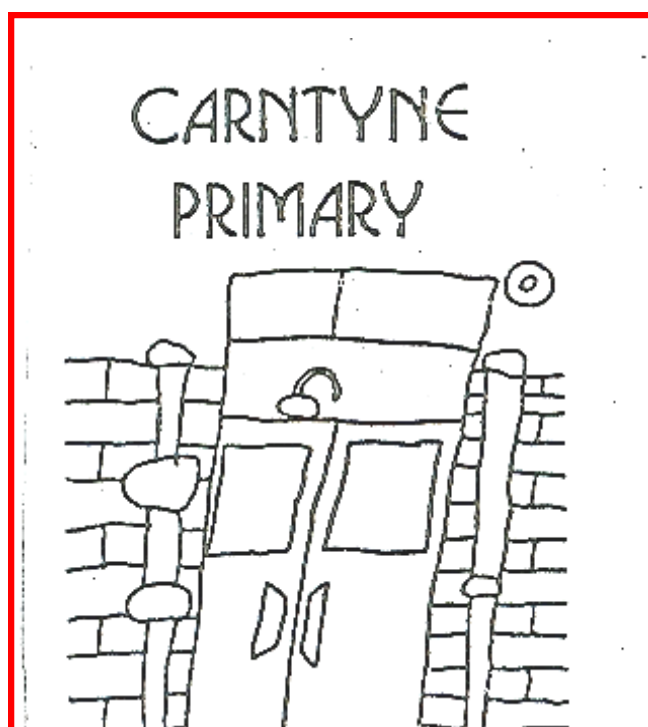


# CARNTYNE PRIMARY SCHOOL HANDBOOK

2017/2018



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# Carntyne Primary School

We are happy to welcome you and your child to our school. We hope that your child's time at Carntyne Primary will be a happy and rewarding experience.

This handbook is your first introduction to Carntyne Primary School. It provides general information about our school and we hope this will be helpful to you.

We are always ready to discuss any enquiries about our school.

We look forward to working with you to ensure that your child becomes a successful learner, a confident individual, a responsible citizen and an effective contributor at Carntyne Primary School.

**Jo Church**  
**Head Teacher**



## EDUCATIONAL AIMS

### VISION STATEMENT

**At Carntyne Primary School we intend to maximise the warm, caring, community spirit by encouraging self respect, respect for the environment, for property and for others. We recognise the supportive value of strong whole school and wider community links and seek opportunities to promote these wherever possible. We aim to provide a secure, stimulating, varied, purposeful and challenging learning environment where risk taking is encouraged, aspirations are nurtured and goals are achieved. We strive to enable every learner, both child and adult, to reach their full potential and to grow and develop into successful learners, effective contributors, responsible citizens and confident individuals and make valuable contributions to society.**

*“Children are the world’s most valuable resource and its best hope for the future”*

*(John. F. Kennedy 1963)*



### CARNTYNE PRIMARY MISSION STATEMENT

**At Carntyne Primary School we aim to establish a welcoming environment and positive relationships within our school and community. We encourage the emotional, social and intellectual development of everyone whilst ensuring equal opportunity for all. We believe that strong partnership working will help all our pupils develop their full potential.**

### SCHOOL AIMS

- **Highest potential.**
- **Individual differences need to be recognised and appreciated. School must be a place where everyone feels physically and emotionally safe**
- **School should be a place where fun and enjoyment are evident**
- **Staff morale, teamwork and professionalism are important to the success of our pupils.**
- **All students should be provided with the opportunity to reach their**
- **All students need to realise their own self worth**
- **There must be equal opportunity for participation in all aspects of school life.**
- **It is an essential part of learning to seek parent and community involvement to work in partnership with the school.**

We consulted with our pupils and our school aims were put into “Pupil Speak”. These are on posters all around the school.

- ◆ Carntyne Primary School is a place where we are looked after, cared for and where it is ok to make mistakes.
- ◆ We are special and we are encouraged to be so.
- ◆ In our school we try to feel good about ourselves.
- ◆ All pupils at Carntyne Primary School will be encouraged to be the best that they can be.
- ◆ Everyone who works in our school is part of a team who will help us succeed.
- ◆ Our school should be a place where we have fun and enjoyment.
- ◆ Our Parents/Carers can help us learn at Carntyne Primary School.

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## **SCHOOL VALUES**

**We promote the development of our young people as successful learners, confident individuals, responsible citizens and effective contributors and believe our vision, values and aims should reflect the principles outlined in Glasgow City Council’s “Children’s Charter for Young People”. This session we selected our core school values which were officially launched in June 2012. They are as follows:**

1. Respect
2. Honesty
3. Happiness
4. Aspiration
5. Inclusiveness
6. Responsibility

Our statements are reviewed as part of the Improvement Planning cycle.

## **CHILDREN’S RIGHTS**

Our vision values and aims link to Children’s Rights. To view our Children’s Rights leaflet from Education Services that outlines the expectations in our establishments please go to the following link:

<http://www.glasgow.gov.uk/childrensrights>

## ◆ SCHOOL ROLL/ENROLMENT

The roll in August 2017 was 213. Parents should note that the working capacity of the school may vary dependent upon the number of pupils at each stage and in the way in which the classes are organised. During enrolment week dates and times will be intimated by the school for enrolment. Please remember to bring you child's birth certificate and proof of address e.g. gas/electricity bill as this is required when registering a child for school for the first time. An advertisement is placed in the local press by the Department of Education advising dates for enrolment in City of Glasgow Schools. At other times, parents who wish to enrol their child, please get in touch with our school office.

## INFORMATION ABOUT YOUR CHILD'S SCHOOL

School Name: Carntyne Primary School

Address: 38 Liberton Street  
Glasgow  
G33 2HF

Telephone No: - 0141 – 770 – 4305

Email address – [headteacher@carntyne-pri.glasgow.sch.uk](mailto:headteacher@carntyne-pri.glasgow.sch.uk)

Present roll - 73 infants, 57 middle, 79 upper

Capacity - 12 classrooms, which includes an art room, a music room, a computer room, a library, a teacher's resource room, a GP room and 7 teaching areas.  
Parents should note that working capacity of the school may vary, dependent upon the number of pupils at each stage and the way in which classes are organised.

Stages Covered Primary 1 – Primary 7

Denominational Status Non Denominational

Sex of Pupils Co-educational

Community Facilities Available Gymnasium, General Purpose Room, Dining Hall.

Lets may be obtained by contacting: - Community Letting Section,  
Emirates Arena  
1000 London Road  
Glasgow G40 3HY

## **PARENT COUNCIL**

We have a very supportive Parent Council made up of staff, parents and co-opted members, who work together to support the school. More details are available at a different section of the handbook.

## **LEARNING COMMUNITY**

Carntyne Primary School is part of a Learning Community. Our Learning Community is called Smithycroft Learning Community and it comprises the local non-denominational pre-5 and primary schools as well as Smithycroft Secondary.

## **TEACHING STAFF**

### **Head Teacher – Mrs Jo Church**

### **Depute Head Teacher – Mrs Agnes Galbraith**

Mrs Galbraith's remit:-

- ❖ To deputise for the Head Teacher in her absence
- ❖ Assist in managing school discipline
- ❖ Additional Support Needs Coordinator
- ❖ Whole school responsibility for support for learning

The names of the teaching staff and the classes they teach at Carntyne Primary are:

Mrs J Church -	Head Teacher
Mrs A Galbraith -	Depute Head Teacher
Mrs D Bennie-	P.1
Mrs P Dolan -	P.2/1 (Principal Teacher)
Mrs R Kerr /Mrs Irene Riley	P.2
Miss Lang	P.3
Mrs I Rasmussen/Mrs Frances Gourlay	P.4
Miss H Bugg	P.5
Miss E Farquharson	P.6 (Principal Teacher)
Miss Combe	P.7
Mrs Aisha Ahmed	Maths Coordinator/Raising Attainment

The staff may not necessarily teach the same stage each year. The number of staff may change from year to year.

## **NON – TEACHING STAFF**

Clerical Assistants - Mrs L McLeod  
Mrs Janice Young  
Mrs Anne Harley

Pupil Support Assistants	-	Mrs J Robb Miss H McGinlay Mr M McNamee Mrs H Scally Miss N Good
Janitor	-	Mr D Docherty
Cleaning Supervisor	-	Mrs Louise Ferguson
Catering Manager	-	Mrs Irene Hewitt

## **SCHOOL HOURS**

School opens	–	9.00a.m.
Morning Break	-	10.30 – 10.45 a.m.
Lunch	-	12.15 – 1.00p.m.
Dismissal	-	3.00p.m.

Primary 1 pupil's will attend school during the mornings only until the first full week in September.

## **BREAKFAST CLUB**

This service is run by Cordia and is available in the dining hall from 8.00am to 8.45a.m. The service runs Monday to Friday. The children are supervised when they are inside the dining hall, eating breakfast, by employees of Cordia. The cost is £1.90 per day.

## **AFTER SCHOOL FACILITY**

There is an After School Care facility available from 3.00pm – 6.00pm at Carntyne Primary School. This is run by Connect 2.

They can be contacted by telephone on - 0141 551 8425 or Mobile no: - 07866 669728

**If you wish to enquire about spaces available, then please contact the above numbers and the staff will be happy to help you.**

## **COMMENTS, COMPLIMENTS and COMPLAINTS PROCEDURES**

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

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



- Take a totally neutral stance in fully investigating your complaint;
- Acknowledge receipt of your complaint within five working days.

If you need any further assistance please contact Glasgow City Council, Customer Care Team at:

Phone: 0141 287 0900

Fax: 0141 287 4575

Online:

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

## **PUPIL COMPLAINTS and CONCERNS**

Pupils have a right to raise complaints and concerns. They are advised to report these to the Head Teacher or Depute Head Teacher in the first instance. There is also a Comments, Compliments and Complaints box for pupils to post messages in. There is a box situated in our main foyer and in every classroom. These messages are uplifted by Pupil Council Representatives on a monthly basis and forwarded to the Head Teacher at monthly Pupil Council meetings.

## **School Year--- Session 2017/2018 and Session 2018/2019**

<b>Return Date for Teachers</b>	Friday 11 <sup>th</sup> August 2017
<b>Return Date for Pupils</b>	Tuesday 15 <sup>th</sup> August 2017
<b>September weekend</b>	Friday 22 <sup>nd</sup> September and Monday 25 <sup>th</sup> September 2017
<b>In Service Day</b>	Friday 13 <sup>th</sup> October 2017
<b>October Holiday</b>	Monday 16 <sup>th</sup> October to Friday 20 <sup>th</sup> October 2017 (inclusive)
<b>Christmas/New Year</b>	Thursday 21 <sup>st</sup> December 2017 to Wednesday 3 <sup>rd</sup> January 2018 (inclusive)
<b>2017 Return to School</b>	Thursday 4 <sup>th</sup> January 2018
<b>February Mid Term</b>	Monday 12 <sup>th</sup> and Tuesday 13 <sup>th</sup> February 2018 (inclusive)
<b>In Service Day</b>	Wednesday 14 <sup>th</sup> February 2018
<b>Spring Holiday</b>	Good Friday 30 <sup>th</sup> March 2016 Monday 2 <sup>nd</sup> to Friday 13 <sup>th</sup> April 2018 (inclusive)
<b>May Day</b>	Monday 7 <sup>th</sup> May 2018
<b>In Service Day</b>	Tuesday 8 <sup>th</sup> May 2018
<b>May Weekend</b>	Friday 25 <sup>th</sup> May and Monday 28 <sup>th</sup> May 2018
<b>School Closes</b>	Tuesday 26 <sup>th</sup> June 2018 – (at 1.00pm)
<b>Return Date for Teachers</b>	Monday 13 <sup>th</sup> August 2018
<b>Return Date for Pupils</b>	Wednesday 15 <sup>th</sup> August 2018
<b>September Weekend</b>	Friday 21 <sup>st</sup> September and Monday 24 <sup>th</sup> September 2018
<b>In Service Day</b>	Friday 11 <sup>th</sup> October 2018
<b>October Holiday</b>	Monday 15 <sup>th</sup> October to Friday 19 <sup>th</sup> October 2018 (inclusive)
<b>Christmas/New Year</b>	Thursday 20 <sup>th</sup> December 2018 to Friday 4 <sup>th</sup> January 2019 (inclusive)
<b>2019 Return to School</b>	Monday 7 <sup>th</sup> January 2019
<b>February Mid Term</b>	Monday 11 <sup>th</sup> and Tuesday 12 <sup>th</sup> February 2019 (inclusive)
<b>In Service Day</b>	Wednesday 13 <sup>th</sup> February 2019
<b>Spring Holiday</b>	Monday 1 <sup>st</sup> April to Friday 12 <sup>th</sup> April 2019 (inclusive) Good Friday 19 <sup>th</sup> April 2019 Easter Monday 22 <sup>nd</sup> April 2019
<b>May Day</b>	Monday 6 <sup>th</sup> May 2019
<b>In Service Day</b>	Tuesday 7 <sup>th</sup> May 2019
<b>May Weekend</b>	Friday 24 <sup>th</sup> May 2019 and Monday 27 <sup>th</sup> May 2019
<b>School Closes</b>	Friday 28 <sup>th</sup> June 2019

- **Please note that schools will close at 2.30pm on the last school day before the mid term holidays. School will close at 1.00pm on the last day of each school session in June.**

# CURRICULUM

Scotland is currently pursuing its biggest education reform programme for a generation under the Scottish Government's Ambitious, Excellent Schools agenda. The Curriculum for Excellence is central to this reform agenda. It aims to provide:

- More freedom for teachers
- Greater choice and opportunity for pupils
- A single coherent curriculum for all young people aged 3-18.

Curriculum for Excellence challenges us to think differently about the curriculum. It encourages those working in education to plan and act in new ways.

The curriculum for Excellence wants all young people to become:

- Successful learners
- Confident individuals
- Responsible Citizens
- Effective contributors

## Curriculum for Excellence

Curriculum for Excellence is being implemented 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. Glow, Scotland's unique, world-leading, online network supports learners and teachers in this and plans are already in place for parents/ carers across the country to have access to Glow.

Teachers and practitioners will share information to plan a child's "*learning journey*" from 3-18, helping their progress 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 – the language and numbers skills that unlock other subjects and are vital to everyday life. It develops skills for learning; life and work to help young people go on to further study, secure work and navigate life. It brings real life into the classroom, making learning relevant and helps young people apply lessons to their life beyond the classroom. It links knowledge in one subject area to another helping children understand the world and make connections. It develops skills so that children can think for themselves, make sound judgements, challenge, enquire and find solutions. There will be new ways of assessing progress and ensuring children achieve their potential.

There will be new qualifications for literacy and numeracy from 2012/13, new National 4 and 5 qualifications from 2013/14. Our well regarded Access, Highers and Advanced Highers will be updated to take account of and support the new approaches to learning and teaching. 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 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.

## **ORGANISATION OF THE CURRICULUM**

Curriculum policies within the school are based on Glasgow City Council and National Guidelines.

The curriculum is divided into eight main areas:-  
Language, Mathematics, Sciences, Social Subjects, Expressive Arts, Technologies, Religious and Moral Education and Health and Well Being.

All pupils from P1 – P7 are taught in ability groups in core subject areas. It is possible children will be taught in different ability groups for different subjects. These groups may also be re-arranged during the session as continuous assessment of pupils' work takes place. In line with the current Glasgow City Council guidelines, we use formative assessment to help the children to improve their performance.

We try to keep parents informed of any changes, as we are keen to ensure that all pupils are working at appropriate levels.

A Curriculum for Excellence allows for much greater flexibility within our School Curriculum.

Two or three groups of subjects may be combined so that our young people have an even better learning experience. We refer to this as inter – disciplinary learning.

Active Learning also plays a significant roll within our teaching and learning experiences. Please ask us for more advice and information on this should you wish it.



If you would like to find out more information about the curriculum at local and national level then the following websites may be of interest to you:

<http://www.educationscotland.gov.uk/parentzone/index.asp>

<http://www.sqa.org.uk.sqa/cccfirst Page.jsp>

## **SCHOOL CURRICULUM**

### **LANGUAGE**

In Primary 1, pupils complete a programme of pre-reading skills e.g. matching shapes, letters, names and sound preparation of sight vocabulary. Pupils are taught the mechanics of reading by using a variety of methods. These include “look and say”, synthetic phonics (sounds) and onset and rhyme activities. Discussing the meaning of what has been read is also very important. In Primaries 1 to 3, the reading and language scheme used is Oxford Reading Tree and Discovery World. In P4 to P7; New Ginn 360, Nelson Grammar and Spelling and Heinemann Total Comprehension are the schemes used. We have introduced a new non-fiction reading scheme into P.4- P.7 and a new synthetic phonics scheme “Jolly Phonics”. We have additional resources, Fuzz Buzz and Wellington Square to support some children.

There are four categories of reading:

- ❖ Learning to read (mechanics of reading).
- ❖ Reading for understanding (comprehension).
- ❖ Using reading to acquire information, (use of library skills and reference skills).
- ❖ Reading for enjoyment and leisure.

These language schemes also develop listening, talking and writing. These skills are just as important as reading. Language work is related to the experiences and outcomes defined in a Curriculum for Excellence. In line with current council policy we are working on pupils’ writing and reading skills. We currently use the Scholastic Writing Scheme, which ensures the cohesive progression in writing skills from P1 – P7. We have also been introducing the ‘Big Writing’ methodology and programme this session to enhance and improve writing attainment across the school.

### **MODERN LANGUAGES**

At Carntyne Primary we study French in P.6 and P.7 following Glasgow City Council Guidelines.

Two members of staff have been trained to deliver this aspect of the curriculum. Pupils will learn to develop skills in Talking, listening, reading and writing French.

### **MATHEMATICS**

At the infant stages, emphasis is placed on practical work using concrete materials. Pupils learn elementary mathematical ideas and mathematical vocabulary as structured ‘play activities’ before completing any work books. Pupil work is divided into number work (+, -, x), shape, pictorial representation, graphs and measurement activities are taught in the metric system (metres, grams and litres are the basic units). This programme carefully grades mathematical concepts to enable a firm understanding to be gained through the use of practical materials and activity work. All pupils will be involved in problem solving activities at all levels in Maths and in many cases other areas of the curriculum.

## **EXPRESSIVE ARTS**

The Expressive Arts cover Art, Music, Drama and Dance. Guidelines have been laid down in Art, Music, and Dance.

Apart from trying to foster appreciation and enjoyment in the Arts we aim to build up knowledge and skills in each of these areas.

We aim to teach 'in' and 'through' the Arts and devote time and money in terms of staff development and resources.

The school has made considerable progress in all areas of the Expressive Arts. We have a clear policy in providing structured programmes from P1 to P7, in Drama, Music and Art. Art is delivered using a whole school resource "Borders Art". We currently use the effective music resource "Sounds of Music" and this is incorporated into music planning. P3 and P4 also benefit from music tuition from a music specialist once a week. Drama is currently delivered using the Glasgow City Council guidelines and lesson plans.

Under a Curriculum for Excellence aspects of Expressive Arts may be linked together in a context to enhance learning and teaching.

## **SOCIAL STUDIES**

This includes looking at **People, Past events and societies, People, Place and Environment and People in Society, Economy and Business**. To cover these the Children work through carefully planned topics/ themes e.g. Rain Forests, Victorians, Romans in Britain, Europe. They will also look at a variety of global issues.

Our aim is to encourage our pupils to become independent learners and to use their knowledge to develop their understanding of the world by learning about other people and their values.

Where appropriate, classes visit places of interest in connection with their Topic/ Theme E.g. Glasgow Landmarks, The Health Centre, Museums etc.

## **SCIENCE**

This will include aspects of biology, chemistry, physics and physical geography.

We draw on everyday questions and natural interests which pupils already have e.g. for growing things, magnets etc.

I.C.T., Videos and C.D.'s may be used to help with the delivery of this aspect of the curriculum.

We are currently following the Glasgow programme which may involve discreet lesson teaching or topics.

## **TECHNOLOGY**

Relates to the design process and to the uses of technology which will be applied across the Science programmes.

Under A Curriculum for Excellence aspects of Social Studies, Science and Technology may be linked together in a context to enhance learning and teaching.

## **INFORMATION AND COMMUNICATIONS TECHNOLOGY**

We aim to encourage pupils to

- ❖ Develop confidence and skills using I.C.T.
- ❖ Make use of ICT to create and present their own ideas and materials
- ❖ Use ICT to collect and analyse structured information and to solve problems
- ❖ Employ ICT to search for information and to research topics
- ❖ Use ICT to communicate and collaborate with others
- ❖ Employ ICT to control and model aspects of the environment
- ❖ Be aware of and be informed about the applications and implications of ICT in our society

Every classroom has 2 P.C'S. Both are connected to the internet. We also have laptops available for use throughout the school.

## **HEALTH AND WELLBEING**

Our Health programme includes aspects of mental, emotional, social and physical wellbeing. Through life pupils will make choices which will affect their well being. We aim to help them make informed choices relating to health and safety and discuss topics such as healthy eating, personal hygiene, personal safety and drug/ alcohol awareness. Physical Education is now included within this curricular area.

Sexual Health and Relationship Education is an important part of our programme and is taught in line with national and local guidelines. Members of staff have been trained to deliver lessons in sexual health and relationship education and parents are advised in advance so that their permission can be sought. Parents wishing to withdraw their children from these lessons should send a letter to the Head Teacher indicating their wishes.

We place great emphasis on the Personal and Social Development of our pupils.

This includes raising self esteem and self awareness. 'Circle Time' is an important part of the programme.

## **PHYSICAL EDUCATION**

Athletics, gymnastics, games and dance are all taught using Glasgow Guidelines. Children are encouraged to appreciate the benefits of healthy living and physical fitness. Teachers and visiting coaches train the children in sports such as netball, basketball, football, tennis, dance and rugby. The children attend festivals and competitions.

P7 children receive swimming lessons at Tollcross and Easterhouse swimming pools.

We benefit from the support of our Active Schools Coordinator who assists in arranging access to coaching in a variety of areas both during and after school.

**Children must have suitable P.E. kit, including gym shoes.**

**NO JEWELLERY SHOULD BE WORN ON GYM DAYS.**

## **RELIGIOUS EDUCATION**

As we live in a Multi Cultural Society our Religious Educational policy which is based on the policy of the City Council, will highlight the similarities rather than the differences in all Religious, Social and Moral beliefs.

Content of this curriculum should not only build up knowledge but personal development of the children and contain elements of cross curriculum learning in order to develop respect for one's own culture and hopefully respect for other people's culture.

## **RELIGIOUS OBSERVANCE**

In Religious Observance assemblies are held celebrating the festivals and themes. We call upon local religious leaders to help us to impart knowledge and observe festivals.

Parents have the right to withdraw their child from our Religious Education Programme. Any parent wishing to do so must inform the Head Teacher of this intention in writing and alternative arrangements will be made.

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 not more than three occasions in any one school session(days) and the pupil noted in the register using code REL on these days.

## **ASSESSMENT**

Assessment or more simply "checking up" is an important part of how teachers know what progress is being made. In every classroom, teachers are constantly questioning, listening, observing and correcting. Sometimes teachers set specific tasks or use Commercially produced assessment materials to obtain evidence of what has been learned throughout the year. They also note points of significance or interest about individual pupils. Assessment for Learning is about ensuring that assessment is an integral part of day-today learning and teaching. Research has shown that learners learn best when:-

they understand clearly what they are trying to learn and what is expected of them

they are given feedback about the quality of their work and what they can do to make it better

they are given advice about how to go about making improvements

they are fully involved in deciding what needs to be done next and who can give them help if they need it.

When teaching is designed to allow learners to focus on these "big ideas" about assessment, they can begin to develop a capacity for independent learning.

In the past National Assessments were used to plot progress from Level "A" to Level "E". All schools across Scotland are now developing new assessment banks to provide data on pupil progress in Curriculum for Excellence outcomes.



Parents are invited to school to discuss pupil progress with class teachers in November and April of each year. Parents are also welcome, by appointment, at any time throughout the year. All our assessment information is available to new teachers at the start of each school year. As part of the transition process this information is passed to a new school when a move has taken place or to a secondary school when pupils transfer there.

Level	Stage
Early	Pre – school and P1
First	To the end of P4, but earlier for some children
Second	To the end of P7, but earlier for some children
Third and Fourth	S1-S3, but earlier for some. The fourth level broadly equates to SCQF level 4
Senior Phase	S4 – S6

## PRIMARY SCHOOL REPORTS

Written school reports are issued during the fourth term summarising pupils' progress throughout the session. Our school report is based on the above Curriculum for Excellence levels. The format of the report is used in many schools in the city. An interim report is also issued in February for each child giving a brief account of progress in the midst of 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.

[www.scotland.gov.uk/gettingitright](http://www.scotland.gov.uk/gettingitright)

### The Named Person

GIRFEC stands for 'Getting It Right For Every Child'. Part of The Children and Young People Act (Scotland) 2014, it is the Scottish Government-led approach to making sure that our children and young people – and their parents or carers – can get all the help and support they need from birth right 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 if they need it.

To provide that support when needed, every child in Scotland has a named individual, the 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. Please do not hesitate to contact your child's Named Person at any time.

The Named Person in Carntyne Primary School is Mrs Agnes Galbraith, the school's Additional Support Needs Co-ordinator.

## **SCHOOL IMPROVEMENT**

An annual report is produced detailing the main achievements of the school over the last 12 months. This is contained within our 'Standards and Quality' report. A copy of this is displayed in the main foyer or available by request at our school office.

Our annual School Improvement Plan is also available from the school office by request. A summary of this document or a full report is accessible to all parents and carers. This details how we plan to improve the school's performance over the next three years. Please contact the school office for further information.

## **POLICIES**

Core school policies will shortly be available on our school website which is currently undergoing technical improvements and necessary updates:

[www.carntyne – pri.glasgow.sch.uk](http://www.carntyne-pri.glasgow.sch.uk)

If you would like information on any of our school policies then please contact the school office.

Information on GCC education policies and guidelines is available at the following link:

<http://www.glasgow.gov.uk/en/residents/GoingtoSchool>

## **Management** **CIRCULAR No 57**

Glasgow City Council  
Education Services

## **CHILD SAFETY/CHILD PROTECTION POLICY**

All educational establishments and services must take positive steps to help children protect themselves by ensuring that programmes for 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.

The health and safety programme for your child's establishment will be fully discussed with you on a regular basis.

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

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

## **CHILD SAFETY PROTECTION POLICY (Cont'd)**

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. The head, or the person deputising for the head, after judging that there may be grounds for concern regarding the welfare or safety of any pupil must then immediately advise the duty senior social worker at the local social work services area office of the circumstances.

Copies of departmental guidelines (Management Circular 57) are available from the Head Teacher on request.



## **EQUAL OPPORTUNITIES AND SOCIAL INCLUSION**

We aim to provide equal opportunities and social inclusion for all children in the school to participate fully in all aspects of school life.

We try to ensure that our curriculum has breadth, balance, relevance, continuity and progression for all pupils.

We hope to provide,

1. Opportunities for learners to develop awareness of the multicultural society in which we live.
2. An appreciation of the richness and diversity of their cultural heritage.
3. The promotion of Anti-racist attitudes in young people will be undertaken wherever appropriate across the curriculum.

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.



## ADDITIONAL SUPPORT NEEDS/ACCESSIBILITY STRATEGY

The school has a duty to ensure that all our pupils have equal access to the curriculum, supported as appropriate to their individual needs. This covers not only the content of the lessons and teaching strategies but also minor adaptations to the physical environment of our buildings to address the needs of pupils with physical or sensory impairments including the relocation of classes to the ground floor where feasible.

We also need to ensure that parents and carers that have a disability have equal access to information about their children. This will involve, for example relocating the venue for parents/guardians meetings to facilitate physical access; provision of an interpreter for deaf people; agreeing a phone contact system to provide feedback to parents or carers.

At Carntyne Primary school we try to use all the help we have at our disposal to help pupils with additional support needs. At times we may need to seek help out with the school. We try to keep parents fully informed at all stages. Parents may be asked to co-operate and give permission for support and guidance from Network Support teachers and/or our Educational Psychologist. This additional help is intended to provide assistance for the child and to support them with their learning. The senior management team will co-ordinate this if necessary.

Our Additional Support needs Coordinator for the school is **Depute Head Teacher; Mrs Agnes Galbraith.**

GCC Policy – Glasgow City Council has a duty, as outlined in the Standards in Scotland's Schools 2000 Act, to ensure that your child achieves their potential. Glasgow's Education Services is committed to the inclusion of all children and young people with additional support needs, where possible, within mainstream schools. This is in accordance with the statutory requirements in the 2000 act. It is also part of Glasgow's policy to maintain a range of special educational establishments. This recognises the key role to be played by specialist provisions in addressing severe low incidence disabilities. The authority recognises that there are a wide range of factors, which may act as a barrier to your child's learning. We are committed to working closely with parents and carers to ensure that that you are fully involved in overcoming barriers to learning. Additional support needs may be linked to a learning difficulty or disability but could also apply to a child or young person suffering from bereavement who requires pastoral support, a more able child/young person or those with a particular talent, which needs to be fully developed. The policy requires all establishments to provide an environment where children and young people with additional support needs are actively encouraged to be effective learners and benefit from their school education.

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

If a parent is unhappy with the support their child is getting they must discuss this with the school in order to seek resolution at that very local level.

Further information relating to Additional Support Needs is also available on the Glasgow City Council Website -

<http://www.glasgow.gov.uk/en/Residents/GoingtoSchool/AdditionalSupportNeeds/>

Scottish ministers recommend that the following information should also be contained to provide further advice, support and information to parents of children and young people with ASN. These organisations are identified under The Additional Support for Learning (Sources of information) (Scotland) Amendment Order 2011 as:

- (a) Children in Scotland: Working for Children and Their Families, trading as "Enquire – the Scottish advice and information service for additional support for learning", a charitable body registered in Scotland under registration number SC003527;

- (b) Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576; and
- (c) Scottish Child Law Centre, a charitable body registered in Scotland under registration number SC012741.”



## **Glasgow City Council Education Services Privacy Statement**

As the local authority our schools and early years establishments process information about children and young people in order to help administer 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 allowed by law. The following information explains the types of data held, why that data is held, and to whom it may be passed on.

### **Types and use of data**

Data held by schools and educational establishments includes contact details, curriculum assessment results, attendance information, characteristics such as ethnic group, additional support needs and any relevant medical information.

Our data includes information about individuals for whom it provides services, and the details of services provided. This data helps us:

- support learning and teaching
- monitor and report on progress
- provide appropriate pastoral care
- assess how well the school/establishment and Council are doing as a whole
- monitor progress and develop good practice in the services received
- carry out specific functions (such as social care)
- to evaluate and develop education policy and strategies

In addition, we may use this information for other legitimate purposes and may share this information where necessary with other bodies responsible for administering services to children and young people or where otherwise required by law.

We also hold information about parents/carers, emergency contacts etc. that is provided in the annual data check. This allows us to carry out the Council's functions as the education authority and 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](http://www.glasgow.gov.uk/privacy).

Data rights and access

As a data subject (or the parent of a data subject), you have certain rights under the Data Protection Act, including a general right to be given access to personal data held by any data controller.

The presumption is that by the age of 12 a child has sufficient maturity to understand their rights and to make an access request themselves if they wish. If you are a parent of a child younger than 12, you would normally be expected to make a request on their behalf.

The Council may use this information for other legitimate purposes and may share this information where necessary with other bodies responsible for administering services to children and young people or where otherwise required by law. The Council also has a duty to protect the public funds it administers, and to this end it may use the information you have provided for the prevention and detection of fraud.

## **HOME, SCHOOL AND COMMUNITY**

### **PARENTAL INVOLVEMENT**

The school is part of the local community and at all times further links for this local community will hopefully be developed and extended.

All parents are encouraged to take the fullest possible interest in their child's school work. Parents' open days or evenings are organised during the session to enable parents to discuss their child's progress with class teachers and view your child's work.

Newsletters are issued throughout the year on a monthly basis.

Invitations are extended, to parents, to attend assemblies, open afternoons, concerts and plays etc. at various times of the year.

We are always interested in having volunteers to work in the school in a variety of tasks.

We are always pleased to have help from parents. We now have a larger parents' room situated just off the playground near the Janitors Office where much of our fundraising events are organised.

We gather parent opinion through organising audits and questionnaires over the session. We encourage parents and carers to share their views with us and we take account of this by communicating any changes or improvements we have made by letter or at Parent Council meetings. As part of our three year Improvement Planning cycle, Parents and pupils will be asked to complete an audit to evaluate the school's performance to date.

Please note that if any matter concerning your child's education is causing special concern, parents are asked to telephone the Head Teacher for an appointment to discuss the matter.

An appointment will ensure that a member of the promoted team will be able to devote time to your problem.

### **PRE – ENTRANT PROGRAMME**

As part of an effective transition process a programme of visits to the school for prospective Primary 1 children and their parents in the term before they start school is available.

This session the two following dates and times have been organised for our Pre – Entrant induction (for children and their parents to attend):

- **Thursday 9<sup>th</sup> May 2018 – 1.30 – 2.45pm**
- **Thursday 16<sup>th</sup> May 2018 – 1.30 – 2.45pm**

If you are considering seeking a place in the school for your child or you have been offered a place then please contact the school to make an appointment with the Head Teacher or Depute Head Teacher who will organise a time for you to visit the school premises, have a tour of the building and raise any questions or concerns you may have prior to your child starting school with us.

## ATTENDANCE IN SCHOOL

Section 30 of the 1980 Education Act lays a duty on every parent/guardian of a child of “school age” to ensure that their child attends school regularly. Attendance must be recorded twice a day, morning and afternoon.

Regulation 7 of the education (school and Placing information) (Scotland) Amendment etc. regulations 1993 requires each child’s absence from school to be recorded in the school register as authorised e.g. approved by the authority, or unauthorised: e.g. unexplained by the parent/guardian (truancy) or excluded from school.

Parents and carers should inform the school by letter or phone, if their child is likely to be absent for sometime. The school sends round a list and any child who is not at school or whose parents/carers have not phoned the school to state an absence before 9.30am, will receive a phone call from the school. Your child should be given a note on his or her return to school, confirming the reason for absence.

Parents/Guardians do not have the 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 time parental placement abroad.
- ❖ Family returning to its 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 an 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.

Our Education Liaison Officer investigates unexplained absence and the authority has the power to write to, interview or prosecute parents/Guardians, or to refer pupils to the reporter of the children’s hearings if necessary.

## AFTER SCHOOL ACTIVITIES

At Carntyne Primary we offer a range of After School Activities from P1 – P7. These include taster sessions for the infants and a range of activities e.g. badminton, football, athletics, netball and dance.

These activities are organised by our Active Schools Coordinator, Fraser Gilmour.

## PROMOTING POSITIVE BEHAVIOUR

At Carntyne Primary School we are very keen that staff, pupils and parents work together to ensure that a high standard of respect and behaviour, encouraging pupils to develop responsible social attitudes, self control, good manners, honesty and consideration for others. Pupil’s behaviour is expected to be a credit to their families, to the school and the community. All adults in the school have a responsibility towards maintaining discipline.

## PROMOTING POSITIVE BEHAVIOUR (Cont’d)

We encourage the children to take responsibility for their own behaviour and we do this through a system of red and yellow cards. Good behaviour is rewarded on a Friday afternoon with half-an-hours "Golden Time". We celebrate pupils' achievements both in and out with school at our Friday assemblies which occur at 9.15am. Parents and carers are welcome to attend these.

Teachers monitor pupil behaviour closely but if a child's behaviour continues to be disruptive and unacceptable the problem is referred to the Depute Head Teacher or the Head Teacher. At this time a meeting may be arranged with the parents to discuss the way forward and other strategies which could be employed to improve behaviour. At this meeting parents/carers will be asked for their co-operation in dealing with these issues. After repeated acts of indiscipline or after a "serious" incident a child may be excluded by one or a number of days. Parents are informed of any exclusion and details on the right to appeal. Parents will be invited to discuss the exclusion with the Head Teacher.

If behaviour continues to be unacceptable then the Head Teacher may exclude the child for up to ten days. The parents will be invited to discuss the matter with the Head Teacher. It is also opened to the Head Teacher, if faced with fragrant and aggressive behaviour to exclude a pupil from attendance at school immediately. The parents will be notified in advance by telephone or letter detailing the exclusion.

If the parents fail to contact the school or refuse to give an assurance, the matter will be reported to the Dismissal Education Officer.

Exclusion is absolutely the last resort. To make sure this is so, there are ways in which you can help.

- ❖ Take an interest in your child's day.
- ❖ Ensure Homework is completed and that your child comes to school with the necessary equipment e.g. P.E Kit.
- ❖ Become involved in the life of the school.

## **CELEBRATING ACHIEVEMENTS**

In line with the school's **Promoting Positive Behaviour Policy** we regularly celebrate achievements of all pupils. This is not only pupil achievements within the school but also the wider achievements of pupils. Achievements are regularly recognised and celebrated at our weekly school assemblies which are held on a Friday morning at 9.15am. We have an open door policy whereby all parents, carers and relatives are invited to attend.

We celebrate achievements in a number of ways at Carntyne Primary School:

Star Pupil certificates are given out weekly to two members of each class who have demonstrated achievements in one of the four capacities of Curriculum for Excellence e.g. Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors. Pupils are also rewarded with certificates for good playground behaviour and acts of citizenship by our Pupil Support Assistants and Janitor who monitor the playground.

Each class celebrates their learning by hosting a class assembly once per session. A special invite is sent to parents and carers to attend this.

Stickers and Rewards such as Group or House Points are given for good effort. These are used by the class teacher to encourage pupil engagement and motivation in lessons.



## **CELEBRATING ACHIEVEMENTS (cont'd)**

We organise a monthly 'themed' Golden Tea Party for 4 pupils from each class per term who have made exceptionally good efforts in learning and behaviour

We hold an annual prize giving event to celebrate pupil achievements across the whole school. This is for achievements in academic, expressive arts, sports and attendance.

We hold an annual Scottish Poetry Recital competition across the whole school. Pupil finalists celebrate their achievements by reciting at a special Burns Assembly to commemorate our famous Bard; Robert Burns.

### **Supervision in Playgrounds.**

An adult presence is provided in playground at break times in terms of the schools (Safety and supervision of pupils) (Scotland) Regulations, 1990.

## **CLOTHING AND UNIFORM**

Given that there is substantial parental and public approval of a dress code, schools in this authority are encouraged to develop a school dress code.

In encouraging a dress code policy account must be taken in any proposals to prevent any direct or indirect discrimination in the grounds of race or gender. Any proposals will be the subject of widespread consultation with parents and pupils. Against this background it should be noted that it is the policy of the education committee to encourage schools to develop an appropriate dress code policy.



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

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

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

Parents/Guardians receiving income-support, Job Seekers Allowance (Income Based) Working Tax Credit (with an income of less than £15 050\*), House Benefit, or Council Tax Benefit will normally be entitled to monetary grants for footwear or clothing for their children. Approval of any requests such as grants made by parents/guardians in different circumstances is at the discretion of the Director of Education Services, Information and application forms may be obtained from schools and from Grants Section at Education Services Headquarters. For further information the following link to the Council website may be of help:

## **CLOTHING AND UNIFORM (cont'd)**

Glasgow City Council is concerned at the level of claims being received regarding the loss of pupils' clothing and/or personal belongings. Parent/Guardians are asked to assist in this area by ensuring that valuable items e.g. mobile phones, expensive jewellery and unnecessary expensive items of clothing are not brought to school. Parents/Guardians 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.

### **CARNTYNE PRIMARY – DRESS CODE**

Our supplier of school uniform is Trutex. They stock a supply of sweatshirts, cardigans, polo shirts, ties, bags and scrunchies.

**Trutex Glasgow**  
**35B Argyle Street**  
**GLASGOW**  
**G2 8AH**

**0141 221 4472**

### **PRICE LIST AS AT NOVEMBER 2017**

<b>Sweatshirt</b>		<b>Poloshirt</b>		<b>Cardigan</b>	<b>Backpack</b>	
<b>Adult</b>	<b>Kids</b>	<b>Adult</b>	<b>Kids</b>	<b>Adult</b>	<b>Kids</b>	<b>Junior</b>
<b>£7.45</b>	<b>£8.50</b>	<b>£6.60</b>	<b>£8.10</b>	<b>£8.65</b>	<b>£6.45+VAT</b>	<b>£6.90+VAT</b>

<b>Tie</b>	<b>Scrunchy</b>	<b>Elasticated Tie</b>
<b>£2.90</b>	<b>£1.90</b>	<b>£2.90</b>

**PLEASE LABEL ALL CLOTHING CLEARLY WITH YOUR CHILD'S NAME.**

### **LOST PROPERTY**

1. Items will be kept in the Janitors office.
2. Any items clearly named will be returned to the child.
3. Any money found should be handed into the school office.
4. Any perishable items (e.g. food) will be disposed of daily.

## **TRANSPORT**

The Education Authority has a policy of providing free transport to all primary pupils who live more than 1 mile from their local school by the recognised shortest walking route. This policy is more generous than the law requires. This means that the provision of transport could be reviewed at any time. Parents/Guardians who consider they are eligible should obtain an application form from the school or Education Services. These forms should be completed and returned before the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made.

Applications may be submitted at any time throughout the year but may also be subject to delay whilst arrangements are made. The appropriate officer has discretion in special circumstances to grant permission to pupils to travel in transport provided by the authority, where spare places are available and no additional costs are incurred.

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

## **PICK-UP POINTS**

Where free transport is provided it may be necessary for pupils to walk a certain distance to the vehicle pick-up point. Walking distance in total including the distance from home to the pick-up point and from the drop off point to the school in any one direction will not exceed the authority limits (see above paragraph). It is the parent/guardians responsibility to ensure the child behaves in a safe acceptable manner while boarding, travelling in and alighting from the vehicle. Misbehaviour could result in your child losing the right to free transport.

## **PLACING REQUESTS**

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

## SCHOOL MEALS



### Primary Fuel Zone

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.



### Breakfast Service

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.

### Play and Lunch Snax

To support schools, parents and guardians in the promotion of healthy snacks Fuel Zone provides a limited range of healthier snack items which meet the nutritional requirements. Play and lunch snax are available after lunch.

**Play Snax product range includes:** semi-skimmed plain milk, fruit juice, toast, yoghurt, fresh fruit, light crisps and reduced sugar popcorn.

**Lunch Snax product range includes:** fruit juice, yoghurt, fruit frozen dessert, fresh fruit and home baking.

### 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 fortnightly basis giving children more variety at lunchtime.

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.

## Grab and Go Service

Fuel Zone has introduced a new service called “Grab and Go” which has been developed in line with the nutritional guidelines.

This service offers a value for money alternative for children who bring a packed lunch to school because they don't like queuing or they prefer this type of lunch. The children can choose from a choice of sandwich, vegetables, fruit, yoghurt or jelly and milk for the same cost as a school meal.

## 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, which can cause tooth decay. 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 your catering manager.

Catering Manager Name: Irene Hewitt

Catering Manager Phone Number: 0141 770 0005

Children of parents/guardians receiving Income Support, Job Seekers Allowance (Income Based) and Child Tax Credit only (where income is less than £14,155) are entitled to a free midday meal. Information and application forms for free school meals may be obtained from schools and from Grants Section at Education Services Headquarters.

Mrs Irene Hewitt and her team provide the lunches for Carntyne Primary.

If paying for a lunch, children should bring £1.90 each day. If your child is receiving a dinner ticket then one will be issued for them.

## MEDICAL AND HEALTH CARE

### Medical inspections

- ❖ Medical appraisal of all entrants in Infant Department by the nurse.
- ❖ Pupils of any age with no medical record.
- ❖ Non-Routine Inspection – (Pupils suspected of disease or defect) may be carried out at any inspection period.
- ❖ Children at risk - pupils found by the Medical Officer at previous inspections to have an ailment – presented for re-examination as requested by the M.O.
- ❖ The Programme immunisation is now carried out by G.P service. The Keystone vision testing is carried out at P1, P4 & P7.
- ❖ Routine hygiene checks are no longer carried out by the school nurse.
- ❖ Dental check ups are carried out at P1, P3 & P6.

### CONTACT WITH PARENTS IN AN EMERGENCY.

**We make every effort to maintain a full educational service, but some occasions arise which lead to disruption. Schools may be affected by, for example, severe weather, and temporary interruption of transport, power failures or difficulties of fuel supplies. In such circumstances we shall do all we can to let you know about the details of the closure or re-opening. We shall keep you in touch by using letters, notices in local shops and community centres, announcement in local churches and announcements in the press and on the local radio.**

The school keeps separate emergency contact information for each pupil. Parents are asked to supply the school with the information which they feel is necessary to cover all home eventualities, and which would enable parents to be contacted immediately in the event of an accident or illness. **In addition, parents are asked to ensure that we are informed of changes in home circumstances e.g. Parents' employment, changes in address and telephone etc.**

In case of illness, parents will be asked to collect pupils but in cases where urgent medical attention is required the Head Teacher may request permission to seek urgent medical attention from pupil's own family doctor or from the hospital.



## **PARENT FORUM**

The Scottish Schools (Parental Involvement) Act 2006 has changed the arrangements for parental 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.

The membership of the Parent Forum is made up of all parents/carers who have a child or young person 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 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 and young people at the school. Parent Councils are very flexible groups and the Parent Forum can decide on the type of group it wants to represent their views. A Parent Council could get involved in:

- Supporting the work of the school.
- Gathering and representing parents' views to the Headteacher, education authority and HMIE.
- Promoting contact between the school, parent/carers, children and young people 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 and young people'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 and young people 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.

Our Parents Association has amalgamated with our Parent Council. The parents continue to be very pro-active on behalf of all at Carntyne Primary. Not only do they raise funds to provide activities for the children but they work closely with the school's Senior Management Team to review policies and procedures as well as contributing to our School Improvement agenda.

## **Parent Council Members 2017 – 2018**

<b>Mrs Louise Corner</b>	<b>–Chairperson</b>
<b>Vacancy</b>	<b>–Vice Chairperson</b>
<b>Vacancy</b>	<b>- Treasurer</b>
<b>Miss Karen Clarkson</b>	<b>–Secretary</b>

<b>Mrs Lesley Anne Finlayson</b>	<b>–Parent member</b>
<b>Mrs Maureen Brady</b>	<b>- Parent member</b>
<b>Miss Natalie McCrossan</b>	<b>- Parent member</b>
<b>Miss Lynn McKenzie</b>	<b>- Parent member</b>
<b>Mrs Karen Clarkson</b>	<b>- Parent member</b>

### **Co opted members:**

**Mrs Joan Russell**  
**Educational representative – Mrs Agnes Galbraith**  
**Head Teacher – Mrs Jo Church**

\*Minutes of Parent Council meeting are available on request from the school office. Most recent minutes will be displayed on the Parent Council notice board in the foyer at the main entrance to the school building.

If you would like further information on how to become more involved in the school by supporting learning at home, improving home school partnerships and parental representation then please access the following link on the Glasgow City Council website for their ***Parental Involvement Strategy***:

<http://www.goglasgow.org.uk/Pages/Show/1295>



## **TRANSFER FROM PRIMARY SCHOOL TO SECONDARY SCHOOL**

Pupils are normally transferred between the ages of 11 and 12, 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.

Our local secondary school is: Smithycroft Secondary School,  
282 Smithycroft Road  
Glasgow G33 2QU  
Telephone – 0141 582 0220

## **DATA PROTECTION ACT 1998**

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

## **THE FREEDOM OF INFORMATION (SCOTLAND) ACT 2002**

The Freedom of Information (Scotland) Act 2002 enables any person to obtain information from Scottish public authorities. The Act applies to all Scottish public authorities include; Scottish Executive, and its agencies, Scottish Parliament; Local Authorities; NHS Scotland; Universities and further education colleges; and the police.

Public authorities have to allow access to the following information:

- The provision, cost and standard of its service;
- Factual information or decision-making;
- The reasons for decisions made by it.

The legal right of access includes all types of “recorded” information of any data held by the Scottish public authorities. From 1<sup>st</sup> January 2005, any person who makes a request for information must be provided with it, subject to certain conditions.

Further information is provided on the Glasgow City Council website;  
[www.glasgow.gov.uk/en/yourcouncil/freedomofinformation](http://www.glasgow.gov.uk/en/yourcouncil/freedomofinformation)

Internet facilities are provided at all Glasgow City Council Public Libraries and Real Learning Centres.

## **DEALING WITH RACIAL HARRASSMENT**

The Race Relations Act of 1976 makes it unlawful to discriminate against someone because of her/his colour, race, and 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.

## Helpful Information:

**Service Director: Mrs Maureen McKenna**

Education Office: Education Services  
City Chambers  
40 John Street  
Glasgow  
G1 1JL

Local Councillors: Bailie Russell Robertson  
Bailie Annette Christie  
Bailie Marie Garrity  
Councillor Frank Docherty

City Chambers  
George Square  
Glasgow  
G2 1DU

Service Director: Mrs Maureen McKenna  
City Chambers  
40 John Street  
Glasgow  
G1 1JL

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.

All authorities are required by law to issue a copy of the school handbook incorporating current policies and practices of both the council and the school to certain parents and carers in December each year for their use as appropriate.

