

# St Mirin's Primary School Handbook



**2017-2018**

***Dear Parent/Carer,***

Education at St. Mirin's is a team effort. Our dedicated team is made up of teachers and support staff who work in partnership with clergy and parents to enable our young people to become successful learners, confident individuals, effective contributors and responsible citizens. This team effort has received recognition from the HMIE, The TES Awards & The Scottish Education Awards. We have been visited by many colleagues in the pursuit of excellent practice.

Pupils are actively engaged in their learning at all stages. Pupil councillors contribute to the management of the school, meeting with the Head Teacher on a monthly basis. Many activities are organised by the Parent Council throughout the year, giving parents the opportunity to meet/work with us. We look forward to meeting you on as many occasions as you can manage.

The aim of this handbook is to give you a flavour of life at St. Mirin's Primary where we are determined that your child will flourish. If you require further information or have any concerns regarding the education or welfare of your child in the future I will be only too happy to help.

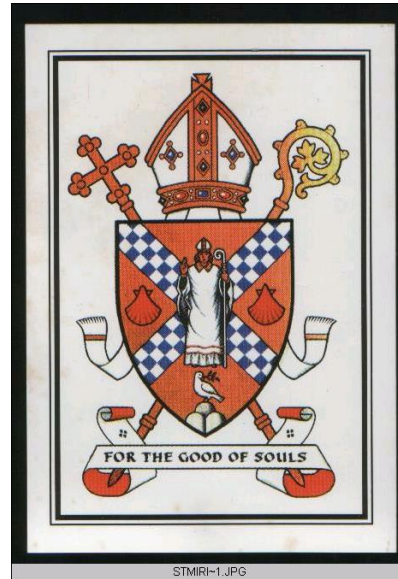
***Yours faithfully***

Mrs. Pauline Groome

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## Glossary

ASN	-	Additional support needs.
Curriculum	-	The subjects taught throughout the school.
Curriculum for Excellence (CfE)	-	Curriculum for Excellence is the curriculum for children from 3 – 18 years. These are National Guidelines to inform the learning and teaching provided by the school.
EAL	-	English as an additional language as child's first language is not English.
GCC	-	Glasgow City Council.
ICT	-	Information and communication technology.
NCCT	-	Non class contact time.
NQT	-	Newly qualified teachers.
School Improvement Plan (SIP)	-	Prepared annually to identify how the school intends to improve learning & teaching.
SfL	-	Support for learning. Support for pupils who are experiencing difficulty or performing exceptionally well.
TES	-	Times Educational Supplement.
VCOP	-	Vocabulary, connectives, openers and punctuation used in 'Big Writing' Programme.



*St. Mirin came from Ireland as a missionary in the 6th Century.*

*He began teaching the Christian faith in the Paisley area about the year 580 A.D. and founded his first church there.*

*St. Mirin is buried in Paisley Abbey, where his tomb was visited by pilgrims for many centuries.*

*St. Mirin's feast day is 15 September.*

*St. Mirin.  
Patron of our school,  
pray to Christ for us,  
Your servants.*

## Our Vision, Values and Aims

Our vision for St Mirin's Primary is to establish an inclusive school where:

- Pupils are challenged and supported to reach their potential in order to develop the four capacities of a Curriculum for Excellence.
- Staff are valued but challenged as they work together to provide the highest quality of education for our pupils.
- Parents and the local community are welcomed as partners.

As a Catholic school we promote the Gospel Values through celebration, worship and service to the common good. These values include wisdom, justice, compassion and integrity.

In St Mirin's Primary we aim to ensure that:

- There is a welcoming atmosphere and a positive ethos throughout the school, ensuring that all children are educated in a safe, nurturing environment where their rights are protected and individual needs are met.
- The whole child is developed in accordance with "A Charter For Catholic Schools In Scotland".
- We value the learning and achievement of all children and that high aspirations and ambitions are promoted.
- All staff work in partnership with parents and community, addressing diversity by showing respect for different beliefs, as we strive to enable our children to become valued members of our multi-cultural society.
- Within our inclusive school, every child is given the confidence, attributes and capabilities to enable them to become successful learners, confident individuals, responsible citizens and effective contributors.

As a health promoting school we take a holistic approach to developing & supporting the physical, social, spiritual, mental & emotional health & wellbeing of all our pupils & staff. We work in partnership with outside agencies to help support the health & wellbeing needs of our school community.



## School Information

ST. MIRIN'S PRIMARY  
260 CARMUNNOCK ROAD  
GLASGOW G44 5AP  
0141 637 7455

Email [st-mirins-pri.glasgow.sch.uk](mailto:st-mirins-pri.glasgow.sch.uk)

Website [www.st-mirins-pri.glasgow.sch.uk](http://www.st-mirins-pri.glasgow.sch.uk)

Glasgow City Council Going to School website [www.glasgow.gov.uk/en/residents/goingtoschool](http://www.glasgow.gov.uk/en/residents/goingtoschool).

**WORKING CAPACITY** 440

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

**DENOMINATIONAL STATUS** Roman Catholic Co-Educational

St. Mirin's is a member of the Holyrood Learning Community.

## SCHOOL PERSONNEL

### Management

Head Teacher	Mrs. Pauline Groome
Depute Head Teacher	Mrs. Anne-Marie Dunbar
Principal Teacher	Mrs. Fiona Currie
Principal Teacher	Mrs. Caroline Smith

### TEACHERS

P.1a	Miss S. McDaid	
P.1b	Miss C. Faulds (NQT) & Mrs C Smith (PT)	
P.2a	Miss M Carle	
P.2b	Mrs. K. Martin	
P.3a	Mrs. P.Archer	
P.3b	Mr M. Din	
P.4a	Mrs. F.M. Harker	
P.5a	Mr. S. Neeson	
P.5b	Mrs. C. Seery Mylet	
P.6a	Miss S. Armit (NQT) & Mrs F. Currie (PT)	
P.6b/7a	Miss L. Stark (Acting PT)	
P.7b	Mrs. G. McGlone (Acting PT)	
	Mrs. C. Smith	Mentor for NQT
	Mrs. F. Currie	Mentor for NQT
	Mrs. M. Penta	NCCT

## VISITING STAFF

Ms. R. Brackenridge Youth Music Initiative

## **SUPPORT STAFF**

### **Pupil Support Assistants**

Mrs. Norah Finnegan  
Mrs. Anne Monaghan  
Mrs. Christine Higgins

### **Pupil Support Assistants (ASL)**

Mrs. Karen Caldwell  
Mrs. Noreen Greene

### **Clerical Support Staff**

Mrs. Anna Clark  
Mrs. Noreen Rooney  
Mrs. Allyson Taylor (First Aider)

### **Janitor**

Mr. Anton Leiser

## **ADDITIONAL USE OF SCHOOL**

MON - FRI	8.00 - 8.35 a.m. G.C.C. Breakfast Club
MON - FRI	3.00 - 6.00 p.m. After School Care (07703476390)
MONDAY (1st)	7.00 - 9.00 p.m. Councillor
THURS (1st)	7.00 - 9.00 p.m. After School Club Meeting

## **SCHOOL HOURS**

<b>Morning Session:</b>	08.55 - 12.05
<b>Interval:</b>	10.45 - 10.55
<b>Afternoon Session:</b>	12.55 - 2.55

**P.1 attend school for the morning session only until the first Monday in September.**

## **SCHOOL YEAR - HOLIDAYS 2016-2017 (Proposed Holiday Dates)**

<b>Re-opening:</b>	<b>Teachers</b>	Thurs. 11 August 2016
	<b>Pupils</b>	Mon. 15 August 2016
<b>Sept Weekend:</b>		Fri 23 Sept. - Mon 26 September
<b>First Mid-Term:</b>		Mon 17 Oct. - Fri 21 October
<b>Christmas:</b>		Wed. 21 Dec – Wed. 4 Jan 2017*
<b>Second Mid-Term:</b>		Fri. 10 Feb - Tues 14 February
<b>Spring Holiday:</b>		Mon. 3 April - Fri 14 April Incl.*
<b>Easter Monday:</b>		Mon. 17 April
		*All schools close at 2.30p.m. on last day before holiday
<b>May Day:</b>		Mon. 1 May 2017
<b>May Weekend:</b>		Fri. 26 - Mon. 29 May
<b>School Closes:</b>		Tues. 27 June 2017
<b>Summer Break</b>		Wed. 28 June 2017

**Schools close at 1.00p.m. on Tuesday 27 June 2017**

**ALL THE ABOVE DATES ARE INCLUSIVE**  
**3 In-Service days are still to be arranged.**



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

The Scottish Schools (Parental Involvement) Act 2006 has changed the arrangements for parental 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 parents/carers to have a say in the local arrangements to enable their collective view to be represented on matters such as the quality and standards of education at the school and other matters of interest to parents/carers. One of the ways parents in the Parent Forum will be able to express their views will be through the Parent Council.

### **Parent Council**

The Parent Council is a group of parents/carers selected by members of the Parent Forum to represent all the parents/carers of children 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 Headteacher, 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 the local authority must listen to what the parent Council says and give it a proper response. Every school's Parent Council will be different because it will be parents/carers in each school who make the key decisions. The Parent Council is also entitled to support from the education authority in fulfilling its role.



## **Membership of the Parent Council**

Generally, members of the Parent Council must be parents/carers of children 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.

St. Mirin's Parent Council was established in the summer term of 2007. It consists of parent members, Mr. Des Logue, chairperson, Mrs. Suzanne Moretti the Church nominee and Mrs. Fiona Currie, staff member. The head teacher has a duty and a right to attend all meetings but does not have a right to vote.

The chairperson can be contacted via the school office – 0141-637-7455. The constitution is also available from the school office.

## **Pupil Council**

The pupil council consists of pupils from each P.1 – P.7 class voted by classmates. Meetings are held monthly, giving pupil councillors the opportunity to discuss with senior staff issues such as how to improve the school environment and fund raising activities. The pupil council demonstrates to pupils that their views are valued. It also prepares pupils to be good citizens. For the past few years pupil councillors have organised a Christmas Talent Show and helped publicise our annual Fun Day.

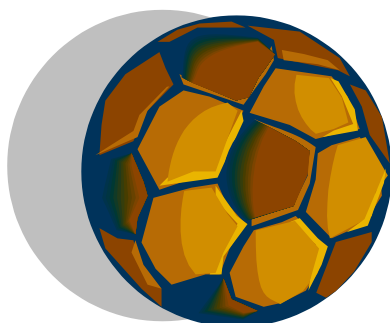


## **Extra Curricular Activities / Out of Hours Learning**

To enhance learning, regular educational visits for pupils are arranged. There is also an opportunity for P6 & P7 pupils to visit Lockerbie Manor for an adventure week. Pupils benefit from working collaboratively and in new environments.

Each session a range of activities are available after school, normally beginning at 3.00p.m. Recently pupils have enjoyed taking part in the following classes:-

Athletics, Football, Scottish Country Dancing, Badminton, Computing, Global Citizenship, ICT, Homework Club and Storybook Club.



## Enrolment

Children who are due to begin Primary One in August, should normally be registered by January of that year. Online registration is at [www.glasgow](http://www.glasgow) Dates and times are advertised in the press, nurseries, church bulletins and local shops.

Parents are invited to bring enrolled children to visit the school several times during the summer term. This allows “new starts” to become familiar with their classroom, to meet Primary One teachers and to become acquainted with the other children. While these visits are taking place, parents are provided with workshop sessions, where they learn more about St. Mirin's and about how they can best prepare children for school life. They are also given the opportunity to hear how Reading, Writing and Maths are introduced during the first year at school.

Parents wishing to enrol children at other stages, or at other times of the year, should telephone or call at the school to make an appointment with the Head Teacher.



## **Curriculum for Excellence**

### **Bringing learning to life and life to learning**

Curriculum for Excellence has now been introduced across Scotland for all 3-18 year olds – wherever they learn. It aims to raise standards and prepare our children for the future 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.

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 numbers 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 will be new ways of assessing progress and ensuring children achieve their potential. There will be new qualifications for literacy and numeracy and from 2013/14, new National 4 and 5 qualifications will be in place. Access, Highers and Advanced Highers will be updated to take account of and support the new approaches to learning and teaching.

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

Ultimately, Curriculum for Excellence aims is to improve our children's life chances, to nurture successful learners, confident individuals, effective contributors, and responsible citizens, building on Scotland's reputation for great education.

## **Implementation of Curriculum for Excellence**

At St. Mirin's we offer a broad curriculum which is both challenging and enjoyable. In this way we enable pupils to become

- Successful Learners
- Confident Individuals
- Responsible Citizens
- Effective Contributions

Pupils are given opportunities to gain knowledge and skills which they can apply in different curriculum areas. The eight principle areas of learning are:-

- Language & Literacy
- Numeracy & Mathematics
- Health & Wellbeing
- Religious & Moral Education
- Social Subjects
- Expressive Arts
- Science
- Technologies

## **Language & Literacy**

### **Talking & Listening**

There is a coherent and progressive programme in place which is used across the Holyrood Learning Community. This programme provides opportunities for pupils to express their thoughts and feelings in a variety of situations. Role play and presenting develops pupils' confidence in the use of the spoken word.

### **Reading**

Reading has a high profile throughout the school. All classes are timetabled to visit our school library weekly and are encouraged to share recommendations with their peers.

The core reading scheme at the early stages is 'Story Worlds' which offers the children a variety of different story types, broadening their reading experience. This structured programme is supplemented by a variety of fiction and non-fiction books by using early literacy strategies in other day-to-day reading activities. P.3 also work on a 'real book' as part of a Literary Study where they explore how an author crafts a novel. Phonics are introduced through Story Worlds and reinforced in class through oral and written activities. This progresses to formal spelling using 'Nelson Spelling' and 'Mind your Spelling'.

The reading scheme for P.4 - P.7 is "Literacy Worlds". This is a challenging scheme which includes both fiction and non-fiction books with children being taught how to read and analyse these new and more demanding texts. Children are also given opportunities to read independently, to experience the pleasure of reading alone and to build reading stamina. Also as part of their reading, children listen to stories, with teachers demonstrating to them how to read with fluency and expression as well as fostering reading enjoyment. This is supplemented by a Literary Study of a Novel. Children are taught how to handle and use a dictionary correctly to find the meaning of words and how to answer specific questions in their reading. The use of a thesaurus is also taught. Spelling and grammar are taught systematically.

## **Writing**

Early handwriting skills are developed using "The Foundations of Writing". This leads on to a formal style known as "The Simple Modern Hand". Creative writing is developed using "Big Writing" strategies. Pupils are introduced to 'VCOP' at P1 and this is further developed at each stage. Creative writing may be aided by the use of computers which allows pupils to concentrate on content rather than being concerned about presentation.

## **Modern Language**

Once a week Primaries 1 and 7 receive instruction in conversational French. Conversational Spanish will also be introduced this year.

## **Numeracy & Mathematics**

Interactive strategies are used at all stages to address the following attainment outcomes:

- Problem Solving & enquiry
- Information Handling
- Number, money & measurement
- Shape, position & movement

Tasks are set in a variety of contexts e.g.

- Active learning
- Maths schemes e.g. Heinemann Maths/Maths in Action
- Topics
- Computer Programmes
- Maths Games

## **Health & Wellbeing**

This area of the curriculum covers children's physical, mental, emotional and social wellbeing. We aim to assist pupils to make informed decisions which will enable them to become healthy and responsible citizens. Children will learn through:

- a planned programme of health topics
- circle time
- buddying
- daily access to healthy meals, fruit, milk and water
- taking part in ECO activities led by our ECO Committee

## **Physical Education**

Our pupils are encouraged to be physically active by participating in a wide range of enjoyable physical pursuits on a regular basis. Our progressive P.E. programme includes experience of gymnastics, ball skills, games and dance. Coaches visiting the school enhance our P.E. curriculum. Recently pupils have received coaching in 5-a-side Football, Gaelic Football, Rugby and Dance. Primary 7 pupils receive swimming instruction. Across the school year children are provided with two hours of P.E. each week.

## Social Subjects

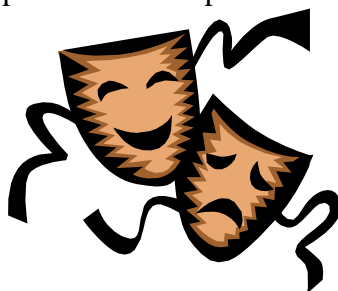
These experiences and outcomes are designed to stimulate the interest and motivation of pupils to become involved in their local community and in the wider world. The areas covered are:

- People, past events and societies
- People, place and the environment
- People in society, economy and business

Links are encouraged with other areas of the curriculum to provide learners with a deeper, more enjoyable and active experience. Where possible speakers/visits to places of interest are arranged to enhance pupils' learning.

## Expressive Arts

The expressive arts allow pupils to develop their talents and be creative through Music, Art and Drama. Some elements of Expressive Arts are addressed through interdisciplinary topics. The majority of activities will be practical and experiential.



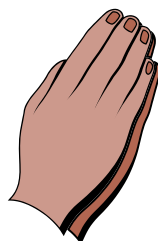
In **music** pupils follow the Charanga Music scheme which encourages them to create and perform using tuned and un-tuned percussion instruments.

In **art** pupils follow a structured programme using a wide range of media and exploring a variety of techniques.

In **drama** all classes explore the use of movement, mime and language to express ideas and feelings. During the session theatre groups perform for pupils and pupils perform for a wide audience. In June P.6 & P.7 pupils delighted their audience with a performance of 'The Jungle Book'. In December of this year P.1 – P.3 pupils will perform 'Shine Star Shine'.

## Religious & Moral Education

As a Catholic Primary we aim to present the Christian message and way of life systematically to the children, at a level and pace appropriate to their age and development. Catholic attitudes and beliefs are fostered and integrated into all aspects of the curriculum. We are following 'This is Our Faith', the new syllabus for Catholic Religious Education in Scotland. In addition to developing an understanding of the catholic faith, by studying other world religions at certain stages pupils come to appreciate significant aspects of the major world religions.



Staff, parents and priests work closely together in preparing children for the Sacraments of Reconciliation, Confirmation and Eucharist. The school chaplain is a regular visitor to our

school. Masses are celebrated in the church on the first Friday of each month and on Holy Days. Parents are invited to join with us on these occasions and to attend prayer services.

We are proud of our tradition of caring for others. Every year pupils take part in many events in order to raise funds for charities. As well as regular generous donations to Missio, we nominate a special charity during Lent and Advent. The Prince & Princess of Wales Hospice, Cancer Research, CHAS, Mary's Meals and Yorkhill Children's Foundation are some of the charities which have been supported recently. This session P6 and P7 will be selling reindeer food, while P3, P3/4 and P4b will hold a Christmas Fair to support our advent charity. The school choir again will sing Christmas Carols at a number of venues raising funds for the Prince & Princess of Wales Hospice and Ronald McDonald.

## **Science**

The study of science provided opportunities for pupils to learn about their environment by observing, exploring, investigating and recording.

The science outcomes are:

- Planet Earth
- Energy
- Communication
- Forces and Motion
- Life and Cells
- Materials
- Tropical Science

There will be a variety of approaches including contextualisation and discreet lessons as appropriate.

## **Technologies**

Our ICT programme of study develops progressive skills in word processing, e-mailing, graphics, information handling and presenting. We have a well equipped ICT suite, with a minimum of one computer in every classroom. The use of a range of technology including cameras, DVD recorders, laptops and interactive smart boards in every classroom further support learning and teaching.

## **Enterprise in Education**

All pupils will experience enterprise in education annually both in the form of specific enterprise projects/activities and enterprising approaches to learning across the curriculum. This is done in partnership with parents, the local community and businesses. St. Mirin's excellent practice has resulted in many awards in this area including several Diamond Awards from Glasgow City Council.



## **Spiritual, Social, Moral & Cultural Values**

As a Catholic school we work closely with parents and clergy to develop the spiritual, social, moral and cultural values of our faith. 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 no more than three occasions (days) in any one school session and the pupils noted as an authorised absentee in the register using code REL on these days. Parents may withdraw their child from religious observance but must give written prior notice of this intention to the Head Teacher.

## **Assessment**

Assessment is continuous during class lessons so that the teacher can decide on the next steps in learning for individual pupils.

### **Assessment is for learning**

At the start of lessons teachers share the learning intentions and the success criteria with pupils. This gives pupils the knowledge of what they are about to learn and what is required to complete the given task. The concluding plenary session allows pupils to reflect on the success of their learning and their next steps. Opportunities for self, peer and group assessment are provided at all stages.

## **PROGRESS & REPORTING**

Progress reports are sent out annually before the summer Parents' Meetings. A new reporting format has been produced in line with the curriculum for excellence. Teachers will report on how individual pupils are progressing as they pass through the early, first and second levels. Parents will be informed of their child's current working level. Parents' evenings take place twice a year.

If any parent wishes to discuss a child's progress at some other time, arrangements will be made for a meeting at a mutually convenient time and date. In the first instance it is best to phone for an appointment.



### **St Mirin's Homework Policy**

Homework is an obvious way for parents to become involved in their children's education and teachers appreciate their support. After consultation with staff and parents, the following guidelines have been issued.

#### **LENGTH OF TIME**

The length of time spent will not always be relevant to the amount or quality of homework. The class teacher will estimate that the tasks given should take approximately the following times to complete:-

Mon - Thurs inclusive

P.1 - P.3 ... up to 20 minutes

P.4 & P.5 ... 30 minutes.

P.6 & P.7 ...40 minutes

**If the task is not completed within these times, it is sufficient for the parents to sign the homework and return it to the school.**



#### **PARENT ROLE**

Parents are asked to provide the space/place/time for their child's tasks and to give encouragement by signing homework. When younger children are learning to read they need the encouragement of someone listening to them every night. When checking that the homework is complete, parents should not feel obliged to correct or teach where there is difficulty, as this is the responsibility of the class teacher.

#### **FORMAT OF HOMEWORK**

- |         |  |
|---------|--|
| P.1     | Reading and either number work or phonics.   |
| P.2/P.3 | Reading every night with either language or maths (not always written).  |
| P.4/P.7 | Language two nights, maths two nights + Thursday 'Learning Night' - tables/spelling. Children should read from their library book every night Mon - Thurs. |

Topic work is often linked to challenges which may involve research work. This is usually spread over days/weeks with a return date issued. In preparation for secondary, at the senior stages teachers may issue all homework on a Monday with pupils being responsible for its completion by an agreed day.

#### **Child Protection Procedures**

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 that person is. As with other areas of the curriculum, you will be kept informed of the health and personal safety programme for your child's establishment.

Educational establishments and services must create and maintain a positive ethos and climate which actively promotes children's and young people's welfare and a safe environment by:

- Ensuring that children and young people 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 welfare & safety and 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 and young people.

Should any member of staff have concerns regarding the welfare or safety of any child or young person they must report these concerns to the head of the 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 child or young person must then immediately advise social work services of these concerns.

### **Additional Support Needs/ Accessibility Strategy**

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

### **Support for Learning**

Most children may require a degree of support with their learning at some point in their school career. A pupil requiring learning support can be one who:

- Displays a gap between attainment and performance
- Has special needs due to physical impairment
- Has a gap in learning caused by absence or change of school
- Performs outstandingly well in one or more particular area.

The provision of a broadly balanced well-differentiated curriculum with realistic goals and targets should minimise the necessity for widespread learning support. Each class is composed of a number of groups, in which pupils can work with others of similar ability. Usually this enables children with difficulties to progress with the help of their class teacher. Where necessary, extra help may be given by promoted staff or a learning support teacher. The Educational Psychologist may be asked to provide additional expert advice.

## Home and School Links

In St. Mirin's we believe that the full co-operation and partnership of parents and teachers is essential to the education of our children. Apart from formal occasions, such as both Parents' Afternoons and Evenings, parents are encouraged to be involved in the life of the school. This may be at a meeting to discuss the curriculum, at our monthly religious services, or at class performances or concerts where children are encouraged by parental support.

St. Mirin's benefits from an enthusiastic and active parent group who support many school activities, as well as proving an invaluable asset in their fund-raising ventures. The school has benefited from their generosity which has provided us with:-

**Library Books**

**C.D. Players**

**Track Suits**

**Educational DVDs**

**P.E. Equipment**

**Violins**

**Computer Equipment**

**Golden Time Resources**

**Cameras**

**Subsidies for Educational Outings**



In St. Mirin's every class has access to at least 1 computer and a printer as well as an interactive smart board allowing computers to be used across the curriculum. Our computer suite allows class lessons to be taught where no more than 2 pupils will share a computer. The Parent Council has assisted us in expanding our ICT equipment.

Parent volunteers assist with 'Golden Time' activities and accompany us on outings. We could not offer such an extensive programme of experiential learning for our pupils without these volunteers.

The Parent Council also provide for and assist in the running of Christmas Parties & Discos, supply refreshments during Parent Nights and Workshops, provide gifts for P.1 at Christmas and P.7 Leavers. The annual Fun Day is only made possible with the assistance of the 60+ helper volunteers, organised by the Parent Council.

The fund raising events depend upon parental support for their success and we encourage all new parents to play their part.

## Attendance

(i) Attendance at school Section 30 of the 1980 Education Act lays a duty on every parent of a child of 'school age' to ensure that their child attends school regularly. Attendance must be recorded twice a day, morning and afternoon. Regulation 7 of the Education (School and Placing Information) (Scotland) Amendment etc. Regulations 1993 requires each child's absence from school to be recorded in the school register as authorised - that is, approved by the authority, or unauthorised - that is, unexplained by the parent (truancy) or temporarily excluded from school.

Parents and carers should inform the school by letter or phone, if their child is likely to be absent for some time, and to give the child a note on his or her return to school, confirming the reason for absence. 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 an 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 Education Liaison Officer investigates unexplained absence. The authority has the power to write to, interview or prosecute parents, or to refer pupils to the reporter of the children's panel if necessary.

## School Discipline

We are fortunate at St. Mirin's that most of our pupils come to school well prepared and eager to learn. The high degree of parental support and co-operation and the commitment of our staff to promoting positive behaviour through the Golden Rules ensure that problems with discipline rarely arise.

### GOLDEN RULES

**Do be gentle**

**Do be kind and helpful**

**Do work hard**

**Do look after property**

## **Do listen to people**

## **Do be honest**

There are occasions, however, when rudeness, disobedience or anti-social behaviour are displayed. Each class teacher is responsible for normal day to day discipline, but sometimes the teacher may feel it necessary to refer an incident to a promoted member of staff. If the incident is particularly serious, or there is a persistent failure to observe the normal standards of behaviour, the school would contact parents to seek their support and co-operation in whatever steps we agree to take.

**If any parent has a concern about bullying, the school is anxious to be informed, so that the appropriate action may be taken. Such concerns are taken seriously and investigated promptly.**

Teachers are encouraged to devise, in consultation with pupils, their own classroom rules. The few School Rules which exist are mainly in the interests of the children's safety:-

### **SCHOOL RULES**

- 1. DO NOT LEAVE SCHOOL WITHOUT PERMISSION.**
- 2. PLAY ONLY IN THE PERMITTED AREAS - NO CLIMBING PARTICULARLY ON THE ROOF.**
- 3. KEEP LEFT AND WALK QUIETLY IN CORRIDORS.**
- 4. ALL LITTER TO BE PLACED IN BINS.**

## **Bullying**

In 2009, Glasgow City Council published its revised Anti-Bullying Policy. It stated clearly that Bullying Behaviour will not be tolerated within Glasgow City Council's educational establishments and incorporated the requirement to record and report all discriminatory behaviours within educational establishments. As a result we have reviewed our policy in consultation with all stakeholders. Any anti-bullying strategy must stress the importance of partnership with parents/ carers.

## **St Mirin's Anti-Bullying Policy**

We believe that all children in Glasgow's educational establishments have an entitlement "to work (and play) in a learning environment in which they feel valued, respected and safe and are free from all forms of abuse, bullying or discrimination". (A Standard for Pastoral Care in Glasgow Schools).

### **DEFINITION**

**BULLYING IS AN ABUSE OF POWER WHICH IS OFTEN REPEATED.**

It may be:-

VERBAL	-name calling or making abusive comments.
SOCIAL	-ignoring or excluding another person.

WRITTEN	-for example, on paper, graffiti on walls or sent by text or email (including images)
MATERIAL	-possessions are stolen/damaged or extortion takes place.
PSYCHOLOGICAL	-pressure to conform is applied.
PHYSICAL	-physical assault.

**In St. Mirin's bullying in any form is treated as a very serious incident and will not be tolerated. Each case will be reviewed on an individual basis.**

We hope to prevent bullying by:

- ✓ Raising awareness in pupils, staff and parents through sharing this policy, distributing leaflets, displaying posters
- ✓ Sharing knowledge & understanding of rights and responsibilities
- ✓ Classroom discussions and talks for parents.
- ✓ Promoting positive behaviour
- ✓ Supervising playground areas and corridors
- ✓ Providing playground games
- ✓ Encouraging bullying incidents to be reported
- ✓ Having clear procedures in dealing with bullying behaviour

### **Procedures**

1. When an allegation is made or incident is witnessed by any member of staff, this member of staff investigates if appropriate.
2. If incident dealt with at (1), the incident is reported to HT/DHT & may be recorded.
3. If not appropriate to deal with incident immediately, staff member takes down details of incident and passes to HT/DHT to deal with.
4. HT/DHT (with any other relevant members of staff) deals with young person/s displaying discriminatory behaviour. Outside agencies, parents/carers, peer mediation may be involved as appropriate.
5. Recording form completed as appropriate.
6. Recovery process monitored.

N.B. Action at 4 & 5 will depend on the following factors

- Age of young person
- Persistence/repetition of incident
- Numbers of young people involved
- Knowledge of the individuals involved
- Level of distress caused
- Location & time of incident

## School Uniform

Given that there is substantial parental and public approval of a dress code, schools in this authority are encouraged to develop a school dress code. In encouraging a dress code policy account must be taken in any proposals to prevent any direct or indirect discrimination on the grounds of race or gender. Any proposals will be the subject of widespread consultation with parents and pupils. Against this background it should be noted that it is the policy of the education committee to encourage schools to develop an appropriate dress code policy. St. Mirin's Parent Council wishes to encourage all pupils to wear the school's uniform. The following items are suggested:

### BOYS

**White Shirt**  
**Brown Trousers**  
**Brown Jumper**  
**School Polo Shirt**  
**School Sweat Shirt**  
**Brown Jacket**  
**School Tie**

### GIRLS

**White Blouse**  
**Brown Skirt/Trousers**  
**Brown Jumper/Cardigan**  
**School Polo Shirt**  
**School Sweat Shirt**  
**Brown Jacket**  
**School Tie**  
**Yellow Dress (summer)**

### P.E.

**School Polo Shirt**  
**Shorts(yellow or brown)**  
**Black Sandshoes**  
**(Bulky trainers are not suitable)**

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

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

N.B. Jewellery, including all earrings, must be removed for P.E. lessons. Under no circumstances will pupils be deprived any educational benefit as a result of not wearing clothing conforming to the school's dress code policy.

Parents/guardians receiving income support, jobs seekers allowance (income-based), working tax credit (with an income of less than £15,050\*). Housing benefit, or council tax benefit will normally be entitled to monetary grants for footwear and clothing for their children. Approval of any requests for such grants made by parents/guardians in different circumstances is at the discretion of the Executive Director of Education. Information and application forms may be obtained from schools and from the Grants Section at Education Services H.Q.

Glasgow City Council is concerned at the level of claims being received regarding the loss of pupils' 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.



## **ST MIRIN'S - A HEALTH PROMOTING SCHOOL**

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 wellbeing of all pupils, staff and the wider school community. The introduction of the Schools Health Promotion and Nutrition Act and Curriculum for Excellence both place health and wellbeing at the heart of education.

### **Schools Health Promotion and Nutrition Act**

In addition to ensuring that we place health promotion at the heart of our schools' activities, the Schools Health Promotion and Nutrition Act requires that the food and drink served and provided 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 (i.e. biscuits, ice-creams, cereals, fruit, etc)
- 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
- 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 and free to all P1 – P3 pupils.**

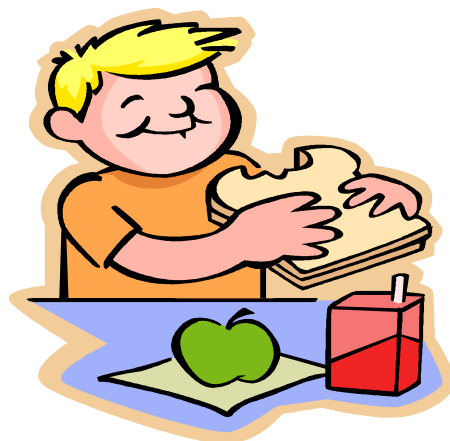
## School Meals

School meals are available from the cafeteria and are paid for at the time of purchase. Pupils in Primaries 1 – 3 do not pay for lunch. There is a daily choice of hot meals with vegetables and hot snacks. Desserts include fresh fruit and yoghurt. Drinking water and milk are available.

Where special diets are recommended by a doctor, a note of these should be given to the school so that an arrangement can be made. Children of parents/carers receiving Income Support, Job Seekers' Allowance, Working Tax Credit (where income is less than £6420), (Child Tax Credit only (where income is less than £16,010) 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 online or from schools and from the Grants Section at Education Services Headquarters.

It is in the interest of schools and parents/guardians to maximise the numbers of pupils entitled to free school meals as those schools with a high level of pupils 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 therefore encouraged to register their entitlement thus assisting the school in gaining additional support. Application forms can be obtained from the Grants Section at Education Services HQ.

Breakfast is available daily between 8.00 and 8.35 a.m. at a cost of £2.00 for a first child and £1.00 for each subsequent child. It is free to pupils receiving free meals



## Arrangements for Lunch & Interval Breaks

Provision is made for those children who bring packed lunches. Because of pressure on the existing accommodation it has been proved necessary to allow some children to eat their lunches in the classroom. We ask that no glass bottles be sent to school.

An adult presence is provided in playgrounds at break times in terms of the Schools (Safety and Supervision of Pupils) (Scotland) Regulations, 1990.

## **Transport**

### **(i) General**

The Education Authority has a policy of providing free transport to all primary pupils who live more than 2 miles from their local school by the recognised shortest walking route. This policy is more generous than the law requires. This means that the provision of transport could be reviewed at any time. Parents/guardians who consider they are eligible should obtain an application form online or from the school or Education Services. These forms should be completed and returned before the end of February for those pupils 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/carer 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.

### **(ii) Pick-up-Points**

Where free transport is provided it may be necessary for pupils 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 that their child arrives at the pick-up point in time. It is also the parent's/carer's responsibility to ensure their 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.

### **(iii) Placing Requests**

The Education Authority does not provide transport for those pupils in receipt of a placing request other than in exceptional circumstances and where appropriate legislation applies.

## **MEDICAL AND HEALTHCARE**

**P1** At the P1 stage the school nurse will check vision, height and weight.

**P7** The school nurse will check the vision of P7 pupils and update medical records prior to secondary transfer.



**In Case of Illness** A child becoming ill in school will be supervised in the first instance by an adult. In more serious cases, contact is made with the home or person nominated by parents/carers. In an emergency, a child would be taken to the nearest hospital by a teacher or pupil support assistant and parents informed as soon as possible.

**It is essential that the school be given emergency contact numbers for each child. Please ensure that these numbers are kept up to date, and that the person(s) named is able to take the child from school if necessary as this can save a child from undue distress.**

### **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 failure 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 in touch by using letters, notices in local shops and community centres, announcements in local churches and announcements in the press, local radio and on our school website.

### **Transfer of Children from Primary to Secondary**

Normally pupils transfer between the ages of 11½ and 12½ years, so that they will have the opportunity to complete at least four years of secondary education. Parents will be informed of the arrangements no later than December of the year preceding the date of transfer at the start of the new session.

The Secondary School to which pupils from St. Mirin's transfer is:

Holyrood Secondary,

100 Dixon Avenue,

GLASGOW

G42 8AU

Telephone: 0141-582-0120

### **Data Protection Act 1998**

Information on pupils, parents and guardians is stored on a computer system and may be used for teaching, registration, assessment and other administrative duties. The information is protected by the Data Protection Act 1998 and may only be disclosed in accordance with the Codes of Practice. For further information please contact the school.

### **Freedom of Information (Scotland) Act 2002**

The Freedom of Information (Scotland) Act 2002 enables any person to obtain information from Scottish public authorities. The Act applies to all Scottish public authorities including: Scottish Executive and its agencies; Scottish Parliament; Local Authorities; NHS Scotland; Universities and further education colleges and the police.

Public authorities have to allow access to the following information:

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

The legal right of access includes all types of '*recorded*' information of any data held by the Scottish public authorities. From 1 January 2005, any person who makes a request for information must be provided with it, subject to certain conditions.

Further information is provided on the Glasgow City Council web-site:

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

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

## **Dealing with Racial Harassment**

The Race Relations Act of 1976 makes it unlawful to discriminate against someone because of her/his colour, race, nationality, ethnic or national background. The Act makes it the duty of Glasgow City Council to eliminate unlawful racial discrimination. In 1999 the guidelines, "Dealing with Racial Harassment" were issued to assist all teaching staff in dealing with such incidents. 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**

If you have a comment or complaint please approach the Head of Establishment in the first instance. If the head of establishment does not resolve the issue to your satisfaction, you should contact our Customer Liaison unit who will:

- take a totally neutral stance in fully investigating your complaint;
- acknowledge receipt of your complaint within five working days;
- give a full written response within a further 10 working days, unless another timescale has been agreed.

The Customer Liaison Unit can be contacted by phone or e-mail:

Phone 0141 287 5384

e-mail [education@glasgow.gov.uk](mailto:education@glasgow.gov.uk)

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

## **Addresses and Contacts**

Maureen McKenna  
Executive Director of Education  
City Chambers East  
40 John Street  
Glasgow G1 1JL

Councillors – Glenn Elder, Malcolm Cuning, Euan Blockley, Margaret Moran.  
Glasgow City Chambers  
George Square  
Glasgow G1

Glasgow Life:- Letting Section, 'phone 0141-302-2814/2815

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

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