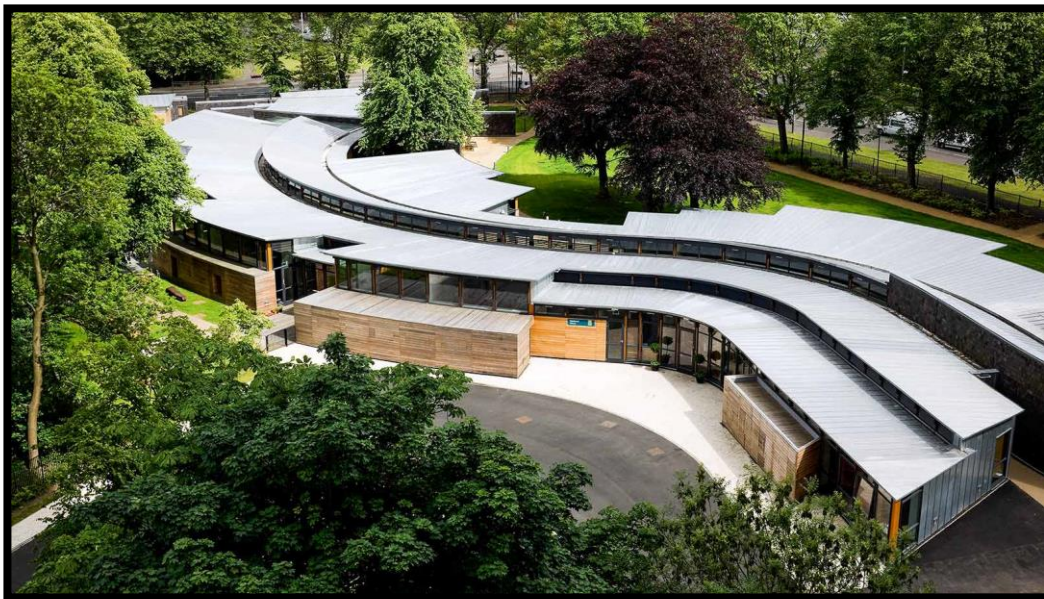




# Hazelwood School /Nursery



**2018-19**



**Glasgow City Council**

**Education Services**

## TABLE OF CONTENTS

WELCOME TO HAZELWOOD SCHOOL .....	2
HAZELWOOD: OVERVIEW .....	3
HAZELWOOD:VISION, VALUES & AIMS .....	4
SCHOOL INFORMATION .....	5
LOCATION OF HAZELWOOD SCHOOL.....	6
SCHOOL STAFF.....	7
PARTNER AGENCIES .....	8
ENROLEMENT.....	9
TRANSITIONS.....	9
OUR SCHOOL DAY.....	10
HAZELWOOD NURSERY.....	11
HAZELWOOD SCHOOL HOLIDAYS SESSION 2016-2017.....	12
CURRICULUM FOR EXCELLENCE .....	13-16
THERAPIES.....	18
SCHOOL IMPROVEMENT.....	19
COMMUNICATION WITH PARENTS.....	17
CARE AND WELFARE.....	20
C.A.L.M. FRAMEWORK.....	20
CHILD SAFETY / CHILD PROTECTION POLICY.....	21
ILLNESS.....	21
ATTENDANCE AT SCHOOL.....	22
SCHOOL DRESS CODE AND CLOTHING.....	23
SCHOOL TRANSPORT.....	24
SCHOOL MEALS.....	24
PARENTFORUM/PARENT COUNCIL.....	25
DATA PROTECTION & FREEDOM OF INFORMATION.....	26
COMPLAINTS PROCEDURE.....	26
DEALING WITH RACIAL HARASSMENT.....	27
BULLYING.....	28
SPIRITUAL, SOCIAL, MORAL AND CULTURAL VALUES.....	28
NAMED PERSON.....	29
USEFUL NAMES AND ADDRESSES.....	30
USEFUL WEBSITES.....	31

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## **WELCOME TO HAZELWOOD SCHOOL**

I would like to welcome you and your child to Hazelwood School. I hope that this handbook will provide you with information about our school and give you a sense of the positive, caring ethos that we have here in Hazelwood.

We provide all of our children and young people with a structured and caring learning environment in which they are valued and respected as individuals, and high quality education which will allow them to maximise their potential.

As a school, we fully appreciate and value the benefits of having strong parental involvement. We work together with our families to support and encourage children's learning and development.

I hope that our handbook gives you a glimpse of life in Hazelwood School. We look forward to having you and your child work with us and hope that this will be the start of a strong partnership.

Please do not hesitate to contact the school for more information and please have a look at our website, facebook page and twitter feed for updates on what's happening in school.

Karen Keith  
Headteacher

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## **HAZELWOOD: OVERVIEW**

Hazelwood is a purpose built school specially designed to meet the requirements of pupils with sensory and dual sensory impairment and additional complex needs. It is situated in a beautiful wooded setting adjacent to Bellahouston Park, and opened in summer 2007.

Hazelwood is a co-educational, inter-denominational school for children and young people aged from 3-18 years. The current school roll is 54. Parents should note that the working capacity of the school may vary depending upon the number of pupils at each stage and the way in which classes are organised.

The design of the school is the product of a high degree of collaboration between parents, staff, associated agencies and the architects. The interior of the school has been aimed at maximizing independence and providing the optimum learning environment. This attention to the needs of pupils in the design process has resulted in a secure and highly stimulating educational environment for all the pupils.

Hazelwood School aims to provide a safe and secure learning environment for all pupils with a particular emphasis on developing life skills and promoting independence. As most of our pupils have a visual impairment, with some also having a hearing impairment, as well as additional learning difficulties, our curriculum is multi-sensory and differentiated to meet the individual needs of pupils. Educational programmes are devised in collaboration with other specialists including physiotherapists, speech and language therapists, occupational therapists, educational psychologists and school children's community nurse, ASL schools.

Within the school we foster an atmosphere of love, trust and mutual respect.

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## HAZELWOOD SCHOOL: VISION, VALUES AND AIMS

### Hazelwood School: Maximising Independence, Celebrating Success and Realising Potential



We will provide a safe, happy, welcoming and challenging environment in which all of our pupils will be treated with respect and dignity.



We will provide pupils with the care, encouragement and support they require in order to realise their potential.



We will deliver the highest standard of teaching and learning through enjoyable, creative, motivating and stimulating experiences using a wide range of skills to meet the needs of our pupils.



We will work hard to meet the needs of pupils; and identifying, encouraging, nurturing and celebrating their individual strengths and talents.



We are committed, as a staff, to building positive relationships with parents, carers and professional partners, ensuring that all parties are involved in the development of their child.



We respect the beliefs and cultures of pupils, parents and staff.



We promote the development of skills that will maximise independence and equip our pupils to be confident both in school and in the wider world, and to become valued members of society.



We are enthusiastic, motivated and committed to meeting the needs of pupils, parents and each other. We work together to make the school a happy and fun place in which to learn and work.

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## SCHOOL INFORMATION

<b><u>NAME</u></b>	Hazelwood School
<b><u>ADDRESS</u></b>	50 Dumbreck Court Glasgow G41 5DQ
<b><u>TEL NO</u></b>	0141 427 9334
<b><u>FAX NO</u></b>	0141 427 2859
<b><u>E-MAIL</u></b>	<a href="mailto:headteacher@hazelwood.glasgow.sch.uk">headteacher@hazelwood.glasgow.sch.uk</a>
<b><u>WEB SITE</u></b>	<a href="https://blogs.glowscotland.org.uk/gc/hazelwoodschool/">https://blogs.glowscotland.org.uk/gc/hazelwoodschool/</a> <a href="http://www.hazelwood.glasgow.sch.uk">www.hazelwood.glasgow.sch.uk</a>
<b><u>FACEBOOK</u></b>	<a href="https://www.facebook.com/groups/HazelwoodSchoolGlasgow/">https://www.facebook.com/groups/HazelwoodSchoolGlasgow/</a>
<b><u>TWITTER</u></b>	<a href="https://twitter.com/HazelwoodGlas">@HazelwoodGlas</a>

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## SCHOOL STAFF

There are a range of educators in Hazelwood School who all contribute to ensuring our children and young people receive high quality education and support: Teachers, Child Development Officers, Instructors, Learning Support Workers, and Social Care Staff work collaboratively to plan and deliver individualised educational programmes. A full list is available on the school website and parents will be updated on any changes as required.

### Senior Management Team:

- Head Teacher:  
Karen Keith
- Depute Head Teacher:  
Collette Gowing
- Depute Head Teacher:  
Vincent Ferguson
- Principal Teacher:  
Paul Graham

### Teachers:

- Theresa Armstrong
- Moncia Corrigan
- Karen Robertson
- Colin Wylie
- Susan Gallagher
- Paul Graham
- Rhona Greig
- Hayley Stewart
- Ruth Milne
- Lisa McKenzie
- Heather MacFarlane
- Anne Stewart
- Emma Harvey
- Craig Falconer

### Child Development Officers:

- Karen Barbour
- Alexis Galloway
- Tracey Lonegran
- Kathrine Stokes
- Corralle McKay

### Instructors:

- Brian Clark
- Margaret Munro
- Mary McKenzie

### Care Staff:

- Margaret Agnew
- Donna Scanlan
- Mick Coll
- Janis Dimmock
- Lorraine Gray
- June Laughran
- Pauline Maguire
- Margaret Paterson
- Janice Pillans

### Office Staff:

- Veronica Marshall

### Kitchen Staff:

- Colette
- Janette
- Linda

### Janitor:

- Colin McKay

### Handyman/Driver:

- John Tausney

### Bus Drivers:

- Adam
- Jim

### Support for Learning Workers:

- Tracy Ashe
- Val Beeney
- Karen Ann Brown
- Linda Burr
- Karen Darroch
- Lisa Ferguson
- Adam Kerr
- Jean Kinnear
- Fiona Lappin
- Helen McCreadie
- Liz Millroy
- Susan Parks
- Linda Paterson
- Alexandra Paul
- Caitlin Paul
- Linzi Paul
- Shirley MacPherson
- Kathleen Molloy
- Jacqueline Paul

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## **PARTNER AGENCIES**

Some children who attend Hazelwood School require medical intervention and support. For the administration of medicines and to support children and young people in managing their medical needs, we have three full time Health & Wellbeing staff. Pupils also require a high level of support from other agencies. With this additional support from partner agencies, we can offer a collaborative approach to meeting physical and communication needs. The following NHS Staff work closely with staff in the school:

### **Hazelwood Medical Team**

- Children's Community Nurse, ASL Schools - Michele Docherty

### **Health & Wellbeing Team**

- Richard Addison
- Amanda Vallance
- Robin Ward

### **Therapists**

- Physiotherapists –Fiona, Alex, Donna
- Physiotherapy Assistant - Alison
- Speech and Language Therapists: Julie
- Occupational Therapist: Caroline

## **ENROLMENT**

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Pupils are normally referred to the school by Psychological Services following rigorous assessment and planning for individual needs. During this process, parents and carers will be offered the opportunity to discuss their child's additional support needs as well as the potential placement.

However, parents must enrol their child at their local mainstream school as a first step. Registration of Primary 1 children takes place in November and is advertised widely in local press etc.

### **MOVING FROM PRIMARY TO SECONDARY**

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

- Remain at Hazelwood
- Glasgow Secondary School
- Glasgow ASL Secondary School
- Other specialist provision

A Transition Planning Review takes place during Primary Six to allow parents/carers and professionals the opportunity to discuss the most suitable placement for their child.

Links will be established with the appropriate secondary provision to ensure a smooth transition for all young people.

## **OUR SCHOOL DAY**

Educational programmes begin at 9.00 each day. Pupils have a 15 minute interval in class each morning when a range of healthy snacks are available. We view the lunchtime period as an excellent opportunity to teach skills associated with communication, social skills and eating and drinking. With this in mind, all staff work collaboratively with pupils at this time.

Our afternoon session is from 1.00pm-3.00pm

## **NURSERY**

The nursery department operates within the same hours as the school. However nursery pupils attend for only part of the week. Whilst many other pre-school pupils attend early years establishments for a set number of half days, either morning or afternoon, nursery pupils who attend Hazelwood will attend for between 2-3 whole days.

## **EXTENDED DAY PROGRAMMES**

We offer an extended day programme each week to all children and young people in the primary and secondary department. These programmes provide pupils with opportunities to interact and socialise with their peers within a less formal context than that experienced during the school day. Activities are planned by members of the social care team, in collaboration with senior leadership members. Programmes for primary and secondary pupils are from 3.00-5.00. Each school pupil is given the opportunity to attend one day per week for a two term block.

## **ORGANISATION OF CLASSES**

Class groups are set by the leadership team based on the age and stage of the children as well as their additional support needs. We endeavour to provide each pupil with at least one familiar staff member to ensure continuity and reduced changes as much as possible to ease the transition from class to class each session.

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## HAZELWOOD NURSERY

While most of the information in our handbook is relevant to both our Nursery and School, we have included in this section some information which is particularly relevant for our Nursery.

There has been a wealth of research over the past few decades into how children who have difficulties with learning can be assisted to make sense of their world through structure and predictability. Providing a clear, consistent structure for the children not only helps to develop their memory and sequencing skills, but also increases their sense of security as the routine becomes familiar to them, raising their self-confidence and self-esteem and providing a solid base for future learning.

As well as providing a clear and consistent daily routine for the children, we also want to provide opportunities for them to learn, as all young children do, through active play – exploring, experimenting and discovering for themselves in a range of different contexts and using a wide variety of materials and resources.

In Hazelwood Nursery, we strive to strike the right balance by providing both a clear and consistent structure to the day, as well as lots of opportunities for active learning.

Young children who come to us in the nursery may not necessarily become pupils at the school. One of our areas of expertise is in preparing young children who are blind or have severe visual impairment for mainstream school by working on pre-braille and early braille skills. Early, focused intervention in this area can often provide the support that these children require to make a successful transition to the mainstream primary setting. Our assessment processes will help us to determine the most suitable school placement for each child as they approach school age.

### **Learning Experiences**

We plan learning experiences to ensure we meet the individual needs of all of our children, taking into account the child's developmental progress and interests. We use the Pre- Birth to Three Curriculum and A Curriculum for Excellence to plan a range of activities which provide breadth and balance as well as ensuring progression.

Your child will be encouraged to participate in a number of learning experiences within a range of environments, including the outdoors. This includes our outdoor play and learning area as well as our wider local environment. We plan educational outings to support learning and use a variety of locations such as shops, museums and parks.

We understand the importance of using assessment tools which effectively capture critical information about the child. Over the last few years, with support from parents, we have

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developed our own assessment toolkit. This, together with our in-depth knowledge of each pupil, allows us to assess the learning strengths and learning needs of every individual child in the Nursery so that we can help to plan their future learning pathway.

Ongoing assessment is an integral part of the learning process and we use observations and parental input during our assessments.

### **Dress Code**

Children need to be comfortable and relaxed and we are well aware that the best fun is had when they can mess about and not worry about getting dirty. We provide aprons for art activities, however, accidents happen, so please dress your child in suitable clothes and supply a spare set of clothes which can be stored in nursery. We also ask that outdoor clothing is supplied suitable for the weather e.g. rain jacket, sun hat etc. During better weather and on the rare occasions when we know the sun will be shining we ask that you provide suncream for your child. We will seek your permission to apply this throughout any period where your child is outdoors.

### **Toy fund**

We ask parents to make a contribution of £2 per week to enable us to buy materials and equipment as well as covering the cost of treats and celebrations e.g. Christmas

### **'Smile Too'**

We are a registered 'smile too' nursery and promote good oral hygiene habits by encouraging our children to brush their teeth every day (with adult assistance) in nursery after lunch.

As with all other Nurseries, Hazelwood is regulated through annual inspection by the Care Inspectorate. We value the input from Care Inspectorate and welcome their visit as an opportunity to self-evaluate and improve the service we offer. Our most recent report can be viewed at: <http://www.careinspectorate.com/>

## HAZELWOOD SCHOOL HOLIDAYS SESSION 2018-2019

In Service	Monday 13 <sup>th</sup> August 2018
In Service	Tuesday 14 <sup>th</sup> August 2018
Pupils Return	Wednesday 15 <sup>th</sup> August 2018
September Weekend	Friday 21 <sup>st</sup> September 2018 – Monday 24 <sup>th</sup> September 2018
In Service	Friday 12 <sup>th</sup> October 2018
October Break	Monday 15 <sup>th</sup> October 2018 Friday 19 <sup>th</sup> October 2018(incl)
Christmas/New Year	Thursday 20 <sup>st</sup> December 2018 (school closes at 2.30pm) - Monday 7 <sup>th</sup> January 2019(incl)
February Mid-Term	Monday 11 <sup>th</sup> February 2019 - Tuesday 12 <sup>th</sup> February 2019
In Service	Wednesday 13 <sup>th</sup> February 2019
Spring Break	Friday 29 <sup>th</sup> March 2019 (school closes at 2.30pm) - Friday 12 <sup>th</sup> April 2019(incl)
Good Friday	Friday 19 <sup>th</sup> April 2019
Easter Monday	Monday 22 <sup>nd</sup> April 2019
May Day	Monday 6 <sup>th</sup> May 2019
In Service	Tuesday 7 <sup>th</sup> May 2019
May Weekend	Friday 24 <sup>th</sup> May 2019- Monday 27 <sup>th</sup> May 2019
School closes	Tuesday 28 <sup>th</sup> June 2019 (school closes at 1pm)

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## CURRICULUM FOR EXCELLENCE

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

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

Health & Wellbeing	Literacy & English	Numeracy & Mathematics	Expressive Arts
Religious & Moral	Sciences	Social Studies	Technologies

### LITERACY & ENGLISH

Pupils in Hazelwood School use a wide range of communication systems. Some pupils use real objects, some use symbols such as pictures or photographs and others use assistive technology. As well as writing, we also teach Braille and Moon, where appropriate. A number of pupils and staff use BSL. We encourage pupils to use their language and communication skills to make choices, interact with others and tell others about what they need.

### NUMERACY & MATHEMATICS

Pupils develop meaningful skills related to such areas as money, time, number and measure. Lessons in this area often take place outwith the school environment i.e. in local shops etc where pupils understand the relevance of maths concepts in real life situations.

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## HEALTH & WELLBEING

Health and Well Being is a priority for all pupils in the school. We have a strong focus on teaching pupils to be as independent as possible, especially in the areas of intimate care, eating, drinking and dressing. Physical activity is also an important part of the curriculum. Every pupil is involved in at least two sessions of physical activity each week, one of which may be water based. Health and Wellbeing teaching and learning also includes aspects of healthy cooking and eating, making good choices and developing relationships with others.

## RELIGIOUS & MORAL EDUCATION

It is important that pupils have opportunities to learn about Christianity and other religions. We explore many aspects of religion and in particular how different significant events are celebrated. Our weekly school assembly reflects religious celebrations that occur throughout the year. All teaching and learning within this area focuses on the importance of caring, sharing and respect.

## TECHNOLOGIES

Helping our pupils understand and use technologies is an important part of their educational programme. "Technologies" for our pupils includes items that they will encounter in their everyday lives such as hairdryers, microwaves and CD players. Computers and other ICT equipment can also enhance many aspects of learning, including the development of communication skills.

## SCIENCE

Within our interdisciplinary learning we teach pupils about growing processes, materials and their uses, how our bodies grow and other relevant science based topics. We ensure that the skills we teach and the experiences we give our pupils within the context of science are relevant, meaningful and related to life skills.

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## SOCIAL STUDIES

The contexts for experiences are now more relevant and allow our pupils to link different parts of the curriculum. This makes learning more meaningful. For example, one of our topics in this area is about transport and pupils will learn about different aspects of transport in lots of subjects such as art, science and health and wellbeing.

## EXPRESSIVE ARTS

Expressive arts provide the context for pupils to develop skills in making choices, independence, turn taking and other important areas of development. Some of our pupils find it difficult to explore objects using touch. Experiences within the context of Art and Design help pupils develop skills in tactile discrimination.

Music is one of the most enjoyable and motivating experiences for our children and young people. We ensure that pupils have access to a wide range of musical experiences such as playing instruments, singing and performing.



## COMMUNICATION WITH PARENTS

At Hazelwood School we use a variety of ways to keep in touch.

### ***Open Door Policy –***

The senior leadership team are available to meet with parents throughout the year. Meetings are arranged at a mutually convenient time. Please either pop in to the school office or phone for an appointment.

### ***Home/school diaries –***

Are used on a daily basis to ensure that there are opportunities for parents to find out what has been happening during the course of the school day. Parents are encouraged to use diaries to inform school staff of any relevant home information.

### ***Newsletters –***

Will be sent out on a regular basis to keep parents informed about the work of the school.

### ***Letters –***

Further information which requires a response may be sent out in letter form.

### ***School website/Twitter/Facebook –***

Is under further development to increase the amount of information about the school. It is a good idea to check this regularly.

### ***Text messaging –***

You may also receive text reminders about events/school closures etc.

### ***Meetings –***

An annual review will take place for every pupil in order for parents, staff and other specialists to discuss progress and agree on educational targets.

Parents will be notified in writing at least 2 weeks prior to the date of the review meeting. There will be other opportunities for parents to discuss their child's progress with staff at parents' meetings in terms 2 and 4.

Parents are also welcome to telephone the school to discuss any issues or concerns.

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## **THERAPIES**

Pupils benefit from a range of additional therapeutic experiences. These therapies provide children and young people with opportunities to take part in an activity that will benefit one or more aspects of their development.

Hazelwood Vision our School Charity subsidises these activities leaving a small charge for parents.

### **Rebound Therapy**

This is a type of therapy which involves using a trampoline and a trained rebound therapist. The aim of these sessions will vary from pupil to pupil. Benefits include improved muscle tone, development of communication skills and better mobility.

### **Massage Therapy**

Massage can assist pupils who experience physical disabilities and can also assist pupils who experience difficulty using their sense of touch. In addition, parents have commented on how it improves sleeping patterns and toileting issues.

### **Equine Therapy**

Each week some pupils visit the Riding for the Disabled Centre and take part in activities related to riding. We often find that pupils are much more focused when riding and will listen and follow instructions. As well as improving balance and sitting posture, the activity allows the development of oral communication skills for some pupils as they are required to give instructions to their horse.

## **SCHOOL IMPROVEMENT**

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

## **ASSESSMENT AND ARRANGEMENTS FOR REPORTING TO PARENTS AND CARERS**

Assessment is part of the learning and teaching process. Staff use their professional judgement and expertise to evaluate learning outcomes and progress of pupils. In addition to the day-to-day assessment in all areas of the curriculum, the assessment of vision and hearing is an important part of the process that informs the programmes and methodologies used. Trained teachers work with medical staff and other specialists to ensure that robust assessment procedures are in place and information is available to class teachers and support staff.

All pupils in Hazelwood will have their learning targets recorded using Additional Support Plans. These plans contain targets set by teachers in 3 main areas: Language and Communication, Mathematics and Personal and Social Development. Parents are part of the target setting process and will work in partnership with teaching staff to ensure targets are relevant and challenging. Information regarding achievement of targets and general progress will be sent in the form of an end of year report. Parents will also be invited to attend at least one review meeting in the course of the school year.

Parents are encouraged to contact the school on a regular basis to find out information about the curriculum and assessment. We welcome visits from parents and encourage parents to observe the teaching and learning process.

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## **CARE AND WELFARE**

If a pupil becomes ill while at school, parents will be contacted to agree on the best form of intervention. Sometimes we will ask parents to come and collect their child if they are unwell. In the event that a pupil becomes seriously ill at school, we may take the child or young person to hospital. This decision is made in collaboration with the school medical and/or health & wellbeing team and the pupil will always be accompanied by someone from the school. Parents/carers will be informed immediately if this happens.

The following school policies and procedures are available for all parents:

- child protection
- sex education
- health and safety
- advocacy
- administration of medication
- guidelines on dressing, bathing and toileting
- promoting appropriate nutrition
- managing challenging behaviour
- health and wellbeing of pupils and staff

Glasgow City Council has a child protection guideline to which we adhere.

## **C.A.L.M FRAMEWORK**

In accordance with Glasgow City Council's Policy on Promoting Positive Behaviour. Hazelwood School uses the C.A.L.M. framework [Crisis and Aggression Limitation Management] to manage challenging behaviour in the school.

This is a whole school approach in which all staff are engaged. This training is designed to keep both child/young person and staff safe.

In line with Council policy all violent incidents are recorded and also logged with the Council's Corporate Health and Safety Services.

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## ILLNESS

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

In cases of vomiting and/or diarrhoea the school follows the NHS guidance of a 48 hour exclusion period from the point that vomiting and/or diarrhoea stops.

## CHILD SAFETY / CHILD PROTECTION POLICY

All education 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.

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 procedure
- 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 – The Head Teacher, or the person deputizing 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.

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## ATTENDANCE AT SCHOOL

Although some of our pupils have conditions that require a high level of medical intervention, attendance in Hazelwood is very good. We expect children to attend everyday, unless they are unwell. If pupils have hospital appointments, we encourage parents to take them away from school for only part of the day. In the event that a pupil is not attending, parents must telephone the school as early as possible to allow us to cancel transport.

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

Regulation 7 of The Education (School and Placing Information)(Scotland) Amendment,etc

Regulations 1993 requires each child's absence from school to be recorded in the school register as authorised: eg. approved by the authority, or unauthorised: ie unexplained by the parent (truancy) or temporarily excluded from school.

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

Exceptional circumstances include:

- . Short term parental placement abroad;
- . Family returning to 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;
- . Any 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, the absence is unauthorised.

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## SCHOOL DRESS CODE

The following dress code has been agreed with parents and staff:

### NURSERY AND PRIMARY PUPILS

- Red sweatshirt.
- White polo shirt.
- Suitable dark coloured trousers/skirt.

### SECONDARY PUPILS

- Maroon sweatshirt.
- White polo shirt.
- Suitable dark coloured trousers/skirt.

School sweatshirts and polo shirts can be ordered through from Tesco online

<https://www.tesco.com/direct/ues/> .

Parents are requested to label all articles of clothing with their child's name.

Given that there is substantial parental/carer and public approval of a dress code, schools in this authority are encouraged to develop a school dress code. In encouraging a dress code policy account must be taken in any proposals to prevent any direct or indirect discrimination on the grounds of race or gender. Any proposals will be the subject of widespread consultation with parents/carers and children. Against this background it should be noted that it is the policy of the Education Children and Families Policy Development Committee to encourage schools to develop an appropriate dress code policy.

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

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

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## **CLOTHING & FOOTWEAR GRANTS**

Parents/Carers receiving Income Support, Job Seekers Allowance (Income Based), Working Tax Credit (with a total annual income of less than £15,050\*), Housing Benefit, or Council Tax Benefit will normally be entitled to monetary grants for footwear and clothing for their children. Information and application forms may be obtained from schools and at

[www.glasgow.gov.uk/index.aspx?articleid=8629](http://www.glasgow.gov.uk/index.aspx?articleid=8629)

## **SCHOOL TRANSPORT**

Transport to and from Hazelwood is provided by each child's education authority. Pupils travel to school by bus or taxi and are accompanied by an escort. Arrangements for times and routes are made by the Education Services. If there are any changes to transport arrangements, please contact the school in the first instance. Changes to arrangements such as a change to the drop off/pick up address require 5 working days notice. In the event you have any other questions related to transport, please contact the Customer Contact Centre on 0800 032 4444 (for pupils who reside in Glasgow)

## **SCHOOL MEALS**

Our school provides a lunch service which offers a variety of meals and snacks. Special diets for children with medical requirements can be provided. Please inform the Head Teacher.

Children who prefer to bring packed lunches are accommodated in the dining hall.

Children and young people of parents/carers receiving Income Support, income-based Job Seekers Allowance, Working Tax Credit (where income is less than £6,420), Child Tax Credit only (where income is less than £15,910\*) and income-related Employment and Support Allowance are entitled to a free midday meal. Information and application forms for free school meals may be obtained from schools and at

[www.glasgow.gov.uk/index.aspx?articleid=8629](http://www.glasgow.gov.uk/index.aspx?articleid=8629)

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

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

### **Parent Forum**

The membership of the Parent Forum is made up of all parents/carers who have a child at an education authority school. Membership of the Parent Forum allows parents/carers to have a say in the local arrangements to enable their collective view to be represented on matters such as the quality and standards of education at the school and other matters of interest to parents/carers. One of the ways parents/carers in the Parent Forum will be able to express their views will be through the Parent Council.

### **Parent Council**

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

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

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

### **Membership of the Parent Council**

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

If you wish any information on the Parent Council please contact the school.

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## PRIVACY STATEMENT AND DATA PROTECTION

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

Information held by the school is, in legal terms, processed by Glasgow City Council. The Council is registered as a data controller under the Data Protection Act 1998 (number Z4871657) and all personal data is treated as confidential and used only in accordance with the Data Protection Act and the Information Use and Privacy Policy approved by the City Council. For more information on how we use personal information, or to see a copy of the Information Use and Privacy Policy, see [www.glasgow.gov.uk/privacy](http://www.glasgow.gov.uk/privacy).

Whilst information provided is considered to be correct at the time of printing, it is possible that there may be some inaccuracy by the time the document reaches the parents.

## COMMENTS & COMPLAINTS

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

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

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

Tel: 0141 287 0900  
e-mail: [customercare@glasgow.gov.uk](mailto:customercare@glasgow.gov.uk)

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

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Parents of Nursery children may also contact:

Care Inspectorate  
Compass House  
11 Riverside Drive  
Dundee  
DD1 4NY

Tel: 0345 600 9527

e-mail: [www.careinspectorate.com](http://www.careinspectorate.com)

## **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 including: 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 web site:

[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 HARASSMENT**

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.

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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.

## **SPIRITUAL, SOCIAL, MORAL AND CULTURAL VALUES**

Parents and carers from religions other than Christianity may request that their children be permitted to be absent from school in order to celebrate recognised religious events.

Only written requests detailing the proposed arrangements will be considered.

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

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## **THE NAMED PERSON**

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

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

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

The Named Person will be a promoted teacher within the school your child attends. The name of the individual Named Person for your child(ren) will be provided.

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

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## USEFUL NAMES AND ADDRESSES

### **EXECUTIVE DIRECTOR OF EDUCATION**

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

### **AREA MANAGER SOUTH**

Anne Marie McGovern  
Education Services  
City Chambers East Building  
40 John Street  
Glasgow G1 1JL

### **HEAD OF INCLUSION**

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

### **SENSE SCOTLAND**

43 Middlesex Street  
Kinning Park  
Glasgow G41 1EE

### **NATIONAL DEAF CHILDRENS SOCIETY**

Suites 293-295  
Central Chambers  
93 Hope St  
Glasgow

### **DEAF CONNECTIONS**

100 Norfolk Street  
Glasgow G5

### **CENTRE FOR SENSORY IMPAIRED PEOPLE**

17 Gullane Street  
Glasgow G11 6AH

### **RNIB SCOTLAND**

RNIB Edinburgh & Lothians  
12-14 Hillside Crescent  
Edinburgh  
EH7 5EA

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## USEFUL WEBSITES

ACTION ON HEARING LOSS (FORMERLY KNOW AS RNID)

<http://www.actiononhearingloss.org.uk/community/in-your-area/scotland.aspx>

ENQUIRE

<http://www.enquire.com>

RNIB

<http://www.rnib.org.uk>

CARE INSPECTORATE

<http://www.careinspectorate.com>

CONTACT A FAMILY (SCOTLAND)

<http://www.cafamily.org.uk/scotland>

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.

Thank you for taking the time to read about Hazelwood School/Nursery. If you would like further information please don't hesitate to contact the Head Teacher.

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