

St Francis' Primary & Nursery Class



School Handbook 19-20



Dear Parent / Carer

On behalf of all in St Francis' Primary may I welcome you and your child to our school. This handbook contains a range of information about the school itself and about various aspects of primary education. I hope that you will find it useful and informative.

In our Catholic School Community we strive to create a caring Christian environment where children are nurtured and given opportunities to develop their full potential as well as the necessary knowledge and skills for life. We place great importance on our home, school, church partnerships and work together to help children to celebrate and live the Catholic faith. In partnership with parents, stakeholders and the local community we strive towards continuous improvement for the benefit of all our children.

We assure you that we will all do our best to make sure that you and your child will enjoy being part of our school community 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.

Yours sincerely,

Joanne Martin
Head Teacher

Last updated Sept 2019

Vision

In Saint Francis' Primary School and Nursery Class 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 be the very best they can be, in every aspect of their development. We recognise the importance of working in close partnership with parents and 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 its ethos based on the Gospel Values of the Catholic Church, which include respect, wisdom, justice, integrity and humility. Children's rights and responsibilities are uppermost in making decisions which affect them and the dignity of each individual, made in the image and likeness of God, is recognised and respected at all times.

Aims

At St Francis' our aims are:

- To continue to develop effective learning and teaching experiences in order to raise levels of achievement and attainment
- To provide a nurturing and motivating learning environment matched to the individual needs of all children
- To promote inclusion and equality for all children and their families and to value and celebrate diversity
- To work in partnership with parents, parishes and others in the community to encourage children to become active and responsible citizens
- To encourage the personal growth of children and staff as lifelong learners and effective contributors.



School Information:

The school address is: **St. Francis' Primary School and Nursery Class**
430 Old Rutherglen Road
Glasgow
G5 OPA

Telephone no: **0141-429 3687**

School e mail: **headteacher@st-francis-pri.glasgow.sch.uk**

School Website: **www.st-francis-pri.glasgow.sch.uk**

School Twitter Account: **@St Francis_PS**

Parent Council contact email: **stfrancispc@yahoo.co.uk.**

St. Francis' Primary is a Roman Catholic co-educational school. The nursery class is non-denominational. The school building has a capacity of 462. The working capacity of the school may vary, dependent upon the number of children at each stage and the way in which the classes are organised. There are seventeen primary classes and a nursery class with present rolls as follows:

Nursery class 70

P1a	20	P4a	27
P1b	23	P4b	27
P1c	23	P5a	24
P2a	27	P5b	23
P2b	27	P5c	24
P3.2	24	P6a	29
P3a	30	P6b	30
P4.3	25	P7a	26
		P7b	27

The school has an active Parent Council and Parent Teacher Group. Children from P1 - P7 are involved in a range of pupil groups including: Pupil Council, Eco Council, Health Group, Fairtrade Group, Road Safety Group. These are important groups which assure that the views of our children are heard. Further information re school policies and procedures is available on the school website.

Learning Community

St Francis' Primary School and Nursery Class is part of the Holyrood Learning Community. We work in close partnership with the Learning Community which consists of 8 partner primary schools, 1 partner nursery school and Holyrood Secondary School, to raise achievement and attainment.

Glossary

Capacity	The maximum number of children that can be accommodated in the school
Co-educational	Attended by boys and girls
Curriculum	Areas of study offered by the school: Literacy and English Modern Language - French Mathematics Social Studies - People, past events and societies People, place and environment People in society, economy and business Sciences Technologies including ICT to enhance learning Expressive Arts Art & Design Music Drama Dance Health & Wellbeing- Mental, emotional, social and physical wellbeing Physical Education Physical Activity and Sport Food and Health Religious Education in Roman Catholic Schools
National Guidelines	Advice for schools in planning programmes of study
CfE	A Curriculum for Excellence
Ethos	Spirit of the school
Extra-Curricular	Takes place out of school hour
ASL	Additional Support for Learning

School Staff

Head Teacher (Acting)	Mrs J Martin
Depute Head Teacher (Nursery - P3)	Miss C Lynch
Depute Head Teacher (P4-7)	Mrs K Johnston
Principal Teacher	Mr A Kerlin
Principal Teacher	Ms A McFadden
EAL Teacher	Mrs A Hamilton
Nursery Class Team Leader (Acting)	Mrs A McGregor
Nursery Lead Practitioner	Mrs A McGregor
Child Development Officers in Nursery Class	Ms L Brady
	Mrs A Ford
	Mrs D McFadden
	Miss M Abid
	Miss L Callaghan
	Ms C Hill
	Miss N Buttler
PSA Lunch cover	
P1a	Miss C Kerr
P1b	Mrs G Fenech
P1c	Miss U Glancey
P2a	Miss J Hamilton
P2b	Miss C McHugh
P3.2	Mrs A Gaughan
P3a	Miss C Kinsella
P4.3	Ms L Keenan
P4a	Mrs P Gleeson
P4b	Miss J Brew
P5a	Mr J Bradshaw
P5b	Mr L McLaughlin
P5c	Mrs L McKay
P6a	Miss J Cahill
P6b	Mrs F Balloch
P7a	Ms F Farrell
P7b	Miss D Jopp
NCCT	Mr J Dunn

(Please note staffing and class arrangements are as at time of printing. They will not necessarily apply in August 2020)

Clerical Support Assistants	Mrs K McKenna
	Mrs C Laing
	Mrs D Ferry

Support for Learning Workers

Mrs W Guthrie
Mrs T Kane
Mrs A McManus
Mrs G Gallagher
Mrs D Smart
Mrs M Cummings
Mrs I MacGillivray
Mrs Docherty
Mrs Lavers

School Janitor
Catering Supervisor
Cleaning Supervisor

Mr J Donnachie
Mrs S Malcolm
Mr G Smith

Visiting Clergy

Father Edmund Highton

Blessed John Duns Scotus

School Hours

The following are the daily opening and closing times in the school. Should there be any change to these parents will be notified by letter.

School Opens	9.00 am
Morning Interval	10.30 am - 10.45 am
Lunchtime	12.15 pm - 1.00 pm
School Closes	3.00 pm



Primary 1 children will attend school for the morning only until the first Monday in September from which they will remain in school until 3.00pm

School Holidays 2019-2020

Details of holiday dates are available on the Glasgow City Council website:
<https://www.glasgow.gov.uk/index.aspx?articleid=17024>

Enrolment

P1 enrolments take place in November and are advertised widely in the local press. When pre-school children enrol for education for the first time, parents are invited to visit the school and meet the Head Teacher. Posters with the date and time of this meeting are displayed in local churches and nursery schools. Parents wishing to enrol their child in the school should complete the online enrolment form.

<https://www.glasgow.gov.uk/index.aspx?articleid=18007>

Later in the session, around April/May the head teacher will contact parents to invite them to visit the school with their child to take part in the pre-school induction programme for parents and children. This is an opportunity for parents to learn more about the school and for the children to become familiar with their new learning environment meet future classmates and if possible, meet their class teacher for the coming session. As appropriate, children who have additional support for learning needs will experience an enhanced transition programme to support them.

Where the child does not live within the catchment area, the parent should make contact with their local school, where placing request application forms are available and can also be completed on line. Further information on placing requests is available from www.glasgow.gov.uk/index.aspx?articleid=8629. Parents who wish to seek a place in the school for their children other than at Primary One can visit the school by appointment, talk with the Head Teacher and see the facilities.

The Breakfast Club



Glasgow's Big Breakfast is available in all Glasgow primary schools every week day morning. Children can enjoy a nutritional breakfast of fruit juice, cereal and milk, toast and fresh fruit prior to the start of the school day. Children have the opportunity to socialise with their friends in a supervised and safe environment. Breakfast is available from 8.00am until 8.45am at a cost of £2 per day for the eldest child, £1 per day for all other siblings and free of charge to children who are entitled to free school meals

Lunch

The Fuel Zone serves healthy food in a bright and informal environment where children can enjoy lunch. The menu is shared with parents and rotates on a fortnightly basis giving children more variety at lunchtime. Three meal choices are available daily: main meal, vegetarian or snack meal. Children can select from soup and bread, fruit and vegetables, yoghurt or jelly and milk to accompany their meal. A halal menu is also available if required.



Special Diets

If your child has a special medical diet requirement please obtain a letter detailing information about this from your dietician/doctor. Please then contact the Head Teacher who will deal with your request. Medical diets for children can be provided. Further information can be found here: http://www.fuelzoneprimary.co.uk/UserFiles/files/Medical_Diet_Leaflet%20-%20June%202017%20WEB.pdf

Refresh



Lack of water can cause dehydration, better hydration means better performance in school and water is an excellent alternative to sugary drinks, which can cause tooth decay. Children are encouraged to bring a water bottle to school and to drink water throughout the school day. For further information about the catering service please contact Mrs S. Malcolm (school catering supervisor) 0141- 420 - 6052

Curriculum, Assessment and Arrangement for Reporting to Parents

All children are assessed both formally and informally throughout the year. This allows children and their teachers to identify their strengths 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. 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.

Support for Pupils

The school has a duty to ensure that all pupils have equal access to the curriculum, with appropriate support for their needs if required. This applies to the content of lessons, teaching strategies and minor adaptations to the school environment. There are a wide range of factors which may act as a barrier to learning. We are committed to working closely with parents and carers to ensure that they are fully involved in any decisions about support for their children's needs.

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

Further information relating to additional support needs is available on the Glasgow City Council website at <https://www.glasgow.gov.uk/index.aspx?articleid=18941>

Information on the Glasgow City Councils' Parental Involvement Strategy can also be found at <https://www.glasgow.gov.uk/index.aspx?articleid=17870>

Nurturing City

The Glasgow City Council vision 'towards the nurturing city', puts building positive, trusting relationships at the core of our work. We ensure children, young people and families feel they belong, they are listened to and they are valued by embedding the principles of nurture across our early years, primary and secondary establishments. Staff are trained in attachment and nurture which deepens understanding of child development and enhances effective practice by responding to the needs of all children and young people in a consistent and caring way. Nurture is a universal approach which builds resilience, helping to reduce the impact of adversity. Effective communication and collaboration with parents and carers builds an ethos of partnership working putting the child at the centre, fostering high quality learning contexts.

The Curriculum

Teachers balance all the demands of a broad general curriculum through creative and flexible planning for learning, giving priority to skills development in reading, writing, mathematics and health & wellbeing through an interdisciplinary approach, making full use of ICT. Through active learning, outdoor learning and increased personalisation and choice for children we have enhanced their motivation for learning and improved standards in literacy, numeracy and health & wellbeing. In order to fulfil the school aims for all children, teachers combine direct teaching to the whole class, groups or to an individual child with broad theme approaches. Personalisation and choice in learning are given to children via discussion about the focus for their learning experiences and Personal Learning Planning.

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

Literacy and English -consists of reading, writing, talking and listening. From earliest days in Primary One, the children are taught reading skills through a range of methods including Phonological Awareness and Jolly Phonics. We use a range of Fiction and Non-Fiction text to support the teaching of reading skills. Led by the Experiences & Outcomes, a range of programmes of work are used to develop language skills and to meet individual needs. Talking and Listening skills are taught through methods such as discussion, role-play and drama. Written competency is achieved by exposure to literature of high standards, reflecting on the writer's craft and by providing stimuli such as visits out with school as part of topic work. Routes Through Writing is used to develop children's writing skills. We encourage all children, especially those with English as an additional language, to celebrate and share knowledge of their language and culture. We have further developed our home reading programme of fiction and non-fiction in a variety

of genres to develop families' awareness of texts in different languages and encourage our multi-cultural children to read in their first language.

Modern Languages- The modern language taught in our school is Spanish and is taught from P1 - P7. To reflect the multi-cultural aspect of our school we also involve all classes in learning key words and phrases from the language of the month e.g. Arabic, Polish, Urdu, Scots etc.

Numeracy & Mathematics - Glasgow's Progression Framework in Maths is used across the school supported by a range of resources and practical maths activities. Teachers also use ICT software and interactive activities to extend and support learning. Home Learning numeracy sacks enable parents to support children in developing maths concepts and processes.



Health and Wellbeing

Health and education go hand in hand and children who are fit and healthy are more likely to achieve their full potential at school. The Scottish Government requires that all schools are Health Promoting, meaning that

we adopt a whole school approach to promoting the physical, social, mental and emotional well-being of all children, staff and the wider school community. The introduction of the Schools Health Promotion and Nutrition Act and Curriculum for Excellence both place health and well-being at the heart of education.



Further information regarding the curriculum and how parents can support their child's learning can be found at: www.curriculumforexcellencescotland.gov.uk

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

Useful websites

Education Scotland www.education.gov.scot National Parent Forum of Scotland www.npfs.org.uk

Schools Health Promotion and Nutrition Act

In addition to ensuring that we place health promotion at the heart of our school's activities, the Schools Health Promotion and Nutrition Act requires that the food and drink served in schools must meet certain nutritional requirements. In summary, this means that schools can **no** longer provide the following:

- Soft drinks
- Sugar-free soft drinks
- Sweetened fruit/veg juice

- Squashes/cordials
- Whole milk
- Sports/energy drinks
- Chocolate coated products
- Sweets
- Sugar free sweets
- Yoghurt coated fruits
- Cereal bars or processed fruit bars
- Savoury snacks i.e. crisps over specified fat & salt content

Food and drinks that we can provide include:

- Free drinking water (MUST be provided)
- Mineral water
- Semi-skimmed or low fat milk
- Milk drinks, yoghurt drinks, fruit juice (in line with guidance)
- Fruit or vegetables
- Dried fruit in line with guidance
- Crisps, pretzels, popcorn, rice crackers, cream crackers, oatcakes, and bread sticks in line with guidance.

Please help support our commitment to health and well-being by encouraging your son/daughter to bring healthy snacks and drinks to school and by making use of our Fuel Zone, which provides a great range of healthy lunches for £1.90 (Free to all children P1-4)

Religious Education in Roman Catholic Schools



Parents are the first and best teachers of spiritual, moral, social and cultural values. The school's role is to support the parents in this task. In St Francis' Primary we do this by creating a strong ethos in order to foster positive values such as respect, love, tolerance, understanding and justice. Being a Roman Catholic school, our ethos stems from basic Christian values. Our religious education curriculum is determined by the Church authorities laid out in accordance with the experiences and outcomes of the RERC curriculum for excellence. A minimum of 2 and a half hours per week is given to religious education based on the syllabus for RE 'This Is Our Faith' and 'God's Loving Plan.' These documents are carefully structured to take account of the children's age and stage of development. They ensure a sense of unity and coherence from Primary 1 to Primary 7. In presenting Christianity, the programmes highlight the four pillars of the Catholic Faith: Creed, Sacraments, Christian Living and Prayer. Prayers are said daily in all classes and Prayer services, liturgical assemblies and Mass take place on appropriate occasions. The local Priests are always welcome visitors and help the children to deepen, develop and express their faith. Preparation for the Sacraments of Reconciliation, First Communion and Confirmation take place at the appropriate stages in the children's development i.e. Reconciliation P3; First Communion P4 and Confirmation P7. As part of their Religious Education children in P6 and P7 will learn about God's plan for the creation of new life.

A meeting will be held for parents / carers prior to the children beginning these lessons and all materials used with the children will be discussed at this meeting.

The religious education programme plays a vital role in ensuring that all pupils regardless of race, culture, class, gender or disability are developed to their full potential. We aim to help them to gain insights into the beliefs and practices of other faiths. Therefore, Judaism and Islam are introduced as per the experiences and outcomes of a curriculum for excellence. 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 child noted in the register using code REL on these days.

Science and Social Studies

In our programmes of work we challenge children to develop their knowledge and understanding of the world in which we live through effective questioning and exploration of interesting things. We aim to equip the children with skills for lifelong learning and we try to encourage the children to have informed attitudes to the environment. The subject areas: Science and Social Subjects i.e. people, past events and societies, people, place and environment and people in society, economy and business and other curricular links are built into the teacher's planning for learning with a different focus each term. Citizenship and Enterprise Education permeate the whole curriculum and develop children's skills and qualities to enable them to be successful learners, confident individuals, responsible citizens and effective contributors in our multi-cultural society.

Technologies - including ICT

Computers and I Pads are in use to develop specific skills and reinforce learning in as many areas of the Curriculum as possible. The school is linked to Glasgow City Council's Network. Varied cross-curricular ICT programmes are used to develop children's skills as recommended by Glasgow Schools Network. ICT programmes are used to effectively develop interdisciplinary skills across the curriculum and children's active involvement in their learning is further enhanced by the use of interactive white boards.



Expressive Arts

is divided into Art & Design, Drama, Dance and Music. Although these are recognised as subjects in their own right and taught in keeping with official guidelines they are also developed across other curricular areas. In Art and Design the children explore a wide range of two and three dimensional media and technologies through practical activities; they create, express and communicate their ideas. Performing and creating Music will be prominent activities for all learners.

We have a very successful school choir who perform at local events to an extremely high standard. In Drama children's creating and presenting skills are developed through participating in scripted and improvised drama. In Dance learners have rich opportunities to be creative and to experience inspiration and enjoyment. Creating and performing will be core activities.

Assessment and Reporting

Assessment of learning is planned as part of the daily routine in each class and is generally a continuous formative process throughout the year. A variety of approaches to assessment are used to confirm staff's professional judgement of children's progress across early - second level. At P1, P4 and P7 children are assessed using the Scottish National Standardised Assessments to support evidence that they have achieved a level. Class teachers keep their own records of children's progress and each child has a personal record of their own learning journey. We encourage children's involvement in peer/self-assessment to enable them to set personal targets. Parents are kept informed about children's assessment results and their children's general progress at parents' evenings twice yearly. An annual written report is sent home in June. Parents can also make an appointment to discuss their child's progress at any convenient time throughout the school year.

Curriculum for Excellence - bringing learning to life and life to learning

Curriculum for Excellence aims to raise standards, prepare our children for a future they do not yet know and equip them for jobs of tomorrow in a fast changing world. Curriculum for excellence enables professionals to teach subjects creatively, to work together across the school and with other schools, to share best practice and explore learning together. Glow, Scotland's online network, supports learning and teaching within a Curriculum for Excellence.

Teachers and practitioners will share information to plan a child's 'learning journey' from 3-18, helping their progression from nursery to primary, primary to secondary and beyond, ensuring the change is smooth. They'll ensure children continue to work at a pace they can cope with and with challenge they can thrive on.

Curriculum for Excellence balances the importance of knowledge and skills. Every child is entitled to a broad and deep general education, whatever their level and ability. Every single teacher and practitioner will be responsible for literacy and numeracy - the language and number skills that unlock other subjects and are vital to everyday life.

It develops skills for learning, life and work to help young people go on to further study, secure work and navigate life. It brings real life into the classroom, making learning relevant and helps young people apply lessons to their life beyond the classroom. It links knowledge in one subject area to another helping children understand the world and make connections. It develops skills so that children can think for themselves, make sound judgements, challenge, enquire and find solutions.

There is personal support to help young people fulfil their potential and make the most of their opportunities with additional support wherever that is needed. There will be an emphasis by all staff on looking after our children's health and well-being to ensure that the school is a place where children all feel safe and secure.

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

The Education authority requires every school to produce its own Race Equality Policy to comply with the Race Relations (Amendment) Act 2000. 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>

Information on the Glasgow City Councils' Parental Involvement Strategy can also be found at <https://www.glasgow.gov.uk/index.aspx?articleid=17870>

In St Francis' 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) Support from EAL teacher, Mrs Hamilton, for children for whom English is a second language. Parents are encouraged to discuss and explain any home learning tasks in children's first language. Resources for children reflect the varied languages and cultures in our school.
- (d) 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.

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 organisation whose staff come into direct contact with children. It makes it easier for those different organisations to communicate consistently with each other, and with parents, carers, children and young people.

GIRFEC provides a structure that helps people to work in the same way and use the same language. This allows discussions with the child and their family to focus on what is good in a child's life, and what might need attention or support. It's the bedrock for all children's services and can also be used by practitioners in adult services who work with parents or carers.

The approach helps practitioners focus on what makes a positive difference for children and young people - and how they can act to deliver these improvements. Getting it right for every child is being threaded through all existing policy, practice, strategy and legislation affecting children, young people and their families.

What Getting it Right for Every Child means:

For children, young people and their families:

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

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.

Staff Development

Staff will continue to have the opportunity to access training in order to fully understand the legislation relating to Additional Support for Learning and the Disability Discrimination Act and the implications for supporting children with additional support needs.

Home and School Links

The school's policy is to create an atmosphere of co-operation and mutual understanding between home and school as this is vital for each child's well-being throughout his/her school years. All staff strive to establish a rapport and strong links with parents/carers. We do this in several different ways:

- (a) Parents are encouraged from the nursery stage to become active partners with the school in the education of their children.
- (b) Parent newsletters / school website / school twitter account / consultations
- (c) Parents' meetings are held twice yearly and provide discussion on specific aspects of the curriculum and their child's progress.
- (d) Parents are encouraged to contact the school to discuss any matters of concern.

Over and above these formal arrangements parents often come to assemblies, Masses and school concerts. Volunteers help with active play, outings and members of the PTG organise fund raising events and, like other parents, help staff with class activities. Consequently, we hope that parents will feel actively involved in their child's school.

Home Learning

Home learning is encouraged as it is hoped that parents will, by their interest, reinforce what their child learns in school and foster learning for life. Not all home learning has to be written. Parents can encourage reading for enjoyment or oversee rote learning e.g. of tables or spelling. Where the emphasis on home learning is on written tasks and is cross curricular, home learning will include the development of reference enquiry and reporting skills. Help can be given with researching information or accompanying children to the local library.

Children from Primary 1-7 have a homework diary. The diary will be a record of all home learning tasks for a week. Each entry will be clearly stated and dated. Parents are requested to sign the home learning diary to signify that the home learning task has been properly completed. The length of time for home learning will depend on the age and ability of the child:

- P1 & P2 10 - 15 minutes
- P3 & P4 15 - 20 minutes
- P5 - P7 20 - 30 minutes

Extra Curricular Activities

After school clubs are organised by staff during the year in specific activities such as Basketball, Dance, Football, Netball, Guitar, Chanter, Arts & Crafts.

These clubs are for children from Primary 1-7 in the school and take place in classrooms, the hall, the gym or on the football pitches. Primary 7 also have the opportunity to participate in a residential outdoor education experience. All outdoor activities comply with the requirements of the authority's Management Circular 48.

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. 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.

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 Glasgow 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 system of class charters to set out expected behaviour. This is celebrated through Health & Wellbeing Time treats, awards at assemblies and certificates sent home to parents etc.

The highest standards of behaviour are expected of pupils at all times. Where this is not the case, a variety of sanctions are used. Parents are asked to co-operate with the school in encouraging a sense of responsibility and good behaviour in their children.

Anti - Bullying Policy

The school has a clear policy on anti-bullying. A full copy of this is available from the Head Teacher but the general principle is to deal swiftly with any instance by supporting the victims and helping the perpetrator to change behaviour patterns.

Bullying behaviour cannot be tolerated and action taken against such will be immediate and effective. The rationale of our policy states that we wish to adopt a preventative approach to bullying behaviour, and by promoting positive behaviour ensure an anti-bullying climate in our school.

Our Specific Objectives are

- To identify factors which might encourage bullying.
- To continually raise awareness of bullying, in all its forms, with parents, staff and children.
- To promote positive relationships within the school community.

The Head Teacher and staff will examine school practices and customs to ensure an open and caring environment. They will strengthen positive aspects of behaviour through Religious Education, Emotional Health & Wellbeing, Assemblies and the development of a Whole School Nurturing Approach.

Supervision of Playgrounds

The playground can be the place where relationships break down. An adult presence is provided in playgrounds at break times in terms of the Schools (Safety and Supervision of Pupils) (Scotland) Regulations, 1990. In St Francis Primary the Support for Learning Assistants and Janitor supervise the playground. When the weather is too inclement to be outside, these adults supervise the children within the gym hall, assembly hall and classrooms.

In the interest of the security of the children in the school, all adults are requested not to enter the school playground when leaving or collecting children at the school gates at the beginning and end of the day.



Clothing

Given that there is substantial parental / carer and public approval of a dress code, schools in this authority are encouraged to develop a school dress code. In encouraging a dress code account must be taken in any proposals to prevent any direct or indirect discrimination on the grounds of race or gender.

Any proposals will be the subject of widespread consultation with parents/ carers and young people. Against this background it should be noted that it is the policy of the Education and Social Work Services Committee to encourage schools to develop an appropriate dress code policy.

There are forms of dress that 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
- Are made from flammable material for example shell suits in practical classes
- Could cause damage to flooring
- Carry advertising, particularly for alcohol or tobacco
- Could be used to inflict damage on other pupils or be used by others to do so.

Under no circumstances will pupils be deprived of any educational benefit as a result of not wearing clothing conforming to the school's dress code policy. It is a long standing tradition that the children of St Francis' wear the school uniform. This tradition is still very popular with today's parents. It gives the children a sense of identity and prevents competition in fashion dressing.

St Francis' school uniform is as follows:

GIRLS Brown skirt / trousers, a white shirt and school tie or yellow polo shirt, brown jumper or cardigan, brown sweatshirt, black/brown socks or tights and black shoes. Brown blazer / school jacket.

BOYS Brown trousers, a white shirt and school tie or yellow polo shirt, brown jumper, brown sweatshirt, black/brown socks and black shoes. Brown blazer / school jacket.

Parents/Carers receiving Income Support, Job Seekers Allowance (Income Based), Working Tax Credit (with a total annual income of less than £15,860*), Housing Benefit, Council Tax Benefit or Universal Credit (where the total income is less than £7320) 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>

Glasgow City Council is concerned at the level of claims being received regarding the loss of children and young peoples' clothing and/or personal belongings. Parents / Carers are asked to assist in this area by ensuring that valuable items and unnecessarily expensive items of clothing are not brought to school. Parents / Carers should note that the authority does not carry insurance to cover the loss of such items and any claims submitted are likely to be met only where the authority can be shown to have been negligent.

Meals



Children and young people of parents/carers receiving Income Support, income-based Job Seekers Allowance, Working Tax Credit (where income is less than £7920*), Child Tax Credit only (where income is less than £16,500*), Universal Credit (where income is less than £7,320) 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 at

http://www.fuelzoneprimary.co.uk/UserFiles/files/Medical_Diet_Leaflet%20-%20June%202017%20WEB.pdf.

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 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 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.

Transport

The Education Authority has a policy of providing free transport to all primary children 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. Parents/carers who consider they are eligible should obtain an application form from the education services. <https://www.glasgow.gov.uk/index.aspx?articleid=17882>

These forms should be completed and returned before the end of February for those children and young people beginning school in August to enable the appropriate arrangements to be made.

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

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

Pick Up Points

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



Health and Dental Care

Health assessments are the responsibility of local health services.



The school has a named School Nurse who is the key professional and will make occasional visits to the school to do checks such as vision. She will also be involved in good health promotion and, when time is available, offers an input to programmes of study about health matters. She is fully involved in our primary /secondary health transition programme.

The Community Dentist and Dental Hygienist also visit occasionally to selected age groups. This is to encourage children to form good dental habits.

It is extremely important that parents provide the school with the name address and telephone number of a responsible adult as a contact person in the case of illness or emergency. If a child becomes ill in school the parent or emergency contact will be notified. A similar procedure will be carried out in the case of an accident. If no contact can be made and it is deemed necessary the child will be escorted to hospital by a competent adult from the school. In case of a serious accident the child will be taken immediately to hospital and the parent alerted to go there. If a child requires particular medication or suffers from an illness, it is imperative that the school is notified and in the case of administering medicine, appropriate forms, available at the school office, must be completed by the parent.

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 letters, texts, twitter, notices in local shops and community centres, announcements in local places of worship and announcements in the press and on local radio.

School /Community

The school should play an important role in the local community. The facilities in St. Francis' Primary are used by community groups in line with letting policy. School activities attract local people from time to time and our children also go out to venues in the community to support their learning, entertain others or assist with events. The school has very positive working relationships with local businesses and community organisations, all of which support and enhance the learning experiences of the children.

The Parent Forum and the Parent Council

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

Parent Forum

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

Parent Council

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

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

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

Membership of the Parent Council

Generally, members of the Parent Council must be parents/carers of children and young people who attend the school and the chairperson must have a child in the school. However, the Parent Council can decide to co-opt other members from teachers and the community who will have knowledge and skills to help them. As St Francis' is a denominational school Blessed John Duns Scotus Church has been invited to nominate a representative to be a co-opted member.

St Francis' Parent Council was officially established in 2007. The Parent Council is selected for a period of one year after which parents may put themselves forward for re-selection if they wish.

- The Parent Council is accountable to the Parent Forum for St Francis' Primary and will make a report to it at least once each year on its activities on behalf of all parents.
- The Annual General Meeting will be held in November of each year. A notice of the meeting including date, time and place will be sent to all members of the Parent Forum at least 2 weeks in advance.

Parent Council office bearers are:

Mr R Watters (Chair Person)

Mrs C O'Neill (Secretary)

Mrs M McFadden (Treasurer)

Fr E Highton (Blessed John Duns Scotus)

Staff members are:

Mrs Johnston (Depute Head Teacher)

Joanne Martin (Adviser / Head Teacher)

The Head Teacher and your Local Councillor may attend all meetings and have the right to speak although, not being members of the council, have no right to vote.

Contact may be made with the council by writing to the 'Chairperson of the Parent Council' using the school address. The Parent Council has established a sub group, the PTG to support fund raising and school events.

Transfer from Primary School to Secondary School

Pupils are normally transferred between the ages of 11½ and 12½, so that they will have the opportunity to complete at least 4 years of secondary education. There is a Learning Community P7 - S1 transition programme in place to ensure all children move confidently and smoothly from primary to secondary school. Children who have additional support for learning needs will experience, if required, an enhanced transition programme to support them. Parents and carers will be informed of the school arrangements no later than December of the year preceding the date of transfer at the start of the new session. Children are placed in Secondary School according to their address.

Pupils from St Francis' Primary will normally transfer to:

Holyrood Secondary School

100 Dixon Road

Glasgow

G42 8AU

0141-582-0120

Data Protection - use of information about children and parents/carers

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

Information held by the school is, in legal terms, processed by Glasgow City Council. The Council is registered as a data controller under the Data Protection Act 2018 and all personal data is treated as confidential and used only in accordance with the Data Protection Act, the General Data Protection Regulations, 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 <https://www.glasgow.gov.uk/index.aspx?articleid=18010>

Education specific privacy statements can be accessed at <https://www.glasgow.gov.uk/index.aspx?articleid=22069>

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; Scottish Executive and its agencies; Scottish Parliament; Local Authorities; NHS Scotland; Universities and further education colleges; and the police.

Public Authorities have to allow access to the following information:

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

The legal right of access includes all types of 'recorded' information of any data held by the Scottish public authorities. From the 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/freedom

Internet facilities are provided on the Glasgow City Council Public Libraries and Real Learning Centres.

Dealing with Racial Harassment

The Race Relation Act of 1976 makes it unlawful to discriminate against someone because of his/her colour, race, ethnic or national background. The Act makes it the duty of Glasgow City Council to eliminate unlawful racial discrimination. In 1999 the guidelines, "Dealing with Racial Harassment" were issued to assist all teaching staff in dealing with such incidents. The adoption of an anti-racist approach should be seen as one part of the continuing attempt to improve the quality of education.

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

Comments and Complaints Procedures

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

Tel: 0141 287 0900

e-mail: customercare@glasgow.gov.uk or education.customercare@glasgow.gov.uk

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

Addresses and Contacts

Service Director Education: Maureen McKenna

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

Councillor: Baillie James Scanlon
Glasgow City Council
Glasgow City Chambers
George Square
Glasgow G2 1DU

PLEASE NOTE:

Although this information is correct at the time of printing, there could be changes affecting any of the matters dealt with in the document:

- (a) Before the commencement or during the course of the school year in question.**
- (b) In relation to subsequent school years.**

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