



November 2013

Dear Parent,

I would like to extend a very warm welcome to you and your child. As you may know our new school, in a new location, opened in August 2011. We are very fortunate to be located next to Kelvingrove Park and to have such a beautiful and stimulating environment.

No matter where we are located I am confident in saying that Hillhead Primary is a vibrant, successful and happy multicultural school where we have high expectations and high standards for our pupils and ourselves.

In the following pages of this Handbook you will find details of the facilities and amenities available to the children who attend our school.

It is, however, very difficult to convey atmosphere and feeling on paper and we would invite you to come into the school and learn about us first-hand. Visits are organized for our new P1 entrants but parents with a child transferring into our school are also welcome to arrange a visit.

We are very keen to form positive and successful partnerships with our parents for the benefit of the child. There will be many and varied opportunities for you to participate in the life of the school. We hope that your child will be very happy during his or her stay with us and you can be assured of our full commitment to your child's needs at all times.

Yours sincerely

Francis Donaghy  
Head Teacher



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## ADDRESSES AND USEFUL CONTACTS

### School

#### Hillhead Primary School

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Glasgow

G12 8NS

Tel: 0141 339 1365

[fdonaghy@hillhead-pri.glasgow.sch.uk](mailto:fdonaghy@hillhead-pri.glasgow.sch.uk)

[www.hillheadprimaryglasgow.org/](http://www.hillheadprimaryglasgow.org/)

### Glasgow City Council Going to School web-site:

[www.glasgow.gov.uk/en/residents/goingtoschool](http://www.glasgow.gov.uk/en/residents/goingtoschool)

### Link for finding your local school:

<http://www.glasgow.gov.uk/index.aspx?articleid=2945>

### Local Councillors

Kenneth Andrew

[ken.andrew@councillors.glasgow.gov.uk](mailto:ken.andrew@councillors.glasgow.gov.uk)

Martha Wardrop

[marthamwardrop@councillors.glasgow.gov.uk](mailto:marthamwardrop@councillors.glasgow.gov.uk)

Martin McElroy

[martin.mcelroy@councillors.glasgow.gov](mailto:martin.mcelroy@councillors.glasgow.gov)

Pauline McKeever

[paulineann.mckeever@councillors.glasgow.gov](mailto:paulineann.mckeever@councillors.glasgow.gov)

All at

### City Chambers

George Square

Glasgow

G2 1DU

### Glasgow Life Letting Section

[info@glasgowlife.org.uk](mailto:info@glasgowlife.org.uk)

### Hillhead High School

Oakfield Avenue

Glasgow G12 8LJ

[Headteacher@hillheadhigh.glasgow.sch.uk](mailto:Headteacher@hillheadhigh.glasgow.sch.uk)

### Education Offices

#### Customer Liaison Unit

City Chambers East

40 John Street

Glasgow G1 1JL

### Parent Council

Ruth Downes - Chair

Hillheadprimaryparentcouncil

@gmail.com

Julia Boswell - Treasurer

Amalia Theodorakopoulos -

Secretary

### Out of School Providers

Karemore

Mobile: 07887683534

Safe 'til Six Club

Tel: 0141 332 9115

Mobile: 0850 960 880



## STAFF

### Senior Management Team

#### Head Teacher

- Mr Francis Donaghy

#### Depute Head Teachers/Department Heads

- Mr Andrew Robson
- Mrs Elizabeth McGlynn
- Mrs Susan Thomson

#### Principal Teachers

- Mrs Karen Barclay

#### Class Teachers

##### Class Teacher

P1a	Mrs Pamela Park
P1b	Ms Kathryn Phillips
P1c	Mrs Louisa Fitzpatrick
P1d	Mrs Rachel Currie
P2a	Mrs Serena Gallagher
P2b	Mrs Geraldine O'Sullivan
P2c	Mrs Audrene McKinnon
P2d	Mrs Clodhna Murray
P3a	Mrs C Butcher/Ms R Frazer
P3b	Mr Mark McDonald
P3c	Ms Elizabeth MacDonald
P3d	Mrs Karen McMath
P4a	Ms Becky Glendinan
P4b	Mr Paul Cairns
P4c	Mr Peter Mackin
P5a	Mrs Melissa Caulfield
P5b	Miss Gillian Sim
P5c	Mrs Laura Mackie
P6a	Mr Sean Rankine
P6b	Mr Colin Sinclair
P6c	Mrs Chris Nicolson
P7a	Mr Gary Thomson

P7b Miss Lois Lurinsky

P7c Mrs K Barclay/Ms G Lever

#### English as an Additional Language Teacher

Mrs Janis Matheson  
Mrs Catherine Roger  
Mrs Shakti Sood

#### Support for Learning

Mrs Serena Gallagher

#### Pupil Support

- Mrs Rhona Cloudsley
- Mrs Dawn Craig
- Mrs Patricia Hesford
- Ms Joan Liceaga
- Mrs Abida Raja
- Mrs Kirti Sood
- Ms Charlene Ferrier

#### Pupil Support Assistants (ASL)

- Miss Jane Binning
- Ms Julie McNair

#### Administration

#### Clerical Support

- Mrs Olivia McMinigal
- Mrs Mohua Ray
- Miss Lynsey Quinn
- Ms Allison McCann

#### Janitor

- Mrs Beatrice Brown
- Mr Jim McCann



## REMITTS

### Andrew Robson Department Head P5-P7

#### Upper School Remit

- Achievement
- Quality Assurance procedures
- Liaison with parents, p5 – 7
- Promoting a Positive Ethos
- Behaviour management
- Pupil wellbeing
- Primary/Secondary Transition
- Residential Trips
- Swimming

#### Whole School Remit

- Deputising for the Head Teacher
- Management of Additional Support Needs
- Child Protection Officer
- School Improvement Plan
- Curriculum Development
- Pupil Council
- Parent Council
- School concert coordinator
- Extra Curricular Activities

Link for:  
Pupil Voice  
Fair Trade



## **Liz McGlynn Department Head P3 and P4**

### **Middle School Remit**

- Achievement
- Quality Assurance
- Promoting a Positive Ethos
- Behaviour management
- Pupil wellbeing
- Infant / middle Transition
- Liaison with parents, p3 - 4

### **Whole School Remit**

- Deputising for the Head Teacher
- Music Tuition
- Students / Probationers
- Quality Assurance
- Staff Development
- School Improvement Plan
- International Education
- Cordia
- Medicine Procedures
- Timetabling
- School Coordinator

Link for:  
Work Experience  
Website



## **Susan Thomson Department Head for P1 and P2**

### **Infants School Remit**

- Achievement
- Quality Assurance procedures
- Liaison with parents, p1 -2
- Promoting a Positive Ethos
- Behaviour management
- Pupil wellbeing
- Pre school/ infant Transition

### **Whole School Remit**

- Deputising for the Head Teacher
- Management of Resources
- School Improvement Plan
- Curriculum Development
- Outdoor Learning
- Active School
- Buddies/Monitors
- Playground Areas

Link for:  
Health Promotion

**Principal Teachers**  
**Christina Butcher**  
**Serena Gallagher**  
**Karen Barclay**

## **SCHOOL INFORMATION**





The information listed in Tables 2, 3, 4 provides general details, school hours and the school year.

**Table 1: General**

<b>Description</b>	<b>Information</b>
Present Roll @ P1	99
Present Roll @ P2	97
Present Roll @ P3	111
Present Roll @ P4	99
Present Roll @ P5	86
Present Roll @ P6	98
Present Roll @ P7	70
Planning Capacity	666
Current Working Capacity	677
Stages Covered	P1 to P7
Denominational Status	Non-denominational
Single Sex or Co-education	Co-educational
Community Facilities	Letting
Class Teachers	25
Total Number of Staff	52
Learning Support Teacher	0.1
EAL Teachers	2

## **Working Capacity**

Parents should note that the working capacity of the school may vary dependent upon the number of pupils at each stage and the way in which the classes are organised.



The hours of attendance at school are as described in Table 2, school hours. However, parents should note that Primary 1 children come to school in the **morning only** (9.00am to 12.15pm) until the end of the first week in September after which they attend school until 3.10pm.

**Table 2: School hours**

	<b>Start</b>	<b>End</b>	<b>Class</b>
	9.00am	10.40am	P1 to P7
Morning interval	10.40am	10.55am	P1 to P7
	10.55am	12.15pm	P1 to P7
Lunch	12.15pm	1.10pm	P1 to P7
	1.10pm	3.10pm	P1 to P7



**Table 4: School Year**

<b>Return Date for Teachers</b>	<b>Monday 11 August 2014</b>
<b>Return Date for Pupils</b>	<b>Wednesday 13 August 2014</b>
In-Service Day	Thursday 18 September 2014
September Weekend	Friday 26 <b>and</b> Monday 29 September 2014
First Mid-Term	Monday 13 <b>to</b> Friday 17 October 2014 (inclusive)
Christmas/New Year	Monday 22 December 2014 <b>to</b> Friday 2 January 2015 (inclusive) *Please note that schools will close at 2:30pm on the last school day before the holiday
	<b>2015</b>
<b>2015 Return to school</b>	<b>Monday 5 January 2015</b>
Second Mid-Term	Monday 9 <b>and</b> Tuesday 10 February 2015
In-Service Day	Wednesday 11 February 2015
Spring Holiday	Friday 3 <b>to</b> Friday 17 April 2015 (inclusive) Good Friday is 3 April 2015 <b>and</b> Easter Monday is 6 April 2015 * Please note that schools will close at 2:30pm on the last school day before the holiday
May Day	Monday 4 May 2015
In-Service Day	Thursday 7 May 2015
May Weekend	Friday 22 <b>and</b> Monday 25 May 2015
<b>School Close</b>	<b>Wednesday 24 June 2015</b> * Please note that schools will close at 1:00pm on the last school day before the holiday



## **THE SCHOOL AS A COMMUNITY**

### **Values**

We have very high expectations for our pupils and will ensure we provide a learning environment that will support and stimulate; which encourages independence but is inclusive, which recognises the right of each pupil to be treated fairly and equally. To realise these expectations for our pupils we must also have high expectations and high standards for ourselves as teachers and for our school.

We will continue to update, develop and reflect upon teaching expertise. We will recognise that each child is an individual and we will develop our knowledge and understanding of each child. We will provide a quality learning and teaching environment, use methodology appropriate to the situation and select relevant materials and resources.

As a school we will ensure we create an environment, an ethos, which reflects our values. We want to be recognised as a school which has high standards and high expectations; a school which is inclusive; a school where children and adults feel valued and respected; where everyone feels they belong.

### **Equal Opportunities/Social Inclusion**

As a school we give a strong commitment that we will provide a safe environment where all children can access the curriculum, feel part of the school community, be treated fairly and have any issues investigated fully. Equal opportunities should permeate the life of a school. Equality and inclusion should be apparent in our structure and practices; in the content of our curriculum and the way we relate to each other. We will promote an inclusive environment which values and recognises difference. We fully endorse the Authority's policies in relation to equity and inclusion and have implemented our policy on Race Equality in line with the Race Relations (amendment) Act 2000.



## Behaviour

Hillhead Primary has a very long standing excellent reputation in the area. We are determined to maintain, and indeed improve on, this reputation.

We have an expectation that our children will be well behaved both within school and when we take groups on visits and our new Discipline Policy reflects this. Our Promoting Positive Behaviour Policy has several key underlying principles viz:-

- All children and all adults have the right to feel safe and be respected.
- Everyone will be treated fairly.
- We will be honest with ourselves and with others.
- We will find the courage to do the right thing.

These core values apply to all situations. We are aware that some children have additional needs and will respond to these needs but we will not accept violence.

We will reinforce good behaviour through Golden Time and Praise Cards but our starting point is that we expect children to behave well and do what they are told first time.

We have also developed a range of ways where we acknowledge and value children's achievements both within and outwith school.

If a child is not following the code of conduct, the class teacher will deal with the situation initially. If the situation persists or if there has been a serious breach of discipline (causing injury to another pupil; stealing; defiance to a member of staff for example) the matter will be referred to the Department Head responsible for the stage of school the child is in.

The Department Head will decide on appropriate action. Depending on the seriousness of the matter, parents may be brought in.



Action taken to modify unacceptable behaviour may take the form of sanctions, including reflection time. However, no part of the curriculum, for example, music, physical education or educational television programmes will be used as a sanction.

## **Bullying**

Bullying behaviour will not be tolerated within Glasgow City Council's educational establishments. All children in Glasgow's educational establishments have an entitlement "to work (and play) in a learning environment in which they feel valued, respected and safe and are free from all forms of abuse, bullying or discrimination". (A Standard for Pastoral Care in Glasgow Schools).

In 2009, Glasgow City Council published its revised Anti-Bullying Policy, incorporating the requirement to record and report all discriminatory behaviours within educational establishments.

All establishments are required to review their policy in light of this. Parents and carers have a significant role to play in helping to address this problem. For this reason any anti-bullying strategy must stress the importance of partnership with the parents and carers of their children.

## **Racist Behaviour**

Racist behaviour and bullying behaviour are dealt with differently. If racism is reported the incident is fully investigated and if it is found that racism has occurred appropriate action will be taken and the incident logged in line with the procedures of 'Dealing with Racist Harassment within the Education Service'.



## **Bullying Behaviour**

Bullying is a very serious matter and any pupil who has been involved in bullying behaviour will be interviewed by the Head Teacher and his/her parents will be sent for. The incident will be logged and the situation monitored. The victim will also be interviewed, supported and counselled if necessary.

His/her parents will also be asked in to discuss the situation and to be reassured. We will be undertaking a lot of discussion with our pupils about bullying behaviour, and how the majority can help prevent it, through our Health and Well Being Development programme.

## **Dealing with Racial Harassment**

The Race Relation Act 1976 makes it unlawful to discriminate against someone because of her or his colour, race, nationality, ethnic or national background. The Act makes it the duty of Glasgow City Council to eliminate unlawful racial discrimination.

In 1999 the Guidelines, 'Dealing with Racial Harassment' were issued to assist all teaching staff in dealing with such incidents.

The adoption of an anti-racist approach should be seen as one part of the continuing attempt to improve the quality of education.

Glasgow City Council recognises that support from the home is essential if these aims are to be achieved. Every child in Glasgow has the right to be happy and secure at school. To further develop this a new pack was issued to all Schools in October 2005 and this has been fully introduced into our School.



## **Child Safety/Child Protection Policy**

All educational establishments and services must take positive steps to help children protect themselves by ensuring that programmes of health and personal safety are central to the curriculum. Schools should have in place a curriculum that ensures that children have a clear understanding of the difference between appropriate and inappropriate behaviour on the part of another person, no matter who. As with other areas of the curriculum, you will be kept informed of the Health and Personal Safety Programme for your child's establishment. Schools, establishments and services must create and maintain a positive ethos and climate which actively promotes child welfare and a safe environment by:

- ensuring that children are respected and listened to
- ensuring that programmes of health and personal safety are central to the curriculum
- ensuring that staff are aware of child protection issues and procedures
- establishing and maintaining close working relationships and arrangements with all other agencies to make sure that professionals collaborate effectively in protecting children.

Should any member of staff have concerns regarding the welfare or safety of any child they must report these concerns to the head of the establishment. The head, or the person deputising for the head, after judging that there may be grounds for concern regarding the welfare or safety of any pupil must then immediately advise the duty senior social worker at the local social work services area office of the circumstances.

Management Circular No 57 (see appendix 1 page 31).





## **Accessibility Strategy**

The school has a duty to ensure that all our pupils have equal access to the curriculum, supported as appropriate to their individual needs. This covers not only the content of lessons and teaching strategies but also minor adaptations to the physical environment of our building to address the needs of pupils with physical or sensory impairments, including the relocation of classes to the ground floor where feasible. We also need to ensure that parents who have a disability have equal access to information about their children. This could involve, for example, relocating the venue for parents meetings to facilitate physical access at parents' evenings or individual interviews; provision of an interpreter for the deaf; agreeing a telephone contact system to provide direct feedback to parents.

Our School has been adapted to address the needs of pupils, or parents, with physical or sensory impairments.

Staff are at present in the process of undergoing Disability Awareness and we aim to become an accessibility inclusive school.



## **CURRICULUM**

### **Curriculum for Excellence**

#### **Bringing learning to life and life to learning**

Curriculum for Excellence has now been introduced across Scotland for all 3-18 year olds – wherever they learn. It aims to raise standards, prepare our children for a future they do not yet know and equip them for the jobs of tomorrow in a fast changing world.

Curriculum for Excellence enables professionals to teach subjects creatively, to work together across the school and with other schools, to share best practice and explore learning together. Glow, Scotland's unique, world-leading, online network supports learners and teachers in this and plans are already in place for parents/carers across the country to have access to Glow.

Teachers and practitioners will share information to plan a child's "learning journey" from 3-18, helping their progression from nursery to primary, primary to secondary and beyond, ensuring the change is smooth. They will ensure children continue to work at a pace they can cope with and with challenge they can thrive on.

Curriculum for Excellence balances the importance of knowledge and skills. Every child is entitled to a broad and deep general education, whatever their level and ability. Every single teacher and practitioner will be responsible for literacy and numeracy – the language and numbers skills that unlock other subjects and are vital to everyday life.

It develops skills for learning; life and work to help young people go on to further study, secure work and navigate life. It brings real life into the classroom, making learning relevant and helps young people apply lessons to their life beyond the classroom. It links knowledge in one subject area to another helping children understand the world and make connections. It develops skills



so that children can think for themselves, make sound judgments, challenge, enquire and find solutions.

## **Literacy and Language**

A comprehensive review of our language practice has been undertaken and new resources for the teaching and learning of language have been introduced in line with A Curriculum for Excellence.

We previously introduced a new commercial language development programme – Focus on Literacy, Jolly Phonics in our Infant Department and have extended our Reading Development programme, Collins The Big Cat. This is now our core reading resource, especially for our infant and middle stages. Older, Independent readers will develop their reading and language skills through novels and non fiction books. In addition we use the Oxford Reading Tree for children who will benefit from this scheme. We have a variety of other commercially produced resources available to supplement our reading materials. These include text books and computer programs.

We have been developing our teaching skills in this area of the curriculum over the last few years making good use of our support staff, EAL and learning support at language times. Our aim is to ensure that children become independent readers and writers, confident and articulate communicators and active and intelligent listeners as soon as possible.

## **Numeracy**

We have introduced a new maths resource T J Maths to supplement Scottish Heinemann which is our main resource. The maths programme is compliant with ACE for mathematics and uses a variety of methodologies- whole class, group and individual. It also develops problem solving strategies and has a strong focus on collaborative activities through the use of games and other follow up activities. This core resource will be supplemented by other resources, both text books and computer programs, which will help develop the children's



mental strategies, problem solving abilities and understanding of mathematical concepts.

## **Expressive Arts**

Expressive Arts is made up of Art and Design, Music, Drama. These subjects are important areas for development for all of our children and their place in the curriculum is recognised by having time allocated on a weekly basis. Expressive Arts is an area which is also developed outwith the normal school day and further reference is made in the After School Club section.

We are extremely fortunate to have a range of music instructors who come to our school. Upper school children can audition for the instrument of their choice and if successful can choose **one** instrument for instruction in school.

## **Health and Well Being**

Emotional, Social and Physical well being; Planning for Choices and Changes; Food and Health, Substance Misuse; Relationships, Sexual Health and Relationships and PE, Physical Activity and Sport all come under the heading of Health and Well Being in a Curriculum for Excellence.

We place a strong emphasis on Personal and Social Development and although it comes under Health and Well Being it also permeates the entire curriculum and indeed the life of the school. We aim to encourage children to value themselves and others, to treat each other and the people in their lives fairly and with respect. We want our children to be confident, articulate and independent thinking young people who have high self esteem and a belief in themselves and their abilities. We have a strong focus on citizenship and every year two members from each class are elected to our Pupil Council. We have revised our "Going to Secondary School" support programme which has been set up to smooth the transition from primary to secondary school.

P7 children go swimming for a term as part of their PE programme. We make separate arrangements for boys and girls for swimming.



## **Sciences**

The main headings of Sciences to be covered under A Curriculum for Excellence are: Planet Earth; Biological Systems; Forces, Electricity and Waves; Materials; Topical Sciences.

## **Social Studies**

Now comprises three components for the organisation of knowledge and understanding and, skills and the development of informed attitudes to the environment. These are People, Past Event, and Societies; People, Place and Environment; People in Society, Economy and Business.

Our school has revised our Social Studies programme to ensure we deliver the ACE experiences and outcomes. We aim to teach appropriate Social Studies topics including one from our range of “What it means to live in Scotland” topics. In our topics we will be seeking to make cross curricular links where appropriate.

## **Technologies**

Information Technology (IT) is a subject which has its own status within the curriculum and for which there is a programme which has development and progression. IT is increasingly becoming integrated into our daily work programmes both in terms of children using subject programs, the internet, word processing, information handling skills, and using digital cameras, scanners and tablet devices.



## **Religious and Moral Education**

The Religious and Moral Education programme is based on the ACE experiences and outcomes and advice from our own authority. We will be learning about Christianity, Islam and Hinduism.

Religious Education encourages pupils to become aware of a wide range of religious interpretations and morals of personal experience and of their importance to believers, fosters attitudes of open enquiry and helps reduce prejudice. It helps pupils to appreciate that religion offers a distinctive interpretation of life. It also encourages them to think honestly for themselves about religious beliefs and practices, and the implications of moral issues within religions. It also includes aspects of philosophical enquiry. Parents are at liberty to withdraw their children from Religious Education and Observance if they so wish. In order that alternative arrangements may be made, these parents should make their request, in writing, to the Head Teacher.

Parents from ethnic minority religious communities may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Only written requests detailing the proposed arrangements will be considered. Appropriate requests will be granted on not more than three occasions (days) in any one school session and the pupil noted as an authorised absentee in the register. Copies of the request form can be obtained from the school office.

## **Modern Languages**

At present, in Hillhead Primary we run a programme where children are taught French in P5 and P6 and they continue with this language into P7.

We have piloted Mandarin in P7 and this will recommence in the near future.



## **Support for Learning (SfL)**

This year we have a qualified teacher dedicated for learning support. This teacher performs a key role in assessing and identifying the needs of a child.

This could mean that a child has learning difficulties, specific or general. It could also mean that a child is extremely able and requires an individual programme which will provide sufficient challenge.

After the needs have been diagnosed, the support for learning teacher will determine what action should be taken. A programme of work may be devised, delivered by either the SfL teacher or, more likely the classroom teacher who is the initial person responsible for learning support.

If the assessment identifies difficulties which are serious or long term we will, of course, consult with the parents. Should any referral to outside agencies be necessary this will be done with the consent of, and resulting from, consultation with parents.

## **English as an Additional Language (EAL)**

With approximately 30 community languages spoken in the school and approximately 25% of pupils bilingual we have a staffing compliment of 3.0 E.A.L. teachers. These specialist teachers work closely with children who require support to develop English as an additional language.

A significant input from our EAL teachers is given in P1 in order to identify needs and develop profiles of our bilingual children, but support is given to pupils throughout the school at agreed slots after consultation and planning with the class teacher.

## **Assessment**

Assessment in Primary schools is constant and continuous. Teachers informally assess on a daily basis. More formal assessment is done on a regular basis and may take the form of check-ups or weekly spelling tests for example. We



are currently using a wide variety of information to inform ourselves of a child's progress. This will be further supplemented by information from the National Assessment Resource (NAR). In addition we make use of Baseline Assessments in P1 and Screening in P3, P4, P5 and P6.

There are several purposes for assessment. These include: to check up on progress and understanding; to confirm progress to guide children to improved performance; to compare; to diagnose; to raise levels of attainment; and to check the quality of teaching and learning. We use the cumulative data gathered from our assessments to inform our planning, teaching and reporting.

In P1, building on the assessment we receive from the nursery, we undertake an initial assessment at the start of the session. We do a further assessment towards the end of P1. In P3, P4, P5 and P6 we have developed a screening assessment. This screening comprises the class teacher, head or depute head, EAL (English as an Additional Language), our Support for Learning teacher and our school psychologist. We discuss the individual development of each child and if necessary identify any specific needs there may be.

If we felt we needed to involve the educational psychologist we would write to the parents to inform them and seek their permission. This screening assessment has been widely praised and many schools are interested in implementing it.

Enquire – the Scottish advice service for additional support for learning. Enquire offers independent, confidential advice and information on support for learning through:

- Telephone helpline: 0845 123 2303
- Email enquiry service: [info@enquire.org.uk](mailto:info@enquire.org.uk)
- Advice and information is also available at [www.enquire.org.uk](http://www.enquire.org.uk)

Enquire provides a range of clear and easy-to-read guides and factsheets including the parents' guide to additional support for learning.





In P7 we run our “Getting Ready for Secondary” programme and part of that involves sharing information with our Secondary colleagues.

We feel this is a comprehensive assessment programme when taken along with the profiles we develop on our bilingual children and the other assessment procedures we have in place. We feel that it provides us with important information that informs our practice and enables us to plan appropriately for the needs of our children.

## **Reporting**

Twice a year we have parents’ evenings where we discuss a pupil’s progress with his/her teacher. The Senior Management Team are happy to meet with parents or arrange for class teachers to meet with a parent at any convenient time. We issue a written report in early June to all parents.

All records are kept in an individual file for each child entitled PUPIL PROGRESS RECORD. The information contained in a child’s progress record shall be used only for the purpose of supervising that child’s educational development and of giving adequate advice and assistance to, or in relation to, that child.



## **Other Information**

### **Supervision of Playgrounds**

We have created different play areas for different age groups in our playground in order to use our space more effectively. We have the Grove for our upper school pupils; the Courtyard for our p2 and p3 pupils and the Piazza for our P1 pupils. We are in the process of ensuring that the play areas are well supplied with a variety of games and resources.

An adult presence is provided in playgrounds at break times in terms of the Schools (Safety and Supervision of Pupils) (Scotland) Regulations, 1990.

We have a group of parents who have volunteered to help supervise, along with school staff, the zones. The parents are police checked and have had some school based training. The support from parents here has been invaluable and we are always looking for some more!

### **Out of School Hours – Learning and Study Support – After School Clubs**

This session we have a football team and offer training for children after school.

We also have a netball and an gymnastic club for middle to upper school children. Other clubs are scheduled for later in the session but have not yet been finalized. These clubs change from year to year and are dependant on us having adults to lead them.

We have also established an annual residential trip for our P7 pupils. This session our P7 children will be going to Ardentinny in May for 4 days.

### **Out of School Care**

Can be obtained from two organisations, Safe 'till Six Club, which is based at the Community Central Halls and Karemore which is based in the school (see Addresses and Useful Contacts on page 5).



## **HOME AND SCHOOL LINKS**

### **Parental Involvement**

We are very keen to develop strong and meaningful links with our parents. The reason for such a partnership is to support the emotional, social and intellectual development of your child.

We want a relationship with our parents where they feel comfortable and can access the school to the extent they want. For some that will be minimal involvement, maybe coming to our parents' evenings to find out about their child's progress, for others it maybe more involved and more formal through the Parents' Council, some parents have become involved with our Playzones or help out at trips and other events. These are just some of the forms of partnership we are seeking to develop.

If you have any concerns or issues you would like to discuss at any time please contact the school and a Department Head or the Head Teacher will be happy to meet with you. Similarly if we have any concerns regarding your child we will make early contact with you in order to resolve any problems as early as possible.

### **Homework**

The school's approach to homework is a flexible one, which recognizes that children work hard during the school day and have other commitments in the evenings. These commitments also play a valuable part in children's all round educational development. We firmly believe that some independent learning helps to establish good study habits and when homework is given, it has been considered necessary by the teacher concerned. This will usually relate to the practice of skills already acquired, some research work related to a topic or some development reading using class library books.



Whenever possible the homework should be completed and should not exceed the time limits described in Table 5.

**Table 5: Homework time limits**

<b>Class</b>	<b>Time (minutes)</b>
P1	10
P2	10
P3	15
P4	15
P5	20
P6	25
P7	30

If however, the homework cannot be completed for some reason, for example, family commitments, we would appreciate if parents would advise the school by sending a letter or by telephone. Where it is considered that extra support from the parents would assist a child to overcome some temporary difficulty, then prescribed work will be structured for the individual child in consultation with the parents.

## **Attendance at School**

Section 30 of the 1980 Education Act lays a duty on every parent of a child of “school age” to ensure that their child attends school regularly. Attendance must be recorded twice a day, morning and afternoon. Regulation 7 of the Education, (School and Placing Information) (Scotland) Amendment, Regulations 1993 requires each child’s absence from school to be recorded in the school register as authorised: i.e. approved by the authority or unauthorised: i.e. unexplained by the parent (truancy) or temporarily excluded from school.

The school should be informed if your child is to be absent and a note should be given to your child on return to school stating the reason for absence. Every



effort should be made to avoid family holidays during term time as this both disrupts the child's education and reduces learning time. Parents should inform the school by letter, before going on holiday, of the dates. Such absence will be authorised only where attendance is otherwise satisfactory. Clearly where attendance is unsatisfactory absence is unauthorised.

Parents/Guardians do not have an automatic right to take their child out of school without permission during term-time. The Head of Establishment can only authorise time off during term-time in exceptional circumstances.

Exceptional circumstances include:

- short term parental placement abroad;
- family returning to country of origin for family reasons;
- the period immediately after illness or accident;
- a period of serious or critical illness of a close relative;
- a domestic crisis which causes serious disruption to the family home causing temporary relocation;

Time off during term-time for the following reasons is not acceptable and will be recorded as unauthorised absence:-

- Availability of cheap holidays or desired accommodation;
- Holidays which overlap the beginning or end of term;

Clearly with no explanation from the parent or carer, the absence is unauthorised.

Please note that the Education Liaison Officer will investigate any unexplained absence and that the authority has the power to write to, interview or prosecute parents, or refer pupils to the Reporter to the Children's Hearings, if necessary. May we request your co-operation in ensuring that your child arrives on time to begin his or her school day, as latecomers cause disruption to their own education and that of their classmates.



## **Attendance at School**

Section 30 of the 1980 Education Act lays a duty on every parent of a child of “school age” to ensure that their child attends school regularly. Attendance must be recorded twice a day, morning and afternoon. Regulation 7 of the Education, (School and Placing Information) (Scotland) Amendment, Regulations 1993

requires each child’s absence from school to be recorded in the school register as authorised: i.e. approved by the authority or unauthorised: i.e. unexplained by the parent (truancy) or temporarily excluded from school.

## **The Parent Forum and the Parent Council**

The Scottish Schools (Parental Involvement) Act 2006 has changed the arrangements for parental/carer representation in all schools. Since August 2007, all parents/carers are automatically members of the Parent Forum for their school and they have a right to establish a Parent Council to represent them.

### **Parent Forum**

The membership of the Parent Forum is made up of all parents/carers who have a child at an education authority school. Membership of the Parent Forum allows parents/carers to have a say in the local arrangements to enable their

collective view to be represented on matters such as the quality and standards of education at the school and other matters of interest to parents/carers. One of the ways parents/carers in the Parent Forum will be able to express their views will be through the Parent Council.

### **Parent Council**

The Parent Council is a group of parents/carers selected by members of the Parent Forum to represent all the parents/carers of children at the school.



Parent Councils are very flexible groups and the Parent Forum can decide on the type of group it wants to represent their views. A Parent Council could get involved in:

- Supporting the work of the school
- Gathering and representing parents'/carers' views to the Headteacher, education authority and HMIE;
- Promoting contact between the school, parents/carers, children and the local community;
- Fundraising;
- Involvement in the appointment of senior school staff.

Parent Councils are recognised in law from August 2007. As a statutory body, the Parent Council has the right to information and advice on matters which affect children's education. So, the school and the local authority must listen to what the Parent Council says and give it a proper response. Every school's Parent Council will be different because it will be parents/carers in each school who make the key decisions. The Parent Council is also entitled to support from the education authority in fulfilling its role.

## **Membership of the Parent Council**

Generally, members of the Parent Council must be parents/carers of children who attend the school and the chairperson must have a child in the school. However, the Parent Council can decide to co-opt other members from teachers and the community who will have knowledge and skills to help them

## **GENERAL INFORMATION**

### **Meals**

A Fuel Zone is in operation in the school and pupils can purchase a mid-day meal of their choice for £1.50.

Arrangements can be made for those children with special dietary needs and the Head Teacher should be informed immediately. Children who bring packed



lunches to school can eat them in the dining room. Children of parents receiving Income support Job Seekers'

Allowance (income based) and Child Tax Credit (where income is less than £16,010) are entitled to a free midday meal. Information and application forms for free school meals may be obtained from schools and from Education Services. We will provide separate information regarding our Cashless System

## **Breakfast Club**

We offer breakfast club in our dining room. It is open from 8:05 – 8:40am and offers a healthy breakfast to all. Price is currently £1 per pupil per day unless the child is in receipt of Free Meals Entitlement in which case it is free.

## **Milk**

All children are offered free milk every day.





## Sample Menus as follows: Fuel Zone Menu

### Week One

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Soup</b>	Lentil Soup & Selection of Bread	Vegetable and Rice Soup & Selection of Bread	Lentil Soup & Selection of Bread	Scotch Broth Soup & Selection of Bread	Lentil Soup & Selection of Bread
<b>Choice 1</b>	Lasagne Garlic & Herb Bread	Spicy Chicken Pitta Pocket Spiced or Plain Diced Potatoes	Belmont Pie with Potatoes	Sausage & Gravy with Potatoes	Roast Chicken Yorkshire Pudding with Potatoes
<b>Choice 2</b>	Chicken Burger Mayonnaise Sachet	Fish Fingers Oven Chips or Potatoes Vinegar	Baked Beans on Toast	Chicken & Rice with Crusty Bread	Pizza and Pasta
<b>Choice 3 Deli</b>	Sandwich or Baked Potato with Filling of the Day	Sandwich or Baked Potato with Filling of the Day	Sandwich or Baked Potato with Filling of the Day	Sandwich or Baked Potato with Filling of the Day	Sandwich or Baked Potato with Filling of the Day
<b>Vegetarian Option</b>	Vegetable Lasagne Garlic and Herb Bread	Spicy Quorn Pitta Pocket Spiced or Plain Diced Potatoes	Vegetarian Spicy Pasta with Crusty Bread	Quorn Sausage In Gravy with Potatoes	Broccoli Quiche With Potatoes
<b>Vegetables</b>	Sweetcorn Side Salad Fresh Vegetable Bag	Garden Peas Side Salad Fresh Vegetable Bag	Carrots Side Salad Fresh Vegetable Bag	Baked Beans Side Salad Fresh Vegetable Bag	Breen Beans Side Salad Fresh Vegetable Bag
<b>Dessert</b>	Frozen Yoghurt or Jelly & Selection of Fruit	Jelly or Yoghurt & Selection of Fruit	Yoghurt or Custard & Selection of Fruit	Jelly or Yoghurt & Selection of Fruit	Yoghurt or Rice & Selection of Fruit
<b>Drinks</b>	Semi-Skimmed Milk & Refresh Water	Semi-Skimmed Milk & Refresh Water	Semi-Skimmed Milk & Refresh Water	Semi-Skimmed Milk & Refresh Water	Semi-Skimmed Milk & Refresh Water



## Week Two

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Soup</b>	Lentil Soup & Selection of Bread	Scotch Broth Soup & Selection of Bread	Lentil Soup & Selection of Bread	Vegetable & Rice Soup & Selection of Bread	Lentil Soup & Selection of Bread
<b>Choice 1</b>	Savory Mince with Potatoes	Chicken Curry with Rice	Roast Beef & Yorkshire Pudding with Roast Potatoes	Chicken Casserole with Potatoes	Breaded Fish with Potatoes Vinegar
<b>Choice 2</b>	Southern or Plain Chicken Bar Finger Roll with Mayonnaise	Beef Burger in Gravy with Potatoes	Chicken Fajita Spiced or Plain Diced Potatoes	Pizza Spiced or Plain Potato Wedges	Macaroni Cheese Potatoes Garlic & Herb Bread
<b>Choice 3 Deli</b>	Sandwich or baked Potato with Filling of the Day	Sandwich or baked Potato with Filling of the Day	Sandwich or baked Potato with Filling of the Day	Sandwich or baked Potato with Filling of the Day	Sandwich or baked Potato with Filling of the Day
<b>Vegetarian Option</b>	Quorn Savoury Mince with Potatoes	Vegetable Curry with Rice	Quorn Fajita Spiced or Plain Diced Potatoes	Broccoli Cauliflower Pasta	Macaroni Cheese Potatoes Garlic & Herb Bread
<b>Vegetables</b>	Cabbage Side Salad Fresh Vegetable Bag	Broccoli Side Salad Fresh Vegetable Bag	Vegetable Medley Side Salad Fresh Vegetable Bag	Green Beans Side Salad Fresh Vegetable Bag	Garden Peas Side Salad Fresh Vegetable Bag
<b>Dessert</b>	Yogurt or Custard & Selection of Fruit	Jelly or Yogurt & Selection of Fruit	Yogurt or Rice & Selection of Fruit	Jelly or Yogurt & Selection of Fruit	Frozen Yogurt or Jelly & Selection of Fruit
<b>Drinks</b>	Semi-Skimmed Milk & Refresh Water	Semi-Skimmed Milk & Refresh Water	Semi-Skimmed Milk & Refresh Water	Semi-Skimmed Milk & Refresh Water	Semi-Skimmed Milk & Refresh Water



Week Three

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Soup</b>	Lentil Soup & Selection of Bread	Carrot & Coriander Soup & Selection of Bread	Lentil Soup & Selection of Bread	Scotch Broth Soup & Selection of Bread	Lentil Soup & Selection of Bread
<b>Choice 1</b>	Chicken Curry with Rice	Steak Pie with Potatoes	Breaded Fish with Potatoes	Turkey Burger & Gravy with Potatoes	Meatballs & Tomato Sauce with Pasta
<b>Choice 2</b>	Pizza & Pasta	Chilli Chicken Burrito	Chicken Pasta	Breaded Chicken Pieces Pasta or Rice Salad	Hot Dog with Tomato Sauce
<b>Choice 3 Deli</b>	Sandwich or baked Potato with Filling of the Day	Sandwich or baked Potato with Filling of the Day	Sandwich or baked Potato with Filling of the Day	Sandwich or baked Potato with Filling of the Day	Sandwich or baked Potato with Filling of the Day
<b>Vegetarian Option</b>	Quorn Savoury Mince with Potatoes	Vegetable Curry with Rice	Quorn Fajita Spiced or Plain Diced Potatoes	Broccoli Cauliflower Pasta	Macaroni Cheese Potatoes Garlic & Herb Bread
<b>Vegetables</b>	Spiced Onions Side Salad Fresh Vegetable Bag	Turnip Side Salad Fresh Vegetable Bag	Garden Peas Side Salad Fresh Vegetable Bag	Cauliflower Side Salad Fresh Vegetable Bag	Sweetcorn Side Salad Fresh Vegetable Bag
<b>Dessert</b>	Yogurt or Rice & Selection of Fruit	Yogurt or Jelly & Selection of Fruit	Frozen Yogurt or Jelly & Selection of Fruit	Jelly or Yogurt & Selection of Fruit	Yogurt or Custard & Selection of Fruit
<b>Drinks</b>	Semi-Skimmed Milk & Refresh Water	Semi-Skimmed Milk & Refresh Water	Semi-Skimmed Milk & Refresh Water	Semi-Skimmed Milk & Refresh Water	Semi-Skimmed Milk & Refresh Water



## Halal Menu

### Week One

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Soup</b>	Lentil Soup Selection of Bread	Vegetable Soup & Rice Soup Selection of Bread	Lentil Soup Selection of Bread	Scotch Broth Selection of Bread	Lentil Soup Selection of Bread
<b>Choice 1</b>	Halal Lamb Lasagne Garlic & Herb Bread	Spicy Halal Chicken Pitta Pocket Spiced or Plain Diced Potatoes	Halal Lamb Belmont Pie With Potatoes	Quorn Sausage In Gravy with Potatoes	Roast Halal Chicken Yorkshire Pudding with Potatoes
<b>Choice 2</b>	Keema Burger With Mayonaise	Fish Fingers Oven Chips Or Potatoes Vinegar	Baked Beans on Toast	Halal Chicken & Rice With Crusty Bread	Pizza & Pasta
<b>Choice 3 Deli</b>	Sandwich or baked Potato with Filling of the Day	Sandwich or baked Potato with Filling of the Day	Sandwich or baked Potato with Filling of the Day	Sandwich or baked Potato with Filling of the Day	Sandwich or baked Potato with Filling of the Day
<b>Vegetables</b>	Sweetcorn Side Salad Fresh Vegetable Bag	Garden Peas Side Salad Fresh Vegetable Bag	Carrot Side Salad Fresh Vegetable Bag	Baked Beans Side Salad Fresh Vegetable Bag	Green Beans Side Salad Fresh Vegetable Bag
<b>Dessert</b>	Frozen Yogurt or Jelly Selection of Fruit	Jelly or Yogurt Selection of Fruit	Yogurt or Custard & Selection of Fruit	Jelly or Yogurt Selection of Fruit	Yogurt or Rice Selection of Fruit
<b>Drinks</b>	Semi-Skimmed Milk Refresh Water	Semi-Skimmed Milk Refresh Water	Semi-Skimmed Milk Refresh Water	Semi-Skimmed Milk Refresh Water	Semi-Skimmed Milk Refresh Water



## Halal Menu

### Week Two

	Monday	Tuesday	Wednesday	Thursday	Friday
Soup	Lentil Soup Selection of Bread	Scotch Broth Selection of Bread	Lentil Soup Selection of Bread	Vegetable & Rice Soup Selection of Bread	Lentil Soup Selection of Bread
Choice 1	Halal Savoury Lamb Mince With Potatoes	Halal Chicken Curry with Rice	Fish Cake With Roast Potatoes	Halal Chicken Casserole with Potatoes	Breaded Fish with Potatoes Vinegar
Choice 2	Spicy Vegetable Burger with Mayonaise	Salmon Nibbles With Potatoes	Halal Chicken Fajita Spiced or Plain Diced Potatoes	Pizza Herb or Plain Potato Wedges	Macaroni Cheese Potatoes Garlic & Herb Bread
Choice 3 Deli	Sandwich or baked Potato with Filling of the Day	Sandwich or baked Potato with Filling of the Day	Sandwich or baked Potato with Filling of the Day	Sandwich or baked Potato with Filling of the Day	Sandwich or baked Potato with Filling of the Day
Vegetables	Cabbage Side Salad Fresh Vegetable Bag	Broccoli Side Salad Fresh Vegetable Bag	Vegetable Medley Side Salad Fresh Vegetable Bag	Green Beans Side Salad Fresh Vegetable Bag	Garden Peas Side Salad Fresh Vegetable Bag
Dessert	Yogurt or Custard & Selection of Fruit	Jelly or Yogurt & Selection of Fruit	Yogurt or Rice & Selection of Fruit	Jelly or Yogurt & Selection of Fruit	Frozen Yogurt or Jelly & Selection of Fruit
Drinks	Semi-Skimmed Milk & Refresh Water	Semi-Skimmed Milk & Refresh Water	Semi-Skimmed Milk & Refresh Water	Semi-Skimmed Milk & Refresh Water	Semi-Skimmed Milk & Refresh Water



## Halal Menu

### Week Three

	Monday	Tuesday	Wednesday	Thursday	Friday
Soup	Lentil Soup & Selection of Bread	Vegetable & Rice Soup & Selection of Bread	Lentil Soup & Selection of Bread	Scotch Broth Soup & Selection of Bread	Lentil Soup & Selection of Bread
Choice 1	Halal Chicken Curry with Rice	Halal Lamb Pie With Potatoes	Macaroni Cheese Potatoes Garlic & Herb Bread	Breaded Fish with Potatoes Vinegar	Halal Meatballs In Tomato Sauce with Pasta
Choice 2	Quorn Goujons & Pasta	Quorn Hot Dog with Tomato Sauce	Baked Beans on Toast	Pizza & Pasta	Baked Potato Cheese & Coleslaw
Choice 3 Deli	Sandwich or baked Potato with Filling of the Day	Sandwich or baked Potato with Filling of the Day	Sandwich or baked Potato with Filling of the Day	Sandwich or baked Potato with Filling of the Day	Sandwich or baked Potato with Filling of the Day
Vegetables	Tomato & Onion Salad Side Salad Fresh Vegetable Bag	Turnip Side Salad Fresh Vegetable Bag	Broccoli Side Salad Fresh Vegetable Bag occoli	Garden Peas Side Salad Fresh Vegetable Bag	Sweetcorn Side Salad Fresh Vegetable Bag
Dessert	Yogurt or Rice Selection of Fruit	Jelly or Yogurt Selection of Fruit	Frozen Yogurt or Jelly Selection of Fruit	Jelly or Yogurt Selection of Fruit	Custard or Yogurt Selection of Fruit
Drinks	Semi-Skimmed Milk & Refresh Water	Semi-Skimmed Milk & Refresh Water	Semi-Skimmed Milk & Refresh Water	Semi-Skimmed Milk & Refresh Water	Semi-Skimmed Milk & Refresh Water

Pick-N-Mix Bar: Complete your meal by choosing a minimum selection of

- 1 Fruit Juice
- 2 Yoghurt or Fruit Jelly
- 3 Homemade Soup and Bread
- 4 2 Fruit Options
- 5

All Meals - £1.50



## Clothing

Given that there is substantial parental and public approval of a dress code; schools in this Authority are encouraged to develop a school dress code. In encouraging a dress code policy account must be taken in any proposals to prevent any direct or indirect discrimination on the grounds of race or gender. Any proposals will be the subject of widespread consultation with parents and pupils. Against this background it should be noted that it is the policy of the education committee to encourage schools to develop an appropriate dress code policy. We have a uniform which is worn by many of our pupils. It includes t-shirts, sweatshirts, fleeces and hats. Details re: ordering are available from the school office. Please ensure your child's name is on all items of clothing.

**THERE ARE FORMS OF DRESS WHICH ARE UNACCEPTABLE IN SCHOOL, SUCH AS:-**

- potentially encourage faction (such as football colours);
- could cause offence (such as anti-religious symbolism or political slogans);
- could cause health and safety difficulties such as loose fitting clothing, dangling earrings;
- are made from flammable material, for example, shell suits in practical classes;
- could cause damage to flooring;
- carry advertising, particularly for alcohol or tobacco; and
- could be used to inflict damage on other pupils or be used by others to do so.

Under no circumstances will pupils be deprived of any educational benefit as a result of not wearing clothing conforming to the school's dress code policy. Parents receiving income support, job seekers allowance (income-based), working tax credit (with an income of less than £16,010), housing benefit or council tax rebates will normally be entitled to monetary grants for footwear and clothing for their children. Approval of any requests for such grants made by parents in different circumstances are at the discretion of the director of



education. Information and application forms may be obtained from schools and from the Education Offices, (see Addresses and Useful Contacts).

The council is concerned at the level of claims being received regarding the loss of pupils' clothing and/or personal belongings. Parents are asked to assist in this area by ensuring that valuable items and unnecessarily expensive items of clothing are NOT brought to school. Parents should note that the Authority does not carry insurance to cover the loss of such items and any claims submitted are likely to be met only where the Authority can be shown to have been negligent.

## **Transport**

The Education Authority has a policy of providing free transport to all primary pupils who live more than one mile from their local school by the recognised shortest walking route. This policy is more generous than the law requires. This means that the provision of transport could be reviewed at any time. Parents who consider they are eligible should obtain an application form from the school or education office, (see Addresses and Useful Contacts on page 5). These forms should be completed and returned before the end of February for those pupils beginning school in August, to enable the appropriate arrangements to be made. Applications may be submitted at any time throughout the year but may be subject to delay whilst arrangements are made. The appropriate officer has discretion in special circumstances to grant permission for pupils to travel in transport provided by the Authority, where spare places are available and no additional costs are incurred.

The authority has an Exceptional Circumstances Policy relating to e.g. homelessness, parental disability etc. Details are available from the school. There is also a procedure to request transport on medical grounds. The school can advise on procedures.





## **Pick-up Points**

Where free transport is provided, it may be necessary for pupils to walk a certain distance to the vehicle pick-up-point. Walking distance in total, including the distance from home to the pickup-point and from the drop-off point to the

school in any one direction, will not exceed the Authority's limits (see above paragraph). It is the parent's responsibility to ensure that their child arrives at the pick-up point in time. It is also the parent's responsibility to ensure the child behaves in a safe and acceptable manner while boarding, travelling in and alighting from the vehicle. Misbehaviour could result in your child losing the right to free transport.

## **Medical and General Health Care**

In the case of illness or accident to a child in school, the school will immediately contact the parents or the "emergency contact". If it is a serious case and no immediate contact can be made with the parents, the school will take the child to the Sick Children's Hospital at Yorkhill.

Parents should notify the school immediately of any particular medical requirements and also of arrangements to be made if the child has to be taken away during school hours, for example to attend hospital, doctor or dentist. Children are given regular medical checks throughout their primary education, for example, audiometric, dental hygiene and eye tests. Parents are not normally required to attend these, but will receive notification if further examination or treatment or both is required.

## **Nuts**

We have a number of children who have a nut allergy. Every year we issue this letter:-



Dear Parent

I write to ask for your co-operation in an **IMPORTANT** matter.

We have several children throughout the school who have an **ALLERGY TO NUTS**. This is a serious condition and they carry medication at all times. The relevant school staffs are aware of the signs and symptoms of this condition and procedures have been established should treatment be required.

The children have been told not to accept snacks or items from packed lunches from their friends and classmates. However this is a major responsibility for them and for their classmates. I would ask you to help us by ensuring that your children **DO NOT BRING NUTS OF ANY KIND**, or food containing nuts to school.

I appreciate that this may inconvenience some of our children who may enjoy nuts as a snack. However, given the very serious potential consequences for the children with the nut allergy coming into contact with nuts I am sure all parents will support us with their cooperation.

We will, along with their parents, be reinforcing with the children concerned that they should never accept food or sweets from other children or adults.

We will also be discouraging all children from sharing their snacks or packed lunches and I hope you will support us by talking about this at home. Please stress to your children that they are not being unkind by not sharing their food but that it is a necessary precaution to prevent some children becoming very ill and that they are actually acting in a very responsible way.

Thank you for your cooperation with this.

## **Information in Emergencies**

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, temporary interruption of transport,



power failures or difficulties of fuel supply. In such cases we shall do all we can to let you know about the details of closure or re opening. We shall keep you in touch by using letters, texts, use of the internet, tweets, notices in local shops and community centres, announcements in local places of worship and announcements in the press and on local radio.

## **THE SCHOOL IN THE COMMUNITY**

We are in a very fortunate location at Hillhead Primary. We have ready access to the Botanics, Hillhead Library, Kelvingrove Art Gallery, Museum Education Service, Kelvin Hall Sports Arena, Glasgow University and the Subway for trips further afield. We make good use of these facilities and participate fully in local events and festivals.

A variety of educational visits and events are part of school life and parents are notified of these in advance. Parents are encouraged to help and support these activities. We have a policy of not charging for educational trips. The school pays for them either from our own resources or from our school fund which is maintained by money raised from whole school fund raising activities.

We recognise that we have many talented and skilled parents in our community and are very keen to build links with everyone who has a skill they are willing to share. We are keen to build genuine links with our parents in general to support the development of their child.

### **Links**

#### **Secondary**

Hillhead Learning Community allows all local nurseries, primaries and the associated secondary to work closely with each other and other relevant agencies – health, social work, police, cultural and leisure.

We maintain close links with Hillhead High School, through curriculum discussions, Guidance and Departmental Staff visits and Senior Management Team Meetings.



Guidance and Departmental staff visit P7 during the summer term and P7 classes and their parents are invited to the High School.

The Senior Management Teams of both schools meet together and this valuable exchange of information results in plans being made for future action.

## **Transfer from Primary to Secondary**

Pupils are normally transferred between the age of 11½ and 12½ years so that they will have the opportunity to complete at least 4 years of secondary education. Parents will be informed of the school arrangements no later than December of the year preceding the date of transfer at the start of the new session. Pupils normally transfer to Hillhead High School, (see Addresses and Useful Contacts).

## **Early Years**

Further development in our Early Years liaison programme is supported by the Department Head and a member of the EAL Team. A comprehensive pre-entrants programme is operated by the school.

The Early Years Establishments in the area are visited throughout the year by members of staff. During the Summer Term, (see School Year), Early Years' staff are invited to visit the school with children who will be enrolling in our Primary 1 classes.

## **Enrolment**

Any parent who wishes to enrol their child in Hillhead Primary is most welcome to visit the school and discuss relevant details with a promoted member of staff. Please telephone the Head Teacher to make an appointment, (see Addresses and Useful Contacts). You may wish to confirm your local school by visiting <http://www.glasgow.gov.uk/index.aspx?articleid=2945>



## **Registration**

### **Primary 1**

Registration of those children born between 1 March 2010 and 28 February 2011 takes place in the months of November 2014 and January 2015. An update is placed in local newspapers and parents are advised to consult the school regarding details.

In Hillhead we have developed a structured induction programme for all children coming to P1 in August 2015. From early in the session the Department Head visits local nurseries to meet and get to know the children. Close liaison between pre school establishments and Hillhead ensures a positive successful start to the children's primary school careers. In May the children from the local nurseries visit with their nursery teachers to see round the school.

In June we look forward to seeing the children for an afternoon when they will meet their class teacher and spend time in their classroom. Parents are also invited on this day to join us for a coffee and to hear about the things their child will be doing during their first year at school. Before the end of term,

P1 teachers will visit the children in their Early Years Establishment. This is always an enjoyable experience for both teachers and their new pupils. Informal coffee mornings are held in August to enable parents of Primary 1 children to get to know each other and to meet members of the Parent Council. P1 teachers will be available throughout the year to discuss any matters concerning your child.

### **Placing Requests**

The Education Authority does not provide transport for those pupils in receipt of a placing request, other than in individual exceptional circumstances and where appropriate legislation applies. In the case of under-age placing requests, if the



child is offered a place in his or her catchment area school, transport will be provided in accordance with council policy stated above.

## **Letting**

If a let is required please write to the Glasgow Life Section (see Addresses and Useful Contacts on page 5).

## **Data Protection Act – 1998**

Information on pupils, parents and guardians is stored on a computer system and may be used for teaching, registration, assessment and other administrative duties. The information is protected by the Data Protection Act 1998 and may only be disclosed in accordance with the Codes of Practice.

For further information, please contact the school, (see Addresses and Useful Contacts on page 5)

## **Freedom of Information**

The Freedom of Information (Scotland) Act 2002 enables any person to obtain information from Scottish public authorities. The Act applies to all Scottish public authorities including: The Scottish Government and its agencies; Scottish Parliament; local authorities; NHS Scotland; universities and further education colleges; and the police.

## **Comments & Complaints**

If you have a comment or complaint please approach the Head of Establishment in the first instance.

If the Head of Establishment does not resolve the issue to your satisfaction, you should contact our Customer Liaison Unit who will:

Take a totally neutral stance in fully investigating your complaint;



Acknowledge receipt of your complaint within five working days;  
Give a full written response within a further 10 working days, unless another timescale has been agreed.

The Customer Liaison Unit can be contacted by phone or e-mail:  
Phone 0141 287 3655/4688  
E-mail [education@glasgow.gov.uk](mailto:education@glasgow.gov.uk)

### **Customer Liaison Unit**

City Chambers East  
40 John Street  
Glasgow G1 1JL

### **GLOSSARY OF TERMS**

A comprehensive list of terms used in this Handbook is defined below:

ACE	A Curriculum for Excellence
EIS	Educational Institute of Scotland
EAL	English as an Additional Language
Fte	Full Time Equivalent
GCC	Glasgow City Council
SfL	Support for Learning
SOEID	Scottish Office Education and Industry Department



## **APPENDIX ONE: RELEVANT SECTIONS OF MANAGEMENT CIRCULAR 57**

### **3. THE RESPONSIBILITY OF EDUCATION STAFF IN PROTECTING CHILDREN**

#### **3.1 The role of education services.**

3.1.1 The role of education services is to collaborate with other key agencies in the protection of children from harm and abuse. In doing so, they should:

Promote the welfare of children by maintaining a positive and supportive ethos which aims to prevent child abuse taking place; Ensure that schools, establishments and services safeguard children by putting in place clear procedures for taking action when concerns about child abuse arise; Support children in the context of an interagency Child Protection Support Plan, where appropriate after reporting; Establish and maintain close working relationships and arrangements with all other agencies at all levels to make sure that professionals collaborate effectively in protecting children.

3.1.2 The role of education employees in circumstances where there are concerns that a child may have been abused is to observe, report, record, cooperate (with social work services and other relevant agencies such as police, the children's reporter's administration and appropriate medical personnel) and support the child within the framework of a Child Protection Support Plan.

3.1.3 The responsibilities of the authority, education establishments and services, and individual staff extend to: Prevention; Reporting; Interagency Cooperation; Support and Training.

3.1.4 All education staff are required to follow the procedure and to be familiar with the relevant action guidance. Education Services should also be aware of wider issues with regards to child abuse – for example, the strong





correlation, derived from research findings, between domestic violence and child abuse; concerns and issues surrounding child prostitution. Additional guidance will be produced regarding domestic abuse and child prostitution.

### 3.2 The Responsibilities of Head of Establishment/Service

The head is the key member of staff with responsibility for all child protection issues including:

- Ensuring that these Child Protection Guidelines are brought to the attention of all staff annually, that they have access to the guidelines, are issued with the “Child Protection Procedural Action Guidance” leaflet and that a copy of the leaflet is displayed on each staffroom wall.
- Ensuring that temporary staff, have access to a copy of the “Child Protection Action Guidance” leaflet and to these Child Protection Guidelines
- Ensuring that guidance in these Child Protection Guidelines are followed
- Ensuring, as appropriate, that all staff know that there is a named Child Protection Coordinator (see 3.3)
- Developing establishment policy and practice to meet national and local authority guidance
- Ensuring inclusion of child protection issues within the development planning process
- Enabling attendance at child protection training for self and staff
- Promoting staff development in child protection matters within the establishment or service
- Advising, assisting and supporting staff members
- Establishing a positive ethos which supports and values children and contributed to their welfare and general protection
- Supervising on-going child protection work, including personal and social development initiatives
- Informing School Board and parents of policy, procedure and initiatives and, as appropriate, including relevant information in establishment handbook and on public noticeboards
- Developing links with other establishments and services and with other agencies to promote the protection of children



- Policy implementation and information dissemination regarding other significant issues which potentially impact on child protection issues (eg domestic violence; child prostitution; anti-bullying policies; anti-racist policies)

### 3.3 The responsibilities of the Child Protection Coordinator are as follows:

- Be conversant with the information contained in these Child Protection Guidelines
- Support the head of the establishment in the development of policy, practice and staff development to meet national and local guidance
- Attend child protection training and coordinator's meetings
- Support the head in ensuring that these Child Protection Guidelines are brought to the attention of all staff annually and that they have access to the guidelines
- Ensure the inclusion of personal safety issues and action against abuse strategies within personal and social development programmes.
- Coordinate support within the establishment for children with Child Protection Support Plans (see 3.8)
- Cooperate on behalf of the establishment with inter-agency Child Protection Support Plans
- Liaise with other establishments and external agencies, and
- Be responsible for regularly updating the Child Protection Agency Contact List (Appendix 9)

In the event of a suspicion that abuse has taken place, all reports should be given to the head or the person deputizing for the head NOT the Child Protection Coordinator.

## **3.4 The role of educational establishments and services**

3.4.1 At establishment and service level, education employees have a responsibility to:

- Keep children safe by being proactive in child protection matters
- Promote the welfare of children by maintaining a positive and supportive ethos



- Help children protect themselves by providing an appropriate personal and social development curriculum
- Be familiar with child protection procedures and guidance and implement those procedures promptly when there is a suspicion on child abuse
- Work closely with other agencies and services in supporting children
- Actively participate in training on child protection matters

3.4.2 Schools, establishments and services should create and maintain a positive ethos and climate which actively promotes child welfare and a safe environment by:

- Ensuring that children are respected and listened to
- Ensuring that programmes of health and personal safety are central to the curriculum and included in development planning cycles
- Ensuring that staff are aware of child protection issues and procedure
- Establishing and maintaining close working relationships and arrangements with all other agencies to make sure that professionals collaborate effectively in protecting children.

3.4.3 The Children (Scotland) Act 1995 place a statutory responsibility on the authority (and therefore education staff) to take into account the views of children, aged 12 and over, who are “looked after and accommodated” by the authority, when key decisions are being made about them. Schools, establishments and services should ensure that the views of all children are respected, listened to and taken into account including, and especially, the views of children “looked after and accommodated” by the authority. Whilst these views should be sought, education staff should always act upon what is in the child’s best interest when there is suspicion of abuse.

3.4.4 Education employees are the only group of professionals who have almost daily contact with all children from the early years through to the age of 16 and beyond. This puts them in a unique position in being able to listen carefully to Children and assess their well-being. They are often able to detect even minor changes in a child’s physical, emotional and psychological well being – to notice injuries and patterns of injury; to notice mood swings and



listlessness; to recognize any departure from the behaviour that is “normal” for that child; and to recognize “clues” that a child gives, deliberately or otherwise, that all is not well.

3.4.5 Schools, establishments and services must take positive steps to help children protect themselves through ensuring that programmes of health and personal safety are central to the curriculum and should have in place curricular initiatives designed to ensure that children have a clear understanding of the difference between appropriate and inappropriate behaviour on the part of another person, no matter who.

3.4.6 Children require to learn when it is appropriate to keep secrets and to exercise judgement as to whether an adult, stranger or friend, it to be trusted or not. Children have the right to feel confident and secure, to value themselves and respect their own bodies and those of others and to have high self esteem. The central thrust of these programmes is the development of a range of personal and interpersonal skills aimed at making children confident and discerning and to equip young people with the skills to avoid potentially abusive situations and to react appropriately when they feel themselves at risk. There are excellent curricular programmes in existence which address the issues in a direct and unequivocal way without encouraging children to be suspicious of adults or to mistake warmth and affection for inappropriate contact. In 1998 the Scottish Office published a document entitled “Promoting Personal Safety and Child Protection in the Curriculum”. This publication provides very useful information regarding appropriate curricular materials.

3.4.7 Schools, establishments and services need to ensure that staff know how to operate child protection programmes and deliver personal safety programmes which deal with risk to children of abuse or exploitation not only by strangers but also by people whom the child may know.

3.4.8 Heads of schools and establishments should ensure that the efforts of the school in protecting children are coordinated and are an integral part of the ethos of the school. Each establishment should have a designated Child



Protection Coordinator. In most cases this will be the head or a member of the senior management team.

3.4.9 Heads of establishments and services must discuss the contents of this circular with all members of staff at least annually and it is particularly important that procedures should be discussed fully with staff responsible for children least able to protect themselves, children in Pre 5 establishments, children in the earlier stages of the primary school and children with special needs.

3.4.10 Children with special needs may have additional needs which require careful consideration. If, for example, children have a sensory impairment, communication or behavioural difficulties, identification of abuse and assessment of risk may be complex.

3.4.11 The Children (Scotland) Act 1995 requires that when providing services and making significant decisions to safeguard and promote children's welfare, a local authority should have regard as far as is practicable to the child's religious persuasion, racial origin and cultural and linguistic background. These considerations should inform child protection enquiries.

3.4.12 Heads of establishment should also alert pupils and parents that there are procedures in place which are designed to protect children and to safeguard and promote their welfare. Parents should be kept informed of school child protection policies and procedures and the content of personal safety programmes. Child protection procedures (see Appendix 3) are to be included in school and establishment handbooks and be prominently displayed in every establishment in full public view.

3.4.13 The contents of this circular should be made known to newly appointed members of staff as they take up post, including absence cover staff and visiting specialists.

3.4.14 Child protection is a multi agency issue. The respective responsibilities of the agencies involved should be clear. Establishments and Services need to establish and maintain close working relationships and arrangements with all



other agencies at all levels to make sure that professionals collaborate effectively in protecting children. It is vital that education staff build up a relationship with those operating child protection procedures in their area: the social work department, the Children's Reporter Administration, the Police and health professionals.

3.4.15 Children who have been abused require support from education staff. Section 7 gives detailed guidance to staff in supporting pupils.

3.4.16 There is a need for staff to participate in appropriate training on child protection matters. This aspect is considered in Section 5 of this circular.

### **3.5 Procedures to be followed by all education services staff where there are grounds of concern.**

3.5.1 The role of employees in circumstances where they consider there are grounds for concern that a child may have been abused is to observe, report, record, cooperate (with Social Work Services and other relevant agencies such as police, the Scottish Children's Reporter's Administration and appropriate medical personnel) and support the pupil within the context of an agreed Child Protection Support Plan.

3.5.2 These guidelines do not require staff to make allegation or to carry out investigations but to react to their suspicions or concerns for the well-being of children in good faith and in terms of the guidelines.

3.5.3 A member of staff should as quickly as possible respond appropriately to grounds of concern.

3.5.4 Staff should be sensitive and supportive to children but should never give guarantees of confidentiality. Confidentiality is an important issue for children, parents and staff. Staff, as employees of the authority, are not in a position to guarantee confidentiality. Staff should never give an absolute guarantee of confidentiality to an adult or a child since such a guarantee could conflict with the necessity for staff to protect the child and promote his/her welfare and result



in seriously compromising their ability to do so. With regards to confidentiality in relation to Child Protection Procedures:

- Education staff are not in a position to keep secret any allegations or concerns about child abuse, even if a child or third party requests this;
- There is no guarantee that the source of a referral can be kept confidential;
- In the interests of child protection, education staff have a professional obligation to pass on information to relevant agencies.

3.5.5 Section 6 provides specific guidance for heads of establishments or services to support them in the action they should follow in response to grounds for concern about possible child abuse. The procedural action to follow is detailed in 3.6.

Section 7 provides specific guidance for all Education Services employees to support them in the action they should follow in response to their grounds for concern. The procedural action to follow is detailed in 3.6. This information should be readily available for staff access and should be brought to the attention of all staff annually.

## **APPENDIX TWO: REFERENCES**

References in the text are made to the latest editions unless specific editions are cited.

### **Statutory documents**

Code of Practice (Scotland).

The Data Protection Act 1984 Codes of Practice.

The Education (Scotland) Act 1980.

The Education (School and Placing Information) (Scotland) Amendment Regulations 1993, Regulation 7.

The Schools Safety and Supervision of Pupils (Scotland) Regulations 1990.

The Education Act 1980, Section 30.

The Race Relation Act 1976.



### **National documents**

SOEID Circular 6/91.

Outcomes for Curriculum for Excellence

### **Council documents**

Council Policies on Religious Education and Religious Observance 1993.

Council Policy on Equal Opportunities.

Dealing with Racial Harassment.

Child Safety/Child Protection Policy

### **Other documents**

Genderwatch Materials.

Policy - Education in a Multi-Cultural Society.

**All authorities are required by law to issue a copy of the School Handbook incorporating current policies and practices of both the Council and the School to certain parents in December each year for their use as appropriate.**

**Although this information is correct at the time of printing, there could be changes affecting any of the matters dealt with in the document:**

- **before the commencement or during the course of the school year in question;**
- **in relation to subsequent school years.**