



# **Handbook**

# Welcome to Kelbourne Park Primary School

I would like to welcome you and your child to Kelbourne Park Primary School. This handbook contains a range of information that you might find helpful. Please do not hesitate to contact the school or check the school website if you need more information.

I hope that this handbook gives you a glimpse of life at school, the wide range of educational opportunities we provide each day and the therapy and medical support which is available. We look forward to having you and your child work with us and hope that this will be the start of a strong partnership.

Andrea MacBeath  
Head Teacher

*Last update on 1 October 2019*

## **School Vision & Values**

In Kelbourne Park Primary School we will provide a welcoming and friendly environment, which celebrates the diversity of our community. We are a nurturing school where everyone feels safe, happy and valued. This is achieved through working together with children, their families and the community, based on a shared sense of direction.

- We aim to prepare our pupils for the challenges beyond school. Our collegiate approach helps us to decide when to intervene and when to stand back
- To meet the holistic needs of our pupils we aim to create a strong sense of team which recognises the importance of open communication, reflection and discussion
- We strive to ensure that every child has the means and the confidence to express their views, in school, and in the wider community
- We aim to create a nurturing, happy and stimulating environment in which every individual's achievements are valued.



## **School Information**

You can cut out the following information and have it on your fridge, purse or work desk etc. for ease of finding the numbers required.

### **Contact Details:**

Kelbourne Park Primary School  
109 Hotspur St  
Glasgow G20 8LH  
Telephone: 0141 946 1405/Fax: 0141 945 0044  
Health and wellbeing : 0141 945 1204  
School nurse/Therapist: 0141 946 1121  
Email: [headteacher@kelbournepark-pri.glasgow.sch.uk](mailto:headteacher@kelbournepark-pri.glasgow.sch.uk)

### **Background information:**

Present Roll: 50 primary pupils and 5 nursery pupils

Maximum Roll: 50 pupils and 15 nursery pupils.  
Parents should note that the working capacity of the school may vary depending on the number of pupils at each stage and the way in which the classes are organised.

Stages Covered: Nursery ages 2-5 years  
Primary 1 - 7

Denomination Status: Inter denominational

Type of School: Co-educational

### **School staff**

A full list is available on the school website and parents will be updated on any changes as required.

The leadership team is as follows:

Headteacher: Andrea MacBeath  
Depute Headteacher Elaine Jamieson  
Principal Teacher: Vacancy

### **Enrolment**

Many pupils with physical impairments are identified at an early age by Health visitors, Child Development Centres or GPs who will often make a referral to the Early Years Assessment Team. Psychological Services will usually become involved at this stage and will begin to build up a picture of the child's needs in relation to a suitable school placement. Educational psychologists have a good knowledge of additional support needs establishments and will help families to develop an understanding of the differing provisions and which one might be most appropriate for their child. The Psychologists recommendations will be based on what they consider to be a child's main barrier to learning. The parents are usually invited to visit the establishment where they will get a clearer picture of how the school will support their child.

Assuming there is agreement from parents, a recommendation for a place in an ASN establishment is considered by a City Inclusion Group (CIG). The City Inclusion Group is made up of a number of professionals who will ultimately make a decision as to whether the child, or young person's needs, will be best met at the establishment requested. On occasions a child or young person with complex health needs will be referred to the CIG if the local mainstream establishment is unable to offer the medical input required.

Children may enrol in the school or nursery at any time during the school year, subject to the availability of places and the agreement of a CIG which considers pupils' learning needs.

Before enrolling in the school, parents are asked to visit with their child to meet their new teacher and the children in the class. At this meeting, the Head Teacher will

explain how we can best work together to meet your child's needs. This includes the school's different teaching approaches and the support that your child will receive from physiotherapists, occupational therapists, speech and language therapists, and school medical staff. Parents and children will have the opportunity to see all educational, therapy and medical facilities, meet the staff and see the school in a normal working day.

If the above steps have not been taken then parents must enrol their child at their local mainstream school as a first step. Registration of Primary 1 children takes place in November and is advertised widely in local press etc. Enrolment is now conducted online. Enrolment forms and more information can be found on the Glasgow City Council website at <https://www.glasgow.gov.uk/index.aspx?articleid=18426>

## **Organisation of Classes**

Class groups are set by the management team based on the age and stage of the children as well as their additional support needs.

### **The Nursery**

Kelbourne Park has a nursery provision which caters for children between 2 and 5 years of age. The number of days offered to pupils is usually age dependent and varies from two full days up to full time placements. The nursery school day follows the same structure as the school day with lunch between 12 and 12:30.

The curriculum for 2 year olds differs slightly from the curriculum offered from the age of 3 to 18 however we ensure that every child is offered a wealth of experiences and opportunities to meet their individual needs, regardless of the particular set of curricular guidelines. Individual planning, the identification of learning objectives and reporting to parents follows the same pattern set out for the school.

### **The School Day**

Morning 1	9.00 -10:30
Interval	10.30 – 10:50
Morning 2	10.50 – 12:30
Lower school Lunch	12.00 – 12:30
Upper School Lunch	12:30 - 1:00
Afternoon	13.30 – 15:00

### **School Term Dates**

Details of school term dates are available on the Glasgow City Council website: <https://www.glasgow.gov.uk/article/17024/School-Term-Dates>

### **Pupil Absence**

Within Kelbourne Park Primary School good attendance is encouraged at all times. Parents are asked to inform the school if their child is going to be absent. This should be done as soon as possible on the first day of absence. If the child is going to be absent for some time, it would be helpful to know at the earliest opportunity to allow the school to inform the transport section. The school uses daily text messaging to inform parents of their child's absence if no contact is made. All unexplained absence is investigated by the school and appropriate action taken.

All calls must be made to the Pupil Absence Reporting Line on 0141 287 0039. The line is open 08.00-15.30 Monday to Friday. Alternatively, you can use the online form on the Glasgow City Council website at <https://www.glasgow.gov.uk/index.aspx?articleid=18832>

### **Health and wellbeing**

We have various staff based in the school that are employed by NHS Glasgow, Yorkhill Division. It is our collective responsibility to support each child according to their individual needs. This team approach is evident in the planning, reporting and pupil review process.

### **Physiotherapy**

The role of each therapist is to create a programme of support for specific children within the expected care aims of the Trust. Each child's physiotherapy programme is highly individualised and the level of support will vary. The department can give detailed advice on how the programme can be continued at home by parents and an open door policy is in place should any information be required.

### **Occupational Therapy**

Occupational Therapists are involved with education staff and other therapy staff to provide a comprehensive assessment of a child including motor and perceptual skills. The therapist will advise on specialist equipment including seating and provide a care plan which can be put into place in school and at home.

### **Speech and Language Therapy**

In addition to working individually with pupils, Speech Therapists will advise the teaching staff on strategies to develop a child's language and communication and coordinate the input pupils receive. Janet Grant also oversees assisted eating programmes for specific pupils. She will provide detailed assessment of pupils if required and liaise closely with families on individual's language programmes.

### **Nursing Support**

Pamela McClean (Children's Community Nurse) is in the school regularly and will be present at school medicals or lead 'nurse led assessments independently of the Paediatrician. Pamela takes responsibility for taking staff through competency based training programmes to ensure that Health and Wellbeing staff and escorts are confident and competent in the administration of any medications.

### **School Paediatrician**

The School Paediatrician, provides support for the primary aged pupils. Some nursery pupils' care remains with the doctor in their own area's Child Development Centre, however most are transferred to Kelbourne Park's Paediatrician. She will

carry out an annual medical review and where necessary, make referrals to Yorkhill for specialist advice.

## **Medical & Healthcare**

A large proportion of our pupils require the administration of medicine or carrying out of medical procedures during the school day. Parents should inform the school of any medical requirements relating to their child. This will enable us to ensure that our Health & Wellbeing Staff are trained to administer the medication or carry out the procedure. Additionally, if a child requires medication during the school day, parents must complete the appropriate medical form(s) which will enable our Health & Wellbeing Staff to administer the medications.

The school nursing service will visit at various times during the year for routine health checks, vaccinations and medical examinations. Parents and carers are kept informed by letter.

If a child becomes ill during the course of the school day, he/she may require to be sent home. Please ensure that you keep the school informed of all contact details.

## **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 our closure or re-opening by using letters, texts and the local media etc.

## **School Uniform**

The school uniform is:

- Yellow polo shirt
- Red sweatshirt
- Grey/black trousers
- Grey/black skirt



Sweatshirts and polo shirts with the school logo are available for purchase at the school office. Our uniform was agreed in consultation with pupils and parents. It is expected that all children attending Kelbourne Park Primary School will adhere to this dress code. This is optional for children in the nursery.

## **PE Kit**

We appreciate that changing for PE may be difficult for some of our children but ask that, where appropriate, children at least bring gym shoes or trainers. All jewellery should be removed.

There are forms of dress that are unacceptable in school, such as items of clothing which:

- Potentially encourage factions (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, jewellery)
- Could cause damage to flooring
- Carry advertising particularly for alcohol or tobacco
- Could be used to inflict damage on other pupils

## **Clothing & Footwear Grants**

Parents/Carers receiving Income Support, Job Seekers Allowance (Income Based), Working Tax Credit (see link below for thresholds), Housing Benefit, Council Tax Benefit or Universal Credit (see link below for thresholds) will normally be entitled to monetary grants for footwear and clothing for their children. Information and application forms may be obtained from schools and at

<https://www.glasgow.gov.uk/article/17885/Clothing-Grants-and-Free-School-Meals>

## **School meals**

Our school provides a lunch service which offers a variety of meals and snacks. Medical diets for children can be provided. Further information can be found here:

[http://www.fuelzoneprimary.co.uk/UserFiles/files/Medical\\_Diet\\_Leaflet%20-%20June%202017%20WEB.pdf](http://www.fuelzoneprimary.co.uk/UserFiles/files/Medical_Diet_Leaflet%20-%20June%202017%20WEB.pdf). Please inform the Headteacher.

Children who prefer to bring packed lunches will be accommodated in the dinner hall.

Currently all pupils who attend an establishment for children with additional support needs receive free school meals.

## **Transport**

The education authority will normally provide free home to school transport for pupils who have been assessed to attend specialist school provision to meet the requirements of his or her Additional Support Needs.

Where free transport is provided, it may be necessary for children to walk to the vehicle pick-up point. It is the parent/carer's responsibility to ensure that their child arrives at the pick-up point on time. It is also the parent /carer's responsibility to ensure that the child behaves in a safe and acceptable manner whilst using school transport. It is expected that no child/young person with additional support needs will be on transport for more than one hour.

## **Transfer from Primary to Secondary School**

Children and young people normally transfer between the ages of 11 ½ and 12 ½, so that they will have the opportunity to complete at least 4 years of secondary

education. Parents and carers will be informed of the school arrangements no later than December of P7.

Children from our school normally transfer to:

1. Glasgow Secondary School
2. Glasgow ASL Secondary School
3. Other specialist provision

A Transition Planning Review takes place during the last year of primary education to allow parents/carers and professionals the opportunity to discuss the most suitable placement for their child. We understand the importance of good liaison between our school and the feeder secondary schools. It is our aim to provide pupils and their families support in a planned and structured way through the transition process. This will include a series of visits designed to minimise any worries that pupils and parents may have, and to familiarise pupils and staff with each other.

## **Communication with Parents**

At Kelbourne Park Primary School we use a variety of ways to keep in touch.

*Open Door Policy* – the senior leadership team are available for all parents and carers at any time providing they are not teaching or in another meeting. Please phone for an appointment.

*Class Diaries* – are used to communicate between the class teacher and parents and will let parents know if any homework has been set.

*Newsletters* – will be sent out on a regular basis to keep parents informed about the work of the school.

*Letters* – further information which requires a response may be sent out in letter form.

*School website*– will contain a great deal of information about the school. It is a good idea to check this regularly.

*Text messaging* – You may also receive text reminders about events/school closures etc.

*Meetings* - There are various planned opportunities throughout the year when parents can discuss their child's progress with the class teacher and view the child's work. Parents and carers are welcome in the school to discuss any aspect of their child's development and progress. To avoid disappointment, it is advisable to make an appointment.

Parents and carers are welcome at other events throughout the school year e.g. workshops, information evenings, class performances, religious and other assemblies. The school newsletter and website will keep you informed.

## **Emergency Contact Information**

At the start of each school session, parents will be issued with the annual data check form. Please ensure that this is completed and returned to the school. It is also important that you let us know if there are changes to your telephone number(s) or to those of your emergency contacts throughout the year.

## **Data Protection – use of information about children and parents/carers**

We collect information about children attending school (and also about parents/carers, emergency contacts etc. provided in the annual data check) to allow us to carry out the Council's functions as the education authority for the City of Glasgow. This may sometimes involve releasing personal information to other agencies and other parts of the Council, particularly in relation to child protection issues or criminal investigations, and it may also be used for research purposes (see the link below for more details regarding this).

Information held by the school is, in legal terms, processed by Glasgow City Council. The Council is registered as a data controller under the Data Protection Act 2018 and all personal data is treated as confidential and used only in accordance with the Data Protection Act, the General Data Protection Regulations and the Information Use and Privacy Policy approved by the City Council. For more information on how we use personal information, or to see a copy of the Information Use and Privacy Policy, see <https://www.glasgow.gov.uk/index.aspx?articleid=18010>

Education specific privacy statements can be accessed at <https://www.glasgow.gov.uk/index.aspx?articleid=22069>

## **Appointments during school hours**

If your child has an unavoidable appointment, please give them a letter for their class teacher and then collect them from the school office at the specified time.

## **Comments & Complaints**

In Kelbourne Park Primary School we aim to have positive relationships across our school community. However, if you have a comment or complaint about any aspect of school life, please contact the Headteacher in the first instance.

Glasgow City Council complaints procedures are available: <https://www.glasgow.gov.uk/index.aspx?articleid=16133>

Customer Care Team  
Customer & Business Services  
Glasgow City Council  
City Chambers  
Glasgow G2 1DU

Tel: 0141 287 0900

e-mail: [customercare@glasgow.gov.uk](mailto:customercare@glasgow.gov.uk) Or [education.customercare@glasgow.gov.uk](mailto:education.customercare@glasgow.gov.uk)

The above website also includes information on data protection and freedom of information.

## Curriculum

“The impact of, and relationship between, the physical, sensory and cognitive difficulties of many learners with complex needs mean that learning will not necessarily follow the typical pattern of development of most children. Progress is likely to be very individual to each learner with uneven development across time and curricular area with learners presenting an atypical or “jagged profile”. Skills learned in one context may not generalise easily to other contexts and therefore learners will need support for this to happen. Each learner will follow their own personalised learning journey within the context of Curriculum for Excellence.

Every learner is entitled to a broad and balanced education. This is no different for learners with complex needs, however it is recognised that there are five significant aspects of learning (SAL) for this group of young people. These are Communication, Cognition, Life and Independence skills, Physical skills and Sensory Skills.” (Aberdeenshire Framework for Supporting Pupils with Significant and Complex Needs, P3, 2017).

Our pupils require an individualised approach to their learning and it is for this reason that their teacher will develop an Additional Support Plan for each pupil. The learning objectives will relate to the identified priority areas for each pupil. Liaison with the different therapy departments also provides important information and advice on how best to support a child. In most instances children benefit from an enhanced focus on developing their language and communication skills and a greater emphasis is placed on this throughout the school day.

### Curriculum for Excellence 3-18

Curriculum for Excellence has 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 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.

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’ll 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. These 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 judgements, challenge, enquire and find solutions.

There's personal support to help young people fulfil their potential and make the most of their opportunities with additional support wherever that's needed. There will be a new emphasis by all staff on looking after our children's health and wellbeing – to ensure that the school is a place where children feel safe and secure.



Ultimately, Curriculum for Excellence aims is to improve our children's life chances, to nurture successful learners, confident individuals, effective contributors, and responsible citizens, building on Scotland's reputation for great education.

### **Useful websites**

[www.curriculumforexcellencescotland.gov.uk](http://www.curriculumforexcellencescotland.gov.uk)

[www.educationscotland.gov.uk/parentzone/index.asp](http://www.educationscotland.gov.uk/parentzone/index.asp)

### **Assessment and Reporting**

Children and young people with complex additional support needs are a wide and varied group of learners who often require adaptations to the curriculum and a more nuanced understanding of how they learn in order to track their progression in a meaningful way. Staff will assess pupils in line with advice from Education Scotland's Milestones documents.

Each pupil's ASP has a number of long term targets or learning objectives which are a general projection of areas to be addressed over a period of 1 year to 18 months. The school based Pupil Review Programme ensures that each child's progress is formally reviewed at least once per school session. This is an opportunity for parents to discuss with education and therapy staff, the progress that their child is making.

There are two parents afternoon/evenings each year which give families an opportunity to see their child's class work and discuss with the teacher any matters related to teaching and learning. Towards the end of the school year, a detailed report is sent home to parents giving details of their child's achievements. The Head Teacher can also be contacted by parents at any time to discuss any concerns which they may have, or to arrange a meeting with the class teacher.

### **Language**

A large proportion of our pupil population have communication difficulties and as a result will require a significant curricular focus on the development of language &

communication skills, particularly those using AAC (Alternative & Augmentative Communication). Language work covers the areas of reading, writing, talking and listening. A wide range of materials and equipment are used to teach this area of the curriculum.

### **Alternative and Augmentative Communication**

The school places emphasis on the development of materials for pupils who require support in language and communication. This includes the development of a range of symbolised resources which are a particularly valuable support for pupils using alternative and augmentative forms of Communication (A.A.C.). We work with speech and language therapists to enable all our pupils to express themselves and contribute to the daily life of the school. In order to facilitate this we use objects, Signing, Boardmaker symbols, PECS & PODD Communication Books and a range of low and high tech voice output devices. We aim to model the use of AAC throughout the school day in real life communication contexts.

We use a Sign supported speech system (based on BSL) to assist pupils to develop communication skills. Signing assists pupils to develop their understanding of speech by cueing them into key words, as well as providing a 'model' for pupils with an expressive language difficulty. All staff in the school receive regular Signing training from Miss Elaine Jamieson (registered tutor). Training courses are also offered to parents, notification of which will be in monthly newsletters.

Symbol use is also well developed throughout the school. Staff use the Mayer Johnson Boardmaker programme to create symbolised materials to support pupils during learning activities.

School staff have a high level of ICT competence and are experienced in incorporating a range of low and high tech voice output devices into lessons. We are familiar with Big Macs, Step by Steps, Tech Talks, as well as the range of devices provided by Tobii Dynavox, Smartbox and Liberator. Training courses related to particular devices are planned regularly to ensure that parents, staff and therapists continue to develop their skills.

### **Mathematics and Numeracy**

Curriculum for Excellence provides a broad framework however many of our pupils will not progress at the rate of their mainstream peers and teachers will have to adopt a range of methodologies to support our pupils' learning in maths just as they will in other areas of the curriculum. Often we will develop their numeracy skills through a practical approach as we appreciate the importance of developing mathematical concepts within real life contexts. Computer assisted learning materials are an integral part of maths teaching and are used to consolidate basic skills, problem solving and information handling.

### **Social Subjects, Sciences and Technologies**

Each class follows a Social Subjects Programme which incorporates Science, Technologies and aspects of Health Education. The learning outcomes for each child will take one of the social subjects as a main focus although some topics will lend themselves to teaching a variety of different skills from other areas of the curriculum. We try to encourage this multi disciplinary approach to learning as part of our pupils' experiences as it helps pupils make connections



across subject boundaries and allows pupils to understand learning in a broader sense. As in all other curricular areas, work is planned to ensure that progress is made at a child's own rate and that they have the opportunity to work alone, in groups or with the whole class.

## **ICT**

Given the ever increasing use of computers in all our daily lives, Kelbourne Park is committed to providing pupils with the opportunity to use ICT as a means to enhance their learning. Each teaching area is equipped with Smartboards and multiple computer systems providing online access to the latest educational materials. In addition, each system can be supplemented with a wide variety of peripherals such as specialised switching devices which ensure access for all of our children. We also have many portable devices for individual pupil use.

## **Music**

Glasgow tries to provide 'Kodaly' sessions which is a specific method of teaching music to every primary 2 pupil. We have been able to argue for the benefits of the Kodaly approach for our older pupils and have broaden these sessions out so that the majority of pupils have access to the Kodaly music specialist on a weekly basis.

## **Physical Education**

We consider physical activity to be an important part of the curriculum for our pupils. It helps to develop self awareness, confidence, relationships with others and build self esteem. We are supported by Active Schools to ensure that all of our pupils have access to PE. The Physical Education Programme contributes to our programme of Health and Wellbeing through the integration of physical activity, movement and dance. All children will experience a wide range of activities including dance, movement, games skills and athletics.

## **Extra-Curricular Outings and Activities**

We place a great deal of importance on children experiencing real situations which add meaning to their class work. Each class has the opportunity to have visits to local areas of interest and the digital pictures throughout the school show many of the outings the children have been involved in. Over the past two years we have invested in bikes and a bike shed and have been able to start a Bike Club on a Monday after school. This is attended by parents who are able to come after school and supported by 'Free Wheel North' and 'The Bike Club'. As you will be aware it is difficult to offer after school clubs but we are working to extend the learning experiences for our pupils beyond school.



## **Residential Outings**

Each year our primary 7 pupils spend a week at Calvert Trust Residential Outdoor Centres situated in either in Keswick or Keilder. This specialised setting offers sailing, abseiling, orienteering among other activities for children and adults with a physical disability. The cost of these trips is largely met by fund raising, and provides an opportunity for children to



experience physical activities that we would be unable to provide for them at school.

### **Religious Observance**

Kelbourne Park Primary is a non- denomination school, where pupils of various faiths work together as a school community. Our pupils accept each other as friends, with no discrimination of faith. Curriculum for Excellence guidelines provide the basis for our planning in this area. Parents have the right to withdraw their child from religious observance and should inform the school in writing.

In addition, parents and carers from religions other than Christianity may request that their children may 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 up to 3 occasions in any 1 school session.

### **Support for Pupils**

The school has a duty to ensure that all pupils have equal access to the curriculum, with appropriate support for their needs if required. This applies to the content of lessons, teaching strategies and minor adaptations to the school environment. There are a wide range of factors which may act as a barrier to learning. We are committed to working closely with parents and carers to ensure that they are fully involved in any decisions about support for their children's needs.

Any parent or carer seeking further advice regarding this policy should contact the Headteacher in the first instance.

Further information relating to additional support needs is available on the Glasgow City Council website – <https://www.glasgow.gov.uk/article/18941/Meeting-Additional-Support-Needs>

Information on the Glasgow City Councils' Parental Involvement Strategy can also be found at <https://www.glasgow.gov.uk/index.aspx?articleid=17870>

### **Getting it Right for Every Child (GIRFEC)**

The GIRFEC approach is about how staff in all children's services meet their needs by working together where necessary to ensure that children reach their full potential. [www.scotland.gov.uk/gettingitright](http://www.scotland.gov.uk/gettingitright)

### **Nurturing City**

The Glasgow City Council vision 'towards the nurturing city', puts building positive, trusting relationships at the core of our work. We ensure children, young people and families feel they belong, they are listened to and they are valued by embedding the principles of nurture across our early years, primary and secondary establishments. Staff are trained in attachment and nurture which deepens understanding of child development and enhances effective practice by responding to the needs of all children and young people in a consistent and caring way. Nurture is a universal approach which builds resilience, helping to reduce the impact of adversity. Effective communication and collaboration with parents and carers builds an ethos of partnership working putting the child at the centre, fostering high quality learning contexts.

Each of our nurturing establishments contribute to the development of Glasgow as a nurturing city, creating safe environments which allow our children and young people to flourish by raising attainment and promoting positive mental health and wellbeing.

### **School Improvement**

On an annual basis, you will receive a copy of our Standards and Quality report. Copies from previous years are available on the school website. The Standards and Quality report highlights the progress we have made in the school year. Our priorities for improvement for the following year are detailed in our School Improvement Plan, an abbreviated version of which is distributed on the back of the newsletter in June. Any parent or carer seeking a copy of the plan can contact the school office or check out our website.

### **Promoting Positive Behaviour**

Children's Rights as outlined in the UNCRC (United Nations Convention on the Rights of the Child) are fundamental to a good school ethos. Adults in our school will work with children to ensure they are aware of their rights and fully respect the rights of others. Therefore, the approach within Kelbourne Park Primary School is to build a positive ethos that demonstrates care and respect for all. Positive behaviour is recognised and celebrated. Our school has golden rules which are very simple but help our pupils an understanding of acceptable behaviour. Class teachers establish class rules at the beginning of the session in consultation with the pupils.

### **Partnerships with parents**

Developing good relationships with parents is important to us as we appreciate what a big part parents play in their child's learning. It is particularly important that close links are established and maintained to ensure appropriate support for our most vulnerable pupils with a high degree of medical support throughout the day.

### **Parent Council**

We have an active Parent Council that represents the views of all parents. All parents are welcome to attend Parent Council meetings and can become members at the AGM. Parent Council minutes are available on request from the school office. A list of current members is also available on the website.

### **Pupil Council**

Our Pupil Council is made up of 7 pupils who we hope represent the views of the whole school. This is an important group which ensures that the views of pupils are heard. The children come up with an 'Improving Our School Plan' at the beginning of the year and work through their suggested improvements over the course of the year.

We also have an Eco Committee which provides another opportunity for our pupils to have a say in what happens in their school community.

### **School Improvement**

On an annual basis, you will receive a copy of our Standards and Quality report. Copies from previous years are available on the school website. The Standards and Quality report highlights progress in key curricular areas such as literacy, numeracy and health & wellbeing. Our priorities for improvement are detailed in our School Improvement Plan which is discussed with our Parent Council. Any parent or carer seeking a copy of the plan can contact the school office or check out our website.

## **Promoting Positive Behaviour**

Children's Rights as outlined in the UNCRC (United Nations Convention on the Rights of the Child) are fundamental to a good school ethos. Adults in our school will work with children to ensure they are aware of their rights and fully respect the rights of others. Therefore, the approach within Glasgow Primary School is to build a positive ethos that demonstrates care and respect for all. Positive behaviour is recognised and celebrated. Our school operates a system of class charters to set out expected behaviour. This is celebrated through Golden Time treats, awards at assemblies and certificates sent home to parents etc.

The highest standards of behaviour are expected of pupils at all times. Where this is not the case, a variety of sanctions are used. Parents are asked to co-operate with the school in encouraging a sense of responsibility and good behaviour in their children.

## **Home Learning**

Continuing to learn at home helps children to achieve more and is a vital part of our partnership with parents. Please check your child's schoolbag for communication about home learning and specific tasks. A copy of our home learning policy is available on the website and on request from the school office.

## **Parent Council**

We have a very active Parent Council that represents the views of all parents. All parents are welcome to attend Parent Council meetings and can become members at the AGM in *September*. Parent Council minutes are available on the Parent Council page of the school website and on request from the school office.

## **Pupil Council**

Our Pupil Council is made up of 2 representatives from each year group. This is an important group which ensures that the views of pupils are heard.

## **Extra Curricular Activities**

We have a wide range of activities that run between Monday – Thursday to extend the learning experience. These currently include drama, arts and crafts, dance,

netball and football. Please check your child's schoolbag for information as places are popular and usually limited.

Good links with community organisations and our Active Schools Co-ordinator are vital for the success of these programmes.

## **Useful Contacts**

**Parentzone Scotland** is a unique website for parents and carers in Scotland, from early years to beyond school. The website provides up-to-date information about learning in Scotland, and practical advice and ideas to support children's learning at home in literacy, numeracy, health and wellbeing and science. Information is also available on Parentzone Scotland regarding additional support needs, how parents can get involved in their child's school and education. Furthermore, the website has details about schools including performance data for school leavers from S4-S6; and links to the national, and local authority and school level data on the achievement of Curriculum for Excellence levels. Parentzone Scotland can be accessed at <https://education.gov.scot/parentzone>.

**Connect** - is a national organisation that provides advice and resources for parents and carers. [www.connect.scot](http://www.connect.scot)

**Enquire Scotland** - is a national advice service for families with additional support needs. [www.enquire.org.uk](http://www.enquire.org.uk)

## **Useful addresses:**

Education Services  
City Chambers East  
40 John Street  
Glasgow G1 1JL

Tel: 0141 287 2000

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

## **Privacy Statement**

*As a local authority our schools and early years establishments process information about children and young people in order to provide education and care. In doing so we must comply with the Data Protection Act (1998). This means, amongst other things, that the data held about children and young people must only be used for specific purposes.*

*However, you should be aware that we may use this information for other legitimate purposes and may share this information where necessary with other public bodies or where otherwise required by law. We may also use any information for research purposes. However, all personal data is treated as confidential and used only in*

*accordance with the Data Protection Act and the Information Use and Privacy Policy approved by the City Council.*