



# Howford Primary School Handbook Updated January 2020



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Dear Parents and Carers

I should like to warmly welcome your child and family to our school. Welcome, too, to partners and families who may be exploring our work.

Everything we do, and plan to do, is centred round the wellbeing, emotionally literate relationships, growth and development of our children, embracing our families and wider partners. Getting it Right for Every Child (GIRFEC) places children's wellbeing at the centre of all assessment and planning and Glasgow's Nurturing City Principles sit at the heart of this:

Children's learning is understood developmentally

The classroom offers a safe base

The importance of nurture for the development of wellbeing

Language is a vital means of communication

All behaviour is communication

The importance of transition in children's lives

Through Nurturing Communication we show that we love and **CARE** for each other by:

**C**reating a sense of belonging

**A**ttentiveness and attunement

**R**esilience building

**E**motional regulation

Each of our children is journeying through Curriculum for Excellence, engaging with highly stimulating and appropriately challenging experiences and outcomes which develop their wellbeing, knowledge, understanding, skills, capabilities and attributes for flourishing as lifelong creative, confident learners in an ever changing and exciting world. Through our nurturing, reflective, evaluative and celebratory approaches, we are committed to delivering excellence and equity for all.

This handbook contains a range of information that you might find helpful and I hope that it gives you a glimpse of life in Howford Primary School. Please do not hesitate to contact us or check our school website if you would like more information.

We very much look forward to having you and your child journey with us and hope that this will be the start of a strong partnership of family learning and engagement.

Karen Muir, Headteacher, January 2020

## **School Vision & Values**

Our vision here in Howford Primary is of a school which ensures that all children achieve success through relevant, engaging and high quality educational experiences. We will strive to be the best we can be by continuing to reflect on our practice and to remain ambitious and creative in all that we do. We will work in partnership with others to ensure we meet children's needs in a safe and nurturing environment and we will prepare children for lifelong learning and citizenship in a democratic, socially just and sustainable society.

Our shared values are embedded in everything that we do in Howford Primary School.

We are committed to:

- Ensuring everyone feels cared for, respected and included
- Promoting responsibility for our actions and tolerance of diversity
- Developing a sense of belonging to a community where trust and integrity are paramount
- Ensuring equality and fairness permeate throughout the life of our school
- Remaining ambitious and courageous in all that we do

All staff in Howford Primary School aims to provide a high quality service and are committed to improving outcomes for all of our children. We recognise the importance of having high expectations for the children, of ourselves and others in striving to be the best we can be and we are fully committed to working together in order to achieve our vision for Howford Primary School.

We aim to:

- Improve outcomes for all children by raising standards of educational attainment and achievement within all areas of the curriculum.
- Provide contextualised learning and teaching experiences which are relevant, meaningful and challenging for all children.
- Support the development of all of our staff to enable them to deliver a curriculum which best meets the needs of our children.

- Ensure that we meet the needs of all of our learners to enable them to become successful learners, effective contributors, responsible citizens and confident individuals.
- Enable all of our children to become responsible citizens by ensuring that our young people are involved in the decisions that affect them
- Equip all of our children with the necessary skills and attitudes to enable them to become effective contributors in an ever changing society

### **School Information**

You may wish to cut out the following information and have it on your fridge, purse or work desk etc for ease of finding the information required

#### **Contact Details:**

Howford Primary School  
Gowanbank Campus  
1 Craigbank Drive  
GLASGOW  
G53 6RA  
0141 881 8135  
Email: [headteacher@howford-pri.glasgow.sch.uk](mailto:headteacher@howford-pri.glasgow.sch.uk)  
[www.howford-pri.glasgow.sch.uk](http://www.howford-pri.glasgow.sch.uk)

#### **Background information:**

- Co-educational school
- Non-denominational
- Provision for ASN – our children have a continuum of learning needs, including global developmental delay, Autistic Spectrum Condition, Attention Deficit and Hyperactivity Condition, attachment/trauma needs and a range of medical needs
- Stages taught: P1-P7
- Current Roll:: 58
- Capacity: 60

## **School staff**

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

The leadership team is as follows:

Headteacher:	Ms Karen Muir
Depute (0.6)	Mrs Kirsty Dempster
Depute	Mrs Julia Haugh-Reid

## **Enrolment**

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

However, parents must enrol their child at their local mainstream school as a first step. Registration of Primary 1 children takes place in November and is advertised widely in local press etc. Enrolment is now conducted online. Enrolment forms and more information can be found on the Glasgow City Council website at <https://www.glasgow.gov.uk/index.aspx?articleid=18426>

If your child is allocated a placement for August in primary one, all primary one children will generally start full-time on the first day of the new session. However, in partnership with us, you may wish to plan a soft start in line with their additional support needs. This would, of course, be carefully planned for and would be time-limited.

## **Organisation of Classes**

Class groups are set by our leadership team in partnership with our teaching team. Each child is kept at the centre of class planning based on their age and stage as well as their additional support and wellbeing needs.

## **The School Day**

The school day can be flexible to meet the needs of the children but will normally be:

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

## **School Term Dates**

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

<https://www.glasgow.gov.uk/article/17024/School-Term-Dates>

## **Learner Absence**

Within Howford Primary School good attendance is encouraged at all times although we do understand that some of our learners will have on going medical appointments/particular medical needs. Parents and carers are asked to advise if their son or daughter is going to be absent. This should be done as early as possible on the first day of absence. If your child is going to be absent for some time, it would be helpful to know at the earliest opportunity. Our school will inform parents and carers of absence if no contact is made. All unexplained absence is investigated by the school and appropriate action taken, in partnership with the Education Liaison Officer for our learning community. We ask kindly that bus/taxi escorts are not asked to pass information on re absence; rather our school should be contacted directly.

## **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.

## **Medical & Healthcare**

The school nurse visits at various times during the year for routine health checks, vaccinations and medical examinations. Parents and carers 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/carers 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.

## **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

Our school uniform is:

- Light blue polo shirt (logo ones are available) – P1-P6
- Royal blue/navy school sweatshirt (logo ones are available) – P1-P6
- White polo shirt (logo ones are available) – P7
- Light blue school sweatshirt (logo ones are available) – P7
- Royal blue/navy/grey/black trousers – all
- Blue/grey/black skirt/pinafore – all
- Indoor shoes – for use during learning
- Outdoor shoes – for travel
- Wellingtons – for outdoor play
- Waterproofs for outdoor play (if you are able to provide – school also keeps some)



The supplier below stocks items with our logo and can be visited in store and online:

Gilmour Sports  
24 Clark Street  
Paisley  
PA3 1RB

0141 889 7206

[www.schoolwearmadeeasy.com](http://www.schoolwearmadeeasy.com)

When you log on to the site, please follow these easy steps to purchase your goods:

Go to badged goods  
Go to letter H  
Select Howford Primary  
Select your items and add to basket  
Select checkout  
Then pay for your goods

**If you haven't ordered online before you may have to register.** The site will then show you the items you can order. There will be a delivery charge for goods posted to your home address. We understand that other suppliers are also able to add logos to items.

## **PE Kit**

It is important that our learners come to school ready to engage with learning. For PE this requires appropriate clothing. All jewellery should be removed. Learners who are not participating in PE should have a note or a medical certificate. Learners 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 which cannot be worn in school for health and safety, wellbeing and equity reasons, 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 learner

PE clothing should be comfortable. Each middle/upper class will also have a block of swimming at some point for which swimwear and a towel will be required, and, if necessary, swim nappies.

## **Clothing & Footwear Grants**

Parents/Carers receiving Income Support, Job Seekers Allowance (Income Based), Working Tax Credit (see link below for thresholds), Housing Benefit, Council Tax Benefit or Universal Credit (see link below for thresholds) 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/article/17885/Clothing-Grants-and-Free-School-Meals>

## **School Meals**

Our school provides a lunch service which offers a variety of meals and snacks. 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](http://www.fuelzoneprimary.co.uk/UserFiles/files/Medical_Diet_Leaflet%20-%20June%202017%20WEB.pdf). Please inform the Headteacher.

Children who prefer to bring packed lunches will be accommodated in a suitable area.

All children in P1-4 are entitled to a free school meal.

Breakfast is eaten in class and can also be purchased by those that require it. Our infant department also operates a specialist snack service as part of our children's learning experiences – donations to which are voluntary.

## **Transport**

The education authority will normally provide free home to school transport for learners who have been assessed to attend specialist school provision to meet the requirements of his or her Additional Support Needs.

Where free transport is provided, it may be necessary for children to walk to the vehicle pick-up point. It is the parent/carer's responsibility to ensure that their child arrives at the pick-up point on time. It is also the parent /carer's responsibility to ensure that the child behaves in a safe and acceptable manner whilst using school transport. It is expected that no child/young person with additional support needs will be on transport for more than one hour.

## **Transfer from Primary to Secondary School**

Children and young people normally transfer between the ages of 11 ½ and 12 ½, so that they will have the opportunity to complete at least 4 years of secondary education. Parents and carers will be informed of the school arrangements no later than December of P7.

Children from our school normally transfer to:

1. A Glasgow ASN Secondary School
2. A Glasgow Mainstream Secondary School Co-located Unit
3. Other specialist provision

A Transition Planning Review takes place during the sixth year of primary education to allow parents/carers and professionals the opportunity to discuss the most suitable placement for our learners.

Links will be established with the appropriate secondary provision to ensure a smooth, enhanced transition for all of our learners.

## **Transition into Howford Primary School**

All transitions take a learner centred approach in partnership with parents and carers, partner educational establishments and partners from Educational Psychology, Statutory Agencies and Third Sector Organisations. Our aim is always for our learners to develop secure feelings of attachment with us whilst saying a healthy goodbye with appropriate closure to their previous establishment. We also support our learners, particularly in primary one, to feel secure in being away from family during the day in the knowledge that they will return home safely. We may use photographs and other concrete objects to support this.

Our transition process is supported by Glasgow's Policy on Every Child Is Included and Supported:

<https://www.glasgow.gov.uk/index.aspx?articleid=19456>

## **Communication with Parents and Carers**

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

*Open Door Policy* – our senior leadership team are available for all parents and carers at any time – by phone or appointment - providing they are not teaching or in another meeting.

*Class Diaries* – Communication between school and family around learning, experiences, homework, co regulation, self-regulation ...

*Newsletters/Letters* – will be sent out on a regular basis to keep families informed about the work of the school/ask for input.

*School website/Twitter/Facebook* – will contain a great deal of information about the school. It is a good idea to check this regularly if you have access.

*Messaging through Group Call* – You may also receive text reminders/emails/notifications about events/school closures etc.

*Meetings* - Parents and carers are welcome in our school to discuss any aspect of their child's development and progress. There are also various opportunities throughout the year when parents and carers can discuss their child's learning journey and pathway with the class teacher.

Parents and carers are most welcome at other events throughout the school year e.g. family learning events, information evenings, class performances, assemblies.

## **Emergency Contact Information**

At the start of each school session, parents will be issued with the 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.

## **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>

## **Comments & Complaints**

In Howford 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](mailto:customercare@glasgow.gov.uk)

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

## **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 Howford 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 are 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.

**Languages:** 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.

**Mathematics:** 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.

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.

## **Useful websites**

<https://education.gov.scot/education-scotland/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-building-from-the-statement-appendix-incl-btc1-5/what-is-curriculum-for-excellence/>

## **Religious Observance**

Our school community celebrates the diversity within our community itself as well as wider religious celebrations through assemblies and class learning experiences. Our aim is to help our learners develop their spirituality in the widest sense – through joint and individual reflection, be confident in developing and expressing their own beliefs and values and develop a sense of empathy and equity towards others.

Parents and carers from religions other than Christianity may request that their children may 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 up to 3 occasions in any one school session.

## **Assessment & Reporting**

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 our staff team to pass on information to parents and carers about the progress of their child. Assessment records are kept by the class teacher and form the basis of discussion at Parent and Carer Evenings. An annual report is sent to parents and carers towards the end of each school year. Parents and carers will receive termly updates on Interdisciplinary progress (progress across the Broad General Education through learning themes).

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

## **PERSONAL SUPPORT FOR WELLBEING AND ADDITIONAL SUPPORT NEEDS**

All of our learners have a Wellbeing Assessment and Plan (WAP) and some require a Co-ordinated Support Plan (CSP). All of our learners have regularly reviewed learning targets which are shared with parents and carers.

All of our planning for learning reflects the Principles of Curriculum Design which inform national and local planning:

- Challenge and Enjoyment
- Coherence
- Breadth

- Progression
- Depth
- Personalisation and Choice
- Relevance

Whilst Literacy and English (and Communication), Mathematics and Numeracy and Health and Wellbeing feature prominently in all aspects of planned learning, the curriculum is delivered thematically. Each theme, or context for learning, is cross-curricular where there is specific focus on selected experiences and outcomes and overarching benchmarks.

The environment for learning in Howford Primary promotes a high degree of challenge and enjoyment, and personalisation and choice through planned opportunities to experience realistic learning activities which make imaginative use of both indoor, outdoor and wider learning environments. Approaches which involve our learners in planning, and respond flexibly to their interests and needs also contribute to personalisation and choice.

Our aim is that our learners are supported to work in their zones of proximal development - experiences which challenge them without causing undue stress, empowering them. It is also important that our learners are developing the four capacities of Curriculum for Excellence, together with the four main values:

Successful Learner  
 Effective Contributor  
 Responsible Citizen  
 Confident Individual

with a sense of

Compassion  
 Wisdom  
 Justice  
 Integrity

Our ethos and culture support our learners' holistic development. We place strong emphasis on wellbeing, equity, celebration of diversity, digital citizenship and creativity, empowering our learners to be active participants in their learning, wider school, communities and, ultimately, as global citizens, celebrating religious observance and local, national and international themes.

The progress of our learners is closely tracked and the following key questions from GIRFEC remain at the forefront:

- What is getting in the way of this child's or young person's well-being?
- Do I have all the information I need to help this child and young person?
- What can I do now to help this child and young person?
- What can my agency do to help this child or young person?
- What additional help, if any, may be needed from others?

We also ensure optimum learning and development for our learners through the implementation of local and national policies. We take extremely seriously our duty to ensure that all learners 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 you are fully involved in any decisions about support for your child'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 –

<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>

### **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. (For Early Years establishments this should be “please contact your Health Visitor”)*

**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.

Each of our nurturing establishments contribute to the development of Glasgow as a nurturing city, creating safe environments which allow our children and young people to flourish by raising attainment and promoting positive mental health and wellbeing.

**Home Learning**

Continuing to learn at home helps children to achieve more and is a vital part of our partnership with parents and carers. Please check your child’s schoolbag for communication about home learning and specific experiences. We are in the process of updating our home learning policy.

## 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 informed by rigorous evaluation processes. Any parent or carer seeking a copy of the plan can contact the school office or check out our website.

## 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 develop respect for the rights of others. Therefore, our aim within Howford Primary School is to build a positive and safe ethos that demonstrates care, empathy and respect for all through nurturing approaches and nurturing communication and the development of emotional literacy, including self- regulation through co regulation support.

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

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

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

## Useful Contacts

**Parentzone Scotland** is a unique website for parents and carers in Scotland, from early years to beyond school. The website provides up-to-date information about learning in Scotland, and practical advice and ideas to support children's learning at home in literacy, numeracy, health and wellbeing and science. Information is also available on Parentzone Scotland regarding additional support needs, how parents can get involved in their child's school and education. Furthermore, the website has details about schools including performance data for school leavers from S4-S6; and links to the national and local authority and school level data on the achievement of Curriculum for Excellence levels. Parentzone Scotland can be accessed at <https://education.gov.scot/parentzone>.

Parent Network Scotland  
152 Bath Street  
Glasgow G2 4TB

[www.parentnetworkscotland.org.uk/](http://www.parentnetworkscotland.org.uk/)

Contact the Enquire Helpline on 0345 123 2303

<http://enquire.org.uk/>

<https://reach.scot/>

### **Glasgow City Council**

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

Tel: 0141 287 2000

[www.glasgow.gov.uk](http://www.glasgow.gov.uk)

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

- a) before the commencement or during the course of the school year in question
- b) in relation to subsequent school years

