

August 2021

Dear Parent,

I would like to extend a very warm welcome to you and your child. Our school opened in August 2011 and we are very fortunate to be located next to Kelvingrove Park and to have such a beautiful and stimulating environment.

No matter where we are located I am confident in saying that Hillhead Primary is a vibrant, successful and happy multicultural school where we have very high expectations and standards for our pupils and ourselves.

In the following pages of this Handbook you will find details of the facilities and amenities available to the children who attend our school.

It is, however, very difficult to convey atmosphere and feeling on paper and we would in normal circumstances be very keen to invite you to come into the school and learn about us first-hand. Visits are normally organised throughout the course of the year but given current restrictions in place due to the Coronavirus pandemic this is not possible at present. We have a welcome video that was created for our new Primary 1 pupils this Session that might be of interest in lieu of physical visits, please find the video at the following link:

<https://www.youtube.com/watch?v=nGyR9G-TkrU>

We are very keen to form positive and successful partnerships with our parents for the benefit of the child. There will be many and varied opportunities for you to participate in the life of the school. We hope that your child will be very happy during his or her stay with us and you can be assured of our full commitment to your child's needs at all times.

Yours sincerely

Andrew Robson
Head Teacher

**Hillhead Primary School
Handbook 2021-22**

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ADDRESSES AND USEFUL CONTACTS

School

Hillhead Primary School

110 Otago Street

Glasgow

G12 8NS

Tel: 0141 339 1365

Headteacher@hillhead-pri.glasgow.sch.uk

Website - www.hillheadprimaryglasgow.org/

Glasgow City Council Going to School web-site:

www.glasgow.gov.uk/en/residents/goingtoschool

Link for finding your local school:

<http://www.glasgow.gov.uk/index.aspx?articleid=2945>

Local Councillors

Kenneth Andrew

ken.andrew@councillors.glasgow.gov.uk

Martha Wardrop

marthamwardrop@councillors.glasgow.gov.uk

Hanzala Malik

hanzala.malik@glasgow.gov.uk

All at:

City Chambers

George Square

Glasgow

G2 1DU

Glasgow Life Letting Section

info@glasgowlife.org.uk

Hillhead High School

Oakfield Avenue

Glasgow G12 8LJ

Headteacher@hillheadhigh.glasgow.sch.uk

Education Offices

Customer Liaison Unit

City Chambers East

40 John Street

Glasgow G1 1JL

Parent Council

Rhian Williams - Chair

hillheadprimaryparentcouncil@gmail.com

Out of School Providers

Karemore

Mobile: 07901915010

Safe 'til Six Club

Tel: 0141 332 9115

Mobile: 0850 960 880

West End Adventure

Tel: 0141 266 0084



Hillhead Primary School Handbook 2021-22

STAFF

Senior Management Team

Head Teacher

- Mr Andrew Robson

Depute Head Teachers/Department Heads

- Ms Lois Lurinsky (Lead for P5, P6 and P7)
- Mr Gary Thomson (Lead for P3 and P4)
- Mrs Karen Barclay (Lead for P1 and P2)

Principal Teachers

- Miss Lizi Dunn (Acting)
- Mrs Karen McMath (Acting)
- Mrs Sian Bartholomew
- Mrs Christina Butcher
- Ms Melissa Caulfield

Class Teachers

Class Teacher

P1a	Ms Kathryn Phillips
P1b	Miss Emma Beattie
P1c	Mrs Julie Watson-Grime/Mrs Kirsty Traynor
P1d	Ms Kate Wilson
P2a	Miss Flora Robinson/Mrs Alison Henderson
P2b	Mrs Pamela Park
P2c	Miss Iona MacDonald
P3a	Miss Libby Munro
P3b	Mr Alan Garry
P3c	Miss Elizabeth MacDonald
P4a	Mrs Susan Crawford/Mrs Christina Butcher
P4b	Miss Lauren Mitchell
P4c	Mrs Laura Mackie
P5a	Mrs Rachel Currie/Mrs Kara Rafferty
P5b	Mr Robbie Sinnott/Miss Lizi Dunn
P5c	Mr Paul Cairns
P6a	Mrs Nam Forrest
P6b	Mr Colin Sinclair
P6c	Ms Sharon Lancaster
P7a	Mrs Wendy Watt

P7b Mrs Becky Glendinning

P7c Mr Sean Rankine

NCCT

Ms Geri O'Sullivan (ICT)

Mr Francisco Cuellar (P.E)

Ms Gillian Sim (Science)

English as an Additional Language Teachers

Mrs Catherine Roger

Mrs Etta Leslie

Mrs Veronica Callaghan

Nurture and Wellbeing

Mrs Christina Butcher

Mrs Sian Bartholomew

Ms Joan Liceaga

Reading Recovery

Mrs Karen McMath

Support for Learning Workers

- Mrs Noreen Asif
- Mrs Rhona Cloudsley
- Mrs Patricia Hesford
- Mrs Baadia Kraria
- Ms Joan Liceaga
- Mrs Abida Raja
- Mrs Kirti Sood
- Ms Charlene Ferrier
- Miss Jane Binning
- Ms Julie McNair

Administration

Clerical Support

- Mrs Mohua Ray
- Miss Lynsey Quinn
- Ms Elizabeth Heuston

Janitor

- Isabell MacFarlane
- Simone Binnie
- Mr Kevin Brierly



Staff Welcome Video

Please follow the link below to get to know our staff for Session 2021-22 a little better:

<https://youtu.be/FAwbaTGPOIY>

REMITTS

Lois Lurinsky (Department Head P5-7)

Upper School Remit

- Achievement
- Quality Assurance
- Liaison with parents, P5 – 7
- Promoting a Positive Ethos
- Behaviour management
- Pupil wellbeing
- Primary/Secondary Transition
- Residential Trips
- Swimming

Whole School Remit

- Deputising for the Head Teacher
- Management of Resources
- Management of Office Administration
- Medicines
- Timetabling
- Active Schools
- School Grounds
- Parent Council
- Upper School show coordinator
- Numeracy Lead Person
- Health and Wellbeing Lead Person



Link for:

- Health and Wellbeing
- Parent Council
- International Education
- Equalities and Diversity Group

Gary Thomson (Department Head P3 and P4)

Middle School Remit

- Achievement
- Quality Assurance
- Liaison with parents, p1-2
- Promoting a Positive Ethos
- Behaviour management
- Pupil wellbeing
- Pre school/infant Transition

Whole School Remit

- Deputising for the Head Teacher
- Quality Assurance (Lead Responsibility)
- School Improvement Plan
- Curriculum Development
- Students/Probationers
- School Show Coordinator
- Literacy Lead Person



Link for:

- Digital Learning
- Developing the Young Workforce

Karen Barclay (Department Head P1 and P2)

Infant School Remit

- Achievement
- Quality Assurance
- Promoting a Positive Ethos
- Behaviour management
- Pupil wellbeing
- Infant / middle Transition
- Liaison with parents, p3 - 4

Whole School Remit

- Deputising for the Head Teacher
- Additional Supported Learning
- Expressive Arts
- Music Tuition
- Outdoor Learning/Eco Schools
- Staff Development
- School Improvement Plan
- Dinner Hall (link for Catering Staff)
- School Show Coordinator

Link for:

- Sustainability



- Work Experience
- Pupil Voice

SCHOOL INFORMATION

The information listed in Tables 2, 3, 4 provides general details, school hours and the school year.

Table 1: General

Description	Information
Present Roll in P1	90
Present Roll in P2	86
Present Roll in P3	79
Present Roll in P4	88
Present Roll in P5	93
Present Roll in P6	88
Present Roll in P7	86
Planning Capacity	666
Current Working Capacity	610
Stages Covered	P1 to P7
Denominational Status	Non-denominational
Single Sex or Co-education	Co-educational
Community Facilities	Letting
Class Teachers	22
Total Number of Staff	45
EAL Teachers	3 (1.6 fte)

Working Capacity

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.

The hours of attendance at school are as described in Table 2, school hours.

Table 2: School hours

	Start	End	Class
	9.00am	10.30am	P1 to P7
Morning interval	10.30am	10.45am	P1 to P7
	10.45am	12.15pm	P1 to P7
Lunch	12.15pm	1.10pm	P1 to P7
	1.10pm	3.10pm	P1 to P7



Main School Entrance on Otago Street



Table 3: School Year

Return Date Teachers	Thursday 12 August 2021
In-Service Day (Pupils do not attend)	Day 1 - Thursday 12 August 2021 Day 2 – Friday 13 August 2021
Return Date Pupils	Monday 16 August 2021
September Weekend	Friday 24 and Monday 27 September 2021
In-Service Day (Pupils do not attend)	Day 3 - Friday 8 October 2021
First Mid-Term	Monday 11 to Friday 15 October 2021 (inclusive)
Christmas/New Year	Thursday 23 December 2021 to Wednesday 5 January 2022 (inclusive) *Please note that schools will close at 14:30 on Wednesday 22 December and reopen on Wednesday 5 January 2022
Return to school	Wednesday 5 January 2022
Second Mid-Term	Monday 14 and Tuesday 15 February 2022
In-Service Day	Day 4 - Wednesday 16 February 2022
Spring Holiday	Monday 4 to Monday 18 April 2022 (inclusive) * Please note that schools will close at 14:30 on Friday 1 April and reopen on Tuesday 19 April 2022
Return to School	Tuesday 19 April 2022
May Holiday	Monday 2 May 2022
In-Service Day	Day 5 – Thursday 5 May 2022 *To coincide with Scottish Parliamentary Elections
May Weekend	Friday 27 May
Queen’s Jubilee	Thursday 2 June 2022 Friday 3 June 2022
School Close	Friday 24 June 2022 * Please note that schools will close at 13:00 on the last school day before the holiday



THE SCHOOL AS A COMMUNITY

Values

We have very high expectations for our pupils and will ensure we provide a learning environment that will support and stimulate; which encourages independence but is inclusive, which recognises the right of each pupil to be treated fairly and equally. To realise these expectations for our pupils we must also have high expectations and high standards for ourselves as teachers and for our school.

We will continue to update, develop and reflect upon teaching expertise. We will recognise that each child is an individual and we will develop our knowledge and understanding of each child. We will provide a quality learning and teaching environment, use methodology appropriate to the situation and select relevant materials and resources.

As a school we will ensure we create an environment, an ethos, which reflects our values. We want to be recognised as a school which has high standards and high expectations; a school which is inclusive; a school where children and adults feel valued and respected; where everyone feels they belong.

Equal Opportunities/Social Inclusion

As a school we give a strong commitment that we will provide a safe environment where all children can access the curriculum, feel part of the school community, be treated fairly and have any issues investigated fully. Equal opportunities should permeate the life of a school. Equality and inclusion should be apparent in our structure and practices; in the content of our curriculum and the way we relate to each other. We will promote an inclusive environment which values and recognises difference. We fully endorse the



Authority's policies in relation to equity and inclusion and have implemented our policy on Race Equality in line with the Race Relations (amendment) Act 2000.

Behaviour

Hillhead Primary has a very long standing excellent reputation in the area. We are determined to maintain, and indeed improve on this reputation.

We have an expectation that our children will be well behaved both within school and when we take groups on visits and our Discipline Policy reflects this. Our Promoting Positive Behaviour Policy has several key underlying principles viz:-

- All children and all adults have the right to feel safe and be respected.
- Everyone will be treated fairly.
- We will be honest with ourselves and with others.
- We will find the courage to do the right thing.

These core values apply to all situations. We are aware that some children have additional needs and will respond to these needs but we will not accept violence.

We will reinforce good behaviour through Golden Time and Praise Cards but our starting point is that we expect children to behave well and do what they are told first time.

We have also developed a range of ways where we acknowledge and value children's achievements both within and outwith school.

If a child is not following the code of conduct, the class teacher will deal with the situation initially. If the situation persists or if there has been a serious breach of discipline (causing injury to another pupil; stealing; defiance to a member of staff for example) the matter will be referred to the Department Head responsible for the stage of school the child is in.



The Department Head will decide on appropriate action. Depending on the seriousness of the matter, parents may be brought in.

Action taken to modify unacceptable behaviour may take the form of sanctions, including reflection time. However, no part of the curriculum, for example, music, physical education or educational television programmes will be lost as part of any sanction administered.

Bullying

Bullying behaviour will not be tolerated within Glasgow City Council's educational establishments. All children in Glasgow's educational establishments have an entitlement "to work (and play) in a learning environment in which they feel valued, respected and safe and are free from all forms of abuse, bullying or discrimination". (A Standard for Pastoral Care in Glasgow Schools).

Glasgow City Council recently published its revised Anti-Bullying Policy, incorporating the requirement to record and report all discriminatory behaviours within educational establishments.

All establishments were required to review their policy in light of this. Parents and carers have a significant role to play in helping to address this problem. For this reason any anti-bullying strategy must stress the importance of partnership with the parents and carers of their children.

See *Appendix 3* for our school's position paper on Bullying.

Please follow the link below to Glasgow's 'Every Child is Included and Supported: Getting it Right in Glasgow, the Nurturing City' – Anti-Bullying document;



<http://www.goglasgow.org.uk/content/UserGenerated/file/2019/Anti-Bullying%20Policy%20Revised%202119.pdf>

Racist Behaviour

Racist behaviour and bullying behaviour are dealt with differently. If racism is reported the incident is fully investigated and if it is found that racism has occurred appropriate action will be taken and the incident logged in line with the procedures of 'Dealing with Racist Harassment within the Education Service'.

Bullying Behaviour

Bullying is a very serious matter and any pupil who has been found to be involved in bullying behaviour will be interviewed by the Head Teacher and his/her parents will be sent for. The incident will be logged and the situation monitored. The victim will also be interviewed, supported and counselled if necessary.

His/her parents will also be asked in to discuss the situation and to be reassured. We will be undertaking a lot of discussion with our pupils about bullying behaviour, and how the majority can help prevent it, through our Health and Well Being Development programme.

Dealing with Racial Harassment

The Race Relation Act 1976 makes it unlawful to discriminate against someone because of her or 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.

Child Safety/Child Protection Policy

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. Schools 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. As with other areas of the curriculum, you will be kept informed of the Health and Personal Safety Programme for your child's establishment. 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 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 pupil must then

immediately advise the duty senior social worker at the local social work services area office of the circumstances.

Management Circular No 57 (see appendix 1).

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 building 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 who have a disability have equal access to information about their children. This could involve, for example, relocating the venue for parents meetings to facilitate physical access at parents' evenings or individual interviews; provision of an interpreter for the deaf; agreeing a telephone contact system to provide direct feedback to parents.

Our School has been adapted to address the needs of pupils, or parents, with physical or sensory impairments.



The Riverside Playground

CURRICULUM

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, prepare our children for a future they do not yet know and equip them for the jobs of tomorrow in a fast changing world.

Science Week – ‘The Moon’



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 unique, world-leading, online network supports learners and teachers in this and plans are already in place for parents/carers across the country to have access to Glow.

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 will 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 judgments, challenge, enquire and find solutions.

Literacy and Language

A comprehensive review of our language practice has been undertaken and new resources for the teaching and learning of language have been introduced in line with A Curriculum for Excellence.

We have an emphasis on contextualized learning and have developed a whole school writing programme. The Big Cat scheme is our core reading resource, especially for our infants and middle stages. Older, Independent readers will develop their reading and language skills through novels and non-fiction books.

We look to draw upon a wide range of resources available across the school to supplement our reading materials. This includes making good use of the wide range of digital literacy resources available to schools.

We have been developing our teaching skills in this area of the curriculum over the last few years making good use of our support staff, English as an Additional Language Staff and the key expertise of individual teachers to ensure a focused and impactful approach to supportive intervention during literacy sessions. Our aim is to ensure that children become independent readers and writers, confident and articulate communicators and active and intelligent listeners as soon as possible.

Book Bug Bag Launch at Hillhead Primary



Numeracy

We have been working very hard to develop, improve and enhance our delivery of Numeracy across the school over the past five years in line with Glasgow's Improvement Challenge (GIC). We deliver a strategies based approach to tackling numeracy problems and encourage the use of concrete materials across the whole school.



Maths Week Scotland Challenges

Our maths programme is compliant with CFE and is based on active learning and uses a variety of methodologies- whole class, group and individual. It also develops problem solving strategies and has a strong focus on collaborative activities through the use of games and other follow up activities.

We do not focus on one core resource but look to draw upon a wide range of quality materials which help to develop the children's mental strategies, problem solving abilities and understanding of the three key mathematical concepts (Concrete, Pictorial and Abstract).

Please follow the link below to view an outline of the Experiences and Outcomes identified within the Curriculum for Excellence for Numeracy (Early through to Fourth Level):

<http://www.goglasgow.org.uk/pages/show/654>

Concrete Materials for Numeracy and Math



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Expressive Arts

Expressive Arts is made up of Art and Design, Dance; Music, Drama. These subjects are important areas for development for all of our children and their place in the curriculum is recognised by having time allocated to each of these. Expressive Arts is an area which is also developed out with the normal school day and further reference is made in the After School Club section.



Infant and Middle School Winter Show

We are extremely fortunate to have a range of music instructors who come to our school. Upper school children can audition for the instrument of their choice and if successful can choose **one** instrument for instruction in school.

Health and Well Being

Emotional, Social and Physical well being; Planning for Choices and Changes; Food and Health, Substance Misuse; Relationships, Sexual Health and Relationships and PE, Physical Activity and Sport all come under the heading of Health and Well Being in a Curriculum for Excellence.



Sports Day at the Kelvinhall

We place a strong emphasis on Personal and Social Development and although it comes under Health and Well Being it also permeates the entire curriculum and indeed the life of the school. We aim to encourage children to value themselves and others, to treat each other and the people in their lives fairly and with respect. We want our children to be confident, articulate and independent thinking young people who have high self-esteem and a belief in themselves and their abilities. We have a strong focus on citizenship and every



year a member from each class are elected to our Pupil Council. We have revised our “Going to Secondary School” support programme which has been set up to smooth the transition from primary to secondary school.

P7 children go swimming for a term as part of their PE programme. We make separate arrangements for boys and girls for swimming.

Sciences

The main headings of Sciences to be covered under A Curriculum for Excellence are: Planet Earth; Biological Systems; Forces; Electricity and Waves; Materials; Topical Sciences.

Social Studies

Now comprises three components for the organisation of knowledge and understanding and, skills and the development of informed attitudes to the environment. These are People, Past Event, and Societies; People, Place and Environment; People in Society, Economy and Business.

Our school has revised our Social Studies programme to ensure we deliver the ACE experiences and outcomes. We aim to teach appropriate Social Studies topics including one from our range of “What it means to live in Scotland” topics. In our topics we will be seeking to make cross curricular links where appropriate.

Technologies

Information Technology (IT) is a subject which has its own status within the curriculum and for which there is a programme which has development and progression. IT is increasingly becoming integrated into our daily work programmes both in terms of children using subject programs, the internet, word processing, information handling skills, and using digital cameras and scanners.



We have a bank of wireless laptops and i-Pads available for class and group use.

Religious and Moral Education

The Religious and Moral Education programme is based on the CfE experiences and outcomes and advice from our own authority. We will be learning about Christianity, Islam and Hinduism.

Religious Education encourages pupils to become aware of a wide range of religious interpretations and morals of personal experience and of their importance to believers, fosters attitudes of open enquiry and helps reduce prejudice. It helps pupils to appreciate that religion offers a distinctive interpretation of life. It also encourages them to think honestly for themselves about religious beliefs and practices, and the implications of moral issues within religions. It also includes aspects of philosophical enquiry. Parents are at liberty to withdraw their children from Religious Education and Observance if they so wish. In order that alternative arrangements may be made, these parents should make their request, in writing, to the Head Teacher.

Parents from ethnic minority religious communities may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Only written requests detailing the proposed arrangements will be considered. Appropriate requests will be granted on not more than three occasions (days) in any one school session and the pupil noted as an authorised absentee in the register. Copies of the request form can be obtained from the school office.



Modern Languages

We teach French as our Second Language (L2) and this is delivered at conversational level for our P1 - P4 pupils and a full programme of weekly sessions are taught more formally for our P5 – P7 pupils.

We also deliver Italian as our Third Language (L3) to our P4 – P7 pupils.

Support for Learning (SfL)

Teachers perform a key role in assessing and identifying the needs of a child.

This could mean that a child has learning difficulties, specific or general. It could also mean that a child is extremely able and requires an individual programme which will provide sufficient challenge.

We implement a wide range of interventions to support learning across the school. We have sought to build the knowledge and skills of our staff over the past few years to ensure additional support is available within the school when required. Interventions are delivered by Class Teachers, Principal Teachers and Support for Learning Workers throughout the school year.

English as an Additional Language (EAL)

With approximately 40 different languages spoken in the school and nearly 50% of pupils bilingual we have a staffing compliment of 1,6 E.A.L. teachers. These specialist teachers work closely with children who require support to develop English as an additional language.

A significant input from our EAL teachers is given in the early stages of P1 in order to identify needs and develop profiles of our bilingual children, but support is given to pupils throughout the school at agreed slots after consultation and planning with the class teacher.



Assessment

Assessment in Primary schools is constant and continuous. Teachers informally assess on a daily basis. More formal assessment is done on a regular basis and may take the form of check-ups or weekly spelling tests for example. We are currently using a wide variety of information to inform ourselves of a child's progress. This will be further supplemented by information from the National

Assessment Resource (NAR). In addition we make use of Baseline Assessments in P1.

There are several purposes for assessment. These include: to check up on progress and understanding; to confirm progress to guide children to improved performance; to compare; to diagnose; to raise levels of attainment; and to check the quality of teaching and learning. We use the cumulative data gathered from our assessments to inform our planning, teaching and reporting.

In P1, building on the assessment we receive from the nursery, we undertake an initial assessment at the start of the session. We do a further assessment towards the end of P1. In P3, P4, P5 and P6 we have developed a screening assessment. From P2-P7 in addition to our continuous assessment we also make use of the Scottish National Assessments in P1, P4 and P7 to provide supporting diagnostic information when confirming pupils achievement of Early, First or Second Level.

There is a Scottish Advice Service for additional support for learning. It is called Enquire and offers independent, confidential advice and information on support for learning through:

- Telephone helpline: 0345 123 2303
- Email enquiry service: info@enquire.org.uk
- Advice and information is also available at www.enquire.org.uk



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Enquire provides a range of clear and easy-to-read guides and factsheets including the parents' guide to additional support for learning.

In P7 we run our "Getting Ready for Secondary" programme and part of that involves sharing information with our Secondary colleagues.

We feel this is a comprehensive assessment programme when taken along with the profiles we develop on our bilingual children and the other assessment procedures we have in place. We feel that it provides us with important information that informs our practice and enables us to plan appropriately for the needs of our children.

Reporting

Twice a year we have parents' evenings where we discuss a pupil's progress with his/her teacher. The Senior Management Team are happy to meet with parents or arrange for class teachers to meet with a parent at any convenient time. We issue a written report in early June to all parents.

All records are kept in an individual file for each child entitled PUPIL PROGRESS RECORD. The information contained in a child's progress record shall be used only for the purpose of supervising that child's educational development and of giving adequate advice and assistance to, or in relation to, that child.

Other Information

Supervision of Playgrounds

We have created different play areas for different age groups in our playground in order to use our space more effectively. We have the Grove for our upper school pupils; the Courtyard for our p2 and p3 pupils and the Piazza for our P1 pupils. We are in the process of ensuring that the play areas are well supplied with a variety of games and resources.

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

We have a small group of parents who have volunteered to help supervise, along with school staff, the upper school children who go to our football pitch in Kelvingrove Park at lunchtimes. The parents are police checked and have had some school based training. The support from parents here has been invaluable and we are always looking for some more!



The Grove Playground

Out of School Hours – Learning and Study Support – After School Clubs

We have a school football team for P4-7 pupils and we run a series of clubs throughout the week for all pupils from P1-P7. These clubs change from term to term and are delivered by a combination of school staff and qualified coaches. Clubs that have been delivered in the past include basketball, rugby, taekwondo, table tennis, infant games clubs, dance, netball and handball.

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P6-P7 Girls Football Team



Primary 7 Residential Trip to Ardentinnay

We have also established an annual residential trip for our P7 pupils. This session our P7 children will be going to Ardentinnay in May for 4 nights.

Out of School Care

Can be obtained from three organisations, Safe 'till Six Club, which is based at the Community Central Halls, Karemore which is based in the school (see Addresses and Useful Contacts on page 5) and West End Adventure who are based in Unit 12C2, Anniesland Industrial Estate, Glasgow, G13 1EU.

HOME AND SCHOOL LINKS

Parental Involvement

We are very keen to develop strong and meaningful links with our parents. The reason for such a partnership is to support the emotional, social and intellectual development of your child.

We want a relationship with our parents where they feel comfortable and can access the school to the extent they want. For some that will be minimal involvement, maybe coming to our parents' evenings to find out about their child's progress, for others it maybe more involved and more formal through the Parent Council, some parents have become involved by sharing their skills and



expertise with our pupils or through acting as escorts on trips and other events. These are just some of the forms of partnerships we are seeking to develop.

If you have any **concerns** or issues you would like to discuss at any time please contact the school and a Department Head or the Head Teacher will be happy to meet with you. Similarly, if we have any concerns regarding your child we will make early contact with you in order to resolve any problems as early as possible.

Homework

The school's approach to homework is a flexible one, which recognizes that children work hard during the school day and have other commitments in the evenings. These commitments also play a valuable part in children's all round educational development. We firmly believe that some independent learning helps to establish good study habits and when homework is given, it has been considered necessary by the teacher concerned. This will usually relate to the practice of skills already acquired, some research work related to a topic or some development reading using class library books.

Whenever possible the homework should be completed and should not exceed the time limits described in Table 5.

Table 5: Homework time limits

Class	Time (minutes)
P1	10
P2	10
P3	15
P4	15
P5	20
P6	25
P7	30



If however, the homework cannot be completed for some reason, for example, family commitments, we would appreciate if parents would advise the school by sending a letter or by telephone. Where it is considered that extra support from the parents would assist a child to overcome some temporary difficulty, then prescribed work will be structured for the individual child in consultation with the parents.

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, Regulations 1993 requires each child’s absence from school to be recorded in the school register as authorised: i.e. approved by the authority or unauthorised: i.e. unexplained by the parent (truancy) or temporarily excluded from school.

The school should be informed if your child is to be absent and a note should be given to your child on return to school stating the reason for absence. Every effort should be made to avoid family holidays during term time as this both

disrupts the child’s education and reduces learning time. Parents should inform the school by letter, before going on holiday, of the dates.

Parents/Guardians 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 placement abroad;
- Family returning to country of origin for family reasons;
- The period immediately after 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 unauthorized 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.

Please note that the Education Liaison Officer will investigate any unexplained absence and that the authority has the power to write to, interview or prosecute parents, or refer pupils to the Reporter to the Children's Hearings, if necessary. May we request your co-operation in ensuring that your child arrives on time to begin his or her school day, as latecomers cause disruption to their own education and that of their classmates.

How to report your child absent from school:

From **Monday 8 June 2015** you should call the pupil absence reporting team on: **0141 287 0039** to report your child absent from school. You can call the line every school day from 8:00am. You should call the absence reporting line on the first day of your child's absence. You can also report an absence online on the new form [here](#).

Please phone the dedicated absence team to report the following absences:

- **Sickness absence:** if the absence lasts more than one day, parents and carers are required to call on subsequent days to provide an update. A letter should be provided to the school when the child returns from their absence.



- **Medical or dental appointments:** Parents and carers should call the team to report absences for medical or dental appointments. The school requires a letter or appointment card as evidence of the appointment to ensure permission is given to be absent from class.

Please phone the school directly to report the following absences:

To make sure you receive the right support you require, parents and carers should still contact the school directly to report absences of a sensitive or personal nature, for example:

- Bereavement
- Serious illness, for example, an absence which is going to last more than one week
- Injury, for example, broken limb
- Contagious diseases or illness

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 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/carers 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 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/carers views to the Headteacher, education authority and HMIE;
- Promoting contact between the school, parents/carers, children 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'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 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

GENERAL INFORMATION

Meals

A Fuel Zone is in operation in the school and pupils can purchase a mid-day meal of their choice for £1.90.

Arrangements can be made for those children with special dietary needs and the Head Teacher should be informed immediately. Children who bring packed lunches to school can eat them in the dining room. Children of parents receiving Income support Job Seekers'



Allowance (income based) and Child Tax Credit (where income is less than **£16,105**) and Working Tax Credit (where income of less than **£15,050**) are entitled to a free midday meal. Information and application forms for free school meals may be obtained from schools and from Education Services. We will provide separate information regarding our Cashless System.

Breakfast Club

We offer breakfast club in our dining room. It is open from 8:00 – 8:40am and offers a healthy breakfast to all. Price is currently £2 per for the first child and £1 for additional children (e.g. a parent with two children attending breakfast club would pay £3) unless the child is in receipt of Free Meals Entitlement in which case it is free.

Milk

All children are offered free milk every day.



Sample Menus as follows: Fuel Zone Menu

Week One

	Monday	Tuesday	Wednesday	Thursday	Friday
Choice 1	Quorn Meatballs in Tomato Sauce with Rice	Roast Chicken with Yorkshire Pudding and Potatoes	Fish Fingers with Oven Chips or Potatoes	Steak Pie with Potatoes	Chicken Curry with Rice
Choice 2	Cheese & Tomato Pizza Herb or Plain Diced Potatoes	Baked Potato with Savoury Cheese	Vegetable Paella with Crusty Bread	Sweet Chilli Quorn Flat Bread	Vegetable Quarter Pounder with Spiced or Plain Potatoes
Choice 3	Cheese Sandwich or Roll	Fish Goujon Salad Wrap	Savoury Cheese Sandwich or Roll	Tuna Sandwich or Roll	Salmon Nibbles with Spiced or Plain Diced Potatoes



Week Two

	Monday	Tuesday	Wednesday	Thursday	Friday
Choice 1	Falafel Burger in a Bun Oven Chips or Potatoes	Savoury Mince with Potatoes	Meatballs in Gravy Spiced or Plain Diced Potatoes	Spaghetti Bolognese Garlic & Herb Bread	Breaded Fish with Potatoes
Choice 2	Baked Beans on Toast	Quorn Goujons with Tangy Sweet & Sour Noodles	Vegetable Curry with Rice	Quorn Hot Dog & Onions Herb or Plain Potato Wedges	Quorn Tomato Pasta Garlic & Herb Bread
Choice 3	Baked Potato Cheese & Coleslaw	Tuna Sandwich or Roll	BBQ Chicken Breast on a Bun Spiced or Plain Diced Potato	Cheese Sandwich or Roll	Sweet Chilli Chicken Wrap



Week Three

	Monday	Tuesday	Wednesday	Thursday	Friday
Choice 1	Sweet Potato & Coconut Curry with Rice	Lasagne Garlic & Herb Bread	Roast Chicken & Yorkshire Pudding with Potatoes	Sausages in Gravy with Potatoes	Fish Fingers Oven Chips or Potatoes
Choice 2	Quorn Goujon Herb or Plain Potato Wedges	Cheese & Tomato Pizza with Pasta	Quorn Risotto Crusty Bread	Vegetable Chilli with Rice	Cheese & Tomato Quiche Oven Chips or Potatoes
Choice 3	Cheese Sandwich or Roll	Tuna Sandwich or Roll	Fish Cake Herb or Plain Potato Wedges	Chicken Goujon Salad Wrap	Baked Potato Baked Beans



Week Four

	Monday	Tuesday	Wednesday	Thursday	Friday
Choice 1	Macaroni Cheese Garlic & Herb Bread	Breaded Fish with Potatoes	Chicken Casserole Herb or Plain Potato Wedges	Mince Pie with Potatoes	Chicken Fajita Spiced or Plain Diced Potatoes
Choice 2	Quorn Sausage Casserole with Potatoes	Thai Vegetable Curry with Rice	Baked Potato Cheese & Coleslaw	Quorn Goujon Salad Flat Bread	Vegetable Arrabiata Pasta
Choice 3	Banana & cheese Sandwich or Roll	Chicken Mayonnaise Wrap	Hot Dog Sausage & Onions Herb or Plain Potato Wedges	Cheese Sandwich or Roll	Chicken Burger in a Bun Spiced or Plain Diced Potatoes



Week One Halal Menu

	Monday	Tuesday	Wednesday	Thursday	Friday
Choice 1	Quorn Meatballs in Tomato Sauce with Rice	Halal Roast Chicken Yorkshire Pudding Potatoes	Fish Fingers Oven Chips or Potatoes	Halal Lamb Pie with Potatoes	Halal Chicken Curry with Rice
Choice 2	Cheese & Tomato Pizza Herb or Plain Potato Wedges	Baked Potato Savoury Cheese	Vegetable Paella Crusty Bread	Sweet Chilli Quorn Flat Bread	Vegetable Quarter Pounder Spiced or Plain Diced Potatoes
Choice 3	Cheese Sandwich or Roll	Fish Goujons Salad Wrap	Savoury Cheese Sandwich or Roll	Tuna Sandwich/Roll	Salmon Nibbles Spiced or Plain Diced Potatoes



Week Two Halal Menu

	Monday	Tuesday	Wednesday	Thursday	Friday
Choice 1	Falafel Burger in a Bun Oven Chips or Potatoes	Halal Lamb Savoury Mince with Potatoes	Quorn Meatballs in Gravy Spiced or Plain Diced Potatoes	Halal Lamb Spaghetti Bolognese Garlic & Herb Bread	Breaded Fish with Potatoes
Choice 2	Baked Beans on Toast	Quorn Goujons with Tangy Sweet & Sour Noodles	Vegetable Curry with Rice	Quorn Hot Dog & Onions Herb or Plain Potato Wedges	Quorn Tomato Pasta Garlic & Herb Bread
Choice 3	Baked Potato Cheese & Coleslaw	Tuna Sandwich or Roll	Vegetable Quarter Pounder Spiced or Plain Diced Potatoes	Cheese Sandwich or Roll	Halal Sweet Chilli Chicken Wrap



Week Three Halal Menu

	Monday	Tuesday	Wednesday	Thursday	Friday
Choice 1	Sweet Potato & Coconut Curry with Rice	Halal Lamb Lasagne Garlic & Herb Bread	Halal Roast Chicken & Yorkshire Pudding with Potatoes	Quorn Sausages in Gravy with Potatoes	Fish Fingers Oven Chips or Potatoes
Choice 2	Quorn Goujon Herb or Plain Potato Wedges	Cheese & Tomato Pizza with Pasta	Quorn Risotto Crusty Bread	Vegetable Chilli with Rice	Cheese & Tomato Quiche Oven Chips or Potatoes
Choice 3	Cheese Sandwich or Roll	Tuna Sandwich or Roll	Fish Cake Herb or Plain Potato Wedges	Fish Goujon Salad Wrap	Baked Potato Baked Beans



Week Four Halal Menu

	Monday	Tuesday	Wednesday	Thursday	Friday
Choice 1	Macaroni Cheese Garlic & Herb Bread	Breaded Fish with Potatoes	Halal Chicken Casserole Herb or Plain Potato Wedges	Halal Mince Pie with Potatoes	Halal Chicken Fajita Spiced or Plain iced Potatoes
Choice 2	Quorn Sausage Casserole with Potatoes	Thai Vegetable Curry with Rice	Baked Potato Cheese & Coleslaw	Quorn Goujon Salad Flat Bread	Vegetable Arrabiata Pasta
Choice 3	Banana & cheese Sandwich or Roll	Halal Chicken Mayonnaise Wrap	Quorn Hot Dog & Onions Herb or Plain Potato Wedges	Cheese Sandwich or Roll	Keema Burger in a Bun Herb or Plain Diced Potato



Clothing

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. We have a uniform which is worn by many of our pupils. It includes t-shirts, sweatshirts, fleeces and hats. Details re: ordering are available from the school office. Please ensure your child's name is on all items of clothing.

THERE ARE FORMS OF DRESS WHICH ARE UNACCEPTABLE IN SCHOOL, SUCH AS:-

- 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; and
- 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. Parents receiving income support, job seekers allowance (income-based), working tax credit (with an income of less than £15,050), housing benefit or council tax rebates will normally be entitled to monetary grants for footwear and clothing for their children. Approval of any requests for such grants made by parents in different circumstances are at the discretion of the director of



education. Information and application forms may be obtained from schools and from the Education Offices, (see Addresses and Useful Contacts).

The council is concerned at the level of claims being received regarding the loss of pupils' clothing and/or personal belongings. Parents are asked to assist in this area by ensuring that valuable items and unnecessarily expensive items of clothing are NOT brought to school. Parents 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.

Transport

The Education Authority has a policy of providing free transport to all primary pupils who live more than one mile 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 who consider they are eligible should obtain an application form from the school or education office, (see Addresses and Useful Contacts on page 5). 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 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 pupils to walk a certain distance to the vehicle pick-up-point. Walking distance in total, including the distance from home to the pickup-point and from the drop-off point to the school in any one direction, will not exceed the Authority's limits for a Primary School which is 1.2 miles. It is the parent's responsibility to ensure that their child arrives at the pick-up point in time. It is also the parent'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.

Medical and General Health Care

In the case of illness or accident to a child in school, the school will immediately contact the parents or the "emergency contact". If it is a serious case and no immediate contact can be made with the parents, the school will take the child to the Royal Hospital for Sick Children at Yorkhill.

Parents should notify the school immediately of any particular medical requirements and also of arrangements to be made if the child has to be taken away during school hours, for example to attend hospital, doctor or dentist. Children are given regular medical checks throughout their primary education, for example, audiometric, dental hygiene and eye tests. Parents are not normally required to attend these, but will receive notification if further examination or treatment or both is required.



Nuts

We have a number of children who have a nut allergy. Every year we issue this letter:-

Dear Parent

I write to ask for your co-operation in an **IMPORTANT** matter. We have several children throughout the school who have an **ALLERGY TO NUTS**. This is a serious condition and they carry medication at all times. The relevant school staffs are aware of the signs and symptoms of this condition and procedures have been established should treatment be required.

The children have been told not to accept snacks or items from packed lunches from their friends and classmates. However this is a major responsibility for them and for their classmates. I would ask you to help us by ensuring that your children **DO NOT BRING NUTS OF ANY KIND**, or food containing nuts to school.

I appreciate that this may inconvenience some of our children who may enjoy nuts as a snack. However, given the very serious potential consequences for the children with the nut allergy coming into contact with nuts I am sure all parents will support us with their cooperation.

We will, along with their parents, be reinforcing with the children concerned that they should never accept food or sweets from other children or adults.

We will also be discouraging all children from sharing their snacks or packed lunches and I hope you will support us by talking about this at home. Please stress to your children that they are not being unkind by not sharing their food but that it is a necessary precaution to prevent some children becoming very ill and that they are actually acting in a very responsible way.

Thank you for your cooperation with this.

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 in touch by using letters, texts, use of the internet, tweets, notices in local shops and community centres, announcements in local places of worship and announcements in the press and on local radio.

THE SCHOOL IN THE COMMUNITY

We are in a very fortunate location at Hillhead Primary. We have ready access to the Botanics, Hillhead Library, Kelvingrove Art Gallery, Museum Education Service, Kelvin Hall Sports Arena, Glasgow University and the Subway for trips further afield. We make good use of these facilities and participate fully in local events and festivals.



Authors Live at BBC Scotland

A variety of educational visits and events are part of school life and parents are notified of these in advance. Parents are encouraged to help and support these activities. We have a policy of not charging for educational trips. The school pays for them either from our own resources or from our school fund which is maintained by money raised from whole school fund raising activities.



We recognise that we have many talented and skilled parents in our community and are very keen to build links with everyone who has a skill they are willing to share. We are keen to build genuine links with our parents in general to support the development of their child.

Links

Secondary

Hillhead Learning Community allows all local nurseries, primaries and the associated secondary to work closely with each other and other relevant agencies – health, social work, police, cultural and leisure.

We maintain close links with Hillhead High School, through curriculum discussions, Guidance and Departmental Staff visits and Senior Management Team Meetings.

Guidance and Departmental staff visit P7 during the summer term and P7 classes and their parents are invited to the High School.

The Senior Management Teams of both schools meet together and this valuable exchange of information results in plans being made for future action.

Transfer from Primary to Secondary

Pupils are normally transferred between the age of 11½ and 12½ years so that they will have the opportunity to complete at least 4 years of secondary education. Parents 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. Pupils normally transfer to Hillhead High School, (see Addresses and Useful Contacts).



Early Years

Further development in our Early Years liaison programme is supported by the Department Head and a member of the EAL Team. A comprehensive pre-entrants programme is operated by the school.

The Early Years Establishments in the area are visited throughout the year by members of staff. During the Summer Term, (see School Year), Early Years' staff are invited to visit the school with children who will be enrolling in our Primary 1 classes.

Enrolment

Any parent who wishes to enrol their child in Hillhead Primary is most welcome to visit the school and discuss relevant details with a promoted member of staff. Please telephone the Head Teacher to make an appointment, (see Addresses and Useful Contacts). You may wish to confirm your local school by visiting <http://www.glasgow.gov.uk/index.aspx?articleid=2945>

Registration

Primary 1

Registration of those children born between 1 March 2017 and 28 February 2018 takes place in the months of November 2021 and January 2022. An update is placed in local newspapers and parents are advised to consult the school regarding details. Parents should enrol their child online by visiting <https://www.glasgow.gov.uk/article/18007/Starting-Primary-School>

In Hillhead we have developed a structured induction programme for all children coming to P1 in August 2022. From early in the session the Department Head visits local nurseries to meet and get to know the children. Close liaison between pre-school establishments and Hillhead ensures a positive successful start to the children's primary school careers. In May the children from the local nurseries visit with their nursery teachers to see round the school.



Hillhead Primary School Handbook 2021-22

In June we look forward to seeing the children for an afternoon when they will meet their class teacher and spend time in their classroom. Parents are also invited on this day to join us for a coffee and to hear about the things their child will be doing during their first year at school. Before the end of term, P1 teachers will visit the children in their Early Years Establishment. This is always an enjoyable experience for both teachers and their new pupils. Informal coffee mornings are held in August to enable parents of Primary 1 children to get to know each other and to meet members of the Parent Council.

P1 teachers will be available throughout the year to discuss any matters concerning your child.

Placing Requests

The Education Authority does not provide transport for those pupils in receipt of a placing request, other than in individual exceptional circumstances and where appropriate legislation applies. In the case of under-age placing requests, if the child is offered a place in his or her catchment area school, transport will be provided in accordance with council policy stated above.

Letting

If a let is required please write to the Glasgow Life Section (see Addresses and Useful Contacts on page 5).

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, (see Addresses and Useful Contacts on page 5)



Freedom of Information

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

Comments & 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 3655/4688

E-mail education@glasgow.gov.uk

Customer Liaison Unit

City Chambers East

40 John Street

Glasgow G1 1JL



Privacy Statement

As a local authority our schools and early years establishments process information about children and young people in order to provide education and care. In doing so we must comply with the Data Protection Act (1998). This means, amongst other things, that the data held about children and young people must only be used for specific purposes.

However, you should be aware that we may use this information for other legitimate purposes and may share this information where necessary with other public bodies or where otherwise required by law. We may also use any information for research purposes. However, all personal data is treated as confidential and used only in accordance with the Data Protection Act and the Information Use and Privacy Policy approved by the City Council.

For further information please see our full privacy statement at www.glasgow.gov.uk/index.aspx?articleid=2895.

GLOSSARY OF TERMS

A comprehensive list of terms used in this Handbook is defined below:

CfE	A Curriculum for Excellence
EIS	Educational Institute of Scotland
EAL	English as an Additional Language
Fte	Full Time Equivalent
GCC	Glasgow City Council
SfL	Support for Learning
SOEID	Scottish Office Education and Industry Department



APPENDIX 1

RELEVANT SECTIONS OF MANAGEMENT CIRCULAR 57 (General Context)

1. General Context

1.1 Education Services, in all aspects of its operation, has a fundamental duty to contribute to the care and safety of all children and young people.

1.2 In fulfilling this duty it must engage in close partnership with parents/carers and relevant agencies, primarily health and Social Work Services (within the framework of the CHCP structure) and the Scottish Children's Reporters Administration (SCRA).

1.3 This partnership will be reflected in a range of activities at individual child level; within educational establishments and increasingly within the context of Learning Communities and Community Health and Care Partnerships (CHCPs).

1.4 The Management Circular addresses the procedure to be undertaken when there are ongoing concerns related to the care and welfare of a child or young person or the potential of risk to their wellbeing and safety.

1.5 The Management Circular must be brought to the attention of all staff on an annual basis.

1.6 The summaries of procedures (Appendix 1 and 2) must be visibly displayed in all staff bases and the establishment office.

1.7 It is the responsibility of all staff to report concerns as defined in Section 8 (see detail below) to the appropriate member of the establishment senior management team.



Section 8 contains the following definitions;

Suspicion/Risk of;

- Physical Injury
- Emotional Abuse
- Physical Neglect
- Non-organic failure to thrive
- Sexual

Abuse

Suspicion Risk of;

(factors relating to the child or young person)

- Absconding
- Child Safety
- Education
- Emotional Care/Development
- Health Illness/Disability
- Outwith Parental Control
- Physical Care/Neglect
- Self Harm
- Sexual Exploitation
- Offender Behaviour
- Substance Misuse

Suspicion Risk of;

(factors relating to the Parents/Carers)

- Alcohol Abuse
- Asylum Seekers/Refugees
- Domestic Abuse
- Drug Abuse
- Housing/Accommodation
- Learning Disability
- Mental Health
- Parenting
- Physical Illness
- Poverty/Financial



2. Professional Commitment

2.1 All Education Services staff must:

- share information on an inter-agency basis which is of benefit to a child's or young person's wellbeing;
- focus on preventative, early intervention strategies;
- contribute to a proactive establishment ethos which seeks to minimise the risk of harm and which places listening to children and young people at its heart (Appendix 10 and 11);
- respond effectively and timeously to any concerns, especially of imminent risk to a child or young person;
- ensure they are fully conversant with Management Circular No. 57 and their related responsibilities.

2.2 All establishments and schools should operate within a good practice framework which reflects:

- a high profile of inclusion, equality, fairness and openness;
- clear understanding amongst all staff of the commitment to fostering the general wellbeing of all children and young people;
- the active involvement of the child or young person (and parents and carers) as appropriate when arrangements relating to their care and support are being considered;
- an empowered Pupil Council which has an influential role in how the school delivers on the rights of children to be protected;
- strong pastoral care systems which are alert and responsive to early signs of need;
- robust internal referral systems from staff to senior management, supported by consistent recording and monitoring systems, including the maintaining of child welfare and safety chronologies;



APPENDIX 2 **REFERENCES**

References in the text are made to the latest editions unless specific editions are cited.

Statutory documents

Code of Practice (Scotland).

The Data Protection Act 1984 Codes of Practice.

The Education (Scotland) Act 1980.

The Education (School and Placing Information) (Scotland) Amendment Regulations 1993, Regulation 7.

The Schools Safety and Supervision of Pupils (Scotland) Regulations 1990.

The Education Act 1980, Section 30.

The Race Relation Act 1976.

National documents

SOEID Circular 6/91.

Outcomes for Curriculum for Excellence

Council documents

Council Policies on Religious Education and Religious Observance 1993.

Council Policy on Equal Opportunities.

Dealing with Racial Harassment.

Child Safety/Child Protection Policy



Other documents

Genderwatch Materials.

Policy - Education in a Multi-Cultural Society.

All authorities are required by law to issue a copy of the School Handbook incorporating current policies and practices of both the Council and the School to certain parents in December each year for their use as appropriate.

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

- **Before the commencement or during the course of the school year in question;**
- **In relation to subsequent school years.**

APPENDIX 3

Bullying Position Statement

Hillhead Primary School

Anti-Bullying Position Statement 2021

(Extract from Hillhead PS Promoting Positive Behaviour Policy)

Bullying and Bullying Behaviour

Bullying of any kind will not be tolerated in our school. Bullying is characterised by the following:

- *There is an abuse of power in a relationship and there is often a controlling element too. This can involve coercion and intimidation*
- *There is intent to harm*
- *It is persistent or repeated*
- *It consists of three forms: emotional; verbal; physical*

Increasingly online bullying is featuring as a form of bullying, either on its own or in conjunction with face to face bullying. Online bullying should be dealt with in the same manner initially as general bullying behaviour.

The outcome of bullying behaviour can be upset with someone feeling threatened, humiliated or vulnerable. Self confidence is undermined and stress can result

The NSPCC (National Society for the Prevention of Cruelty to Children) offers a useful definition:

- There is an Intention to Harm: bullying is deliberate, with the intention to cause harm. For example, friends teasing each other in a good-natured way is not bullying, but a person teasing another to upset them is bullying.
- There can be a Harmful Outcome: one or more persons are hurt physically or emotionally.
- It involves Direct or Indirect Acts: bullying can involve direct aggression, such as hitting someone, as well as indirect acts, such as spreading rumours or socially isolating someone.
- However, bullying behaviour also has characteristics that set it apart from other aggressive behaviours:
- Repetition: bullying involves repeated acts of aggression an isolated aggressive act, like a fight, is not bullying.
- Unequal Power: bullying involves the abuse of power by one or several persons who are (perceived as) more powerful, often due to their age, physical strength, or psychological resilience.
- Bullying Behaviour shares all of the above characteristics except that it may be a one off form of behaviour.

“All children / young people 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)

We fully support the above statement and all staff have a duty to be vigilant to ensure that any form of bullying or bullying behaviour is identified and stamped out at the earliest sign.

Positive relationships with pupils can help prevent or curtail bullying behaviour as children are much more likely to confide in someone they are comfortable talking to and trust.



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When dealing with an incident it is important to establish whether actual bullying, as opposed to aggressive or anti social behaviour, has taken place. The definition above should help determine this.

If possible bullying behaviour is identified then the matter should be referred to the Department Head who will investigate the incident(s) and seek to establish whether bullying has taken place. The incident will be logged on Click + Go, in line with our Authority's Anti Bullying Policy. At this stage it is an allegation of bullying until it has been fully investigated. If bullying is established the matter will then be passed onto the Head Teacher.

The Head Teacher will decide on a course of action, again, in line with our Authority's Anti Bullying Policy (See Appendix). This will involve serious sanctions for the perpetrator with the child's parents being involved. There will be the opportunity for the child to reflect on his/her behaviour, and there will be support for the child who has been subjected to bullying. The intended outcome will be to find a resolution where a child takes responsibility for his/ her actions, is able to acknowledge the effect and impact of his/her behaviour and is willing to apologise and ensure that there is no repetition of this behaviour (in line with our restorative practices mentioned earlier under serious/ very serious behaviour).

We will also use our HWB programme and our Assemblies to help build resilience, to find the confidence and courage to be assertive, to help children understand the nature of bullying and how it can be prevented. The majority of children are not bullied and they have an important role as the majority to act against bullying if they witness it. Acting as a united group is very powerful against a bully and this group can reprimand the bully, support the victim and let an adult know.

All members of staff are entitled to be free from bullying and bullying behaviour. This is dealt with in a separate paper in our Staff Handbook.