

Gowanbank Primary School



School Handbook 2017-18





Head Teacher Welcome

On behalf of all in Gowanbank Primary may I welcome you and your child to our school. We assure you that we will all do our best to make sure that you and your children will enjoy being part of our school in the years to come and look forward to working in close partnership with you to enable your child to be all they can be. If you have not already visited the school, please contact us and we will be delighted to show you round.

Vision

In Gowanbank Primary School we work together to provide a safe and nurturing learning environment where every member of our school community feels that they belong and that their lives and experiences are valued and respected. It is our vision that every child should be supported and encouraged to aim high in every aspect of their development. We recognise the importance of working in close partnership with external agencies to ensure that all of our children are safe, healthy, achieving, nurtured, active, respected, responsible and included, in order to grow and develop as successful learners, confident individuals, responsible citizens and effective contributors.

Values

The shared values in our school are reflected in a nurturing ethos of respect. Equality and fairness are prized and we encourage positive attitudes of honesty and responsibility.

We aim to respect and encouraged the dignity of the individual in all our daily business.

Aims

At Gowanbank our aims are:

- To provide a learning environment that is nurturing, stimulating and challenging for all.
- To actively promote health and wellbeing through all aspects of school life.
- To provide opportunities for all learners to be actively involved in their learning and reach their full potential.
- To continue to develop strong partnerships with families and the local community to the benefit of children's learning.

To maintain an ethos of high expectation and pride in the school, all adults in Gowanbank work co-operatively to ensure that our vision, values and aims are reflected in our daily work with the children to support them in knowing their rights and ensuring these rights are protected, in line with Glasgow City Council policy. Full details of the Children's Rights can be found at <https://www.glasgow.gov.uk/index.aspx?articleid=17854> and are on display around the school.

School Information

You can cut out the following information and have it on your fridge, purse or work desk etc. for ease of finding the numbers required.

Contact Details:

20 Overtown Avenue

Glasgow

G53 6JB

Phone: 0141 881 2424

Email: headteacher@gowanbank-pri.glasgow.sch.uk

Website: www.gowanbank-pri.glasgow.sch.uk

Background information:

- Co-educational school
- Non-denominational
- Stages taught: P1-P7
- Current Roll: 131
- Capacity: 350
- Gowanbank is part of the Hillpark Learning Community

School staff

A full list is available on the school website and parents will be updated on any changes as required.

The leadership team is as follows:

Headteacher:	Mr John T Daly
Depute Head Teacher:	Mr Scott Mowat
Principal Teacher	Ms Alison Drain

<u>Teaching Staff</u>	
Primary 2/1a.	Mrs L Rigmand
Primary 2/1b.	Mrs J Harris/Mrs C Rowan
Primary 3.	Miss C Campbell
Primary 4	Miss F Kelly
Primary 6/5	Miss S Jackson
Primary 7/6	Miss C Lamb
Nurture Class	Miss A Drain
NCCT	Mrs C Rowan
<u>Support Staff</u>	
Clerical Support-School Office	Mrs L Milliken
Learning Support Assistant	Ms C Farrell
Learning Support Assistant	Miss L Cowie
Learning Support Assistant	Mrs M McGowan (First Aider)
Learning Support Assistant	Mrs L Leckie (Nurture)
Learning Support Assistant	Mrs L Gaillie (Walking Bus Coordinator)
Learning Support Assistant	Miss L Walkden
Janitor	Mr L Longwell
Breakfast Club Staff	Sandra Kerr
Breakfast Club Staff	Michelle Morgan
Dinner Hall Staff	Sandra Kerr
Dinner Hall Staff	Martha Rarity
Dinner Hall Staff	Elaine McGuinness
Dinner Hall Staff	Lisa Farrington

Enrolment

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

Parents seeking or offered a place for their child at other stages of the school, should contact the school in the first instance. Arrangements will be made to meet with a member of the management team who will be happy to talk about school life and conduct a tour of the school.

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

<https://www.glasgow.gov.uk/index.aspx?articleid=18205>

Organisation of Classes

The following guidelines set by Scottish Government apply.

P1	maximum 25
P2&3	maximum 30
P4-7	maximum 33
Composite classes	maximum 25

Composite classes have pupils from more than one stage.

The School Day

Morning	09.00 -10.30
Interval	10.30 - 10.45
	10.45 - 12.15
Lunch	12.15 - 13.00
Afternoon	13.00 - 15.00

P1 children are dismissed at lunchtime until the first Monday in September after which they will remain in school until 15.00.

School Holidays 2017-18

Details of holiday dates are available on the Glasgow City Council website:

<https://www.glasgow.gov.uk/index.aspx?articleid=17024>

Attendance at School/ Pupil Absence

Parental co-operation is vital with regard to attendance and time keeping. Good attendance and prompt arrival in school leads to success with schoolwork and generally a child who is happy and well behaved.

Section 30 of the 1980 Education Act lays a duty on every parent/carer of a child or young person of 'school age' to ensure that their child attends school regularly. Attendance must be recorded twice a day, morning and 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: i.e. approved by the authority, or unauthorised; i.e. unexplained by the parent/ carer (truancy) or excluded from school.

Therefore, **if your child is going to be absent from school please phone the Absence Reporting Line Service 0141 - 287 - 0039 before 9.30am.** This should be done on the first day of absence. The school uses daily text messaging to inform parents of their child's absence if no contact is made. All unexplained absence is investigated by the school and appropriate action taken. Please give your child a note on his/her return to school, confirming the reason for their absence. Children arriving late for school are asked to sign in at the school office for fire safety reasons.

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

Exceptional Circumstances include:

- Short-term parental/carer placement abroad
- Family returning to its country of origin for family reasons

- The period immediately after an illness or accident
- **A period of serious or critical illness of a close relative**
- A domestic crisis which causes serious disruption to the family home causing temporary relocation

Time off during term-time for the following reasons is **not** acceptable and will be recorded as **unauthorised absence**:

- Availability of cheap holidays or desired accommodation
- Holidays which overlap the beginning or end of term

Clearly with no explanation from the parent or carer the absence is unauthorised. The school education liaison officer will investigate regular unexplained absences. The authority has the power to write to, interview or prosecute parents/ carers, or to refer pupils to the reporter of the children's hearings, if necessary. The school encourages attendance by its ethos, by reward systems and by the co-operation of parents/carers.

Attendance and Absence Data

Absence rates are calculated as a percentage of the total number of possible attendances for all children of the school in the stage shown, each morning and afternoon of each school day being a separate possible attendance. The authority and Scotland's figures include all education authority and grant-aided primary schools, but exclude all ASL schools.

Punctuality

Children are expected to be punctual on arrival at school and on return from lunch if they go home.

Children who arrive late must enter the school by the main entrance and report to the school office.

The bell is rung at 9.00am to allow for a prompt start. Parents/carers are asked to note that if they wish their child to be dismissed early from school **for any reason** they must call at the school to collect the child. **Other than going home for lunch, children cannot be allowed out of school during the school day unless accompanied by an adult.**

We carefully monitor the level of late coming on a weekly basis and where problems become evident, issue letters to parents/carers. The education liaison officer may also arrange a home visit to discuss the reasons for children arriving late in school.

PLEASE TRY TO HAVE YOUR CHILD ARRIVE ON TIME EACH DAY.

Emergency Contact Information

At the start of each school session, parents will be issued with an Annual Data Check Form. Please ensure that this is completed and returned to the school. It is also important that you let us know if there are changes to your telephone number(s) or to those of your emergency contacts throughout the year.

Medical & Healthcare

The school nurse visits the school at various times during the year. Parents are kept informed by letter.

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.

Parents should inform the school of any medical requirements relating to their child.

If a child requires medication during the school day, parents must complete the appropriate medical form. This is available on request from the school office.

Appointments During School Hours

If your child has an unavoidable appointment, please give them a letter for their class teacher and then collect them from the school office at the specified time.

Under no circumstances will children be allowed to leave school, unless a responsible adult collects them from the school office.

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 our closure or re-opening by using letters, texts and the local media etc.

School Uniform

The school uniform is:

- White shirt
- School tie
- Grey/black trousers
- Grey/black skirt

Our uniform was agreed in consultation with pupils and parents. It is expected that all children attending Gowanbank Primary School will adhere to this dress code.

PE Kit

It is important that pupils come prepared to learn and for PE this requires appropriate clothing.

Please provide your child with a pair of gym shoes (preferably slip-on type or Velcro closing) for wearing to gym together with shorts and a t shirt.

All jewellery should be removed. Please avoid having your child's ears pierced during the school year, as this means that they are unable to participate in PE lessons, until they can remove their earrings, this is Glasgow City Council policy.

Pupils who are not participating in PE must have a note or a medical certificate.

Pupils who are unable to participate in practical PE should still bring their kit to allow them to assist in the lesson by refereeing, keeping scores or assisting with the distribution of equipment. This ensures that they are still able to take part in some

way in the work of the class and do not miss out on the knowledge and understanding of the course.

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

- Potentially encourage factions (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, jewellery)
- Could cause damage to flooring
- Carry advertising particularly for alcohol or tobacco
- Could be used to inflict damage on other pupils

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

<https://www.glasgow.gov.uk/index.aspx?articleid=17885>



School Meals

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 from Grants Section at Education Services headquarters.



<https://www.glasgow.gov.uk/index.aspx?articleid=17885>

It is in the interests of all parents/carers to maximise the numbers of children and young people entitled to free school meals as those schools with a high level of children and young people registered for free school meals attract additional funding benefits for the school overall. All parents/carers eligible for free school meals for their children are encouraged to register their entitlement thus assisting the school in gaining additional support.

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

All children are entitled to free milk. Milk is available for all in the school during the lunch period. Children receiving free meals will be issued with a ticket. Children may bring packed lunches to eat in the dining room with friends. The dining hall is well supervised in order that all may enjoy their meal.

All children in P1-3 will receive a free school lunch regardless of household income.

Transport

The education authority has a policy of providing free transport to all pupils and young people who live out with a certain radius from their local school by the recognised shortest walking route. This policy is more generous than the law requires. This means that the provision of transport could be reviewed at any time. Parents/Carers who consider they are eligible should obtain an application form from the school or at <https://www.glasgow.gov.uk/index.aspx?articleid=17882>

Privacy Statement and Data Protection

As a local authority our schools and early years establishments process information about children and young people in order to provide 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.

However, you should be aware that 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 may also use any information for research purposes. However, 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 further information please see our full privacy statement at:

<https://www.glasgow.gov.uk/index.aspx?articleid=18010>

Transitions

There are two important transitional stages in a child's school career – from early years establishments to primary school and from primary to secondary school.

Gowanbank is part of the Hillpark Learning Community and as a community we have recently revised our processes and paperwork to ensure that the transfer of information from early years to primary and primary to secondary is of maximum benefit to each individual child.

In addition to the paperwork, staff from each establishment meet face-to-face to speak about the children.

The P1 teacher visits the early years establishments in May/June each year to meet the children starting school in August, observe them in their early years setting, and receive information on their stage of development.

Children and young people normally transfer between the ages of 11½ and 12½, so that they will have the opportunity to complete at least 4 years of secondary education. Parents and carers will be informed of the school arrangements no later than December of P7.

Children from our school normally transfer to:

Hillpark Secondary School.

36 Cairngorm Road

Glasgow

G43 2XB

Telephone: 0141 582 0110

Email: headteacher@hillpark-sec.glasgow.sch.uk

www.hillpark-sec.glasgow.sch.uk

Head Teacher: Ms G. Collins

Hillpark Secondary School staff work with our pupils from Primary 6 onward to prepare them for the transfer to secondary school. In addition our P.7 children have a series of planned visits throughout their final year in primary to help familiarise themselves with secondary school life.

Where children have identified additional support needs, a member of the management team will attend a transition meeting around April/May each year to ensure that all information is conveyed to all relevant personnel. Where a child has a specific additional support need e.g. autism, visual impairment, the transition meeting will be held, in the December of the year prior to the child's transfer. This meeting involves school staff, the Educational Psychologist and parents/carers.

Communication with Parents

The school strives to include and involve parents/carers in all aspects of school life. We have an 'open door' policy and encourage parents/carers to participate in a wide variety of activities and events in addition to ensuring that they are kept informed of pupils' progress via reports and regular parent interviews. Parents/carers are encouraged to contact the school if they have any concerns, enquiries or suggestions to make, and a response will be made within 24 hours.

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

Open Door Policy – the senior leadership team are available for all parents and carers at most times **providing they are not teaching or in another meeting**. Please either come into the school office or phone for an appointment.

Newsletters – will be sent out on a regular basis to keep parents informed about the work of the school and events that are taking place. Please check your child's bag on a regular basis.

Letters – further information which requires a response may be sent out in letter form.

School website/Twitter– will contain a great deal of information about the school. It is a good idea to check this regularly. **@GowanbankSchool**

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

Meetings - Parents and carers are welcome in the school to discuss any aspect of their child's development and progress. To avoid disappointment, it is advisable to make an appointment. There are various opportunities throughout the year when parents can discuss their child's progress with the class teacher and view the child's work.

Open Afternoons - We operate a number of these throughout the school session, where parents/carers are invited to come into the school to see what the children are working on and join in some of the learning activities.

Information Leaflets – We have a range of these which we share with parent/carers to allow you to have a deeper insight of life in school.

Parents and carers are welcome at other events throughout the school year e.g. workshops, information afternoon/evenings, class performances, religious and other assemblies. The school newsletter and website will keep you informed.

Throughout the school year we regularly ask for parents/carers opinions on a variety of aspects of school life. We do this by:

- Issuing questionnaires
- Talking to and recording views at parents' afternoons and evenings
- Inviting parents to be part of a focus group.
- Completing feedback sheets at Open Afternoons

Curriculum

Curriculum for Excellence 3-18

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



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

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

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

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

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

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



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

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

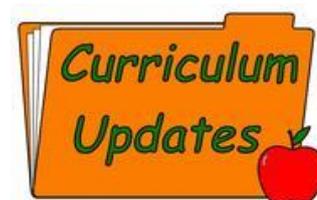
Religious and moral education: Religious and moral education includes learning about Christianity, Islam and other world religions, and supports the development of beliefs and values.

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

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

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

Our curriculum, or what we plan for our pupils to learn, is carefully structured to ensure progression and continuity across a broad and balanced range of subject areas.



It is important therefore that curriculum delivery enables our pupils to see the links between various curricular areas, and how learning in school links to real life and assists them to become active citizens in a modern Scotland. We will aim to develop our children as lifelong learners, by teaching them a range of 'learning skills' and encouraging the continuation of learning beyond the classroom. To assist with this we make regular use of our outdoor learning space – both the Eco Garden and school yard to enhance the learning in the classroom. The school also regularly organises visits to places of interest related to the current work of the classroom. An annual residential visit is organised for P7 pupils where the children can learn and develop skills in an outdoor environment. This session our P7 pupils benefited from a four day visit to Blairvadach Outdoor Centre where they were involved in many outdoor pursuits e.g. gorge walking, rope climbing. This type of visit also helps the children to develop important social and independent skills.

Knowledge, understanding, skills and abilities across all curricular areas will be developed progressively, across a range of learning experiences and outcomes, and delivered in contexts and/or discretely, as most relevant and appropriate to children's needs

Learning is most effective when we are involved in what we are learning – not taught at, but taught with. To help us achieve this, asking the children what they want to learn is a key feature of our teaching and learning at Gowanbank. Teachers consult the children at the beginning of each planning block, to establish what prior knowledge they have and to determine what they would like to learn.

Interdisciplinary learning is a key feature within the curriculum and this planned approach to learning uses links across different subjects to enhance learning. It

promotes the development and application of what has been taught and learned in new and different ways.

Health and Wellbeing

Curriculum for Excellence has a strong focus on **Health and Wellbeing**. The main purpose of health and well being is to develop the knowledge, understanding, skills, capabilities and attributes necessary for mental, emotional, social and physical wellbeing now and in the future.

Study of a range of subjects will aim to help children develop the knowledge and understanding, skills, abilities and attitudes necessary for their physical, emotional and social well being. It is hoped that this learning will assist them make informed decisions throughout life in order to improve all aspects of their well being. Children will experience and learn about:

- Health education (including sex education from P1 – P7)
The children follow Glasgow City Council's Sexual Health and Relationships programme which focuses on providing the children with accurate information to dispel myths and allow them to make informed decisions in later life.
Parents/carers will be informed of the content of the programme for their child's stage and a meeting for parents is held annually to discuss the programme and answer any questions parents may have.
- Physical education and activity
- Personal and social development, including relationships

Here is just a flavour of some of the health initiatives on going in our school:

- Active After-School Clubs including Badminton, Athletics and fitness
- Healthy School Meals
- Playground Buddying
- External specialists in Dance, Football, Rugby and Basketball working directly with classes
- Water available at all times for all pupils
- Tooth brushing for P1, P2 and P3

We work in partnership with various health professionals and partner agencies to promote health and well being, including Active Schools and school nurses.

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

Through all of our planning and teaching we actively promote the development of the four capacities in our children:-

Confidential Individuals
Responsible Citizens

Effective Contributors
Successful Learners

Raising Attainment

At Gowanbank we have several initiatives taking place as part of efforts to raise attainment.

It is our aim to make sure that the children in Gowanbank achieve their full potential and we know that attending school and being on time are vital to raising attainment and increasing achievement. We have introduced the Gowanbank Walking Bus/ Breakfast Blether lead by a Support for Learning Worker. The Walking Bus allows children to congregate with their peers to walk to school while being supervised. The 'Breakfast Blether' provides a friendly and relaxing start to their school day. Research shows that a purposeful and managed start to the day can have great impact on learning. If you would like any further information of how your child can join the Walking Bus/ Breakfast Blether please contact the school office.

Parental engagement also contributes greatly to raising attainment. Through our Pupil Equity Fund we have employed Early Years Scotland to run Stay, Play and Learn sessions every Friday for Primary 1 parents/ carers and their children. Stay, Play and Learn takes place between 1.15pm and 2.45pm every Friday. Please note that if you are unable to make it another adult can attend to work with your child. Younger siblings are also welcome to attend and take part.

We support targeted children's emotional and pastoral needs in order to raise their attainment and increase achievement. Through the Pupil Equity Fund we have also employed The Spark counselling service to support targeted children within the school. The Spark focuses on play and art activities to support children in expressing themselves and understanding their feelings in a safe environment. If you would like any more information on this service please contact the school office.

Useful websites

www.curriculumforexcellencescotland.gov.uk

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

Religious Observance

Unfortunately there is no visiting minister from a local church, but we are hopeful that this will soon be filled and we can welcome a minister as our school chaplain to assist us with the Christianity element of Religious and Moral Education and provide opportunities for religious observance.

Parents have the right to withdraw their child from religious observance and should inform the school in writing.

Assessment & Reporting

All children are assessed both formally and informally throughout the year. This allows children and their teachers to identify their strengths, next steps for development and areas for improvement. A variety of assessment methods are used to enable staff to pass on information to parents about the progress of their child.

Planning and assessment go hand in hand and as teachers forward plan the experiences and outcomes the children will be undertaking, they plan what and how they will assess progress.

In Gowanbank we have developed a system to track the children's progress through the levels within a Curriculum for Excellence, by a variety of methods:

- Use of tracking sheets to evaluate every child's progress through the experiences and outcomes and discussion of these between the senior management team and classroom teachers.
- Discussion between senior management team and classroom teachers on forward plans and evaluations of progress made.
- Senior management team visits to classrooms to observe the children in action.
- Senior management team learning conversations with the children to establish how they feel they are progressing.
- Sharing the standard between staff- where staff meet together to have a confident and secure shared understanding of standards and how we assess these.

Through these processes, we are able to monitor children's attainments and achievements and plan for effective next steps in learning. Assessment records are kept by the class teacher and form the basis of discussion at Parents' Evenings in November and March. An annual report is sent to parents towards the end of each school year.

If you have any concerns about your child's progress do not hesitate to contact the school.

Pupil Profiles

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

Child Safety / Child Protection Policy

(Management Circular No 57 Appendix 3)

All educational establishments and services must take positive steps to help children protect themselves by ensuring that programmes of health and personal safety are central to the curriculum and should have in place a curriculum that ensures that children have a clear understanding of the difference between appropriate and inappropriate behaviour on the part of another person, no matter who.

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

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

Should any member of staff have concerns regarding the welfare or safety of any child, they must report these concerns to the head of establishment. The head, or the person deputising for the head, after judging that there may be grounds for concern regarding the welfare or safety of any pupil must then immediately advise the duty senior social worker at the local social work services area office of the circumstances.

Equal Opportunities & Social Justice

All children are given equal opportunities to extend their academic, aesthetic and physical attributes regardless of sex, race or religious belief. The school endeavours to treat all children equally and make sure none are disadvantaged in any way. Parents receive promptly, all information arriving in the school from the authority to help them to achieve the utmost benefit for themselves and their families. Such information is also displayed on notice boards. The Head Teacher has the key role in this area supported by all staff.

Additional Support for Learning / Accessibility Strategy

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

Any parent/carer seeking further advice regarding this policy should contact the head teacher in the first instance. If a parent is unhappy with the support their child is getting they must first discuss this with the school in order to seek a resolution at local level.

Further information and support for parents of children and young people with additional support needs is available from:

- <https://www.glasgow.gov.uk/index.aspx?articleid=18941>
- Enquire – the Scottish advice service for additional support for learning which provides a range of clear and easy-to-read guides and fact sheets including The parents' guide to additional support for learning
Telephone Helpline: 0845 123 2303
Email Enquiry service: info@enquire.org.uk
Advice and information is also available at www.enquire.org.uk
- Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576
- Scottish Child Law Centre, a charitable body registered in Scotland under registration number SCO12741.

In Gowanbank Primary we strive to ensure that all our children have equal access to the curriculum, supported as appropriate to their individual needs. This covers not only the content of lessons and teaching strategies but also minor adaptations to the physical environment of our building to address the needs of children with physical or sensory impairments, including the relocation of classes where feasible. We also aim to ensure that parents who have a disability have equal access to information about their child. Present restrictions exist as outlined in the approved Accessibility Strategy published in 2004, namely the non-existence of a lift in the building. A ramp is located at the main entrance to the school. Children and adult toilets are located on the ground floor and the venue for parents / carers meetings is on the ground floor. Provision of an interpreter is also available for people who have a hearing impairment.

The policy of the school is to assist all children to achieve their full potential. To accomplish this aim, all teachers seek to identify potential barriers to learning, and in line with Glasgow City Council's Additional Support for Learning policy, address these barriers to enable all children to make progress in their holistic development. Diagnostic testing may be carried out to aid specific identification. Parents will be fully consulted prior to any assessments being carried out and will be informed timeously of the findings by the Head Teacher or Depute Head Teacher. Once recognised, such children are supported as follows:

- (a) Individual teaching by class teacher with modified curriculum / teaching strategies.
- (b) Support from additional teacher when staffing permits.
- (c) Referral to outside agency e.g. Educational Psychologist, Speech & Language Therapist

Any concerns a parent /carer may have regarding their child having an additional support need or their child's progress can be discussed via an appointment with the Head Teacher or Depute Head Teacher at any time.

The Named Person

GIRFEC stands for 'Getting It Right For Every Child'. Part of The Children and Young People Act (Scotland) 2014, it is the Scottish Government-led approach to making sure that our children and young people – and their parents or carers – can get all the help and support they need from birth right through to age 18 (or beyond if still in school).

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

To provide that support when needed, every child in Scotland has a named individual, the Named Person, as a single point of contact. This Named Person has a responsibility to provide help and support when asked and can draw together other services if needed, co-ordinating help for the child or parents. Please do not hesitate to contact your child's Named Person at any time.

The Named Person(s) in Gowanbank Primary School is Mr Mowat the school's Additional Support for Learning Co-ordinator, as well as Mr Daly, the Head Teacher.

As at Sep 17 Named Person legislation had yet to be enacted in Scottish Schools.

Daisy Cottage – Nurture Class

Gowanbank is fortunate in having a Nurture Class facility which is of benefit to a range of pupils, working in small groups to develop their social skills and capacity to learn. Entry to the Nurture class is made only after systematic assessment and considerable discussion with parents. Daisy Cottage is a warm and welcoming place, where the children can develop confidence and trust and they can begin to learn more easily.

Daisy Cottage provides a home-like environment where children learn through practical experiences and work towards personal targets.

Ms Drain, our Nurture Teacher and Mrs Leckie, our Nurture Assistant, work co-operatively with the class teachers and parent/carers to ensure that nurture has a positive impact on the children.

School Improvement

On an annual basis, you will receive a copy of our Standards and Quality report. Copies from previous years are 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.

This session our priorities for development are:

- To continue to improve attainment in literacy, with a focus on reading skills development.
- Work with parents, partners and colleagues to ensure a smooth transition to our new campus and the smooth integration of the Language and Communication Resource (LCR).
- To work with our children to support their emotional wellbeing as well as encourage physical wellbeing with a focus on healthy snacking at breaks.

Any parent or carer seeking a copy of the plan can contact the school office or check out our website.

Home Learning

Continuing to learn at home helps children to achieve more and is a vital part of our partnership with parents. Please check your child's schoolbag for communication about home learning and specific tasks. A copy of our home learning policy is available on the website and on request from the school office.

Should any difficulties arise over home learning please contact the class teacher as soon as possible, to allow the situation to be resolved.

Promoting Positive Behaviour

Children's Rights as outlined in the UNCRC (United Nations Convention on the Rights of the Child) are fundamental to a good school ethos. Adults in our school will work with children to ensure they are aware of their rights and fully respect the rights of others. Therefore, the approach within Gowanbank Primary School is to build a positive ethos that demonstrates care and respect for all. Positive behaviour is recognised and celebrated. Our school operates a positive behaviour system based on RESPECT, which promotes positive values and clearly sets out the expected standard of behaviour from the children. This is celebrated through FUNKY FRIDAY TIME and RESPECT treats, awards at assemblies and certificates sent home to parents etc. In addition, our children nominate and vote for our Gowanbank class stars of the month. These children receive special recognition at a success assembly and enjoy an afternoon tea with the Head Teacher.

The highest standards of behaviour are expected of pupils at all times. Where this is not the case, a variety of sanctions are used. The school employs a solution oriented approach, where through discussion we aim to reach a positive conclusion and a clear plan of future action. Parents are asked to co-operate with the school in encouraging a sense of responsibility and good behaviour in their children.

Anti-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, are free from all forms of abuse, bullying or discrimination"*. (A Standard for Pastoral Care in Glasgow Schools).

In Gowanbank we adopt a zero tolerance stance and through our programme of study endeavour to equip our pupils with the skills to deal with bullying. Anti bullying guides have been produced for both pupils and parents/carers and we have a focus week each year which involves the children in considering what bullying is, how to cope with any bullying, the importance of telling an adult.

Parent Council

We have an active Parent Council that represents the views of all parents and supports the work of the school. Parent Council meetings are held approximately every four weeks.

All parents are welcome to attend Parent Council meetings and can become members if co-opted at any Parent Council meeting at the AGM.

Pupil Council

Our Pupil Council, coordinated by Mrs Rigmand, gives pupils an important opportunity to play a vital part in the running of the school. Its function is to ensure that the thoughts and viewpoints of all pupils are considered and observed through a democratic process.

Following a series of planned 'class based' meetings, 2 representatives are elected from each class. Each classroom has a "Pupil Council Suggestion Box" and all children have access to this to allow them to place their suggestions or comments. The Pupil Council meet regularly with the SLT, discuss relevant issues, plan events and offer suggestions from the children.

The Pupil Council then has responsibility to provide feedback to the classes on decisions reached and events planned.

All pupils are asked annually to assist in our self evaluation process, by completing a questionnaire on how effective they consider our school to be and also by making suggestions on how we can improve the school.

However, both the Head Teacher and Depute Head Teacher regularly come in direct contact with the children and ensure that they are approachable in their manner and take time to listen to what is being said and can respond quickly to any significant concerns..

Extra Curricular Activities



Gowanbank prides itself in offering the children a range of lunch time after school activities throughout the school year, which promote health and wellbeing, physical fitness and positive social interaction. The school has a close relationship with our Active Schools Co-ordinator, who helps us organise many of our after school activities and we also benefit from the expertise of Cardonald College students.

Other clubs which have operated are:

Netball

Badminton

Fitness

Running

In the interests of safety places are normally limited to 20 children per club. Parents/carers will be issued with a letter informing them of the clubs available and a permission slip to be completed giving their consent, in line with the education authority policy.

School/Community

Gowanbank Primary has been in existence for over 60 years. Close links with neighbouring primary schools have been formed through joint meetings with staff and children from other schools attending our school events e.g. fun and fitness day. The school has over the last few years established positive links with a number of external agencies, whose expertise we use to support our pupils in school e.g.

Strathclyde Police

Strathclyde Fire Brigade

The Spark

Home Start

Quarriers Opt In Service

The school has also formed a close relationship with Tesco Silverburn, through the choir singing at the store at Christmas and providing art work to decorate the staff restaurant.

Child Protection Procedures

Gowanbank Primary School has a fundamental duty to contribute to the care and safety of all children. It works in close partnership with parents/carers and relevant agencies to fulfil this duty. Staff are annually given training and information regarding securing pupil well being and work in line with Glasgow City Council Management Circular 57 to ensure procedures are maintained in the interests of the child.

Child Protection Procedures are on display in all areas of the school.

Comments & Complaints

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

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

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

Tel: 0141 287 5384
E-mail: education@glasgow.gov.uk

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

Useful addresses

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

Tel: 0141 287 2000

www.glasgow.gov.uk

Disclaimer

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.