

GARROWHILL PRIMARY SCHOOL
25 Bakewell Road,
Garrowhill,
Baillieston,
GLASGOW
G69 6RN

Tel: 0141 771 1235



Garrowhill Primary School Handbook 2017-18



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GLASGOW CITY COUNCIL

HANDBOOK FOR PARENTS

**GARROWHILL PRIMARY SCHOOL
25 BAKEWELL ROAD
GARROWHILL
BAILLIESTON
GLASGOW
G69 6RN**

Tel: 0141 771 1235

**www.garrowhill-pri.glasgow.sch.uk
<https://twitter.com/Garrowhillps>**



Dear Parent/Carer,

A very warm welcome to Garrowhill Primary School.

We look forward to having your child in our care and we hope that during their time at Garrowhill they will be happy and successful learners.

We are committed to working with you in a positive spirit of partnership in the vital task of preparing your child to become a confident individual, a successful learner and a responsible citizen.

We hope you find this handbook offers a flavour of life at Garrowhill and provides a useful introduction.

If you require any further information, please do not hesitate to contact me personally.

Yours sincerely,

**Linda Logue
Head Teacher**



INTRODUCTION TO GARROWHILL PRIMARY SCHOOL

Opened in January 2015, Garrowhill Primary School is a large urban school situated within the Baillieston area in the east end of the city of Glasgow.

This new school building has two floors with accommodation organised into 17 classrooms, a library, 3 large open areas, an assembly hall, gym hall and changing rooms. 16 of the classes are teaching bases, with one as an ICT suite. Outdoors we have two large playing areas, an outdoor classroom and 3G all weather pitch.

SCHOOL VISION, VALUES AND AIMS

Our school vision, values and aims were updated in March 2015 following consultation with children, staff and parents.

Our **Vision** for Garrowhill Primary School is:

Our school will be a place where children are nurtured in an inspiring environment where everyone feels safe to learn and grow together.

Our vision is built on the **values** we all agree are most important to us; Resilience, respect, responsibility, honesty, determination and fairness.



Our **Aims**:

- To provide the highest quality of learning and teaching in order that our children can achieve their full potential.
- To ensure that our staff have continuing professional development opportunities.
- To foster a caring and respectful attitude so that children become responsible citizens and effective contributors to society.
- To offer children opportunities to work individually and collaboratively to allow them to become successful learners and confident individuals.
- To create positive partnerships with parents, carers and the wider community.
- To ensure the best possible learning environment for children with additional support needs and to promote understanding and concern for those needs within our school community.
- To promote tolerance and respect for all races and religions.
- To be an inclusive school with positive attitudes towards all.

Our school aims and values links well to Children's Rights and further details about the expectations of establishments in Glasgow City Council are contained in a **Children's Rights Leaflet** at the following website address:

http://www.goglasgow.org.uk/content/UserGenerated/file/Policies_Guidelines/children'sRightsSCREEN.pdf



SCHOOL INFORMATION

School Name: Garrowhill Primary School
 Address: 25 Bakewell Road
 Garrowhill
 Baillieston
 Glasgow
 G69 6RN

Telephone No: 0141 771 1235

E-mail contact: gw14loguelinda@glow.ea.glasgow.sch.uk

School web site: www.garrowhill-pri.glasgow.sch.uk

Glasgow City Council Going to School www.glasgow.gov.uk/en/residents/goingtoschool

Present Roll: 445 (August 2017)
 Agreed Capacity: 449

Stages Covered: P1 – P7
 The pupil roll at each stage August 2017 is as follows: -

P1	P2	P3	P4	P5	P6	P7
64	68	71	72	66	53	51

School Profile Approximately 60% of the school's pupils are made through placing requests.
 Denominational Status: non-denominational, co-educational (boys and girls).

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.

Enrolment and Transition to School

A child who reaches his/her fifth birthday between 1st March 2017 and 28th February 2018 shall be registered in the local primary school before 1st February.

Registration of Primary 1 children takes place in November and is advertised widely in local press. Prospective parents are welcome to visit the school and should contact the school office.

Families living out with the catchment area are welcome to make a placing request to attend Garrowhill Primary School but **must enrol their child at their local school as a first step**. Further information is available using the following

<https://www.glasgow.gov.uk/index.aspx?articleid=18426>

In May/June, the school holds a minimum of three induction days for children entering our Primary 1 classes in the August. On each of these visits, children will be able to spend time with their teacher and become familiar with their new surroundings while parents have the opportunity to discuss our approaches to learning and teaching and familiarise themselves with school routines such as the cafeteria and morning entry procedures.



School Lets

The following organisations meet in the school: Brownies, Sapphire Gymnastics, Martial Arts, East End Thistle & St. Bridgets Football Club.

Groups or organisations wishing to use the school should contact:

Community Letting, Glasgow Life, Emirates Arena, 1000 London Road, Glasgow. G40 3HY. .
 Telephone number: 0141 302 2814.

Organisation of Classes

The following guidelines set by Scottish Government apply.

P1	maximum 25	
P2-P3	maximum 30	
P4-P7	maximum 33	
Composite classes	maximum 25	(Composite classes have pupils from more than one stage).

TEACHING STAFF

Mrs. Linda Logue	Head Teacher
Mr Alan Young	Depute Head Teacher
Mrs L. Beastall	Depute Head Teacher
Mrs E. Vickers	Principal Teacher
Mr P. Halewood	Principal Teacher
Miss L. Stronach	P1a
Miss B. McEwan	P1b
Miss A. Purves	P2/1
Mrs. L. Martin	P2a
Mrs. L. Elliot	P2b
Mrs A Richardson	P3a
Miss. L. Russell	P3b
Mr P Halewood/Mrs E Vickers	P4/3
Miss J Liddell	P4a
Mrs L. Forrester	P4b
Mrs A Kelly	P5a
Ms M Bryce/Mrs A Dean	P5b
Mrs L. Chatham	P6
Miss R. Carr	P6/5
Miss K. Boyle	P7a
Miss T. Byrne	P7b
Mrs J. Bouch	Music
Mrs A Dalrymple	PE/Active Schools

SUPPORT STAFF

Senior Clerical Assistant

Mrs. L. Clark

Support for Learning Workers

Mrs. P. Rafferty
 Mrs. J McClung
 Mrs J. Moorhead
 Mrs. K. Booth
 Ms. B. Malloch
 Mrs. C. Gardiner

Janitor

Mr. A. Reilly

Catering Manager

Dining Attendants

Mrs. P. MacKenzie

Mrs. A Faichney
 Mrs. J Fraser
 Mrs. D Adam
 Mrs. L Ryan
 Mrs. Y Wilson
 Mrs. M. Paterson

Cleaning Supervisor

Cleaning Staff

Mrs. C Crawford

Mrs. J Fraser
 Mrs. L Hunter
 Mrs. J Gallagher
 Mrs. N Wilson
 Mrs. Y. Wilson
 Ms. K. Young
 Mrs. M. Cooper
 Ms H. Morses

The School Day

Opening	9.00 am
Interval	10.30 am – 10.45 am
Lunch	12.15 pm – 1.00 pm
Close	3.00 pm

P1 children are dismissed at lunchtime until the first Monday in September after which they will remain in school until 3.00pm.

We have an active **Parent Council** incorporating the Parent **Fundraising Committee**. All of our pupils are represented in our **Pupil Parliament, School Credit Union Bank, Fair Trade, Enterprise, Junior Road Safety Officers and Cycling Committees**.

Bannerman Learning Community

Garrowhill Primary School is a member of Bannerman Learning Community.

Other partners in Bannerman Learning Community include:

Bannerman High School
 Caledonia Primary School
 Caledonia Language Unit
 Carmyle Primary School
 Eastmuir Primary School

Mount Vernon Primary School
 Swinton Primary School
 Sandaig Primary School
 Sandaig Nursery School
 Barlanark Family Learning Centre





Fuel Zone Information

All services available in the Fuel Zone are developed in line with The Schools (Health Promotion and Nutrition) (Scotland) Act 2007 which aims to help children eat healthily during the school day and beyond.

Cordia supports Education Services to meet the requirements of the Act by providing healthy food and drink in schools to encourage Glasgow's children to make the right choice in order to maintain a healthy lifestyle.



Glasgow's Big Breakfast is available in all Glasgow primary schools every week day morning. Children can enjoy a nutritional breakfast of fruit juice, cereal and milk, toast and fresh fruit prior to the start of the school day. Children have the opportunity to socialise with their friends in a supervised and safe environment.

All pupils are entitled to access a breakfast club service run by Cordia staff every morning from 8.00-8.50am in the school cafeteria. The charge is £2.00 each day. If there is more than one family member using the Breakfast Club on any one day, subsequent children will be charged £1.00 per day. Pupils who receive a free lunch are also entitled to a free breakfast.

Lunch

Fuel Zone focuses on serving healthy food in a bright and informal environment where children can enjoy lunch. The menu in the Fuel Zone rotates on a three weekly basis giving children more variety at lunchtime. All food is cooked on the premises. Garrowhill Primary's cafeteria is operated as a cashless system. On starting school all children are issued with their "Q Card". Parents and children are then free to top up the card at either of our two top up machines using cash. To buy items from the café children simply present their card. The cafeteria's data base maintains records of all purchases on cards. The menus can be viewed on our school website or Twitter feed. You can find lots of information about Fuel Zone by visiting www.fuelzoneprimary.co.uk



Children and young people of parents/carers receiving Income Support, income-based Job Seekers Allowance, Working Tax Credit (where income is less than £6,420), Child Tax Credit only (where income is less than £15,910*) and income-related Employment and Support Allowance are entitled to a free midday meal. Information and application forms for free school meals may be obtained from schools and at <https://www.glasgow.gov.uk/index.aspx?articleid=17885>

*N.B Parents/Carers who are in receipt of Child Tax Credit **and** Working Tax Credit are **not** entitled to a free midday meal.

Three meal choices are available daily: main meal, vegetarian or snack meal. Children can select from soup and bread, fruit and vegetables, yoghurt or jelly and milk to accompany their meal. A Halal menu is also available if required please speak to the catering manager for further information.

Special Diets

If your child has a special medical diet requirement please seek a referral from your dietician. Please then contact your catering manager who will deal with your request.

Refresh

Lack of water can cause dehydration, better hydration means better performance in school and water is an excellent alternative to sugary drinks. The Refresh initiative allows access to fresh, chilled drinking water in schools to encourage children to drink more water.

All Glasgow schools have been supplied with mains fed coolers that filter and chill the water ready for drinking. This allows access during the day to refill water bottles which can be taken into the classroom. The main aim of Refresh is to encourage children to drink water at home and school.

If you require further information about the catering service please contact the catering manager.

Catering Manager Name: Pauline MacKenzie

Catering Manager Phone Number: (0141) 771 1235



AFTER SCHOOL CARE SERVICE

We have a small after school care service, run by North East Circle Out of School Service which operates between Monday and Friday 3.00 - 5.45pm during term time. Please contact Mrs Shirley Anne Barker for any further information 07931 130 473.

SCHOOL HOLIDAYS 2017/18

Details of all holidays are available on the Garrowhill Primary School website or by following this link: <https://www.glasgow.gov.uk/index.aspx?articleid=17024>

SCHOOL IMPROVEMENT PLAN

Garrowhill Primary School has many strengths and the most recent Standards and Quality Report provides a detailed outline of the school's successes and achievements over the past twelve months. A copy of the Standards and Quality Report can be obtained from the Head Teacher or viewed on our website at www.garrowhill-pri.glasgow.sch.uk

All schools are required to draw up a school improvement plan to build on existing good practice and to allow for the introduction of new developments and initiatives.

The priorities for school improvement during session **2017/18** include:

1. Develop the school's practice in delivering Literacy across the curriculum.
2. Further developing approaches to inclusion
3. Develop the school's delivery of Digital Literacy

Curriculum



Curriculum for Excellence 3-18

Curriculum for Excellence has been introduced to raise standards of learning and teaching for all 3 to 18 year olds. It aims to help prepare children and young people with the knowledge and skills they need in a fast changing world. As part of Curriculum for Excellence all children from pre-school to the end of S3 will receive a rounded education known as a Broad General Education (BGE). Curriculum for Excellence is all about bringing real life into the classroom and taking lessons beyond it.

Through the experiences we provide at Glasgow Primary School we want our children to become Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors. We are committed to providing children with a broad general education and focus on eight curriculum areas.

Copies of our school's policies/position statements in relation to the development of our curriculum can be obtained from the Head Teacher. Revised policies can be viewed on our school website at www.garrowhill-pri.glasgow.sch.uk

Expressive Arts	Health & Wellbeing	Languages	Mathematics
Religious & Moral	Sciences	Social Studies	Technologies

Progress in learning is indicated through curriculum levels as detailed below.

Level	Stage
Early	The pre-school years and P1 or later
First	To the end of P4, but earlier or later for some
Second	To the end of P7, but earlier or later for some
Third & Fourth	S1-S3, but earlier for some

Expressive arts: The inspiration and power of the arts play a vital role in enabling our children and young people to enhance their creative talent and develop their artistic skills.

Health and wellbeing: Learning in health and wellbeing ensures that children and young people develop the knowledge, understanding and skills which they need now and in the future to help them with their physical, emotional and social wellbeing.

Science: Science and its practical application in healthcare and industry is central to our economic future, for our health and wellbeing as individuals and as a society.

Social Studies: Through social studies, children and young people develop their understanding of the world by learning about other people and places both past and present, societies, their beliefs and values.



Religious and moral education: Religious and moral education includes learning about Christianity, Islam and other world religions, and supports the development of beliefs and values.

Mathematics: Mathematics equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

Technologies: The range of subjects in technical education has changed significantly over the last two decades and now includes craft, design, engineering and graphics.

There will be opportunities throughout the year for parents and carers to learn more about aspects of the curriculum and to be consulted about significant changes if appropriate.

Languages: Knowing other languages and understanding other cultures is a 21st century skill set for students as they prepare to live and work in a global society.

In language our aim is to provide a learning programme which will enable children to acquire a high command of language including the ability to read with understanding, to write fluently, legibly and with accurate spelling and punctuation – to listen and to talk and to have a sound knowledge about language.

Talking and Listening

Skills in talking and listening are formally developed to enable pupils to be effective communicators, for all life situations. Children will be encouraged to express their own ideas, opinions and feelings confidently and articulately. Children are taught a structured and progressive talking and listening programme. We offer regular opportunities for children to deliver short personal talks P1-P7 and in P5-P7 children are introduced to debating skills.

Reading

Reading has a high profile throughout the school. We are constantly trying to improve the provision of library books to foster an interest in reading for pleasure and we hold an annual Book Fair to raise funds to extend our range of stock. A central library of fiction and non-fiction has been established and each classroom has a fiction library, which provides interesting materials for all abilities. All classes visit our school library regularly in order to refresh their stock of books in class libraries. Several classes undertake regular visits to our local library at Baillieston where they can choose fiction and non-fiction, research and build up computer coding skills.



Religious Observance

Our school is fortunate to have a close link with our local church, Mure Memorial Church. **Rev. Malcolm Cuthbertson** assists with the Christianity element of Religious and Moral Education and provides opportunities for religious observance. Parents have the right to withdraw their child from religious observance and should inform the school in writing if they wish to do so.

An annual programme of Assemblies is structured to provide opportunities for spiritual development, which will allow **all** children, regardless of faith or no faith, to participate. Each class is given an opportunity to present an assembly to the whole school linked to a school value, a health or environmental theme or a celebration of a world religion. In addition, there are regular visitors to our assemblies to inform our children about the work of a variety of charitable organisations.

Parents and carers from religions other than Christianity 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 child or young person noted in the register using code REL on these days.

WE ARE A HEALTH PROMOTING SCHOOL

Health and education go hand in hand and children who are fit and healthy are more likely to achieve their full potential at school. The Scottish government requires that all schools are Health Promoting, meaning that we adopt a whole school approach to promoting the physical, social, mental and emotional wellbeing of all pupils, staff and the wider school community. The introduction of the Schools Health Promotion and Nutrition Act and Curriculum for Excellence both place health and wellbeing at the heart of education.

Please help support our commitment to health and wellbeing by encouraging your child to bring healthy snacks and drinks to school and by making use of our Cafeteria, which provides a great range of healthy lunches for £1.90. Children should bring a water bottle with them every day. Only clear or tap water is consumed inside the classrooms.



RESPONSIBLE CITIZENSHIP



We are very proud indeed to have achieved four prestigious **Eco Schools Green Flag Awards** in recognition of all our education for sustainable development activities.

Our school was awarded the **Sustainable Schools Award** at the Scottish National Education Awards in June 2011 in recognition of our whole school approaches to sustainable development. This year, in recognition of the opening of our new campus, we will be refreshing our Eco Schools work and working towards our fifth ECO flag.

In June 2012 our school's practice in promoting a culture of cycling was recognised with the award of **Cycle Friendly School** status.



We have an excellent **outdoor classroom** area located inside a small woodland area. This is used to develop outdoor learning across a variety of curricular areas and is linked to current classroom learning. The surroundings of our new school building will give us the opportunity to further develop our outdoor learning spaces.

We continue to maintain **Fair Trade School** status as a result of our whole school approaches towards the promotion of Fair Trade.



Our children are regularly involved in activities to demonstrate responsible citizenship in action. Children respond very generously to a variety of campaigns including Mary's Meals, RNLI, Water Aid, Barnardo's, Unicef Day for Change, Childline, The Lodging House Mission for the city's homeless, The Prince and Princess of Wales Hospice, Shelter and carol singing at local homes for the elderly.

ENTERPRISE IN EDUCATION

All pupils will experience enterprise in education annually both in the form of specific enterprise projects/activities and enterprising approaches to learning across the curriculum. This is done in partnership with parents, the local community and businesses. Garrowhill's excellent practice has resulted in many awards in this area, including **Diamond** and **Platinum Awards** for Enterprise in Education from Glasgow City Council.

Useful websites

www.curriculumforexcellencescotland.gov.uk
www.educationscotland.gov.uk/parentzone/index.asp

DEALING WITH RACIAL HARASSMENT

The Race Relation Act of 1976 makes it unlawful to discriminate against someone because of his/her 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.

ASSESSMENT AND REPORTING

The programme of assessment has four elements: -

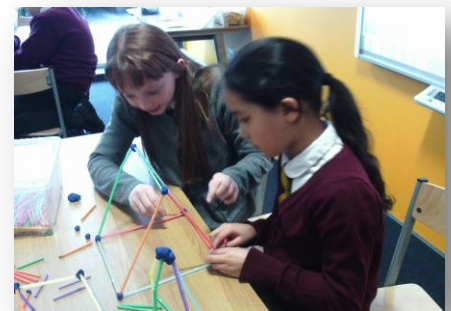


1. Observation and assessment by the teacher on a daily basis.
2. Teacher produced assessment tasks.
3. Commercially produced assessment tasks e.g. Group Reading Tests, Single Word Spelling Test,
4. Diagnostic tests e.g. Mathematics for Learning and Teaching and the writing criterion scale.

- 1) By observation of child's daily work the teacher assesses where support is necessary and when it is appropriate to progress to the next stage.
- 2) On occasions the teacher will set assessment tasks in mathematics and language (including spelling). Social Studies, Science and Expressive Arts areas are assessed by work produced.
- 3) The Scottish Heinemann Active Mathematics resource used in school provides Question Banks and Assessment in Context tasks to inform staff about children's progress.

A robust combination of formative and summative approaches to assessment allow us to place our children at the centre of planning approaches to ensure an appropriate curriculum for all.

The purpose of all assessment is to ensure we design learning experiences which build on prior learning and inform teacher planning. When we used summative assessment it is to confirm teacher judgements, inform next steps and help us analyse any difficulties a young person may be having. When our analysis highlights a particular difficulty or barrier in learning, this would always be discussed with parents/carers.



Parent consultation meetings are held twice a year in October and February when a verbal progress report is given to parents. We use an open afternoon system to provide regular feedback for parents/carers on children's progress across each term. During open afternoon visits parents engage their child in a learning conversation while reviewing work and targets for the term. The class teacher, parent and child can then comment on progress in learning journals. Following this visit, if parents also wish a face to face meeting with the class teacher this can be arranged. Open afternoons take place in September, November and March. An annual written report is issued to all parents in the summer term.

Planned learning is shared in the form of "Curriculum Maps" on the school website at the start of each term.

Parents are encouraged to approach the school should they have any concerns about the progress of their children. The Head Teacher or either of the two Depute Head Teachers will be happy to deal with any concerns.

Pupil Profiles

Every child leaving primary school in Scotland has their key achievements in school, at home and in the community documented within a P7 profile. The content of the profile is decided by the young person. The profile is a positive record of their achievements and emphasises their strengths. The profile provides a valuable way for learners to share valuable information about their achievements with their parents and teachers in secondary school.

The Named Person

GIRFEC stands for 'Getting It Right For Every Child'. This is the Scottish Government-led approach to making sure that all our children and young people – and their parents or carers – can get help and support when needed from birth through to age 18 (or beyond if still in school).

The vast majority of Scotland's children and young people get the love and support they need from within their families and their wider, local communities. But even the most loving and caring families can sometimes need extra support. The GIRFEC approach aims to make it as easy as possible for any child or young person (and their parents) to get that help or support when they need it.

To access support when needed, part 4 of the Children and Young People Act (Scotland) 2014, states that every child in Scotland has a Named Person, as a single point of contact. This Named Person has a responsibility to provide help and support when asked and can draw together other services if needed, co-ordinating help for the child or parents.

The Named Person for children currently in P1 – P3 is the Depute Head Teacher, Mr A Young. For P4 – P7 pupils the Named Person is the Head Teacher, Mrs L Logue.

Please do not hesitate to contact the school if you wish to speak with your child's Named Person.

HOME LEARNING

The school sets homework on a regular basis and the objectives are to:

1. Reinforce skills taught in the classroom.
2. Establish a pattern of private study.
3. Allow parents to keep in touch with what is happening in the classroom.

The quality of work produced is important and should reflect the ability of the child.

Homework is defined as: 'Any activities which pupils are asked to do outside lesson time, either on their own or with parents or carers.' When implemented effectively, homework or home learning can stimulate further thinking and challenge and facilitate deeper learning for children.

Home learning better describes our approach to Homework. It can include a wide range of activities aimed at promoting the all-round development of our young people while supporting families to engage with the learning taking place in school.



Parents are encouraged to participate where appropriate and the school would appreciate it if parents could sign the homework to let us know that they have seen it and approve of the content and quality. Please encourage a high standard of presentation, but do not do their work for them. If you find your child is having any difficulties, or **you** do not understand the work they are doing, please inform their teacher. Normally home learning tasks should not take any more than half an hour unless it is research for Projects, or work not completed in school.

Tasks are issued in home learning logs on Mondays and expected to be returned 10 days later on the Thursday of the following week. This encourages older children to be self-disciplined in management of time and plan the pace of home learning. It also allows families to have flexibility in managing the support of home learning while working various work patterns. Home learning logs contain a set of **core tasks** and **options** for children to assist the development of a wide skills set.

Typical Home Learning Core and Optional Tasks for Each Stage

Please note: These times are an approximate **guide**; some children will take more or less time.

- **Primary 1, 2** Reading, Number sheet, Phonics, Finding Out (approx: 10-15 minutes)
- **Primary 3** Sumdog.com Reading and Maths activities (1hr per week), spelling rule practice, 2 cross curricular choice tasks.
- **Primary 4 & 5** Sumdog.com Reading and Maths activities (1hr per week), spelling rule practice, 2 cross curricular choice tasks.
- **Primary 6 & 7** Sumdog.com Reading and Maths activities (1hr per week), spelling rule practice, 2 cross curricular choice tasks.

If your children fail to bring their homework to school over a period, you will be informed and asked to check up on it. We do expect homework to be handed in on time. This gives children valuable experience of working to a deadline and helps staff with their marking schedules. If family circumstances make it difficult for homework to be done, please inform the school.

A comment on homework will be given on the pupil progress reports sent to you in the summer term.

Home learning is **very** important in helping to consolidate what the children have learned during the day. However, after this is completed, please encourage your children to take up hobbies and other leisure pursuits. Just as adults need to relax after a day at work, so do children after their day's work at school!

Our current school policies are underpinned by Glasgow City Council policies. If you wish to view a copy of the school policies, please contact the Head Teacher. Glasgow City Council policies can be found at:- www.glasgow.gov.uk/en/Residents/GoingtoSchool.



ADDITIONAL SUPPORT NEEDS

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.

Most children may require a degree of support with their learning at some point in their school education. A child requiring support for learning may be one who:

- Displays a gap between attainment and performance
- Has special needs due to physical impairment
- Has a gap in learning caused by absence or change of school
- Performs outstandingly well in one or more areas

The provision of a broadly balanced well-differentiated curriculum with realistic goals and targets should minimise the necessity for widespread learning support. Each class is composed of a number of groups, in which pupils can work with others of similar ability. Usually this enables children with difficulties to progress with the help of their class teacher.

In the first instance the class teacher will plan a suitable programme to meet an individual learner's needs. Where necessary, extra support may be provided for a child by a promoted member of staff or a support for learning teacher and may be facilitated by a Pupil Support Assistant.

At all times close co-operation between parents and teachers is essential and the school will consult with parents to discuss any proposed plan of action.

Staff across the school regularly participate in Staged Intervention Meetings (SIM) to moderate the strategies being implemented to support children and evaluate their effectiveness. On occasions a decision may be taken at these meetings to take a young persons case to the Learning Community SIM to seek further guidance or support from Psychological Services.

Any parent or carer seeking further advice regarding this policy should contact the Head Teacher in the first instance. Further information relating to additional support needs is available on the Glasgow City Council website – <https://www.glasgow.gov.uk/index.aspx?articleid=18941>

Parents and carers of children with additional support needs who require an additional or group support plan will receive regular updates on progress and all Additional Support Plans will be reviewed at least annually. Additional support needs are assessed and recorded against the Getting it Right for Every Child indicators (GIRFEC). Where a child has a barrier to learning that requires support from our own staff in collaboration with other agencies a Wellbeing Assessment and Plan will be created for the young person and regularly reviewed with the child and parents throughout the year.

ACCESSIBILITY STRATEGY

Ensuring every child is included and has access to quality learning experiences may also require minor adaptations to the physical environment of our buildings to address the needs of children with physical or sensory impairments, including the relocation of classes to the ground floor where feasible. We also need to ensure that parents and carers who have a disability have equal access to information about their child. This will involve, for example, relocating the venue for parents/carers meetings to facilitate physical access; provision of an interpreter or agreeing a phone contact system to provide direct feedback to parents and carers.

Physical access: There are no steps or raised entrances to the ground floor of the school. All entry points to the school and the grounds are wheelchair accessible. The school has one elevator giving access to the second floor.

Communication: Suitable arrangements will be made for any parents to ensure equal access.

Curriculum: Our curriculum is geared to a variety of learning needs and styles and we are continuing to implement a variety of strategies to promote differing learning styles.

Staff Development: Teaching staff are fully briefed on related issues during INSET days and collegiate meetings throughout the session.

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. Taking care of the well-being of our children and young people and making sure they are alright, helps us ensure the most positive outcomes for them later in life. It gives them the potential to grow up ready to succeed and play their part in society.

More information can be found at:

www.scotland.gov.uk/gettingitright



PARENTAL INVOLVEMENT & HOME SCHOOL LINKS

The school places high emphasis on parental involvement in school. We aim to promote an informed and involved parental body. To this end, we endeavour to host information/workshop evenings, where current school practice is explained.



New entrant parents will automatically be invited to attend sessions in early literacy and numeracy. Every year all parents are invited to a workshop to learn about the programme of study in sexual health and relationships education. On other occasions parents will be invited e.g. when the school undertakes a new initiative or development.

In September we hold the first of a series of open afternoons to give parents/carers the opportunity to visit the class, review the current work and plans for learning and talk to children about their progress. Open afternoons take place throughout the year and are an important component of our reporting system.

Our school website is constantly updated with school news and all parents who wish to can follow us on Twitter @garrowhillps **Also, parents/carers should download the FREE Garrowhill Primary School app for Apple and Android devices in order to receive alerts and updates directly from the school.**

Parent helpers are welcome to support our work at school e.g. accompanying school outings, supporting play or sharing any particular skills or expertise linked to curricular learning in classes. If you have talents to offer our children, please come forward and get involved! Any adult working in the school must have a Protecting Vulnerable Groups Certificate which the school can arrange.

We are always looking for volunteers to support Parent Council events. If you would like to join the Committee meetings or are prepared to help out on a 'one off' basis, please contact the school.

Information on the Glasgow City Councils' Parental Involvement Strategy can also be found at

<https://www.glasgow.gov.uk/index.aspx?articleid=17870>

EQUAL OPPORTUNITIES AND SOCIAL INCLUSION

Garrowhill Primary is strongly committed to the City Council's aims for the promotion of social justice and equal opportunity for all their schools. We strive to provide education tailored to the needs of the child as an individual regardless of wealth, gender, race, faith or disability.

A multicultural dimension is included in the curriculum and a variety of religious festivals are celebrated through our weekly Assemblies. Our school has a long tradition of fostering international links and we have been accredited with an award for excellence in International Education.

The school aims to:

- Develop an awareness and respect of different cultures within society.
- Provide, through a balanced curriculum, equal educational opportunities for all pupils.
- Foster an awareness and tolerance of the beliefs and values of different cultures and to increase the pupils' knowledge of these.
- Provide an ethos and curriculum, which promotes awareness, tolerance and understanding of a multicultural society.
- Value all children, promote equality of opportunities and foster understanding among all people.



The Education Authority requires every school to produce its own Race Equality Policy to comply with the Race Relations (Amendment) Act 2000. A copy of the policy is held in the school office.

ATTENDANCE AT SCHOOL



Dedicated Absence Team (0141) 287 0039

Please phone the **dedicated absence team** based at 220 High Street on **(0141) 287 0039** from 8 am on the first day of absence and every subsequent day. A letter explaining the reason for absence should be provided to the school on your child's return from 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. Before going on holiday parents should inform the school of the dates in writing. Such absence will be authorised only where attendance is otherwise satisfactory. Clearly where attendance is unsatisfactory, absence is unauthorised.

Parents/Carers **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/carer placement abroad;
- family returning to its country of origin for family reasons;
- the period immediately after an 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 - It is not the policy of our school to provide homework for children who are removed during term time.

The school strives to attain the maximum attendance possible and would seek the co-operation of parents in this matter.

The Education Liaison Officer assigned to Bannerman Learning Community's associated schools will investigate unexplained absence and the authority has power to write to, interview or prosecute parents/carers, or to refer children and young people to the Reporter of the Children's Panel, if necessary.



Use the absence reporting line to report the following absences:

- **Sickness absence:** If the absence lasts more than one day, parents and carers are required to call on subsequent days to provide an update. A letter should be provided to the school when the child returns from their absence.
- **Medical or dental appointments:** Parents and carers should call the team to report absences for medical or dental appointments. The school requires a letter or appointment card as evidence of the appointment to ensure permission is given to be absent from class.

To make sure you receive the right support you require, parents and carers should still contact the school directly to report absences of a sensitive or personal nature, for example:

- **Bereavement**
- **Serious illness** (for example, an absence which is going to last more than one week)
- **Injury** (for example, broken limb)
- **Contagious diseases or illness**

SCHOOL AND ITS COMMUNITY

Garrowhill Primary School recognises that it plays an important role in the local community and therefore makes every attempt to participate in local events and make a positive contribution to the community in which the children live.

We are particularly proud of our strong links with our local secondary school, Bannerman High School and all our partner schools in Bannerman Learning Community.

Over the past few years, we have actively built up very positive and successful relationships with the Community Music Department at the Royal Conservatoire of Scotland.

CURRICULAR AND EXTRA-CURRICULAR ACTIVITIES

Our pupils are offered a wide and varied programme of activities after school throughout the year and options to sign up for these clubs are communicated in writing to groups and classes throughout the year.

The school also participates in the Glasgow Area and Glasgow District Primary Schools sports, local football competitions and a variety of other activities, which might include Dance, Poetry and Community Outreach etc.

Throughout the session, the school raises funds for others, making substantial contributions to a variety of local and national charities.

ANTI BULLYING POLICY

At Garrowhill Primary, we attempt to create an ethos where everyone is valued and we seek to develop an ethos where bullying is completely unacceptable.

When bullying does occur, however, it can have a devastating effect on the individual concerned. Children can become sleepless, irritable and moody. Their school work can suffer and parents are rightly anxious to know how these very isolated cases are dealt with.

Real bullying takes three main forms.

1. Physical abuse

This is when a bully attacks someone by punching, kicking, hitting or pushing them.

2. Verbal abuse

This happens when a bully uses words to hurt or frighten someone and can be done in lots of different ways e.g. name calling, teasing or threatening.

3. Silent bullying

This is what happens when a bully makes you feel bad but doesn't say anything. They might ignore you all the time or try to stop you joining in with anything.

Definition

It is important that everyone associated with the school has a clear concept of what is considered bullying behaviour:

Bullying happens when someone sets out to hurt a person.

They make their victim feel scared and unhappy by hurting them physically or emotionally. Bullying usually happens again and again with one or more people bullying the same person.

BULLYING

Bullying behaviour will not be tolerated in school. All children in 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 partnerships with the parents and carers of their children.

Preventative Measures

1. Actively promote positive behaviour by example, discussion and within classroom teaching e.g. Religious & Moral Education, Personal and Social Development and Literature.
2. Through our programme of study in Personal, Social and Health Development in particular, we aim to give our children self-confidence whereby they do not become targets for bullies.
3. Quite simply children are encouraged to:

TELL AT ONCE!

- Your teacher (get friends to help)
- Your parents
- Any responsible adults in the building
- A P7 friend if you're afraid.



This message is constantly reinforced at Assemblies in order to empower pupils. Note that this is different from telling tales, where a child tells an adult about something another pupil has said or done in order to get them into trouble.



Restorative Approaches

The use of restorative approaches is a priority in our school, not only when there is an allegation or proven case of bullying but when resolving all conflict between children, between children and adults and between adults.

When there is an alleged incidence of bullying, all investigations bear in mind the responsibility we have to all concerned in reaching a positive, long lasting outcome. This includes responsibility towards;

- a) the child being bullied who has an absolute right to feel safe and happy at school.
- b) the child carrying out the bullying behavior who inevitably must have an insecurity or immaturity which requires to be addressed.
- c) support to families, parents and carers as appropriate

It is our policy that both sets of parents are contacted and asked to attend a meeting if necessary. During this meeting the feelings and impact of the behaviours will be discussed. A contract of conduct is agreed where guarantees are given that no more bullying will happen. The children concerned will be monitored closely for an agreed period until parents and staff are happy that behavior has changed. If a child continues to harm another or others, then privileges will be withdrawn e.g. clubs, sports or outings, referrals of other supporting agencies may be made or exclusion may be the consequence.

STANDARDS OF BEHAVIOUR EXPECTED

The school aims to provide a pleasant working environment, which is conducive to learning.

To achieve this aim it is necessary to establish acceptable standards of behaviour to which pupil, parents and school adhere. It is essential that all parties play their part to promote true partnership. To this end the school has devised a code of practice for pupils, school and parents/carers.

CHILD PROTECTION PROCEDURES

CHILD WELFARE & SAFETY and CHILD PROTECTION

All educational establishments and services must take positive steps to help children and young people protect themselves by ensuring that programmes of health and personal safety are central to the curriculum and should have in place a curriculum that ensures that children/ young people 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/ young person's establishment.

Educational establishments and services must create and maintain a positive ethos and climate which actively promotes children and young people's welfare and a safe environment by:

- Ensuring that children and young people 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 welfare & safety, and 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 and young people

Should any member of staff have concerns regarding the welfare or safety of any child or young person 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 child or young person must then immediately advise social work services of these concerns.

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 Garrowhill 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 and multi stage House system 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.

All behaviour is communication and it is important that we ensure we are making accurate assessment of a child's needs when they display negative forms of behaviour.

Building a positive classroom and school ethos where children feel valued and respected and know their voices will be listened to is the corner stone to our policy on promoting good behaviour.

At all times we endeavour to work in close partnership with parents and carers to improve outcomes for children.

Further information on our strategies for promoting positive behaviour can be obtained from the Head Teacher

CLOTHING AND UNIFORM

Given that there is substantial parental/carer 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/carers and children. Against this background it should be noted that it is the policy of the Education Children and Families Policy Development Committee to encourage schools to develop an appropriate dress code policy.

The Garrowhill School uniform consists of:

1. Grey Trousers/Skirt
2. White Shirt/Blouse
3. Burgundy jumper/cardigan/tank top
4. Grey/White Socks
5. School Tie
6. Black shoes

The following are also available:

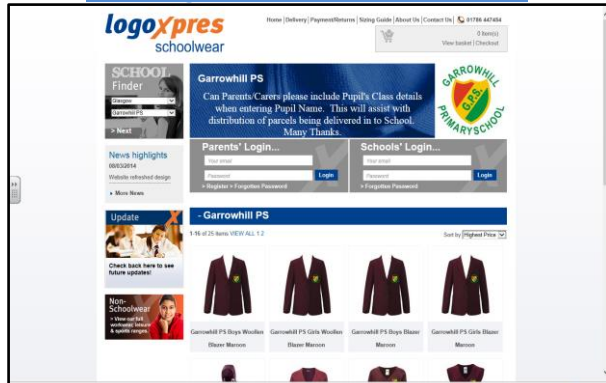
1. Crew and v-neck burgundy sweatshirts.
2. Reversible burgundy rain/fleece jacket.

In addition, the following items may be purchased for P.E.

1. White sports shirt or polo shirt.

Our current uniform supplier is an online service provided by logoxpress.

www.logoxpres-schoolwear.co.uk



The screenshot shows the website interface for logoxpres schoolwear. It features a navigation bar with links for Home, Delivery, Payment/Returns, Billing Guide, About Us, and Contact Us. The main content area includes a 'SCHOOL FINDER' section, a 'Garrowhill PS' section with a note for parents to include class details, and 'Parents' Login' and 'Schools' Login' sections. Below these, there is a 'Garrowhill PS' update section displaying four items: 'Garrowhill PS Grey Woollens', 'Garrowhill PS Grey Woollens', 'Garrowhill PS Grey Woollens', and 'Garrowhill PS Grey Woollens'. The website also includes a 'NEWS HIGHLIGHTS' section and a 'NEW SCHOOLWEAR' section.

All children are expected to change for PE unless an alternative arrangement has been made with the Head Teacher as a result of an additional need. Children are provided with a PE kit bag when they start school. PE kit should be brought to school on appropriate days and our changing rooms are used to allow children to change safely.

All children require a pair of indoor shoes to be kept on the premises at all times.

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

- 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 children and young people or be used by others to do so.

Under no circumstances will children be deprived of any educational benefit as a result of not wearing clothing conforming to the school's dress code policy.

It is advisable to name all articles of clothing. If an article of clothing is lost, the pupil should check the 'lost and found' boxes located in the assembly hall.

Parents/Carers receiving Income Support, Job Seekers Allowance (Income Based), Working Tax Credit (with a total annual income of less than £15,050*), Housing Benefit, or Council Tax Benefit 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/index.aspx?articleid=17885>

Glasgow City Council is concerned at the level of claims being received regarding the loss of children's and young peoples' clothing and/or personal belongings. Parents/Carers are asked to assist in this area by ensuring that valuable items and unnecessarily expensive items of clothing are not brought to school. Parents/Carers 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.

Jewellery/Earrings

Our teachers are not allowed to undertake P.E. lessons with children who are wearing the above items. This is a health and safety issue. Unfortunately some children are having their ears pierced during term time. P.E. is a compulsory part of the school curriculum. Parents and carers would never expect their children to opt out of language or mathematics for this length of time, nor can they opt out of P.E. Therefore, the only reasonable period for ear piercing would seem to be during the summer vacation.

Supervision of Playground

An adult presence is provided in playgrounds at morning entry and break-times in terms of the Schools (Safety and Supervision of Pupils) (Scotland) Regulations, 1990. At Garrowhill we normally have at least six adults on playground duty from 8.50am each day. This is normally the janitor and pupil support assistants and members of the senior management team.

MEDICAL & HEALTHCARE

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.

Only those children who have not had a pre-school medical will be offered a medical in school. All entrant pupils will have a screening test for vision and hearing. Dental checks are carried out regularly throughout a child's Primary School years.

Parents should inform the school of any medical requirements relating to their child. If a child requires prescribed medication during the school day, parents must complete the appropriate consent for administration of medicines. This is available on request from the school office. Medicines which have not been prescribed by a doctor will not be administered by school staff.

If pupils are to be released for dental or hospital appointments, they must be picked up from the school office by a relative or a nominated responsible adult. Parents are asked, where possible, to provide a copy



of all letters inviting children to health appointments and should indicate to school staff who will be collecting the child from school.

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 so that you can be contacted in the event of injury or emergency school closure because of severe weather or heating failure. Children will never be sent home unless we know someone is available to receive them.

When pupils become ill, parents/carers must inform the absence reporting line. When a child returns to school a note with details of his/ her absence must be sent. This prevents the possibility of truancy or a child missing en-route to school.

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 1998 (number Z4871657) and 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. For more information on how we use personal information, or to see a copy of the Information Use and Privacy Policy, see www.glasgow.gov.uk/privacy.

SAFETY POLICIES

School Access

We strive to make our school secure and safe from danger, yet welcoming to the community. Parents are given access to the school grounds at 2.50pm to safely collect children from staff. At all other times parents wishing access to the school should contact the **School Office** to receive a Visitor Badge. This will alert all staff that your business in the building is legitimate. All workmen and visitors will also be asked to conform to this rule. People not wearing badges will be challenged. Please use the secure entry system.

If you need to speak to a staff member for any length of time, please telephone to make an appointment and we will arrange cover so that the teacher can give you undivided attention. We want to avoid situations where teaching staff are distracted, when their primary concern is the supervision of their pupils.

Fire Safety

It is the responsibility of the Head Teacher to carry out four Fire Drills a year and to guard against dangers arising from the fabric of the building. All users of the building must alert the Head teacher to deficiencies, such as potholes or slippery surfaces. We are extremely fortunate that our Janitor, Mr. Reilly, is an extremely diligent man, who monitors the buildings closely. It is illegal to smoke in our school building or playgrounds.

In the interests of both safety and hygiene, **do not** bring any pets into school.

SCHOOL GROUNDS

In the interests of safety, pupils are not permitted to leave the playground during school hours without the Head Teacher's knowledge **and** the prior written consent of parents. In the best interests of children's safety, all pupils who have appointments for the dentist, doctor, clinic etc. during school hours must be collected from school by an adult.

TRANSPORT (GENERAL)

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.

PLACING REQUESTS

Parents living outwith the school catchment area may make a Placing Request to the Education Authority. Placing Request Forms should be sent to the School Business Manager based in St. Mungo's Academy. If granted, their child may then enrol.

The education authority does not provide transport for those children in receipt of a placing request other than in individual exceptional circumstances and where appropriate legislation applies.

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 informed by using letters, notices in local shops and community centres, announcements in local places of worship and announcements in the press, GCC website: Twitter and on local radio.

WINTER COMMUNICATION FROM THE EXECUTIVE DIRECTOR

With winter upon us, this is a timely reminder to parents and carers about Glasgow City Council's procedures for closing schools as a result of adverse weather and for communicating that information to you.

We always do everything we can to keep schools open because educating your children is our priority and we want to minimise the impact that closing a school can have on everyone.

The blanket school closures in winter 2010 were the first in over 10 years and the council tried to let parents and carers know about the closures as soon as possible.

However, there are a number of factors that can lead to a school being closed, such as severe weather, building and heating issues, lack of water, transport problems and ensuring there are sufficient numbers of staff to look after the children and young people.

Often these problems only emerge in the morning and we are left with no option but to announce a closure at short notice, for example once we know if staff have made it to their school, or we discover burst pipes.

We will do everything we can to make the decision as early as possible to allow parents and carers who are working to make alternative arrangements.

The decision will be taken by your head teacher in consultation with the Executive Director of Education, Maureen McKenna.

The council website www.glasgow.gov.uk/winter and local media will be among our key communication channels. Schools with text messaging facilities will also use these to alert parents and carers. Individual schools will have their own methods that work best for them.

Last year, we found that social media was one of the best and fastest ways to tell parents about a closure. In fact, interest in the council's Twitter page twitter.com/glasgowcc meant we quickly became the most "followed" council in the UK.

TRANSFER FROM PRIMARY TO SECONDARY SCHOOL

Children are normally transferred between the ages of 11½ and 12½ so that they will have the opportunity to complete at least four years of secondary education. Parents and carers 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 from Garrowhill Primary School normally transfer to: -

Bannerman High School

Glasgow Road
Baillieston



Glasgow

Phone: 0141 582 0020

HEAD TEACHER: Ms. Jacqueline Purdie

We work very closely with Bannerman High School staff and we aim to make the transition from primary to secondary a simple process for our pupils.

To this end the following types of liaison activities take place:

- In June Bannerman High School holds a meeting for the parents of pupils transferring there in the following August.
- 3-day induction visits to Bannerman High School by our P.7 pupils in June to see how the school runs and meet some of the staff.
- Bannerman High School guidance staff visit Garrowhill Primary. Regular meetings take place with the Head Teacher, Ms. Purdie and Fiona Kerr, Depute Head Teacher with responsibility for S1 pupils and the associated Primary Head Teachers to discuss issues and plan co-operatively.
- Children with additional support needs can benefit from participation in the enhanced transition programme to ensure a smooth transition from primary to secondary school.

THE PARENT FORUM AND PARENT COUNCIL

The Scottish Schools (Parent 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:

- 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.

A Parent Council has been established at Garrowhill Primary School. These representatives are nominated by members of the Parent Forum or through self-nomination approved by the Parent Forum. The term of office will be for a period of 2 years.



Chairperson	Mr Grant Andrew	Parent
Vice Chairperson	Mrs Angela Patrick	Parent
Treasurer	Ms. Lee Marnock	Parent
Clerk	Mrs. Angela Patrick	Clerical Assistant
Teaching Staff	Ms. Tracy Byrne	Class Teacher
Council Members	Amanda Giraud, Shona Hynes-Paterson, Stuart Arthur, Robin McChesney, Sara Jane Lafferty, Lawrence Hay, Deborah Black, Lynn Mortimer, Sharon McKibbin, C. Chatterton, Nicola McGrath, Karen Mohammed, Judith Rennie, Gillian Dickson, Christopher Doran, Amanda McCafferty, Alan Young (Depute Head), Farrah Mohammed (School Captain)	Parents

The Head Teacher has a right and duty to attend all meetings of the Council but does not have the right to vote. Parents wishing to contact the Parent Council should do so through any of the members who can be contacted through the school.

SUMMARY OF PARENT COUNCIL CONSTITUTION

1. The membership of the Parent Council will consist of a minimum of six parents of children currently attending the school. The attendance of half of the parent numbers of the Council will be necessary to form a quorum for meetings.
2. The Parent Council members will be selected for a period of three years after which they may put themselves forward for re-selection if they so wish.
3. Two thirds of the Parent Council will be made up of Parent Forum Members and one third of the membership will be reserved for the other co-opted members including teaching staff and the School Chaplain. The number of parent members on the Parent Council must always be greater than co-opted members. Co-opted members will be invited to serve for a period of three years after which time the Parent Council will review and consider requirements for co-opted membership.

COMMENTS AND COMPLAINTS

In Garrowhill 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.

If the Head Teacher 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 5 working days
- give a full written response within a further 20 working days, unless another timescale has been agreed

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

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



USEFUL ADDRESSES

EXECUTIVE DIRECTOR of EDUCATION

Maureen McKenna
Education Services
Glasgow City Council
City Chambers
40 John Street
GLASGOW
G1 1JL

AREA MANAGER (EAST)

Morag Gunion
East Area Manager
City Chambers
40 John Street
GLASGOW
G1 1JL

AREA EDUCATIONAL PSYCHOLOGIST

Sarah Murphy
Educational Psychological Services
c/o St. Anne's Primary School

LOCAL COUNCILLORS

Jim Coleman	David McDonald	Marie Garrity	David Turner
City Chambers George Square GLASGOW G2 1DU			

SOCIAL WORK SERVICES

Social Work Services – Easterhouse
Easterhouse Road
GLASGOW
Telephone: 0141 276 3400

GLASGOW LIFE

Community Letting,
Emirates Arena, 1000 London Road,
Glasgow. G40 3HY. .
Telephone number: 0141 302 2814

FREE MEALS/GRANTS SECTION

Telephone: 0141 276 1177

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

- (a) Before the commencement or during the course of the school year in question;
- (b) In relation to subsequent school years.

GLOSSARY

- Curriculum - The subjects taught throughout the school
- Curriculum for Excellence (CfE) - A Curriculum for Excellence is the curriculum for children from 3–18 years. These are National Guidelines to inform the learning and teaching provided by the school.
- School Improvement Plan (SIP) - Prepared annually to identify how the school intends to improve learning and teaching.
- SfL - Support for learning. Support for pupils who are experiencing difficulty or performing exceptionally well.
- ASN - Additional support needs.
- ICT - Information and communication technology.
- AiFL - Assessment for learning is assessment techniques used by teachers and children in order to improve learning and progress.
- VCOP - Vocabulary, connectives, openers and punctuation used in the school's approach to teaching writing skills.



Child Welfare and Safety

Insert for Establishment Handbooks and Public Display

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 and 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.

Educational 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 Establishment or the person deputising for the head of establishment. He/She after judging that there may be grounds for concern regarding the welfare or safety of any child must then immediately advise the duty Senior Social Worker at the local Social Work Services area office of the circumstances.

