

THORNTREE PRIMARY SCHOOL



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Current HMIE Report: www.hmie.gov.uk

All education authorities are required by law to issue a copy of the handbook incorporating current policies and practices of both the council and the school. Thorntree is an Eco-School and the handbook is only printed for distribution on request. Full copies are held on the website.



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September 2018

Dear Parents and Carers,

I hope the information in this handbook is useful to you. All of us at Thorntree look forward to working with you to ensure your child enjoys coming to our school where he or she feels happy, safe and listened to and is encouraged and supported to achieve his or her learning potential.

We are happy to see you and hope you will get involved as much as you can in partnership with us. We will try to be available when you want to see us. You can also email on the address below.

www.headteacher@thorntree-pri.glasgow.sch.uk

You can contact us by phone - 0141 774 4966.

Our school website is kept up to date with lots of interesting relevant information. The address is below.

www.thorntree-pri.glasgow.sch.uk

We also Tweet - @Thorntreeht if you would like to follow us. You can also download a free app called Xpressions which we will use to ensure you receive written notifications about events and newsletters.

Please also let me know if we can improve our handbook in any way. I appreciate your feedback

Regards

Shona Heggie



STAFF WHO WORK IN THE SCHOOL SESSION 2016-17

MANAGEMENT TEAM

Mrs Shona Heggie	Head Teacher
Mrs Justine Horn	Depute Head Teacher
Mrs Julie Griffiths	Depute Head Teacher
Mrs Kathryn MacDonald	Depute Head Teacher
Mr Paul Fraser	Principal Teacher

CLASS TEACHERS

Miss Gillian McFarlane	Room 1
Mrs Adine Jones	Room 2
Mrs Kirsty Lamb	Room 3
Miss Hayley McIntyre	Room 4
Mrs Alison Swift	Room 5
Miss Alison Beattie	Room 6
Mr Paul Kelly	Room 7
Miss Leah Campbell	Room 8
Miss Shirley McDonald	Room 9
Mrs Heather Johnston	Room 10
Miss Lynne Halley	Room 11
Mrs Jade Gallagher	Room 12
Miss Elizabeth McQuaker	Room 13
Mr Conor Burke	Room 14
Mrs Hazel Howat	Room 15
Mr Michael McClorey	Room 16
Mrs Karen Marshall	NCCT & Probationer cover
Mrs Maria MacGregor	NCCT & Drama
Mrs Lauren Higgins	NCCT & Literacy Support
Mrs Jennifer McGowan	P.E./Probationer cover

NURTURE CLASS

Mrs Jennifer Monteith	Teacher
Mrs Katrina Heggie	SfLW

PUPIL SUPPORT ASSISTANTS (SfLW)

Mrs Maureen Le Drew	<u>P7/6</u>
Miss Annette Nixon	P1
Mrs Linda Hainey	P5
Miss Angela Campbell	P4
Mrs Sylvia Cheyne	P2
Mrs Lorraine McIntyre	P2
Mrs Lynne MacGregor	P1
Miss Pamela Lamont	P1
Mrs Sharlene Montgomery	P1

CLERICAL SUPPORT

Mrs Margaret Kiddie

JANITOR

Mr Joe Moore



THORNTREE PRIMARY SCHOOL **THE BUILDING AND THE SURROUNDING AREA.**

Thorntree Primary is a non-denominational, co-educational school built in 1954. The school is located in the Greenfield area of Shettleston in the East End of Glasgow.

The school has extensive grounds, comprising concrete playground areas and a grassed football pitch. Our play surface has been completely refurbished as part of the 4Rs project.

The roads surrounding the school are not main roads, but they are sometimes busy. There is a crossing patrol at the Eskbank Street side of the school. There is also a crossing patrol on Duror Street.

In 1987 Thorntree amalgamated with Budhill Primary and we continue to take children from the Budhill catchment area.

There is a kitchen attached to the school and our meals are prepared and cooked freshly each day on the premises.

Our nearest neighbouring school is St Timothy's.

We are part of the Eastbank Learning Community. Eastbank Academy is the associated secondary school to Thorntree. We receive children from a variety of Pre-5 establishments, although the majority come from Budhill Family Centre and St. Timothy's nursery class.



SCHOOL HOURS



Breakfast Club

Open to all pupils
8.00am – 8.45am
Cost £2.00 per pupil -1st
child then £1.00
(free if in receipt of free
meals)

After School Activities

At present we try and run as many after school clubs as possible. We will try to ensure that each year group has a club at least once per session. These clubs are usually sports clubs although we do also offer other types of after school club too.

The School Day

Morning Session
9am – 11.00am

Interval
11.00am – 11.15am

Lunch
12.15pm – 1.00pm

Afternoon Session
1.00pm – 3.00pm

IT IS IMPORTANT THAT YOUR CHILD ARRIVES AT SCHOOL ON TIME EVERY MORNING.

IT IS IMPORTANT THAT YOU LET US KNOW IN THE MORNING IF YOUR CHILD IS GOING TO BE OFF SCHOOL THAT DAY. We operate a call minding system which means that you will be contacted by text if your child is absent from school without a given reason. You are then required to phone the school to let us know why your child is absent.

You can call the absence line on -287 0039

You can also email the absence line <https://www.glasgow.gov.uk/pupilabsence>

If you are changing arrangements for your child's collection at the end of the day, then we ask that you contact the school by lunchtime so that your child can be notified of these changes. This should only need to happen on an emergency basis.

School roll and Staffing



The total capacity for the school is 459 children.
Currently there are 434 children in attendance.

“Parents should note that the planning 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.”

There are 24 teachers in the school at the moment. This includes the Head Teacher and three Depute Heads. We also have a Principal Teacher. Our school is double stage except at P1 where there are 3 classes and P2 where there are 2 P2's and a composite 2/3

The maximum number of children in a class at P1 from August 2011 is 25

At P2 and P3 the maximum number is 30. 25 is the maximum number in a composite at any stage.

At P4 – P7 we can have class sizes of 33 children.

PROMOTED STAFF AND THEIR REMITS



HEAD TEACHER – MRS SHONA HEGGIE

Has overall responsibility for the administration and management of the school, including the curriculum, health and safety of pupils and staff and the school budget. It is the HT's responsibility to promote links with all agencies in the local area and beyond which have an interest in, or can be of service to the school and its community.



DEPUTE HEAD TEACHER (Formal) – MRS JUSTINE HORN

Mrs Horn has responsibility for Personal and Social Development, Equal Opportunities including Showmen's Families, Anti-Racist Education and Anti-bullying. Mrs Horn co-ordinates the nurture team and is the Child Protection Coordinator.



DEPUTE HEAD TEACHER - MRS JULIE GRIFFITHS

Mrs Griffiths has responsibility for the early stages of the school from P1-3 Including arrangements for transition from nursery. She manages the Maths curriculum for the school. Mrs Griffiths is the staff development coordinator.



DEPUTE HEAD TEACHER – MRS KATHRYN MacDONALD.

Mrs MacDonald's remit includes responsibility for implementing Literacy improvements throughout the school. She also organises and implements Additional Support for Learning. Mrs MacDonald is the ICT coordinator (manager of our web-site) and is the Eco School Coordinator.

Our School was inspected by HMIE in October 2010 the report can be found on www.educationscotland.gov.uk/inspection

Our annual Standards and Quality Report can be found on www.thorntree-pri.glasgow.sch.uk

THE SCHOOL VISION



Our Vision

"Growing Together, Learning Together"

Our Aims

LEARN - LEAD, EDUCATE, ASPIRE, RESPECT NURTURE

Our Values - kindness, honesty, citizenship and respect.

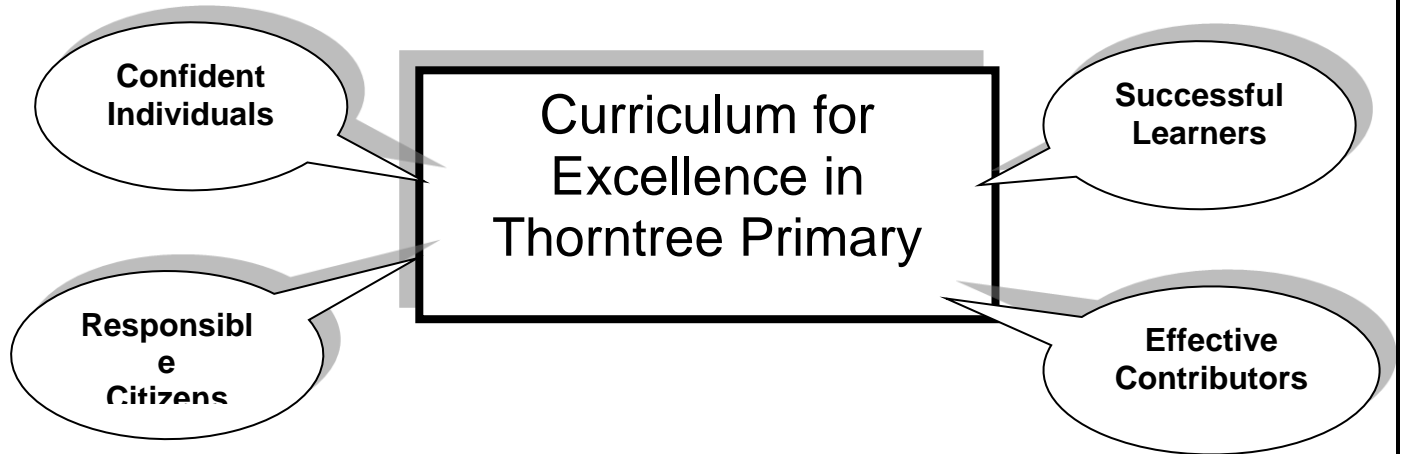
We teach our values through a variety of methods, from whole school assemblies around each of the values, to class lessons and from visitors who reinforce what we believe are important life lessons.

We are a school who teach and respect children's rights.

We work with our children in groups and committees to empower them to feel ownership of our school.

We encourage meaningful partnerships with agencies who will support our vision, values and aims.

- We offer parents a range of opportunities to partner with us to ensure our children can -
- LEAD IN A RANGE OF ACTIVITIES,
- BECOME CONFIDENT LEARNERS WHO CAN USE THEIR KNOWLEDGE TO EDUCATE OTHERS
- TO HAVE ASPIRATIONS TO BE THE BEST THEY CAN BE
- TO DEMONSTRATE A RESPECT FOR THEMSELVES AND OTHERS
- TO FEEL NURTURED SAFE AND HAPPY.



Curriculum for Excellence
Bringing Learning to Life and Life to Learning

Curriculum for Excellence ensures that all children are offered a Broad General Education from 3-18 – wherever they learn. It aims to raise standards, prepare our children for a future they do not yet know and equip them for jobs of tomorrow in a fast changing world.

Curriculum for Excellence enables professionals to teach subjects creatively, to work together across the school and with other schools, to share best practice and explore learning together.

Teachers and practitioners will share information to plan a child’s “learning journey”, helping their progression from nursery to primary, primary to secondary and beyond, ensuring effective transitions are made. 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 single teacher and practitioner will be responsible for literacy and numeracy and health and wellbeing. Language and number skills are vital to everyday life. Whilst being emotionally resilient and feeling safe and happy ensure children are ready to learn.

Curriculum for Excellence 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 work and make connections. It develops skills so that children can think for themselves, make sound judgements, challenge, enquire and find solutions.

Assessing progress is on-going, teachers give children positive feedback to ensure children are guided to achieve their potential.

There is personal support to help young people fulfil their potential and make the most of their opportunities with additional support wherever that’s needed.

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



Curriculum for Excellence in Thorntree

What does this mean for your child?

The Curriculum Structure

Literacy, Numeracy, Health and Wellbeing, Social Subjects, Religious and Moral Education, Technologies, Science

We will be talking about children's learning at Early, First and Second levels. Children will be encouraged to know themselves as learners and offer their opinion based on evidence of where they think they are.

We use a range of teaching and learning approaches with children and offer them opportunities to "Say, Write, Make and Do" to demonstrate their knowledge and understanding.

Teachers will have an age appropriate level as a benchmark for our children in reading, spelling and mathematics from a range of assessment information including standardised tests. We will use this information to track the progress of your child. Assessment is part of learning and teachers will be assessing your child during the year to ensure he or she is doing work which is appropriate and challenging. Your child will also be taught to assess aspects of his or her own work and that of his or her peer group. All of this will enable your child to work with the teacher to agree targets for his or her Personal Learning Plan.

OUR SCHOOL IMPROVEMENT PLAN FOR 2019-20

Priorities

- Raising attainment in literacy and numeracy. We are part of the Scottish Government Attainment Challenge and receive money from the Pupil Equity Fund to assist us in closing the attainment gap.
- Digital Learning – we will be using ipads in classes and introducing a range of technology to children from 2020.
- Developing playful pedagogy in P1 and P2
- Developing our approaches to health and wellbeing by introducing a whole school programme called PATHS (promoting alternative thinking strategies).

WORKING ON OUR VALUES

KINDNESS, HONESTY, RESPECT AND CITIZENSHIP

We teach our values regularly in class and at assemblies. We encourage children to demonstrate these values at all times.

We are a nurturing school, we apply the nurturing principles in our planning and in the work we do with both adults and children. Our Nurture Team are well trained to deal with sensitive issues and are keen to work with parents and carers to help develop positive relationships.

The nurturing Principles are –

- Children's learning is understood developmentally.
- The Classroom offers a Safe Base
- Nurture is important for the development of self -esteem.
- Language is understood as a vital means of communication.
- All behaviour is communication.
- Transitions are significant in the lives of children and young people.

Children will be given opportunities to consider and discuss their attitudes towards issues such as bullying, vandalism, racism etc.in class at circle time and at assemblies.

Children's Rights



CHILDREN'S RIGHTS

Our ambition is for all children and young people in Glasgow to know their rights and have these rights protected.

To achieve this we need all adults to support children and young people in knowing their rights and working together to ensure these rights are protected.

THE UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD (UNCRC) WORLDWIDE

The United Nations Convention on the Rights of the Child (UNCRC) is an International agreement that most countries have formally agreed to honour.

The agreement protects the human rights of children under the age of 18.

It sets out in detail what every child needs to have for a safe, happy and fulfilled childhood. The UNCRC came into force in the United Kingdom in 1992.

www.unicef.org/uk/crc

IN SCOTLAND

As a young person you have the same human rights as an adult. The principles in the report *Getting It Right For Every Child (GIRFEC)* are based on the UNCRC.

www.scotland.gov.uk/Topics/People/Young-People/families/rights/uncrc

In Scotland there is an independent commissioner for children and young people.

The commissioner is there to help promote awareness of children's rights and to make sure that every child and young person in Scotland has their rights protected.

www.sccyp.org.uk/rights/UNCRC

IN GLASGOW

Article 12 of the UNCRC gives children and young people the right to be consulted in matters affecting them and to have their views listened to and considered. In Glasgow we are committed to listening to children and young people.

Glasgow City Council's Listening to Children and Young People framework promotes children's rights.

www.glasgow.gov.uk/en/YourCouncil/CouncilCommittees/JointBoards/ChildrensServicesExcGroup

We want children's rights and the UNCRC to have positive influence in the corporate decisions that are made for the city.

We want all adults who work in council services and partner organisations to be aware of children's rights and respect them in their dealings with children and young people.

The Glasgow Child and Family Plan states the vision for Glasgow children and young people as: "We want every child to be supported to achieve their full potential and contribute positively to their communities, throughout their lives".

www.glasgow.gov.uk

THE RIGHTS RESPECTING SCHOOL

We will be teaching children about their rights from the United Nations Convention of the Rights of the Child (UNCRC)

The rights we will teach are

- 2 – The convention applies to everyone no matter their race, religion or abilities, whatever they think or say, whatever type of family they come from.
- 3 – The best interests of the child must be top priority in all things affecting them.
- 12 – Every child has a right to have a say and be listened to in all matters affecting them.
- 13 – Children must be free to say what they think and be able to seek information as long as it is within the law.
- 14 – Every child has the right to think and believe what they want and to practise their religion as long as they are not stopping others from enjoying their rights. Governments must respect the right of parents to give their children information about this right.
- 19 – Governments must do all they can to protect children from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.
- 24 Children have the right to good health. Governments must provide clean water, nutritious food and a clean environment so that children can stay healthy. Richer countries must help poorer countries achieve this.
- 28 – Every child has the right to an education. Discipline in schools must respect children's dignity. Richer countries must help poorer countries achieve this.
- 29 – Education must develop every child's personality, talents, and abilities to the full., It must encourage the child's respect for human rights as well as respect for their parents, their own and other cultures and the environment.
- 31 – Every child has the right to relax and play and take part in a wide range of cultural and artistic activities.

The Parent Forum and the Parent Council



The Scottish Schools (Parental Involvement) Act 2006 has changed the arrangements for parent/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 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 arrangement to enable their collective view to be represented on matters such as the quality and standards of education at the school and other matters of interest to parents/carers. One of the ways parents/carers in the Parent Forum will be able to express their views will be through the Parent Council.

Parent Council

The Parent Council is a group of parents/carers selected by members of the Parent Forum to represent all the parents/carers of children at the school. Parent Councils are very flexible groups and the Parent Forum can decide on the type of group it wants to represent their views. A Parent Council could get involved in:

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

OUR PARENTS DECIDED TO MAKE OUR ORGANISATIONS MORE INFORMAL BY RE-NAMING THEM AS FAMILIES IN THORNTREE (FIT).

Debbie McTaggart - Chair
Kath Macdonald – staff member
Alison Beattie – staff member

Ellen Pratt
Angela Smith
Dawn Thomson

PTA

Kirsten Wilson



GCC Policy – Glasgow City Council has a duty, as outlined in the Standards in Scotland’s School 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 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 suffering for 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/carer seeking further advice regarding this policy should contact the Headteacher in the first instance.

If a parent is unhappy with the support their child is getting they must first discuss this with the school in order to seek a resolution at that very local level. Further information relating to Additional Support Needs is also available on the Glasgow City Council website –

www.glasgow.gov.uk/en/Residents/GoToSchool/AdditionalSupportNeeds/

FURTHER ADVICE CAN BE SOUGHT FROM:-

- Children in Scotland: Working for Children and Their Families, “Enquire” – the Scottish advice and information service for additional support for learning” a charitable body registered in Scotland under registration number SC003527
- Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576
- Scottish Child Law Centre, a charitable body registered in Scotland under registration number SC012741

IN THORNTREE

We use a staged intervention model of support to identify, as early as possible, children who are experiencing barriers to learning so that immediate and appropriate intervention can be arranged. Extra help may be given in the classroom or a child may be taken out of class to work with support staff. This intervention can start as early as P1 although at this early stage in the curriculum, support might come from other agencies for example speech and language or occupational therapy. Children in P1 who are finding it difficult to make the transition from nursery can be offered a place in Treetops – our Nurture Class

Physical Access

The school has access to the front foyer via a ramp. Parents who have children attending a class on the upper floor would be able to meet their child’s teacher in a downstairs location. We have a wide toilet cubicle in both the boys’ and girls’ toilets and a designated disabled toilet.

Communication

We endeavour to communicate with parents at regular intervals at parents meetings in the school. However, should parents be unable to attend we would be able to issue written information regarding their child’s progress, either by mail or email. We are also able to arrange for the child’s teacher to speak to parents directly by phone.

Termly newsletters will be sent home giving a summary of events and important dates. These are also to be found on our website.

We must have a current up to date phone number to contact you. We use text messaging to alert you to important events. We also need to contact you in the event of an emergency.

Each child is issued with a Communication Book; this is to enhance the communication between your child, the school and the home. This Book helps to keep you informed of any events that are happening in the school and allows parents, children and staff to communicate regularly with each other.

Staff Development

We regularly update all staff on current policies with regard to access legislation at in-service and collegiate working times



Attendance at School

Section 30 of the 1980 Education Act lays a duty on every parent/carer of a child or young person of "school age" to ensure that their child attends school regularly. Attendance must be recorded twice a day, morning and night.

Regulation 7 of The Education (School and Placing Information) (Scotland) Amendment, etc. Regulation 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/carer (truancy) or excluded from school.

Parents and 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.

HOME SCHOOL LINKS



Parent visits

Parents of new primary one children will be invited to the school with their children over three weeks in May and June. During these visits, children may meet the teacher they will have when they start in August, as well as meeting their new classmates. While the children are participating in activities in the classroom, parents will meet the depute head teacher who will endeavour to provide relevant and useful information to ensure that starting school in August is a happy occasion for children and parents alike.

Open days

Parents are invited to classes at least twice during a session to observe and sometimes take part in class activities. These activities tend to be topic, science or technology based.

Parents' evenings

There are usually two parents' evenings each session. The first is usually held around October/November and the second is usually held in March.

Reports

Parents receive a formal written report on their child's achievements at the end of the school year.

Newsletters

Termly forthcoming dates and events will be reviewed in the newsletter with a dates sheet coming at the start of the session and re-issued and amended during the year.. These newsletters will also be available on our school web-site.

www.thorntree-pri.glasgow.sch.uk



Child Protection in Thorntree



Every school in Scotland must ensure that everyone who will come into contact with children knows the legislation relating to child protection. In Glasgow - Glasgow City Council has provided each school with a Management Circular (MC57) detailing the steps which should be taken if there is a concern regarding the welfare of any child.

ALL ADULTS WHO WORK WITH CHILDREN HAVE UNDERGONE AN ENHANCED DISCLOSURE SCOTLAND CHECK.

This includes the entire parent helpers who children on an outing. Parents who wish to help should approach us and necessary disclosure

Mrs Horn is the Protection

ensures that all staff are with legislation and Child Protection Issues. Mrs Heggie oversees all childcare in the school. Please take the time to extract from MC 57.

APPENDIX 9

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.


 Child Protection Committee
 glasgow

PTA and any would accompany

in the school we will provide the check information. **nominated Child Coordinator**. She kept up to date policy regarding

aspects of

read the enclosed

Dealing with Racial Harassment.



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

In 1999 the guidelines “*Dealing with Racial Harassment*” were issued to assist all teaching staff in dealing with such incidents.

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

Glasgow City Council recognises that support from the home is essential if these aims are to be achieved. Every child in Glasgow has the right to be happy and secure at school.

Bullying

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

(A Standard for Pastoral Care in Glasgow Schools)

In 2009, Glasgow City Council published its revised Anti-Bullying Policy, incorporating the requirement to record and report all discriminatory behaviours within educational establishments. All establishments are required to review their policy in light of this. Parents and carers have a significant role to play in helping to address this problem. For this reason any anti-bullying strategy must stress the importance of partnership with the parents and carers of their children.

GIRFEC *isn’t an extra thing people have to do. It’s a way for those who support children to work differently, making sure that they are all on the same page. Where needed, GIRFEC links day-to-day work in education, health, policing, social work and the voluntary sector – in fact any organisation whose staff come into direct contact with children. It makes it easier for those different organisations to communicate consistently with each other, and with parents, carers, children and young people.*

GIRFEC provides a structure that helps people to work in the same way and use the same language. This allows discussions with the child and their family to focus on what is good in a child’s life, and what might need attention or support. It’s the bedrock for all children’s services and can also be used by practitioners in adult services who work with parents or carers. The approach helps practitioners focus on what makes a positive difference for children and young people – and how they can act to deliver these improvements. Getting it right for every child is being threaded through all existing policy, practice, strategy and legislation affecting children, young people and their families.

What Getting it Right for Every Child means for children, young people and their families:

- *They understand what is happening and why*
- *They have been listened to carefully and their wishes have been heard and understood*
- *They will feel confident about the help they are getting*
- *They are appropriately involved in discussions and decisions that affect them*
- *They can rely on appropriate help being available as soon as possible*
- *They will have experienced a more streamlined and co-ordinated response from practitioners*

Essential Information from Parents



“Information on 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 1984 and may only be disclosed in accordance with The Codes of Practice.”

It is vital that the school has up-to-date and relevant details about all of its pupils. The school issues each child with a form at the beginning of each session which the parents should complete and return as soon as possible. **It is also important that if any of the details change that you notify the school immediately.**

Information in Emergencies

The authority states

We make every effort to maintain a full education 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 failure or difficulties of fuel supply. In such cases we shall do all we can to let you know about the details of closure or re-opening. We shall keep you in touch by using letters, notices in local shops and community centres or local radio.

Parents should ensure that they have some means of contact available to us.....if there is no phone or mobile, we must have an emergency contact number.

Medical and Health Care

The school should be informed of any particular medical requirements regarding individual children. This includes allergies, however slight, and regular medication to be taken i.e. inhalers. When medication has to be administered in school, a form must be completed by the parent of the child stating when, and how much, medicine should be given.

Should your child take ill at school, you, or your emergency contact, will be telephoned. It is primarily for this reason that you must keep us informed of any changes to contact details. Your child will be kept in school until you, or a person known to your child, collects them.

Supervision of Playgrounds

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

In Thorntree we have PSA's and the Janitor in the playground from 8.45 to supervise the children when breakfast club finishes. They are in the playground at play and lunchtimes. P6 and P7 children help monitor the playground at P1 and P2 with the adults.

WE WOULD ASK PARENTS TO PROVIDE A PAIR OF BLACK OR WHITE PLIMSOLES OR SANDSHOES WHICH CAN BE LEFT IN SCHOOL FOR CHILDREN TO CHANGE INTO TO PRESERVE OUR FLOORING. THESE WOULD BE THE SAME SHOES FOR GYM.



Community Links

We wish to foster positive attitudes in our pupils towards their wider community. We encourage fund raising events by pupils for the elderly, disabled or disadvantaged. We have excellent links with all of the primary schools within our Learning Community.

Other links include

Community Police

Shettleston Growing

Fire brigade

Ambulance

Showmen Parents – support throughout the year, especially Fun Day and Sports Day.

Shettleston Juniors

Age Concern

Bridgeton Burns Society

Local Church – Shettleston New Parish Church

Asda

Tesco

With Kids

Community Action Team

Active Schools Coordinators

Glasgow Life

Sense Over Sectarianism

Active Schools

CREATE

Uniform and Clothing



The authority states

“Given that there is substantial parental and public approval of a dress code, schools in this authority are encouraged to develop a school dress code. In encouraging a dress code policy account must be taken in any proposals to prevent any direct or indirect discrimination on the grounds of race or gender. Any proposal will be subject of widespread consultation with parents and pupils. Against this background should be noted that it is the policy of the education committee to encourage schools to develop and appropriate dress code policy. 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 or political slogans)
- ⊗ Could cause health and safety difficulties, such as loose fitting clothing, dangling earrings, shell suits of flammable material 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 children be deprived of any educational benefit as a result of not wearing clothing conforming to the school's dress code policy.

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 child. Approval of any requests such as grants made by parents/carers in different circumstances is at the discretion of the Executive Director of Education. Information and application forms may be obtained from schools and from Grants Section of Educational Services headquarters.

Glasgow City Council is concerned at the level of claims being received regarding the loss of childrens' 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.

Our school uniform

- Skirt/trousers – navy or grey or black
- Shirt/blouse/polo shirt – white or blue
- School sweatshirt – navy blue or red (p7 pupils only)



Ties and badges may be bought from the school and sweatshirts and polo shirts can be ordered at the school office at the start of each term.

Our children change into sandshoes when they enter the building to protect our new flooring and carpets.

Physical Education

Children should change into shorts, tee shirts and appropriate footwear. (Black sandshoes are perfectly acceptable).

All jewellery must be removed. This includes earring studs. Glasgow City Council guidelines state that jewellery is not allowed to be worn during P.E Lessons. It would be advisable for pupils not to wear jewellery on days when they have P.E.

Behaviour and school rules



We are very proud of our excellent reputation as a school with well behaved and well mannered pupils. We achieve this high standard by teaching the children our school values of respect for others and themselves, honesty in dealing with others, kindness towards everyone and active citizenship.

These are the **Golden Rules** that help us maintain a positive ethos in the school.

- ☺ Do Be Gentle
- ☺ Do Be Kind and Helpful
- ☺ Do Work Hard
- ☺ Do Look after Property
- ☺ Do Listen to People
- ☺ Do Be Honest
- ☹ Do not hurt anybody
- ☹ Do not hurt people's feelings
- ☹ Do not waste your or other people's time
- ☹ Do not pick waste or damage things
- ☹ Do not interrupt
- ☹ Do not cover up the truth

It is only with the positive co-operation and support from our parents that we have been able to maintain such a high standard of behaviour.

MOBILE PHONES AND ELECTRONIC DEVICES

The rule for children who bring these devices to school is as follows:-

Phones are switched off when the child enters the playground.

Phones are given to the teacher or put in trays.

They are switched on at 3.00 outside the school gate.

No child is allowed to take photographs of other children or teachers in school.

Meals



The authority states,

“Children and young people of parents/carers receiving Income Support, income-based Job Seekers Allowance, Working Tax Credit (where income is less than £6,240), Child Tax Credit only (where income is less than £16,190) 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 or from the Grants Section at Education Services headquarters”.*

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

** Income amount effective from 1 April 2010 and may be changed by the Department for Work and Pensions.*

Children receiving free school meals obtain a ticket from the class teacher which is then presented to the catering staff in the dinner hall.

At present school dinners cost £1.15. This includes a main meal and an extensive choice from the pick and mix counter. The children have the choice of soups, tubs of salad, vegetables or fruit, bread, milk, yogurts and fruit juices.

Special dietary requirements can be accommodated if ordered by your GP or School Medical Officer.

Packed lunches are eaten in the dinner hall.

Transport

The authority states

“The Education Authority has a policy of providing free transport to all primary pupils who live more than 1.2 miles from their school by the recognised shortest walking route. This policy is more generous than the law requires. This means that the provision of transport can be reviewed at any time. Parents/Carers who consider that 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 children beginning school in August to enable the appropriate arrangements to be made.

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

In relation to Pick-up Points, the authority states

“Where free transport is provided it may be necessary for children 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’s limits (see above paragraph). It is the parent’s/carer’s responsibility to ensure that their child arrives at the pick-up point in time. It is also the parent’s/carer’s responsibility to ensure that the child behaves in a safe and acceptable manner while boarding, travelling in and alighting from the vehicle. Misbehaviour could result in your child losing the right to free transport.

In relation to Placing Request, the authority states

“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.

Hygiene Arrangements



Going to the toilet

Children are encouraged to use toilets at intervals. No child will be refused permission in emergencies but parents should inform class teachers when children need to visit the toilet more frequently due to a medical condition.

Children must remember to wash their hands after going to the toilet.

Menstruation

Staff are very sensitive to this situation and sanitary protection is available in school should girls need them. A separate toilet with disposal facilities is available for girls to use at such times.

Information in Emergencies

The authority states,

“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 with fuel supply. In such cases we shall do all we can to let you know about the details of closure and 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 and on local radio”

Transfer from Primary to Secondary



The authority states

“Children are normally transferred between the ages eleven and a half and twelve and a half, so that they have the opportunity to complete at least four years of secondary education. Parents will be informed of the arrangements no later than December of the year preceding the date of transfer at the start of the new session”

Eastbank Academy is the secondary school which our pupils usually attend. It is a non-denominational, co-educational, six year comprehensive school which has the advantage of being housed in a modern building, yet retains the tradition of a long proud record of secondary education in Shettleston.

As part of the Eastbank Learning Community, regular meetings are held between promoted staff to ensure that there will be continuity and progression from primary to secondary education.

Children in P6 begin the transition process by visiting the Academy to undertake a project.

P7 begin in October/November by undertaking a 4 week project with a parent showcase at the end.

Visits from guidance staff to Thorntree usually take place in the spring before transfer and a three day visit to Eastbank is arranged for pupils in June. They are accompanied to the secondary by their class teacher but while they are there, they are timetabled according to the arrangements made for them in August and will spend the three days working in their new classes in as wide a number of departments as possible.

Records of work and levels of attainment are passed on to secondary.

Children requiring an enhancement to their transition are discussed with parents and other interested agencies in good time during their transition year.



Data Protection Act. 1998

INFORMATION ON PARENTS AND GUARDIANS IS STORED ON A COMPUTER SYSTEM AND MAY BE USED FOR TEACHING, REGISTRATION, ASSESSMENT AND OTHER ADMINISTRATIVE DUTIES.

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 Parliament, Local Authorities, and 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 on 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 January 1st 2005, any person who makes a request for information must be provided with it, subject to certain conditions.

Further information is provided on the GCC website.

www.glasgow.gov.uk/en/yourcouncil/freedomofinformation

Internet facilities are provided at all GCC Public Libraries and Real Learning Centres.

New GDPR legislation came into force in 2018 and information about this can be found on GCC website.



Comments and Complaints

Our school has an open door policy. If there is anything you need to Discuss - whether a complaint or observation about how we work and what we do, please either phone and make an appointment or come to the school. We are happy to speak to parents to try to resolve any issue they may have. We are committed to working in partnership with our parents to ensure that we provide a happy, safe learning environment.

Advice from Glasgow City Council.

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 two days.
- Give a full written response within a further 10 working days, unless another timescale has been agreed.

The customer liaison unit can be contacted by phone or e-mail:

Phone – 0141 287 3655/4688

E-mail – education@glasgow.gov.uk

Customer Liaison Unit
Education Services
Glasgow City Council
City Chambers East
Merchant City
40 John Street
Glasgow
G1 1JL

Internet facilities are provided at Public Libraries and Real Learning Centres.



Useful Addresses

Service Director Education

Mrs Maureen McKenna
City Chambers East
40 John Street
Merchant City
Glasgow
G2 4PF
Tel: 0141 287 6711

John Mason MSP
1335 Gallowgate
Parkhead Cross
Glasgow G31 4DN

Mr David Linden SNP MP

Eastbank Academy HT
Eastbank Academy
26 Academy Street
Glasgow
G32 9AA
Tel: 0141 582 0080

Buddies (after school care)
Budhill Pre-5 community centre
Hallhill Road
Glasgow
Tel: 0141 774 4722

School Health and Child
Development
Kerr Street
Bridgeton

Educational Psychologist
North East Team
Tel: 0141 276 2170

The authority states,

“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 commencement or during the course of the school year in question. (b) in relation to subsequent school years.

GLASGOW CITY COUNCIL POLICIES

There is a range of policy statements both from THORNTREE PRIMARY and Glasgow City Council which parents can access.

The Council policies can be found on the www.glasgow.gov.uk/Residents/Goingtoschool/

School Policies can be accessed on the School Website – www.thorntree-pri.glasgow.sch.uk.

DISCLAIMER

The information contained within this handbook is correct at the time of printing. However, there may be some inaccuracies by the time the document reaches parents.