email anytime.

Kind regards

Mrs Lisa De Noronha
Chair of Governors



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What Ofsted Say about Our School

(Short Ofsted Inspection – June 2018)



The leadership team has maintained the good quality of education in the school since the last inspection.

Pupils, both boys and girls, are enthusiastic readers. They enjoy reading and talk about the books they have read with pride.

Work in pupils' books shows that they have made rapid gains across the school in writing.

You have created a culture in which staff feel empowered to take risks and try new ideas to improve their work. They are passionate about the school and strive to ensure that all pupils achieve as well as they should.

The quality of work seen in pupils' mathematics books is impressive. It shows clear progress for all groups of pupils.

Pupils across the school are warmly welcomed into a bright and attractive learning environment where they learn well and develop positive relationships with adults and each other.

Teachers have high expectations and they provide work and activities that match pupils' interests and learning needs.

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School Organisation

The school is organised into three Key stages based across Lower Site and Upper Site.

Lower Site

Nursery - Pear AM and Pear PM (availability for children to attend either session)
The Nursery has a morning class and an afternoon class: both classes run from Monday to Friday. The morning class starts at 8.40 am and finish at 11.40 am. The afternoon class starts at 12.30pm and ends at 3.30pm.

Reception Year - Apple Class, Cherry Class and Mulberry Class

Year One - Chestnut Class, Juniper Class and Silver Birch Class

Year Two - Elm Class, Holly Class and Pine Class

The school day begins at 8.55am; gates are open from 8:40am. A member of staff, usually the Senior Leadership Team, will be standing at the gate to welcome the children in to school.

The school day ends on the Lower Site at 3.00pm.

Children in the Orchard should be collected by their parent/carer from their child's classroom. If someone else is going to collect your child from school, please complete a 'permission to collect my child' form. Parents/carers can nominate someone over the age of 13 to collect a child.

Upper Site

Year Three - Maple Class, Rowan Class and Willow Class

Year Four - Beech Class, Oak Class and Poplar Class

Year Five - Cedar Class, Sycamore Class and Cypress Class

Year Six - Larch Class, Yew Class and Redwood Class

The school day begins at 8.55am; gates are open from 8:40am. A member of staff, usually the Senior Leadership Team, will be standing at the gate to welcome the children in to school.

All children must be **in their classroom for registration by 8.55am**. If your child arrives after this time they will need to sign the late register in the school office. This will be marked as late. Arrival after 9:10am is marked as unauthorised absence.

The school day ends on the Upper Site at 3.10pm.

If your child is in Year 5 or 6, parents/carers must complete and sign the school's permission form, if you wish your child to walk home alone. However, if your child attends a club which finishes later than the end of the school day, they must be collected at the end of the club.



Entry and Exit to the School Sites

Parking

Parking restrictions are in place for permit holders only on most roads around Three Bridges. There is no parking available for parents/carers on either site (except for Blue Badge holders and SSC children arriving either by LA transport or with their parents). However, there is parking outside the parade of shops on Gales Drive, on Crossways or in marked bays (there is a 10 minute limit to parking at drop off and pick up times). Please use the Pelican Crossing on Gales Drive where possible or the crossing patrol on Crossways.

Please do not park on the zig-zag lines to the front of the Upper Site - this area is used by emergency vehicles and needs to be freely accessible.

Walk to School

All children are encouraged to walk to school. This promotes a healthy life style and reduces congestion around school. Bike racks are available at the Lower Site and at the Upper Site, at the front of the school. Many children ride their bike or scooter to school. Children should be accompanied by an adult. School gates are locked during the day however the school does not accept any responsibility for bikes or scooters.

Gate Entry to the School Sites

Lower Site - The main school gates will be open at 8.30am to allow parents to bring their children in to school in the mornings and will be locked at 8.55 am. In the afternoon, gates will open at 2.55pm. At all other times the gates will be locked and the buzzer/intercom will need to be used to gain access.

Upper site – The main school gates will be open to allow parents to bring their children in to school in the mornings and will be locked at 8.55 am. They will open again in the afternoon at 3.05pm. At all other times the gates will be locked and the buzzer/intercom will need to be used to gain access.

Dogs may be carried on the school premises. Please do not leave dogs tied up next to entrance gates as some children find it intimidating to walk past a dog.

Please do not smoke or drink alcohol in the school grounds.



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Access

The Lower Site is a single level building giving good access throughout.

The Upper Site is situated on a level site, giving good access to the buildings. There are ramps for easy access. It is a two storey building with staircase access to the first floor.

Communication

Communicating with parents/carers is an important part of school life. Three Bridges Primary school uses **Bromcom**, to communicate with parents/carers. Office staff send emails, text messages or call parents if there is an urgent message. School staff use **Class Dojo** to communicate with parents too, as many of our community do not speak English as their first language and this provides instant translation for everyone.

Newsletters

The school sends home a weekly newsletter to everyone in our school community; parents/carers/governors and staff. This is sent home by email and Class Dojo. Please let the office know if you do not have internet access as we can print copies for you if necessary. The weekly newsletter is uploaded to the school website (www.threebridgesprimaryschool.co.uk) and a copy can also be found on noticeboards on both sites. Please read the newsletter every week, as we celebrate the children's learning, share attendance updates, Class Dojo points and Headteacher Awards, along with 'Dates for your Diary.'

Change of Details

All information that parents/carers provide on a child's initial enrolment form is kept securely. Parents/carers must inform the school of any changes to contact details, for example, address, telephone numbers and email address. Parents/carers must inform the school if a child has any medical or dietary needs so that the office staff can provide the correct forms to complete.



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Class Dojo

We use **Class Dojo** throughout our school. It is an online resource that helps to encourage children's excellent behaviour and share their best moments with parents. We utilise this resource in three main ways:

1. To reward prosocial behaviour that links to our LEARNER values (**Learn, Enjoy, Achieve, Respect, Nurture, Engage and Resilience**).
2. To share the amazing learning that is taking in place in school.
3. To communicate between teachers and parents.

Your child will have their own avatar on their Class Dojo page. Parents/carers will be provided with a password to access their child's Class Dojo page. Through this page you will be able to view the points your child has earned, and the 'Class Story.' The 'Class Story' is a news feed that displays highlights of your child's accomplishments, achievements and creations. If you have requested that your child's image should not feature on the internet then they will not feature on their 'Class Story.'

Sickness and Absence

If your child is not in school due to illness we ask you to report this using 'Studybugs'. This is a free absence-reporting app, which parents/carers can download here <https://studybugs.com/about/parents>. Alternatively parents/carers can visit the Studybugs website to inform us that your child is ill and unable to attend school.

If you do not use the Studybugs app, please call the school to report your child's absence. You must telephone the school office every day your child is absent: 01293 524076 (option 1 to report an absence). If we do not hear from you we follow guidance in first trying to contact parents by telephone to find out why a child is absent from school leading to visiting the child's home if contact cannot be made.

See the Health and Welfare section on Page for more information about illness and medication.



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Our Curriculum Intent

At Three Bridges Primary School, we aim to plan learning to suit the needs of all of our learner's. Our staff, governors, parents and children have been involved in deciding what our curriculum will look like. We believe our curriculum is rich and vibrant; children have access to high quality and engaging learning opportunities. Objectives are planned in line with the National Curriculum and this goes beyond the classroom to ensure that the children at Three Bridges are given a wide range of opportunities.

Our diverse school community contributes to our curriculum in many ways; for example, organising Diwali celebrations and inviting people from different faiths to work in school with the children. The school continues to involve its stakeholders in developing our curriculum offer.

We believe that our **LEARNER** values (**Learn, Enjoy, Achieve, Respect, Nurture, Engage & Resilience**) strongly underpin teaching and learning at Three Bridges. These are also linked to our Behaviour policy; children respond extremely well to our values and articulate them confidently.

We believe that learning should be planned and sequenced so that new knowledge and skills build on previous learning. Children at Three Bridges should have the opportunity to develop the necessary knowledge and skills to take advantage of opportunities, responsibilities and experiences of later life, for example, our partnership with Brownings Farm ensures that all children have the opportunity to learn about nature, farming and conservation. We aim to develop a mastery approach to learning and challenge learners at all levels. We promote mental health and well-being through the curriculum, using materials from Education for Safeguarding, which have been developed by West Sussex County Council (E4S).



Our key aims are:

To ensure high quality teaching that enables the acquisition of skills, knowledge, understanding together with the values which will be of use to future learning and living.

To promote, facilitate and enable children with disabilities and special educational needs to be included in all aspects of our curriculum.

To challenge our high attaining children and provide support for the good progress of low attaining children, encouraging independent learning.

To promote a wide range of enrichment experiences that our parents can afford – residential, visits and visiting speakers.

To enable our children to make connections across all forms of learning and to be reflective when considering the ways in which they learn and the skills they are developing.

To develop enquiry by encouraging children to question, discuss issues and make informed choices.

To promote positive attitudes, good behaviour and moral understanding.

To nurture self-esteem so that children are motivated to learn and develop the ability to co-operate and work with others.

To ensure our children understand about how to keep themselves safe and that our systems and procedures support this aim.

The Early Years Foundation Stage Curriculum

There are four guiding principles that shape our Early Years Foundation Stage practice:

- * Every child is unique, and is constantly learning and can be resilient, confident and self-assured
- * Children learn to be strong and independent through positive relationships
- * Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and where there is a strong partnership between practitioners and parents
- * Children develop and learn in different ways and at different rates.

The areas of learning and development

There are seven areas of learning and development that must shape educational programmes in Early Years settings. All areas of learning and development are important and inter-connected.

Three *prime* areas are particularly important for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive:

- * **Communication and language**
- * **Physical development**
- * **Personal, social and emotional development**

Children are also supported in four *specific* areas:

- * **Literacy** (reading and writing)
- * **Mathematics** (counting, understanding and using numbers, shapes and measures)
- * **Understanding the world** (finding out about people, places, technology and the environment)
- * **Expressive arts and design** (art, music, movement, dance, role-play, design and technology)

What will my child do in the Early Years Foundation Stage?

Our firm belief is that young children learn best through play, but we also provide opportunities for them to gather as a group or class to undertake focused activities and listen to stories, sing songs, play games, etc. This work is often linked to the themes. The children also have an opportunity to select their own play activities throughout the session and we particularly encourage them to consolidate further any new experiences that have inspired them i.e. hearing the story of the 'Three Billy Goats Gruff' may promote the children's desire to build bridges with the planks and bricks. During the session the children have the opportunity to break for fruit and drink. They are brought together at the end of the session to discuss their learning and share their successes.

Very carefully planned transition arrangements between EYFS and KS1 enable children to make a smooth move between the two key stages.



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Reporting to Parents

In EYFS, KS1 and KS2 there are two Termly Learning Conferences, involving the class teacher, parent/carer and child. There is one in the autumn term and one in the spring term. A written report of this meeting will be sent out at the end of each term. A final report is sent to parents/carers in the summer term.

End of Key Stage results for children in EYFS, Year 1, (Phonics screening), and Year 6 (Key Stage 2) are sent to parents/carers at the end of the summer term. Parents/carers receive a written report, which shows whether a child has met/not met ARE (age related expectations) in all subjects.

In addition to Termly Learning Conferences, the school also holds half termly '**Learning Showcases**' for parents/carers (Years 1 – 6) to come in to school to see their child's work. These are usually held in each classroom. Parents of children in EYFS are invited into the school for 'Stay and Play' sessions.

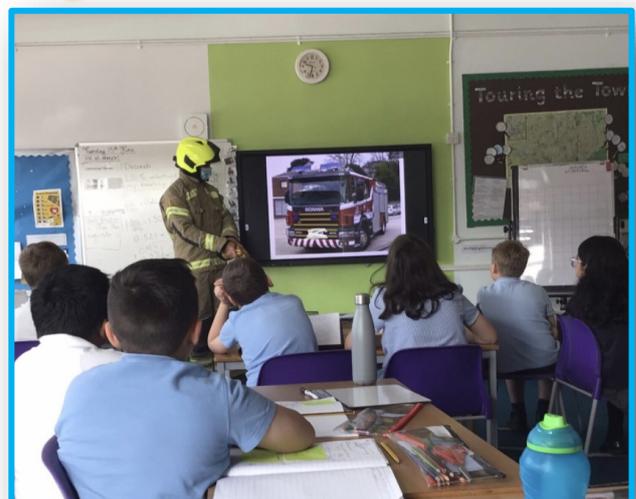
At the end of each year, the teachers work closely together to make sure that all necessary information is passed on to the new teacher(s), to ensure that each September, the children settle quickly and happily into their new class.

Behaviour

The Governing body believes that all members of our school community should be able to learn, work and achieve their full potential in a safe, secure and inclusive environment. We value the strong relationships that exist throughout the school, which lead to mutual respect and encourage prosocial behaviour. Expectations are communicated through use of the LEARNER values. This school has a behaviour policy and an Anti-Bullying policy which are available to view on the website.

We expect and celebrate prosocial behaviour at Three Bridges Primary school, using Class Dojo, which is linked to our LEARNER values. Staff can also nominate children for a Headteacher Award, which is celebrated on the newsletter, with the child's first name and often a photograph of their achievement. All of these rewards are featured in our weekly Celebration assembly.

The school deals with antisocial and dangerous antisocial in a very individual way. If a child is not able to behave safely, measures are put in place to reduce the risk of further incidents. All decisions are shared with parents and the school will seek further advice or support from external agencies if necessary.



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Special Educational Needs

From time-to-time children can experience difficulties in school. This can be for a number of reasons. Some children will need extra support for a short time while others may need support for longer. As with all West Sussex schools our policy is to include children as we believe they have a right to access high quality education, and to be given every opportunity to do their very best.

We know that early identification of a child's specific needs offers the greatest benefit to each child's individual learning. We talk to you as parents before your child starts school so that you can tell us about any specific needs that your child might have, and encourage you to come in and talk to us about any concerns you may have.

If there is a concern that a child is experiencing particular difficulties, or highlighted that a child may have exceptional ability (Gifted and Talented) we will refer the child to our Inclusion Managers. Children may then be placed at different stages on the S.E.N register or on the Gifted and Talented register. If a child is placed on the SEN register, the class teacher will write either an Individual Learning Plan (I.L.P.) or Behaviour Plan to help the child make progress in small steps. This information is always shared with parents/carers.

In certain cases it may be necessary to involve other professionals, who may carry out further assessments, for instance a medical report or assessment by an educational psychologist. In very special circumstances the Local Authority may provide additional support for children with difficulties.

We have a Specialist Support Centre (SSC) on each school site which supports children with speech and language disorders. All children in the SSC are based in a mainstream class and have their needs met by personalised programmes which include speech therapy support, in-class group support by members of the SSC team and mainstream staff, as well as some small group and individual withdrawal work which is targeted to meet individual needs as identified on a child's Educational Health Care Plan (EHCP). Close liaison between all staff and with parents/carers promotes good learning, with the children benefitting from working alongside their peers.

Responsibility for allocating places in the SSC lies with the Special Education Section of West Sussex's Education Department. The decision is made following the advice of relevant professionals as part of the statutory assessment or EHCP review process.

At the Upper Site, we also have engaging spaces called 'The Hive' and 'The Sensory Room' where children can access sensory activities in a small group with an adult. The Hive promotes independent learning, areas to support regulation and a calm environment.



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Health and Welfare

Parents/carers will be notified of any medical examinations that might be organised at school, for example, hearing tests for Reception children and height and weight checks for Year 6.

Parents/carers can provide medical information on the Enrolment Form. Parents/carers are asked to keep the school updated on any health issues throughout the child's time at Three Bridges. Individual Health Care Plans are written in conjunction with a member of the Senior Leadership team. If a child requires medication, this is provided by the parent/carer and administered by school staff as appropriate.

Illness

If a child contracts an infectious illness, we would expect parents/carers to observe any recommended isolation.

Sickness and diarrhoea are very common illnesses in young children. We ask you to keep your child at home until at least **48 hours** have passed after the last incident of sickness or diarrhoea, unless otherwise advised by your doctor.

General Medicines

Parents/carers can sign a declaration which allows the school to administer paracetamol or anti-histamine. The school can only administer medicines, which have been prescribed by a doctor. Parents/carers need to complete a form for all medication. This is explained fully in our Medicines policy.

Minor Incidents

The school staff are trained to administer first aid to children with minor injuries. We keep a record of all incidents. If a child is injured more seriously, for example, a bumped head, parents/carers will be informed during the school day by email.

Parents/carers will be contacted during the day if a child becomes unwell in school and would benefit from further medical advice.

Emergencies/Accidents

Emergency services are called if there is an accident which requires more specialised medical treatment. Parents/carers are also contacted in an emergency.

Parents/carers must ensure that the school has up-to-date contact details and a list of emergency contacts.

If a child needs additional support to access the curriculum safely (e.g. broken bones), parents/carers will be required to come into school to complete an Individual Health Care Plan for their child before they return to school.



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School Uniform

All children are asked to wear the school uniform, which is available from My Clothing by logging on to <https://myclothing.com/primary/10462.school>

Why should you choose My Clothing?

Trusted expertise for over 30 years

- * 98% customer satisfaction score
- * Extensive size and colour choices
- * Outstanding products **ethically sourced**
- * 5% cash donation to your school*
- * Embroidered in the UK
- * Home delivery within **14 days**
- * Dedicated customer service team

*5% Cash donation

With a 5% cash donation on every purchase, Three Bridges Primary School benefits too.

How to order

To register with My Clothing you simply need to log on to the following secure site: <https://myclothing.com/primary/10462.school>. This will take you straight to the Three Bridges Primary School page where you will be able to click on the Account tab to register for a new account/sign in with your log in details. Pictures and prices of all items you can order are on display; ranging from personalised iron-on name labels, book bags and PE bags to embroidered cardigans and sweatshirts. Please note that the embroidered items shown on this site include an example of a school emblem only; not the Three Bridges Primary School emblem displayed above.

The following items are recommended:

At Three Bridges Primary School, children can wear

Grey trousers, skirt, pinafore or a blue gingham dress in the summer

Navy blue sweatshirt, cardigan or fleece with or without the school logo

Pale blue or white polo top or shirt

Plain white, black, navy or grey socks or tights

Black shoes



P.E. Kit

White t-shirt (with or without the school logo)

Navy blue shorts

Plimsolls or trainers

A separate sweatshirt or tracksuit for cold weather

A drawstring bag is available from the My Clothing website if required

Outdoor Clothing

Your child will need a waterproof coat (and trousers in EYFS) as well as Wellington Boots.

Jewellery

Stud earrings and watches are permitted, no other jewellery is allowed. If your child is wearing earrings on a day on which he/she has a sporting activity, he/she will be asked to remove them. We would also suggest that if your child wishes to have their ears pierced that this is done at the beginning of the long summer holidays.

We do not allow make-up or nail varnish to be worn.

School Bags

Your child can bring a small backpack to carry their belongings. We have limited space for bags in the cloakrooms.

All clothing should be clearly marked with your child's name. Lost property is displayed at the end of each term.

Mobile Phones

We do not allow children to bring mobile phones to school. If parent/carers feel that their child must have a phone (for example, because he/she walks home alone), then a permission form must be completed (year 5 & 6 only)

The school accepts no responsibility for personal belongings.



Mid-Morning Snacks

Lower Site - As part of the government's healthy eating policy the school is provided with fruit and vegetables daily. The children do not need to bring a snack with them.

Upper Site – Children are able to bring break-time snacks into school, these may include fresh or dried fruits (not processed fruit bars) or raw vegetables. The following drinks are permitted during break-time and lunchtime – fresh fruit juices, milk and water.

We do not allow fizzy drinks or glass bottles in school at any time.

Please note: We are a NUT FREE school. This includes chocolate spread made with hazelnuts.

Hot School Meals

Children in Reception, Year 1 and Year 2 currently have the option of a funded hot meal every day until the end of Year 2. You need to choose a specific meal for your child from a selection of hot meals for each day your child eats. If you do not choose a meal for your child, they will still receive a hot meal on that day, depending on availability.

- * Please refer to the cut off dates on the school website.
- * Parents need to choose a hot meal via Parentpay (your log in details will be allocated to you once your child is enrolled in the school).
- * If you forget to place an order by the ordering dates, your child will receive a Jacket Potato, depending on availability.

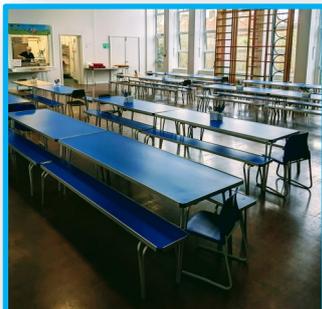
TOP TIPS

- * Check you have a username and password for each of your children for ParentPay.
- * Try to always order a few weeks ahead to avoid missing the cut off date.

Lunch Time Supervision

During lunchtime, all children are in the care of Learning Support Assistants and specially employed mid-day meals supervisors (MDMS). A trained first aider is always on the premises.

Lower
Site



Upper
Site



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Here's What Should Go in A Healthy Lunchbox

Vegetables, salad and fruit

At least one portion from the fruit and vegetables food group...

- * 1 medium apple, orange, banana, pear or similar size fruit
 - * 2 small fruits – plums, kiwis, mandarins or similar size fruit
 - * A small glass (150ml) of unsweetened fruit juice
 - * Half a tin (3 tablespoons or 4 dessertspoons) of fruit in its own juice
 - * 1 small bunch of grapes (10 grapes)
- 1 small salad (for example, dessert bowl sized salad of lettuce, tomato, cucumber and celery sticks)
- * 3 tablespoons or 4 dessertspoons of vegetables (for example, chopped or grated carrots)
 - * A bowl of homemade vegetable soup in a thermos flask for older children
 - * A small pot of fruit salad
 - * A small salad box

One portion from the meat and meat alternatives food group...

- * 2 slices (50–75g) of cooked meat
- * 1 - 2 eggs (hard-boiled, sliced or mashed)
- * A small can (100g) of tuna, salmon, mackerel or sardines
- * 4 tablespoons of hummus - try out as a dip with carrots or celery

Note: Fish such as tinned tuna or salmon should be included in the lunchbox at least once a week – remove any bones.

Wholemeal cereals and breads, potatoes, pasta and rice

One portion from the bread and cereals group which would be...

- * 2 thin slices of wholemeal bread
- * 1 small wholemeal bread roll
- * 1 wholemeal tortilla wrap
- * 1 wholemeal pitta bread
- * 4 - 6 wholemeal crackers or breadsticks
- * 1 cup of cooked brown rice, pasta or couscous
- * 1 small wholemeal bagel

Milk, yoghurt and cheese

One portion from the dairy products food group...

- * 1 glass or mini-carton of milk (200ml)
- * A pot of natural or low-fat yoghurt (125ml)
- * 2 cheese triangles
- * 2 thumbs (25g) of cheese such as cheddar, edam or gouda varieties

Note: Low-fat dairy products are suitable for children over two years of age.

Lean cuts of meat such as chicken breast are lower in salt than processed meats such as ham and bacon. Choose lean meat more often than processed meat.

To avoid soggy sandwiches put juicy vegetables between some lettuce and other sandwich fillings for example, cheese.

Including wholegrain varieties of breads and cereals in our diet can help us feel fuller for longer and prevent

For younger children cutting fruit into manageable size chunks will encourage them to eat more fruit

Dairy products are especially important in the diets of children and teenagers as they provide calcium to support growing bones and teeth.

5-day lunchbox planner

We often end up putting the same things in the lunchbox every day. Keeping lunchbox contents varied makes lunch more enjoyable. The following planner shows you some examples of snacks and lunch items.

Monday				
1 medium wholemeal bread roll with tomato and cheese	+		+	Handful of carrot sticks
			+	Pot of low-fat yoghurt
				
Tuesday				
Small pitta bread with tuna and sweetcorn	+		+	½ wholemeal scone
			+	
				
Wednesday				
2 tablespoons of pasta with 1 tablespoon of tomatoes and vegetables	+		+	2 crackers with low-fat cheddar cheese
			+	
				
Thursday				
2 slices of wholemeal bread with cooked ham and lettuce	+	Slices of pepper, cucumber, sugar snap peas or mangetout	+	
			+	Yoghurt
				
Friday				
Tortilla wrap with chicken, sliced peppers and lettuce	+		+	Small tub of stewed fruit
			+	6 cherry tomatoes
				

Remember:

- * Use low-fat spread, low-fat mayonnaise or relish instead of full-fat options.
- * Smaller portions for smaller children.

Absence from Learning

If you need to collect your child during the school day to attend an **appointment**, e.g. doctor or dentist, we need to see evidence of the appointment card, letter or text. Parents/carers must let the school know in advance of any appointments that your child needs to attend during the school day. However, **we ask parents/carers to try and avoid making dental or doctor's appointments during the school day whenever possible.**

The regulations regarding **family holidays** state that 'leave of absence shall not be granted by schools unless there are exceptional circumstances'. To clarify, Three Bridges Primary School will not authorise absence from learning unless there is a proven exceptional reason. You will be asked to complete a '**Withdrawal from Learning Form**' and make an appointment to see the Headteacher

Parents should be aware that any unauthorised withdrawal from learning for a total of 10 sessions (5 school days) or more in a 10 week period may be referred for a fixed penalty fines from the Local Authority. Full information can be found on our website.

Educational Visits and Visitors

Throughout the school year visits provide an excellent opportunity for children to link their learning to the world in which they live. It is our view that school visits offer children essential, motivating, first-hand, real-life experiences which they will remember for years to come.

Our programme of visits and visitors changes each year, but has included travelling to the Sealife Centre in Brighton and the Globe Theatre in London to see Shakespeare. Religious Education is often supported by visits, for instance to local churches. Visitors can often bring in a wonderful range of learning experiences for the children.

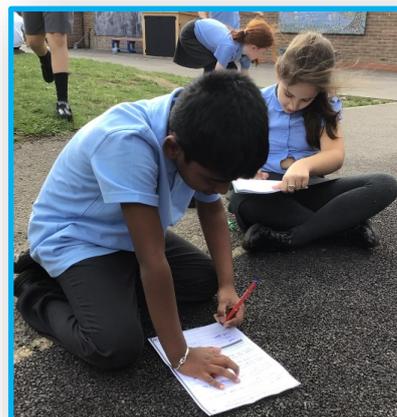
Year 6 take part in a residential activity week at PGL, on the Isle of Wight, when they get the chance to experience lots of different challenges during their week away.

When your child starts school you will be asked to sign a consent form, giving permission for your child to go to local places of interest; 'local' means within walking distance. For all other visits you will be sent a letter describing the visit and asking for your permission. If we do not have your permission, we will *not* take your child out of school.

Charging for visits and visitors

Full details of when the school will ask for payment for a school visit is carefully explained in our Charging and Remissions policy. However, if a family is in receipt of specific benefits, the school is obliged by law to waive the charges. These are:

- * Income Support
- * Income-based Jobseekers Allowance
- * Income-related Employment and Support Allowance
- * Support from NASS under part 6 of the Immigration and Asylum Act 1999
- * the guarantee element of Pension Credit
- * Child Tax Credit (with no Working Tax Credit)
- * Working Tax Credit run-on
- * Universal Credit





Friends of Three Bridges Primary School

As a parent/carer of a child in our school you are automatically a member of the 'Friends of Three Bridges Primary School'. The Friends are extremely important to us – as well as helping us to have fun and have an informal relationship with our parents/carers they also raise additional income through fundraising to help provide added extras that the school budget cannot stretch to. This year, the Friends raised £10,000 and were able to refurbish our libraries.

The friends are central to the life of our school and have two aims:

1. To advance the education of our children by helping to provide additional facilities through fundraising activities
2. To strengthen the relationships between school staff and parents/carers through social events.

How can you get involved?

You can make a real difference through supporting our events and activities during the planning and running of the event. We have jobs of varying sizes that can be performed by anyone, such as:

- * Getting involved in organising the event e.g. booking a disco, wrapping up lucky dip presents
- * Coming up with new fundraising ideas
- * Helping at events with tasks such as setting up tables, making tea, running a stall, clearing away or marshalling a bouncy castle
- * Coming along and supporting the event with your family and friends.

It is easy to get involved, here's how:

- * Come to one of our informal meetings as advertised in our newsletters and flyers
- * Ask a teacher or the school office how you can help
- * Check out the 'Friends Faces' on our web page
- * Email us on Friends@threebridgesprimaryschool.co.uk

We would love to meet new parents/carers at our next Friends meeting at the school. Please look out for flyers, newsletters in your child's book bag. This will offer another opportunity for any parent or carer interested to hear more about what we do, and the fund-raising projects we are working towards.

We hope to see you at a meeting or an event soon!



Website

We have a wonderful school website which is full of facts and information that you may wish to explore before your child starts at Three Bridges Primary School and certainly on a frequent basis once they have joined us.

The kind of things you will be able to find on our website include:

- * Term dates and holidays
- * Admission arrangements
- * Safeguarding
- * The Prevent Strategy
- * Results and Ofsted
- * The Governing Body
- * School council
- * Policies and forms – ranging from Admissions, Behaviour and Child Protection right through to Anti-Bullying, Data Protection and our Equality Scheme
- * Classes
- * Our staff
- * Parent questionnaire – feedback
- * Eco school
- * Pupil premium
- * Events at the school
- * After school activities
- * PE sports funding
- * Photo gallery

...and lots more for you to view at your leisure

Our website address is www.threebridgesprimaryschool.co.uk

Contact Us

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