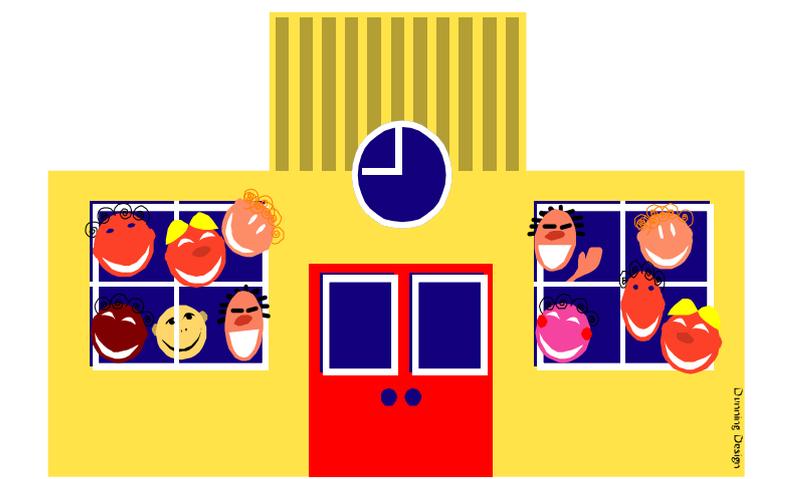


GLENDALE PRIMARY SCHOOL



HANDBOOK

2019/20

Dear Parent,

Welcome to Glendale Primary School. In this handbook I hope you will find some useful information to introduce you to our school. As our partnership develops, you will get to know our school better.

Glendale Primary is a multi racial school on the South side of Glasgow. We are proud of the great social, cultural and religious mix of families who make up our school population. All members of staff, with our parents and pupils, aim to develop a caring ethos in which your child can develop and flourish. I hope that your child will be happy and confident in our school and that she or he will go on to achieve their very best in their school work, their self esteem and in their social development.

There will be many opportunities for you to be involved in the life of the school and I hope to get to know you better through these opportunities.

Yours sincerely

Elizabeth Laird

Head Teacher

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EDUCATIONAL AIMS OF GLENDALE PRIMARY SCHOOL

Our school aims to educate all our pupils in a caring environment through an appropriate and meaningful curriculum.

The aims of the school through its ethos, curriculum and methodology are:

To educate our pupils to enable them to achieve their full potential both academically and socially;

To encourage in all pupils the attitudes and concepts of respect, justice, freedom and equality;

To develop in all pupils the self discipline and the skills which will enable them to achieve their potential both within school and throughout their lives; and

To work in partnership with parents to ensure the best for all our pupils.

Glasgow City Council aims to maximise the learning potential of all the young people of Glasgow, to provide education and support of the highest quality to all, and to do so in a spirit of partnership and consultation.

The key priorities for education include:

- improving educational standards and raising attainment
- promoting social inclusion and citizenship for all children and young people
- encouraging lifelong learning within a highly nurturing school environment
- developing digital literacy for the changing world of work
- working with parents to increase family engagement and learning.

CHILDREN'S WELLBEING & RIGHTS

All children and young people in Glasgow should know their rights and have these rights protected. 'Getting It Right For Every Child' (GIRFEC) is a key Scottish Government document, based on the United Nations Convention on the Rights of the Child (www.scotland.gov.uk/Topics/People/Young-People/families/rights/uncrc).

'Getting It Right For Every Child' looks at our children's lives in the round, are they kept safe and healthy, are they achieving at school and beyond? Are they nurtured, active, responsible, respected and included by others? School staff, parents / carers and other agencies involved in the life of a child use these headings to ensure that every child's needs are being met in order that they will reach their full potential, not just academically, but socially and in other aspects of their life.

Glasgow City Council's position is as follows:

'GIRFEC and the Named Person

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 organization whose staff come into direct contact with children. It makes it easier for those different organizations 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 coordinated response from practitioners*

For practitioners:

- *Putting the child or young person at the centre and developing a shared understanding within and across agencies*
- *Using common tools, language and processes, considering the child or young person as a whole, and promoting closer working where necessary with other practitioners*

If you would like to access support from the Named Person Service, please contact the school. (For Early Years establishments this should be "please contact your Health Visitor").'

The GIRFEC approach is central to Glendale Primary's ethos of valuing and supporting all our children while developing their skills as good citizens of our school, our community and our wider world.

SCHOOL INFORMATION

Head Teacher

Ms. Elizabeth Laird

School Name

Glendale Primary

120 McCulloch Street

GLASGOW

G41 1NX

Telephone Number

0141 429 6973

Email address

headteacher@glendale-pri.glasgow.sch.uk

Website

www.glendale-pri.glasgow.sch.uk

Planning Capacity 317

Present Roll: Working capacity 305

Primary 1	23
Primary 1	23
Primary 2	30
Primary 3/2	25
Primary 3	30
Primary 4/3	25
Primary 5/4	25
Primary 5	33
Primary 6	33
Primary 7/6	25
Primary 7	33

Parents should note that the working capacity of the school may vary dependent upon the number of pupils at each stage and the way in which the classes are organised.

TEACHING STAFF

At present the school has a staff of 16.2 teachers:-

Head Teacher.....Ms. Elizabeth Laird

Depute Head.....Ms Joan Dominy

11 Class Teachers

P7..... Mrs McCarroll

P7/6.....Miss Wilson/Ms Colley

P6a..... Miss Collins/Miss Proctor

P5.....Ms Begum

P5/4.....Mrs Asif/Mrs Keith

P4/3.....Mrs Hughes

P3.....Miss Akhtar

P3/2.....Mr Gilbert

P2Mrs Rasool and Mrs Pickup (PT)

P1.....Miss Black

P1.....Miss Rae

Additional teachers

Mrs McGarry, Mrs Keith, Ms Proctor and Ms Colley - Support

Mrs. Ul-Hussan - Bi-lingual Teacher

Mrs Dade - EAL Teacher

Mrs Lloyd (PT) - Support

NON-TEACHING STAFF

Janitor

Ms McShane

Clerical support assistant.....Mrs H. Connelly, Mrs G Reid

Pupil support assistants..... Mrs. M. Campbell, Mrs C. Kelly, Mrs. F. Macdonald,
Mrs. P. Wilson, Mrs. B. Bhatti, Mrs R. Elshehawi and Mrs N Hillhouse

SCHOOL HOURS

Start 9.00 am

Morning Interval 10.30 am to 10.45 am (upper school)
10.45am to 11.00am (Infants)

Lunch Interval 12.15 pm to 1.15 pm

School Closes 3.15 pm

OUT OF SCHOOL FACILITIES

Our school breakfast club opens at 8.00a.m. every morning to provide a healthy breakfast for anyone in school. The cost of this is £2 and free to those children entitled to free meals.

The Pollokshields After School club provides child care facilities between 3.15 and 6p.m. To find out more about it please telephone 0141 422 1007.

SCHOOL HOLIDAYS 2018/19

Return Date for Teachers	Monday 12 th August 2019
Return Date for Pupils	Wednesday 14 th August 2019
September Weekend	Friday 27 th & Monday 30 th September 2019
First Mid-Term	Monday 14 th to Friday 18 th October 2019 (inclusive)
Christmas/New Year	Close 2.30p.m. on Thursday 19 th December 2019.
	2020

2019 Return to school	Re-open 9a.m. on Monday 6 th January 2020
Second Mid-Term	Monday 10 th and Tuesday 11 th February 2020 (Friday 7 th and Wednesday 12 th February 2020 -In service)
Spring Holiday	School closes 2.30p.m. on Friday 3 rd April 2020 and re-opens 9a.m. on Monday 20 th April 2020.
May Day	Closed Friday 8 th May 2020 (May Day) Monday 11 th May 2020 (In service)
May Weekend	Closed Friday 22 nd and Monday 25 th May 2020 (May weekend)
School Close	Close 1p.m. on Wednesday 24th June 2020

ENROLMENT

Children who are 4 years of age on or before 28th February each year should be enrolled at a Primary School. Registration of such children takes place in November and is completed on-line at <https://www.glasgow.gov.uk/index.aspx?articleid=18007>

Any parent wishing to visit the school prior to registering their child is most welcome to do so. Arrangements to visit can be made by telephoning the school beforehand when an appointment can be made.

PRE-ENTRANT PROGRAMME

In June, we run an informal programme for parents and new entrants. An invitation is sent out to invite parents to bring the new entrants to the school for 2 morning play sessions.

In school the children will be with the class teacher and other teachers who work in the Primary 1 class each day. Through a variety of activities such as painting, storytelling, cutting and sticking, the teachers will begin to get to know each child and help the child to feel welcome in the school. On the first occasion parents meet with the Depute Head Teacher to talk about the school and the ways in which staff and parents can work in partnership together.

This programme of visits helps the child to get to know their teacher and so makes it easier for them to settle to school in August. Also it allows parents to get to know the staff who will be working with their children, and to raise any concerns they may have about their child and school.

P1 PARENT WORKSHOPS

In September of each year the P1 teaching team run a workshop for parents on Reading and Mathematics. This will help parents to find out how the school teaches their children and in what ways parents can continue to develop their children's learning at home.

THE CURRICULUM

Curriculum for Excellence Levels explained:

Nursery - end of P1	Early Level
Primary 2 - Primary 4	First Level
Primary 5 - Primary 7	Second Level

CURRICULUM AND ASSESSMENT

Primary schools now have a very wide curriculum and through Curriculum for Excellence all pupils will be taught:

- Reading, Writing, Talking, Listening,
- Mathematics & Numeracy
- Health & Wellbeing & Physical Education
- Art and Design, Drama & Music
- Social Subjects, Sciences and Technologies
- Religious and Moral Education.
- French (P3 onwards)
- Gaelic (P6 onwards)

Scotland's "Curriculum for Excellence", delivered in all Scottish schools, aims to ensure that all children will become

- Confident individuals
- Successful learners
- Responsible citizens
- Effective contributors to work & society

Each school has an Improvement Plan that sets out the areas the school will concentrate on developing over the next year.

The Glendale School Improvement Plan for 2018/19 will include:

Achievement and Attainment -Numeracy/ Maths

- Children will develop essential numeracy skills
- Children will be able to interpret numerical information appropriately
- Children will be able to apply skills and understanding creatively and logically to solve problems

- Children will be able to develop a secure understanding of the concepts, principles and processes of mathematics and apply these in different contexts.

Attainment & Achievement - Writing

- Children's knowledge of non-fiction genres will be enhanced
- Children will deepen their understanding of character, setting and plot in fiction writing
- Children will develop the skills to read as writers and write as readers.

Digital Literacy

- As Glasgow City Council refreshes each school's technology, opportunities for children to learn IT skills and apply them across many curricular areas will increase.

Meeting Learners Needs- Restorative Practice

- Promotion of emotional growth.
- Social skills developed through enhanced communication skills
- Confidence in the use of the language of communication
- Enhanced self esteem
- Learning experiences within an environment of security, routines, clear boundaries and carefully planned learning opportunities

The School Improvement Plan is drawn up every year in consultation with staff, parents & children, as a result of the self-evaluation process. The School Improvement Plan is available on the school website.

The following details form a brief outline of the curriculum offered at Glendale Primary School.

LITERACY

The skills of Reading, Writing, Talking and Listening are very important ones, not just in school but in every aspect of our lives. Children will be taught each of these skills as part of a structured Literacy programme. The programme is built on the guidelines offered by the Scottish Government and Glasgow City Council.

READING

Reading is a very important skill for everyone. It is a skill that affects every other area of the school curriculum and it is one that opens a whole new world to us. As adults we all read:

- For enjoyment
- To find out information

- To help us at work and in many other ways.

So reading for children has a very important role to play at school and in their future lives.

Children need to be proficient readers to ensure they have access to the entire curriculum. But reading is not just for academic purposes and we aim to help our children develop a life-long love of reading and other forms of text to inspire and entertain them.

Our main reading schemes are Oxford Reading Tree, Oxford Treetops and Project X non-fiction. We aim to offer a wide breadth of reading which allows children to progress at an appropriate pace, while ensuring support and challenge.

Children are assessed throughout the school year to ensure they are making progress and that their programme of work is appropriate to their needs. Parents play a vital role in the development of their children's reading skills. At home, children can be encouraged to read widely (not just from the school reading book), to visit the library and to borrow both fiction and non-fiction from school.

WRITING

Writing is taught from Primary 1 onwards. Children begin by working with the teacher to compose a story together which the teacher writes and the children illustrate. As they begin to learn how sounds go together to make words they will begin to compose group stories which they will start to 'have a go' at writing for themselves. At the early stages it is important to build their confidence in their abilities to write while they are still learning how to make words.

Soon they will be beginning to learn to spell common words and they will be taught the beginnings of grammar. As they develop through the school they will be taught spelling rules and grammatical structures to use in their writing.

As they progress in writing we will teach them different styles of writing so that they can compose a variety of fiction and non-fiction pieces.

TALKING AND LISTENING

Talking & Listening are very important at home, in work and for our social wellbeing. The skills are linked and so, in school, we develop them and often practise them in other curricular areas, e.g. health and wellbeing, social subjects.

As the children move through the school we will teach them to develop their talking and listening skills in a progressive way, so that they can understand and express increasingly

complex ideas. Our children are supported to build their resilience and to resolve small disputes through their growing talking and listening skills.

EXPRESSIVE ARTS

This term is used to cover Art and Design, Drama, Music and Physical Education. The development of the expressive, artistic and physical qualities of our children is very important. Through broad programmes of study, children will develop these qualities and skills as they progress through the school. In Art and Design they will learn to draw, paint, and work with clay, model and print. In Drama they will develop skills of acting and performing. In Music they will learn to sing, will listen and discuss the work of composers and they will use pitched percussion instruments to create musical ideas of their own. In PE they will learn team games, develop movement skills and use PE apparatus. They will also investigate the effect exercise has on the body and the need for us to stay healthy by keeping physically active. Children will have 2 hours of timetable PE each week. From P5 onwards one of these sessions will be outdoors.

Through these programmes we hope that children will develop interests in these subjects that they will enjoy and develop, not only in school, but also throughout their lives.

MATHEMATICS & NUMERACY

Much of the learning of mathematical and numerical skills and concepts is done initially through direct teaching lessons followed by practical experience. Within the mathematics programme a wide variety of topics is covered. These would include Number, Shape, Measure and Information Handling. As children develop mathematical concepts they become capable of working without practical materials and it is then important that they also know the number bonds and tables. This maths programme is developed at a rate suitable to each child's ability and needs, which means that children will develop at different rates.

The main Scheme of Work used in the school is Heinemann Active Maths. In addition we have a programme to develop problem-solving skills that will let children put into practice the maths ideas they have learned. All aspects of the maths programme are supported by a wide range of practical and written resources. Children are also engaged in Active Maths activities. These enable children to put skills and concepts learned into practical use.

Sumdog is a maths learning programme available to all pupils. Research shows that there are significant gains in children's learning if they practise their maths and number skills on Sumdog at home. All children are provided with a log in for Sumdog, a programme that can be accessed at school and at home.

Children are assessed throughout the school to ensure that they are making appropriate progress. They are also encouraged to assess and evaluate their own learning.

Active Maths sessions allow the children to use the concepts and skills learned in practical real life situations. The school is also developing children's awareness of money matters through our Financial Education week which takes place every year. This is another example of the importance of learning for life.

SOCIAL SUBJECTS, SCIENCES, & TECHNOLOGIES

Much of the teaching done in Social Subjects, Sciences and Technologies is through a Topic approach, which gives the children in a meaningful inter-disciplinary context. Included in this approach will be a wide variety of written and spoken language skills.

At the early stages children will learn through Topics such as:

- Myself
- Minibeasts
- The Health Centre

At the middle stages, Topics will include

- Glasgow and Scotland
- The Romans
- Woodland

In the upper school, Topics will include:

- Medieval Glasgow
- The Rainforest
- The Scottish Parliament

Full details of each class's topics are available on the website.

EQUAL OPPORTUNITIES AND SOCIAL INCLUSION

The City of Glasgow Council supports the promotion of equal opportunity and social justice.

The second of our School Aims is to encourage in all pupils the attitudes and concepts of Respect, Justice, Freedom and Equality.

For your child in our school that means that:

- all children should be valued and respected, not only by other children but by the adults in our school as well.
- the atmosphere in our school should be one in which all children have equal opportunities to learn and to develop.
- all children will be taught to respect and value others irrespective of sex, race, class, religion or culture.

The Head Teacher, Ms. Laird, is the member of staff responsible for this area of school policy. Any parent having concerns about aspects of Equal Opportunities and Social Inclusion should contact her. She will be very willing to listen and investigate any concerns and to take action to remedy any problems.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

The ability to speak, to read and to write in more than one language will be an asset to children not only when they come to learn another language but also throughout their adult lives. Many children who attend Glendale Primary speak two or more languages. It is our aim therefore to maintain and extend as far as possible their bilingualism in the Primary School. In P1 Mrs Ul-Hassan works with most bilingual pupils to ensure equal access to the curriculum for them.

Bilingualism is seen as a strength to be celebrated throughout our stages and children are encouraged to use their languages in school.

MODERN LANGUAGES

In Primary 3-7 children will begin to study French. A programme of talking, listening, reading and writing in French links with the Secondary School programme, once P7 leave us.

Gaelic sessions are also being delivered to P6 and P7 children once a week.

SPIRITUAL, SOCIAL, MORAL AND CULTURAL VALUES

The Religious Education curriculum is based on that published in Curriculum for Excellence and set out in the national advice from the **Scottish Office Education Department Circular 6/91**, the **Education (Scotland) Act 1980** and the **SEED Circular 1/2005**. Our children are expected to study and gain knowledge about aspects of Christianity, Islam and Sikhism. Each class will study one particular aspect of each faith in the months prior to a major festival.

- P1 and P2 will learn about the festivals of Christmas, Eid-al-Fitr, Vaisaki, Easter, Eid-Al-Adha and the customs which the believers of each faith use to celebrate their festivals
- P3 will learn the story of the festivals and other stories which the believers of each faith use to celebrate their festivals
- P4 will learn about the Holy buildings of each of the faiths
- P5 about the Holy books
- P6 about the Founder of each faith and
- P7 about Pilgrimage.

An assembly will be held in the school near to the date of each festival. These assemblies give our children, staff, parents and members of the community an opportunity to gather together to hear what the children have been learning and to share the celebration of the festival with their friends.

It is the right of every parent to withdraw their child from participating in Religious Education and Observance. Any parent wishing to do so should inform the Head Teacher of their wishes in writing.

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 as an authorised absentee in the register.

Health and Wellbeing

Our programme of Health and Wellbeing covers a wide range of knowledge and skills which will enable children to:

- make healthy choices within their own lives
- develop well socially, emotionally and physically
- understand how to build strong relationships and become good citizens
- develop attitudes and concepts of respect, justice, freedom and equality.

Children will develop skills through a progressive programme of work that will help shape their values and attitudes to themselves and others. Again the guidelines to this part of our curriculum are to be found in Curriculum for Excellence's Health and Wellbeing.

Our Health & Wellbeing programme is delivered through the structure of Circletime. In Circletime teachers and children will have the opportunity to:

- discuss the issues raised in our age-appropriate planned programme;
- listen to each other and
- develop their knowledge and skills.

Sexual Health and Relationships education is taught as a block in term 3 each year. Parents are welcome to make an appointment should they wish to further discuss this area of the curriculum.

HOMEWORK

Homework is a very important part of the education process. It encourages children to study outwith the school, helping them towards a point where they take responsibility for their own learning. It involves parents in their child's education and, as much research indicates, this is so important to a child's success as school. It allows children to practise work taught in class. It develops skills in using the library and other learning sources.

In Primary 1, 2 and 3 homework will be limited to between 15 and 20 minutes each evening, building towards 30 minutes approximately each evening for the upper stages of the school.

The involvement of parents in this area is really important. We know that children's success at school is closely linked to their parents' interest and involvement in their education. So working in partnership with parents is very important to us.

ADDITIONAL SUPPORT FOR LEARNING/ACCESSIBILITY STRATEGY

The school has a duty to ensure that all our pupils have equal access to the curriculum, supported as appropriate to their individual needs. This covers not only the contents of the lessons and teaching strategies but also minor adaptations to the physical environment of our buildings to address the needs of pupils with physical or sensory impairments, including relocation of classes to the ground floor where feasible. We also need to ensure that parents and carers who have a disability have equal access to information about their children. This will involve, for example, relocating the venue for parents/guardians meetings to facilitate physical access; provision of an interpreter for deaf people; agreeing a phone contact system to provide direct feedback to parents and carers.

Physical Access

Our school provides very good access for all our community. We have a specially adapted toilet fitted with appropriate rails to accommodate wheelchair users, we also have a lift to all floors.

Communication

Children who have a hearing impairment will be supported, *where possible*, by a teacher from the Sensory Support team .

We will provide interpreters for parents whose first language is not English and for parents who are deaf. We send out letters prior to all parents' evenings to check on requirements for interpreters.

Additional Support Needs

Children learn at different rates and must have both support and challenge to boost their confidence and keep their progress moving along. Our children are ability grouped in maths and language to meet their learning needs and these groupings are reviewed on a termly basis.

School staff will always discuss any concerns they have about a child's progress with the parents / carers and would encourage parents and carers to get in touch with the school as soon as they have a worry about any aspect of their child's life at school.

For some children, moving group in maths or language is the step required to meet their needs, but for others, a referral to Educational Psychology or to the range of services offered by Health colleagues is beneficial.

Ms Dominy (the Depute Head Teacher) has responsibility for these processes and can be contacted at any time. Additional Support Needs can be anything from a short-term

physical illness or emotional issue to a life-long or life-limiting condition. What matters is that school and home work together to get it right for every child.

TRANSITIONS

School staff will talk to nursery colleagues in the run up to the start of primary 1. This ensures that we know as much as possible about each child's academic and social development and ensures a smooth and appropriate transition.

Children moving from one stage to the next from P1-P7 is also an important transition and class teachers talk in depth about the stage of learning of each child and about any additional support needs they may have.

Transition to secondary begins during P6, when children have the opportunity to visit Bellahouston Academy. Secondary colleagues also visit Glendale to meet the children and to discuss progress and needs with our staff.

Throughout each of these transitions, parents / carers play a vital role and should contact the school at any time if they are concerned.

ASSESSMENT

Teachers use assessment for a variety of purposes

- to check the effectiveness of their teaching;
- to assess a child's progress;
- to confirm their professional opinion of the stage a child has attained .

The Scottish Government has introduced standardised national assessments which combine with teachers' professional judgement and the broad range of formative and summative assessments that go on in school as part of the classroom routine. Learning conversations between teacher and child are central to involving children in understanding and contributing to decisions about their next steps in learning.

The purpose of assessment is to inform what happens next and to ensure the learners are increasingly responsible for their own learning as they mature and head towards secondary school and the world of work.

REPORTS

Teachers will report to parents about their child's progress twice a year at parents' meetings. In addition, a written report of children's progress will be issued in the autumn and summer term each year.

Pupils from P2 - P7 are also responsible for writing their own reports twice yearly. This allows the children to evaluate their progress and identify areas they are happy with and how they can apply themselves to ensure progress. They also reflect on their behaviour and attitude towards their learning.

PROMOTING POSITIVE BEHAVIOUR

Mutual trust and respect between our children, staff and parents / carers is at the heart of Glendale's school ethos.

We do recognise that the majority of our pupils behave very well throughout their school careers and it is important for all members of staff to show that this is appreciated. Over the years teachers have given recognition to this in many ways e.g. by awarding stars for good behaviour and we continue to do this. Each child has a Success Book in which they can keep stickers and certificates for good work and behaviour, for excellent attendance and for achievements outside school as well as in school.

We frequently involve children in discussion of the rules of behaviour in our school so that they are very clear about what is acceptable and what is not.

When dealing with misbehaviour, teaching and non-teaching staff use a 'Restorative Approach' which focuses on children taking responsibility for their actions and on the repair of relationships. This is very successful with the vast majority of our children and has contributed to the zero exclusion rate Glendale has had for many years.

GENERAL INFORMATION

Child Protection Procedures

Glasgow City Council Education Services

Management Circular No. 57

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.

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

Schools, establishments and services must create and maintain a positive ethos and climate which actively promotes child welfare and 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 all 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, or the person deputising for the head, after judging that there may be grounds for concern regarding the welfare or safety of any pupil must then immediately advise the duty senior social worker at the local social work services area office of circumstances.

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

ATTENDANCE AT SCHOOL

It is most important that every child attends school as regularly as possible with every parent / carer having the duty to ensure that their child attends. Attendance must be recorded twice a day, morning and afternoon.

If your child is unwell or cannot attend school for any reason, please call the absence line on 0141 287 0039.

From the child's and teacher's point of view, frequent absences may cause a child to fall behind the progress being made by the other children in the class. It is essential then to encourage regular attendance at school. The school reviews attendance figures regularly and takes steps to encourage better attendance where necessary by:

- monitoring children whose attendance is below 90% on a daily basis
- texting your mobile phone each time your child is absent
- sending out the Education Liaison officer to investigate the reasons for absence
- referring the child to the Attendance Council or to the Reporter to the Children's Panel as necessary.

Children who have excellent or perfect attendance are rewarded with Good Attendance stickers and certificates.

Child Protection: it is vital that parents notify the absence line if their child is absent and that the schools text parents / carers if no absence has been recorded. This ensures that no child can be missing from school without parent / carer or school knowing.

Homework will not be given out during a child's absence from school as a result of illness. However, on return to school some additional work may be given to allow the child to 'catch up' with work missed while absent.

CLOTHING AND UNIFORM

It is important that children should be encouraged to be neat and tidy in their appearance, and to keep themselves clean and well groomed.

Children should bring to school a pair of sandshoes to be worn indoors.

We have a school uniform which we encourage all our pupils to wear. It consists of

- A red jumper, cardigan or sweatshirt with the school logo on it
- A grey or black skirt or trousers

For Health and Safety reasons, school colours should be worn on all trips. Order forms are sent home twice a year. Further information about school uniforms can be obtained from the school office.

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

- potentially, encourage faction (such as football colours)
- could cause offence (such as anti-religious symbolism or political slogans)
- could cause health and safety difficulties, such as loose fitting clothing, dangling earrings
- could cause damage to flooring
- carry advertising, particularly for alcohol or tobacco; and
- could be used to inflict damage on other pupils or be used by others to do so.

Children should not come to school wearing any of the above clothing.

Parents/ carers receiving certain benefits will normally be entitled to monetary grants for footwear and clothing for their children. Approval of any requests for such grants made by parents/guardians in different circumstances is at the discretion of the Director of Education Services. Information and application forms may be obtained from schools and from Grants Section at Education Headquarters.

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

ALL CLOTHING, JACKETS AND BELONGINGS SHOULD BE CLEARLY MARKED WITH YOUR CHILD'S NAME SO THAT LOST ITEMS CAN BE RETURNED.

CLOTHING FOR PHYSICAL EDUCATION

It is very important for the child's safety that she/he is properly dressed for gym.

Children should wear a short-sleeved 'T' shirt and shorts or a tracksuit, and sandshoes (not slippers). In order to comply with Health and Safety regulations, all jewellery e.g. ear-rings and bangles must be removed for physical education classes.

Children from P5 - P7 should wear appropriate outdoor sportswear for their outdoor PE sessions. Outdoor trainers, jogging trousers and perhaps a sweatshirt would be considered appropriate. Outdoor sessions will only be cancelled if the weather is thought to pose a risk to health and safety.

MEALS

A cash cafeteria is operated with children bringing their lunch money daily. Two choices of hot meals are available each day as well as a sandwich option. There is a range of healthy options available as part of the cost of the school meal. These healthy options include fresh fruit and vegetables, cooked vegetables, soup and bread. P1 - P4 children are entitled to free school meals and all children are now entitled to free milk. It is available in the dining hall for everyone, including those who go home for lunch. For those who pay for school lunch, the current cost is £1.90.

SPECIAL DIETS

Halal and non Halal meat options and vegetarian choices are on offer each day. Children who, for medical reasons, need a particular diet can have this provided. This can be discussed with staff from Cordia, who are responsible for all school catering.

Cooled Drinking Water

Lack of water can cause dehydration. Better hydration means better performance in school and water is an excellent alternative to sugary drinks, which can cause tooth decay.

We have mains fed coolers that filter and chill water ready for drinking. This allows access during the day for children to refill water bottles which can be taken into the classroom.

Due to "nut allergies", no children should bring nut products to school.

PACKED LUNCHES

Children who bring packed lunches to school will use the dining room, sharing the facilities with children who have school meals.

MEDICAL AND HEALTH CARE

Good health is the most important aspect of a child's development. Please inform the school as soon as possible of any health matter which could affect your child's time at school.

ILLNESS AND ACCIDENTS AT SCHOOL

If a child becomes ill at school and needs to go home, the parent or emergency contact will be telephoned and asked to come to school and collect the child. Similarly if a child is injured in school and requires medical attention from a doctor then the parent or emergency contact will be telephoned and asked to take the child to a doctor or to the

nearest hospital. In an extreme emergency a member of staff will take the child to hospital and the parent would be asked to go directly to the hospital to meet them there.

APPOINTMENTS FOR THE DENTIST OR DOCTOR

Please note that no child will be allowed to leave school during school hours unless an adult calls at the school for the child. This is to protect the child from accidents or assaults. Please bring along appointment cards or letters to confirm the time and date of appointments.

MEDICAL INSPECTIONS

The school nurse visits the school occasionally throughout the school year. A consent form will be sent to you when your child starts school. This gives us permission to send your child to see the nurse, dentist etc. when these inspections occur.

If parents / carers are concerned about an aspect of their child's health and feel additional advice is required, they can request a referral to the school nurse service.

The School Dental Service will no longer be accepting casework but will concentrate on preventative dental care. Parents should now make appointments with a dentist in the local area to look after the care of their children's teeth.

SUPERVISION OF PLAYGROUNDS

An adult presence (usually our school janitor and pupil support assistants) is provided in playgrounds at break-times in terms of the School (Safety and Supervision of Pupils) (Scotland) Regulations, 1990.

SECURITY ARRANGMENTS

In order to provide as safe an environment as possible for your child's education the following are most important.

- All adults should enter the school through the front entrance only.
- All visitors to the school must sign in at the janitor's office or school office and wear a visitor's badge.
- The school gates are closed during the school day. If you find them open, please close them behind you.

INFORMATION IN EMERGENCIES

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, temporary interruption of transport, power failures or difficulties of fuel supply. In such cases we shall do all we can to let you know about the details of

closure or re-opening. We shall keep you informed by using the school app in addition to releases by the press and by Glasgow City Council on social media.

PARENTAL INVOLVEMENT

The Scottish Schools (Parental Involvement) Act 2006 replaced The School Board with the Parent Forum and The Parent Council. The Parent Forum is the name given to all Parents and Carers of children in the school and every Parent and Carer is automatically a "member" of the Parent Forum.

The Parent Council is a group of parents selected by members of the Parent Forum to represent ALL the parents of children at the school. Each school has a Parent Council. Parent Councils are intended to be very flexible, to suit the needs of each particular school. In Glendale Primary, our Parent Forum chose to have a Parent Council of up to 20 Parent/Carer members. We also currently have several co-opted teacher members, as well as the Head Teacher, who has both a duty and a right to attend all meetings.

The current chair of the Parent Council is Sahira Zafar.

We are a friendly bunch of interested Parents and Carers who band together to do things with and for the school with the aim of making life easier for pupils, teachers and parents alike. We get involved in a wide ranging list of activities covering curriculum development, fund raising, grounds development, parent communication and assisting with school events such as the Winter Fayre, and Hallowe'en Party. Basically, wherever there is an opportunity for Parents and Carers to help the school in any way, the Parent Council will try to help.

The Parent Council meets several times during the year and meetings are open to any member of the Parent Forum and all are welcome. Meetings usually take place on Wednesday evenings at 6.30pm in the school and details of meetings are included in the school's monthly newsletter. As well as the School Newsletter, further information on the Parent Council and its activities will be posted on the Parents Zone section of the school website.

SCHOOL WEBSITE

Glendale Primary School now has a school website with the address:

www.glendale-pri.glasgow.sch.uk

Our website is regularly updated. It contains important information, school policies and "good news" articles from the daily life of the school.

OUT OF SCHOOL CARE

East Pollokshields Out of School Care provides both After School Care and Holiday Care programmes for Glendale Primary School and for two other schools in the area, St. Albert's Primary and Pollokshields Primary School.

The service operates in Pollokshields Primary School on Albert Drive and during term time organises to pick children up from Glendale Primary when school finishes at 3.15pm each day. The children are then walked up the road to Pollokshields Primary, where they are joined by children from the other two schools.

During term time, operating hours are currently 3.15pm to 5.45pm. During holiday periods the service provides an interesting and varied programme of activities for the children, usually involving trips to many attractions in and around the Greater Glasgow area.

Full details and information on the service can be obtained by contacting the Service Manager, Angela Whyte on 0141 422 1007 or Mobile 0776 3911438.

Full contact details:

East Pollokshields Out of School Care
c/o Pollokshields Primary School
241 Albert Drive
Pollokshields
Glasgow G41 2NA

TRANSFER OF PUPILS FROM PRIMARY TO SECONDARY SCHOOL

On completion of their primary education, pupils will transfer to the secondary school as set out in the authority's scheme of provision unless they have been granted a placing request to another secondary school.

The pupils from this school would normally transfer to:

Bellahouston Academy
30 Gower Terrace
GLASGOW G41 5QE
Tel no. 0141 582 0030

Parents have the right to make a placing request to another Glasgow secondary school and can be provided with information about the process for this.

AFTER-SCHOOL CLUBS

A number of clubs run between 3.15 and 4.15 on several days each week. These may include:

- Running
- Football
- Dance
- Multi-sports

These clubs are organised by the Depute Head teacher, Ms. Dominy. We hope that parents will support the clubs by encouraging their children to attend when places are offered to them. Any parent wishing further information about our after-school clubs should contact Ms Dominy at the school

THE FREEDOM OF INFORMATION (SCOTLAND) ACT 2002

The Freedom of Information (Scotland) Act 2002 enables any person to obtain information from Scottish public authorities. The Act applies to all Scottish public authorities including:

- The Scottish Executive and its agencies;
- The 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 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 1st January 2005, any person who makes a request for information must be provided with it, subject to certain conditions.

Further information is provided on the Glasgow City Council website:

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

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



Glasgow City Council

Education Services

Privacy Statement

As the local authority our schools and early years establishments process information about children and young people in order to help administer education and care. In doing so we must comply with the Data Protection Act (1998).

This means (amongst other things) that the data held about children and young people must only be used for specific purposes allowed by law. The following information explains the types of data held, why that data is held, and to whom it may be passed on.

Types and use of data

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

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

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

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

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

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

Data rights and access

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

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

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

COMMENTS AND COMPLAINTS

If you have a comment or complaint please approach the Head Teacher in the first instance.

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

- Take a totally neutral stance in fully investigating your complaint;
- Acknowledge receipt of your complaint within five working days; and
- 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 telephone or email:

Telephone: 0141 287 3655/4688

Email: education.glasgow.gov.uk

Customer Liaison Unit
Education Services
Glasgow City Council
4 John Street
Merchant City
GLASGOW
G1

USEFUL ADDRESSES

