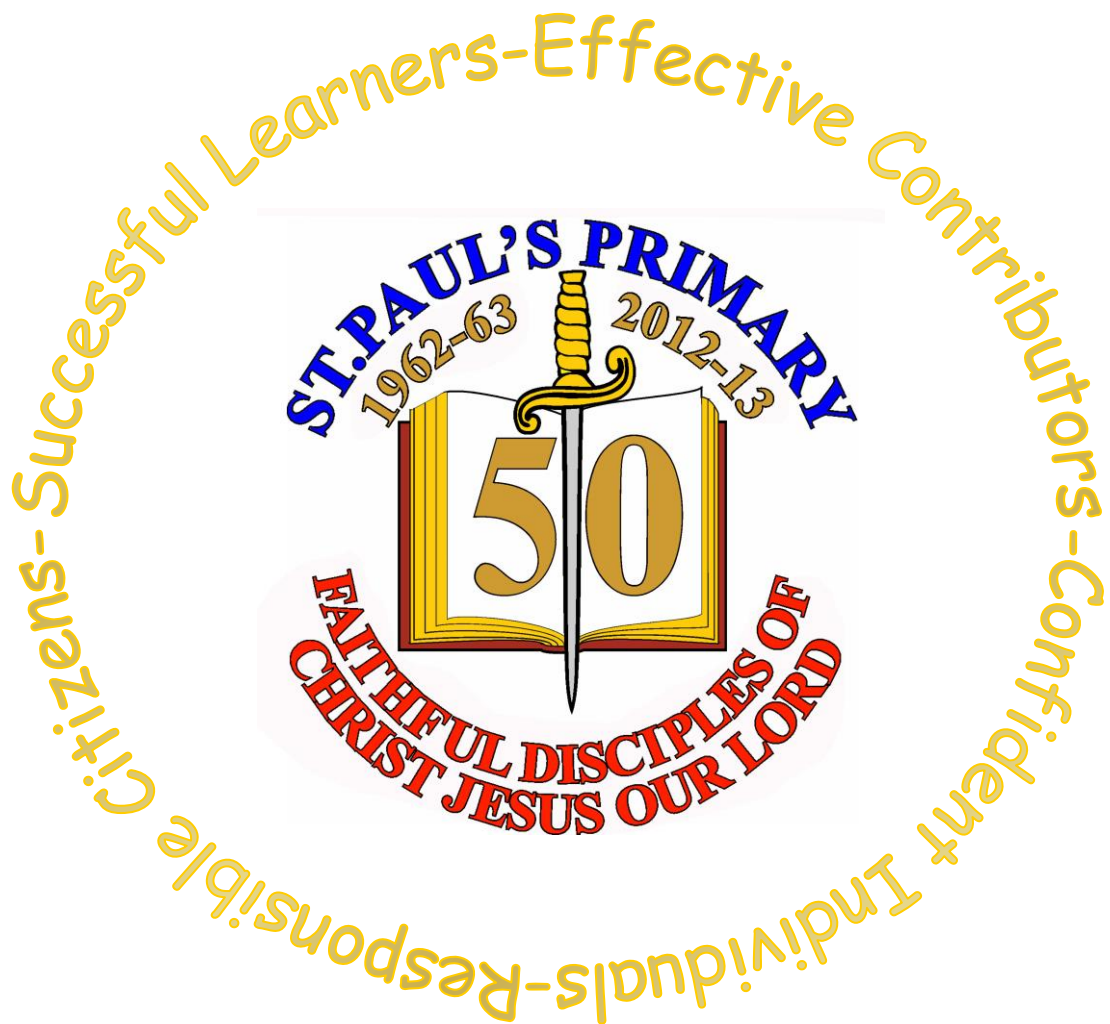


Handbook 2023-2024



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Head Teacher Welcome

Dear Parent/Carer,

Welcome to St Paul's Shettleston Primary School & Nursery Class.

At St. Paul's (Shettleston) Primary, we pride ourselves in ensuring we take a holistic approach to education, which focuses on developing the whole child with Christ at the centre of all that we do. We are committed to the partnership of home, school and Parish and through all parties working together our children will be sure of success and happiness at school.

Everyone at St. Paul's strives to ensure that children are encouraged, motivated and guided to ensure that they develop their natural gifts and talents whilst becoming confident, independent learners who know how to make informed decisions about the choices they make in life.

I am proud to be the newly appointed Head Teacher of a thriving, learning community with excellent children, supportive staff and parents. I look forward to working in partnership with you to ensure that your child receives the best education that meets their individual needs.

Yours sincerely,

Lynsey McLeod
Head Teacher

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Vision

"For now we see only a reflection as in a mirror; then we shall see face to face. Now I know in part; then I shall know fully, even as I am fully known. And now these three remain: faith, hope and love. But the greatest of these is love".

This scripture quote (1 Corinthians 13: 12-14) is at the very heart of all that we do in St Paul's Primary School and Nursery Class. We base all of our work, thoughts and interactions on these virtues so that every child is supported and encouraged to be the very best they can be, in every aspect of their development.

We work together to provide a safe and nurturing learning environment where every member of our school community feels like they belong and that their rights, lives and experiences are valued and respected. We recognise the importance of working in close partnership with parents and external agencies to ensure that all of our children are safe, healthy, achieving, nurtured, active, respected, responsible and included, in order to grow and develop as successful learners, confident individuals, responsible citizens and effective contributors.
(UNCRRC Articles 3, 18, 19, 20, 24, 28, 29, 31)

Values

The shared values in our school are reflected in our ethos, based on the Gospel Virtues of the Catholic Church. These Gospel Virtues include

- Faith
- Hope
- Love

We involve children in the decision-making process and recognise the dignity of each individual, made in the image and likeness of God, respecting this at all times. (United Nations Convention on the Rights of the Child - Articles 2, 3, 6, 12, 13, 14, 23 & 30).

Aims

As a Catholic school we strive at all times to ensure our children are fully supported to become the very best they can be, intellectually, spiritually and morally. With the child at the centre of all we do we also promote their rights and ensure these are being met in line with the articles set out in the United Nations Convention on the Rights of the Child. In St Paul's our aims are:

- To continue to develop effective learning and teaching experiences in order to raise levels of achievement and attainment (Articles 28, 29 & 30);

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- To provide a nurturing and motivating learning environment matched to the individual needs of all children ([Articles 3, 12, 13, 23 & 24](#));
- To reduce inequality, celebrate social and cultural diversity and promote social justice and inclusion for all ([Articles 14, 23 & 30](#));
- To work in partnership with parents, parishes and others in the community to encourage children to become active and responsible citizens ([Articles 9, 18, 29 & 31](#));
- To encourage the personal growth of children and staff as lifelong learners and effective contributors ([Articles 3, 6, 14 & 29](#)).

The school address is: **St. Paul's Primary School and Nursery Class**
85 Anwoth Street
Glasgow
G32 7RR

Telephone no: **0141 778 6227**

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

Twitter: **@stpaulsshet**

School website: **www.st-paulsshettleston-pri.glasgow.sch.uk**

Parent Council e-mail: **stpaulsprimaryparentcouncilshettleston@hotmail.com**

St. Paul's is a Roman Catholic co-educational school. The nursery class is non-denominational. The school building has a capacity of 450. The working capacity of the school may vary, dependent upon the number of children at each stage and the way in which the classes are organised. There are currently 15 Primary classes and a nursery class with present rolls as follows:

Nursery Class	30 am 30 pm
P1a	21
P1b	21
P2a	20
P2b	19
P2c	21
P3a	26
P3b	28
P4a	26
P4b	24
P5a	25
P5b	23
P6a	24
P6b	27
P7a	30

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The school is establishing an active Parent Council. All children are involved in the following Pupil Voice and Pupil Leadership groups: Rights Respecting School Committee, Eco Committee, Cultural Appreciation Committee, Language and Communication Friendly Group, Anti-Bullying/Anti-Racism Group, Reading Promotion Group, School Newspaper Group, Digital Leaders, Cost of the School Day Group, Environmental Improvement Group, Sports Captains, Digital Leaders, Fundraising/Social Enterprise Committee, Wellbeing Committee, Languages Group, World of Work Group, Laudato Si' Committee and Junior Road Safety Officers. Further information re school policies and procedures is available on the school website.

Learning Community

St Paul's Primary School and Nursery Class is part of the St Andrew's Learning Community. We work in close partnership with the Learning Community which consists of 8 partner primary schools, 1 partner nursery school, 2 family learning centres and St Andrew's Secondary School, to raise achievement and attainment.

SCHOOL STAFF AND TEACHING STAFF

Head Teacher	Ms L McLeod
Depute Head Teacher (Responsible for P1-3)	Mrs F Vornic (0.6) Mrs G McCann (0.4)
Depute Head Teacher (Responsible for P4-7)	Mrs S Moore
Principal Teacher (Responsible for P1-3)	Ms A Neeson
Principal Teacher (Responsible for P4-7)	Mr S Moore
Acting Principal Teacher	Ms T Dickson
EAL Teacher (1)	Miss R Kearney (0.6)
NCCT Teacher	Mrs L McKelvie
Nursery Class Team Leader	Mrs J Lightfoot
Child Development Officers in Nursery Class	Mrs M Brodie Mrs F Lafferty Mrs T Millar (0.5) Ms E Crocken

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P1a Ms M Allan
P1b Mrs C Campbell
P2a Mrs E Linnen
P2b Mrs L Livingston
P2c Mrs S Barclay
P3a Ms A Bradley
P3b Ms R Byatt
P4a Ms C Meechan
P4b Ms K Finnegan
P5a Ms S Gray
P5b Ms E McGill
P6a Mr J Crossan
P6b Ms C Crooks
P7a Ms V Cappello
P7b Ms CA Bow

NON TEACHING STAFF

Clerical Support Assistants

Mrs A McManus
Mrs L Sinclair
Mrs A Eadie

Pupil Support Assistants

Ms A Crawford
Mrs E Donohoe
Mrs P Stowe
Mrs L Ward
Mrs L Templeton
Mrs S Barclay
Mrs P Cochrane
Ms L Adams
Mrs L Thomson
Mrs G Quinn
Mrs S Daly
Ms L Ferguson
Ms A Gemmell

School Janitor
Catering Supervisor
Cleaning Supervisor

Mr A Eadie
Mrs A Rogan
Mr J Sabatelli

VISITING CLERGY

Father Stephen Hannah
Father David Brown

St Joseph's Parish
St Paul's Parish

SCHOOL HOURS

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

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



THE SCHOOL YEAR - PROPOSED HOLIDAYS 2022-2023

Return date for teachers	Monday 14 th August
Return date for pupils	Wednesday 16 th August
September Weekend	Friday 22 nd September Monday 25 th September
October In-Service	Friday 13 th October
First Mid Term	Monday 16 th -Friday 20 th October
Christmas / New Year	Monday 25 th December - Friday 5 th January (inclusive) Children return Monday 8 th January 2024
Mid Term	Monday 12 th February Tuesday 13 th February
In-service Day	Wednesday 14 th February
Easter Holiday	School closes at 2.30pm on Thursday 28 th March 2024 Good Friday 29 th March Easter Monday 1 st April Schools return on Monday 15 th April
May Bank Holiday	Monday 2 nd May
May Inservice (Election)	Monday 6 th May
May Holiday	Friday 24 th May Monday 27 th May
Summer Holiday	School closes at 1.00pm on Wednesday 26 th June (Children will return to school on Wednesday 14 th August 2024)

Enrolment

In November, when pre-school children enrol for education for the first time, parents are asked to complete an online application for children. There will be an open afternoon to coincide with these dates so that parents and children have an opportunity to visit the school.

Later in the session, around April/May the Head Teacher will contact parents to invite them to visit the school with their child to take part in the pre-school induction programme for parents and children. This is an opportunity for parents

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to learn more about the school and for the children to become familiar with their new learning environment meet future classmates and, if possible, meet their class teacher for the coming session. As appropriate, children who have additional support for learning needs will experience an enhanced transition programme to support them.

Where the child does not live within the catchment area, the parent should make contact with their local school and submit a placing request application if required.

The Breakfast Club



The Breakfast Club is available in all Glasgow primary schools every week day morning. Children can enjoy a nutritional breakfast of fruit juice, cereal and milk, toast and fresh fruit prior to the start of the school day. Children have the opportunity to socialise with their friends in a supervised and safe environment. Breakfast is available from 8.00am until 8.45am at a cost of £2 per day and free of charge to children who are entitled to free school meals. If you plan to send your child/children to breakfast club, you should inform the staff of any medical dietary requirements.

Lunch

Our school provides a lunch service which offers a variety of meals and snacks. Medical diets for children can be provided. Further information can be found here:

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

Children who prefer to bring packed lunches will be accommodated in a suitable area. All children in P1-5 are entitled to a free school meal.

Children and young people of parents/carers receiving Income Support, income-based Job Seekers Allowance, Working Tax Credit (check link below for thresholds), Child Tax Credit only (check link below for thresholds), Universal Credit (check link below for thresholds) and income-related Employment and Support Allowance are entitled to a free midday meal. Information and application forms for free school meals may be obtained at

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

Communication with Parents

At St. Paul's (Shettleston) Primary school we use a variety of ways to keep in touch.

Open Door Policy - the senior leadership team are available for all parents and carers at any time providing they are not teaching or in another meeting. Please

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speak to the senior leadership team at the gate or phone the school office to arrange an appointment.

Showbie/SeeSaw - will let parents know what homework has been set and is also used to communicate between the class teacher and parents. Microsoft Teams has been used to further support this since COVID-19.

Letters - further information which requires a response may be sent out in letter form, usually by email.

Twitter/X - will contain a great deal of information about the school. It is a good idea to check this regularly.

Text messaging - You may also receive text reminders about events/school closures etc. Please ensure that we have your up to date contact number to ensure that you get the relevant communication. Contact the administration team at the school office to update your contact details as required.

Emailing - We are now using email communication for a variety of communication. Again, please ensure that we have your current email address.

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

Parents and carers are welcome at other events throughout the school year e.g. workshops, information evenings, class performances, religious and other displays of knowledge.

Data Protection - GDPR

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

Information held by the school is, in legal terms, processed by Glasgow City Council. The Council is registered as a data controller under the Data Protection Act 2018 and all personal data is treated as confidential and used only in accordance with the Data Protection Act, the General Data Protection Regulations, and the Information Use and Privacy Policy approved by the City

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Council. For more information on how we use personal information, or to see a copy of the Information Use and Privacy Policy, see <https://www.glasgow.gov.uk/index.aspx?articleid=18010> .

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

Curriculum, Assessment and Arrangement for Reporting to Parents

We provide a well-balanced curriculum, based on the principles of Curriculum for Excellence, to meet the needs of all children. In common with all other primary schools, an on-going school improvement plan is in place. In session 2023-2024, we will continue to provide high quality education building on the previous session's strengths and identified areas for development in full consultation with parents and children via questionnaires, professional dialogue, suggestion boxes and informal consultation.

The main points for action session 2023-2024 are as follows:

- Improve attainment in literacy and numeracy;
- Ensure a consistent approach in learning and teaching in the core subjects with a refreshed approach;
- Develop our tracking of children's progress to ensure that all children are receiving a broad, general education;
- Ensure that planning to meet the needs of all children is fully in line with the principles of GIRFEC and support fully the needs of all children;

The school was inspected by HMIE in 2022 and a copy of the report is available from: www.educationscotland.gov.uk

Curriculum for Excellence 3-18

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

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

Expressive Arts	Health & Wellbeing	Languages	Mathematics
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Religious & Moral	Sciences	Social Studies	Technologies
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In St. Paul's, we are committed to ensuring equity for all. Through the use of explicit instruction, when all learning is modelled by the teacher, children are supported to develop their confidence and independence and this pedagogy is evident across numeracy and literacy. Below details how we support high quality learning, teaching and assessment.

Literacy and English -consists of reading, writing, talking and listening.

Talking and Listening

Talking and listening skills are not taught in isolation and skills are developed through reading, writing and all other curricular areas. Led by the Experiences & Outcomes, a range of programmes of work are used to develop language skills and to meet individual needs. We acknowledge talking and listening as a skill for life and it remains a priority for all learners to develop. Talking and listening skills are also taught through methods such as discussion, role-play and drama.

Reading

All children are taught explicit reading skills through a systematic synthetic phonics approach. This is introduced in Primary One and this approach continues as children progress through the school. Children in Primary 1-3 learn two phonemes (sounds) per week with an opportunity for a consolidation day for each phoneme. In Primary One, the children are then introduced to de-codeable reading books which allow them to put their learning into an enjoyable context. Children in Primary 4-7 learn one phoneme every week or fortnight, depending on the stage. P4-7 also use novel studies as part of the Literacy programme.

Writing

Written competency is achieved by exposure to literature of high standards, reflecting on the writer's craft and by providing stimuli. We encourage all children, especially those with English as an additional language, to celebrate and share knowledge of their language and culture. We use a structured and progressive approach to teaching writing and always ensure the contexts are meaningful to our children. Writing pieces are celebrated and children are able to discuss their specific success criteria as they develop. Writing in P1-3 is a mixture of taught writing skills and also have a go experiences through a play-based approach.

Modern Languages

The modern language taught in our school to Primary 1-7 is Spanish in line with Language Approach 1 + 2. Children should be proficient in their first language, be taught another language (Spanish) and towards the end of Second Level, have cultural exposure to a third language or culture (French/France).

Spanish phrases are used in day to day interactions with children e.g. saying prayer, discussing daily diary etc. To reflect the multi-cultural aspect of our school we also involve all classes in learning key words and phrases in the language of the term e.g. Arabic, Polish, Urdu, Scots etc.

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Numeracy & Mathematics

We use Glasgow Counts and The Concrete, Pictorial and Abstract Approach to build mathematical understanding in and beyond our classrooms. This means that children are taught primarily through the use of concrete materials e.g. counters, dienes materials etc. When children are secure working with concrete materials, they progress to using pictorial means e.g. drawing out counters, drawing hundreds tens and ones frames. Eventually, when secure with both concrete and pictorial methods, children are taught more abstract strategies to complete calculations using algorithms. All resources are explored and made available for children across the school, in every lesson. It is essential that children can access materials when required and it is positive that children can use an approach which supports their individual learning journey. We provide opportunities for our young people to engage in mathematics and build their comprehension of the subject across the curriculum. Pupils engage in Talk Partner Challenges at the beginning of their lessons to support them in developing their mathematical thinking, their ability to spot patterns and to solve problems. Talk Partner challenges are set in real-life contexts, often involving a variety of careers and skills required by different professions, motivating children to connect their learning with real life.

Health and Wellbeing

Ensuring good physical and mental health are central to all we do at St Paul's (Shettleston). Children who are fit and healthy are more likely to achieve their full potential at school. The Scottish Government requires that all schools are Health Promoting, meaning that we adopt a whole school approach to promoting the physical, social, mental and emotional well-being of all children, staff and the wider school community. The introduction of the Schools Health Promotion and Nutrition Act and Curriculum for Excellence both place health and wellbeing at the heart of education. Our children participate in a Mental Wellbeing programme delivered through PEF through AchieveMore Scotland when required. All children in St. Paul's engage with the 'Exploring Our Emotions' and complete their emotional scaling on a daily basis. It is important for us that children are able to recognise their emotions and associated behaviours and are able to use a range of strategies to cope with these.

Religious Education in Roman Catholic Schools

Parents are the first and best teachers of spiritual, moral, social and cultural values. The school's role is to support the parents in this task. In St Paul's (Shettleston) Primary we do this by creating a strong ethos in order to foster positive values such as respect, love, tolerance, understanding and justice. Being a Roman Catholic school, our ethos stems from basic Christian values. Our religious education curriculum is determined by the Church authorities laid out in accordance with the experiences and outcomes of the RERC curriculum for excellence. A minimum of 2.5 hours per week is given to religious education based on the syllabus for RE 'This Is Our Faith.' This document is carefully structured to take account of the children's age and stage of development. It ensures a sense of unity and coherence from Primary 1 to Primary 7. In

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presenting Christianity, the programme highlights the four pillars of the Catholic Faith: Creed, Sacraments, Christian Living and Prayer. Prayers are said daily in all classes and Prayer services, liturgical assemblies and Mass take place on appropriate occasions. The local Priests are always welcome visitors and help the children to deepen, develop and express their faith.

Preparation for the Sacraments of Reconciliation, First Holy Communion and Confirmation take place at the appropriate stages in the children's development i.e. Reconciliation P3; First Communion P4 and Confirmation P7. As part of their Religious Education children in P6 and P7 will learn about God's plan for the creation of new life. A meeting will be held for parents / carers prior to the children beginning these lessons and all materials used with the children will be discussed at this meeting.

The religious education programme plays a vital role in ensuring that all pupils regardless of race, culture, class, gender or disability develop to their full potential. We aim to help them to gain insights into the beliefs and practices of other faiths. Therefore, Judaism and Islam are introduced as per the experiences and outcomes of a curriculum for excellence. Parents and carers from religions other than Christianity may request that their children be permitted to be absent from school in order to celebrate recognised religious events.

Science and Social Studies

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

Technologies

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

Expressive Arts

Expressive arts is divided into Art & Design, Drama, Dance and Music. Although these are recognised as subjects in their own right and taught in keeping with

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official guidelines they are also developed across other curricular areas. In Art and Design the children explore a wide range of two and three-dimensional media and technologies through practical activities; they create, express and communicate their ideas.

Performing and creating Music will be prominent activities for all learners. In Drama children's creating and presenting skills are developed through participating in scripted and improvised drama.

In Dance learners have rich opportunities to be creative and to experience inspiration and enjoyment. Creating and performing will be core activities. There are also opportunities to develop dance skills at our Youth club on Wednesday from 4pm-6pm or at the after-school dance club.

Assessment and Reporting

Assessment of learning is planned as part of the daily routine in each class and is generally a continuous formative process throughout the year. A variety of approaches to assessment are used to confirm staff's professional judgement of children's progress across Early-Second level. Class teachers keep their own records of children's progress and each child has a personal record of their own learning journey. We encourage children's involvement in peer/self- assessment to enable them to set personal targets. Parents are kept informed about children's assessment results and their children's general progress at parents' evenings twice yearly. An annual written report is sent out in June. Parents can also make an appointment to discuss their child's progress at any convenient time throughout the school year.

Child Safety / Child Protection Policy

(Management Circular No 57)

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

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

- ensuring that children are respected and listened to
- ensuring that programmes of health and personal safety are central to the curriculum
- ensuring that staff are aware of child protection issues and procedures

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- establishing and maintaining close working relationships and arrangements with all other agencies to make sure that professionals collaborate effectively in protecting children

Should anyone report concerns regarding the welfare or safety of any child, they must report these concerns to Ms McLeod (Child Protection Co-ordinator). The Depute CP Co-ordinators are Mrs McCann/Mrs Vornic/Mrs Moore and any concerns should be reported to them when deputising in the absence of the Head Teacher.

Equal Opportunities & Social Justice

The Education authority requires every school to produce its own Race Equality Policy to comply with the Race Relations (Amendment) Act 2000. A copy of the policy is held in the school office. All children are given equal opportunities to extend their academic, aesthetic and physical attributes regardless of sex, race or religious belief. The school endeavours to treat all children equally and make sure none are disadvantaged in any way. Parents receive promptly, all information arriving in the school from the authority to help them to achieve the utmost benefit for themselves and their families. Such information is also displayed on notice boards. The Head Teacher has the key role in this area supported by all staff.

Additional Support Needs / Accessibility Strategy

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

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

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

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- Further information relating to additional support needs is available on the Glasgow City Council website at <https://www.glasgow.gov.uk/index.aspx?articleid=18941>
- Information on the Glasgow City Councils' Parental Involvement Strategy can also be found at <https://www.glasgow.gov.uk/index.aspx?articleid=17870>
- Enquire - the Scottish advice service for additional support for learning which provides a range of clear and easy-to-read guides and fact sheets including The parents' guide to additional support for learning
Telephone Helpline: 0845 123 2303
Email Enquiry service: info@enquire.org.uk
Advice and information is also available at www.enquire.org.uk
- Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576
- Scottish Child Law Centre, a charitable body registered in Scotland under registration number SC012741.

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

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

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

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School Improvement

On an annual basis, you will receive a copy of our Standards and Quality report. Copies from previous years are available on the school website. The Standards and Quality report highlights progress in key curricular areas such as literacy, numeracy and health & wellbeing. Children are involved in setting out priorities for our SIP through the Rights Respecting committee and the Pupil Council. Our priorities for improvement are detailed in our School Improvement Plan which is discussed with our Parent Council. Any parent or carer seeking a copy of the plan can contact the school office or check out our website. A child friendly version of our SIP is shared with all children.

Home and School Links

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

- (a) Parents are encouraged from the nursery stage to become active partners with the school in the education of their children;
- (b) Twitter
- (c) Text messages
- (d) Parental letter
- (e) Emails
- (f) Positive Phonecalls
- (g) Positive Postcards

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

Home Learning

Home learning is encouraged as it is hoped that parents will, by their interest, reinforce what their child learns in school and foster learning for life. Not all home learning has to be written. Parents can encourage reading for enjoyment or oversee rote learning e.g. of times tables. Where the emphasis on home learning is on written tasks and is cross curricular, home learning will include the development of reference enquiry and reporting skills. Help can be given with researching information or accompanying children to the local library. Home learning tasks are shared with parents on Seesaw at Early Level (P1) and on Showbie across First and Second Level (P2-7) and support learning in class.

Placing Requests

The education authority does not provide transport for those children in receipt of a placing request other than in individual exceptional circumstances and where appropriate legislation applies. Placing request forms must be completed

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online. Please inform us if you require any help completing and registration paperwork.

Extra Curricular Activities

After school clubs are organised by staff during the year in specific activities such as Dance, Football, Games, Gymnastics, Gardening Club, STEM Club, Running club, Netball, Basketball.

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

Attendance at School

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

Section 30 of the 1980 Education Act lays a duty on every parent/carer of a child or young person of 'school age' to ensure that their child attends school regularly. Attendance must be recorded twice a day, morning and afternoon.

Regulation 7 of The Education (School and Placing Information) (Scotland) Amendment, etc Regulations 1993 requires each child's absence from school to be recorded in the school register as authorised: i.e. approved by the authority, or unauthorised; i.e. unexplained by the parent/ carer (truancy) or excluded from school.

We ask you, therefore, to inform the absence line or contact the school by telephone, if your child is going to be absent and to give your child a note on his/her return to school, confirming the reason for absence. The school will contact home if no contact is made by the parent/carer of absent children and children arriving late are asked to sign in for fire safety reasons.

If there is no explanation given from the parent or carer the absence is unauthorised.

The school encourages attendance by its ethos, by reward systems and by the co-operation of parents/carers.

Absence rates are calculated as a percentage of the total number of possible attendances for all children of the school in the stage shown, each morning and afternoon of each school day being a separate possible attendance.









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Developing Relationships and Rights-Based Practice

In St Paul's (Shettleston) Primary School and Nursery Class we foster an ethos of mutual respect - adult for child, child for adult, adult for adult, child for child - and the caring atmosphere in the school reflects this. As a Gold-Accredited Rights Respecting School, children's rights are at the heart of our policy, practice and ethos. We encourage children to respect the rights of others and to take pride in themselves and their school. We strive to ensure that each child receives his/her education in a safe and respectful environment, in line with the United Nations Convention on the Rights of the Child (UNCRC).

Our Relationships Blueprint:

 <p>Promoting Positive Relationships</p>  	<p>Positive Recognition</p> <p>Praise and recognition are key aspects of our positive, safe and welcoming school environment. We are committed to making each of our children feel loved, appreciated and important through our daily interactions with them. In addition, we use whole class Recognition Boards and celebrate 'over and above' behaviours through Positive Phone Calls, Positive Postcards and Positive Conversations at school gates with parents/carers.</p> 	<p>Class Charters</p> <p>Each class has its own Class Charter. These are agreed and created by children and set out how adults and children will ensure children's rights are being respected in line with selected articles.</p> 	<p>St Paul's Expectations</p> <p>We support our children to be Ready, Respectful and Safe, which in turn ensures children's rights are being met across our school. These expectations are referenced in all discussions about behaviour. They are clearly aligned to UNCRC Articles and were chosen by children following consultation.</p> 
<p>Applying Nurture as a Whole School Approach</p> <p>Our nurturing approach recognises positive relationships as central to learning and wellbeing.</p> <ol style="list-style-type: none">1. Children's learning is understood developmentally2. The classroom offers a safe base3. The importance of nurture for the development of wellbeing4. Language is a vital means of communication5. All behaviour is communication6. The importance of transition in children's lives	<p>Faith Hope Love</p> <p><i>But the greatest of these is love</i></p>	<p>Rights Respecting Time</p> <p>All children receive all of their Rights Respecting Time all of the time. Rights Respecting Time helps children to build meaningful relationships with each other and with the adults in their class.</p>	
<p>Restorative Approaches</p> <p>Where relationships need rebuilding, our focus is on repairing these relationships rather than punishment. Children are supported to rebuild relationships through our consistent approach to restorative conversations.</p> 	<p>Love is at the heart of all that we do at St Paul's.</p> <p>As we moved our focus from a traditional behaviour policy to one focussed on building relationships, we kept love, dignity and children's rights at the centre.</p>	<p>Consistent Nurturing Approaches</p> <p>You will see our Visible Consistencies in action across our school community every day, modelled for our children by all members of staff.</p> <p>These Visible Consistencies help our children to feel safe, welcome and loved. Consistent approaches in every classroom include</p> <p>Calm Areas, life-size Teddy Bears, Bubble Time, Christfulness and Emotional Scaling.</p> 	

All staff have the responsibility, as duty bearers, to ensure that children's rights are met, and children in turn learn to respect the rights of others.

Anti - Bullying/Anti-Racism Policy

The school has a clear policy on anti-bullying and anti-racism. A full copy of this is available from the Head Teacher but the general principle is to deal swiftly with any instance of reported bullying and this will be recorded formally on our Seemis system.

These incidents cannot be tolerated and action taken against such will be immediate and effective.

The rationale of our policy states that we wish to adopt a preventative approach and ensure an equitable climate in our school.

Our Specific Objectives are

- To identify factors which might encourage bullying.

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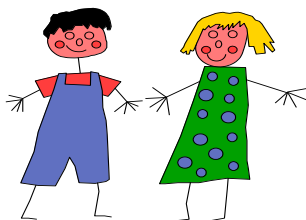
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- To continually raise awareness of bullying, in all its forms, with parents, staff and children.
- To promote positive relationships within the school community.

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

Supervision of Playgrounds

An adult presence is provided in playgrounds at break times in terms of the Schools (Safety and Supervision of Pupils) (Scotland) Regulations, 1990. In St Paul's (Shettleston) Primary the Support for Learning Workers and Janitor supervise the playground. When the weather is too inclement to be outside, these adults supervise the children within the gym hall, assembly hall and classrooms.



Clothing

In encouraging children to be proud to wear our school uniform, account must also be taken in any proposals to prevent any direct or indirect discrimination on the grounds of race or gender.

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

- **Potentially, encourage faction (such as football colours)**
- **Could cause offence (such as anti-religious symbolism or political slogans)**
- **Could cause health and safety difficulties, such as loose fitting clothing, dangling earrings**
- **Are made from flammable material for example shell suits in practical classes**
- **Could be used to inflict damage on other pupils or be used by others to do so.**

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

St Paul's school uniform is as follows:

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Grey skirt / trousers, a white shirt and school tie, blue/grey jumper or cardigan, blue sweatshirt, grey/white socks or tights and black shoes. Blue blazer / school jacket.

Parents / Carers receiving certain benefits will normally be entitled to monetary grants for footwear and clothing for their child or young person. Information and application forms may be obtained from schools and at <https://www.glasgow.gov.uk/schoolsandlearning>

A significant level of clothing and/or personal belongings are lost by children. Parents / Carers are asked to assist in this area by ensuring all items of clothing have names on them and that valuable items or expensive clothing are not brought to school.

Meals

Children and young people of receiving benefits and who also may have low income are entitled to a free meal at lunch time. Information and application forms for free school meals may be obtained from schools and from: <https://www.glasgow.gov.uk/schoolsandlearning>

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

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

Transport

The Education Authority has a policy of providing free transport to all primary children who live out with a certain radius from their local school by the recognised shortest walking route. Parents/carers who consider they are eligible should obtain an application form from the education services. <https://www.glasgow.gov.uk/schooltransport>. These forms should be completed and returned before the end of February for those children and young people beginning school in August to enable the appropriate arrangements to be made.

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Placing Request

The education authority does not provide transport for those children in receipt of a placing request other than in individual exceptional circumstances and where appropriate legislation applies.

Medical and Health Care

Health Assessments are the responsibility of local health services. The School Nurse provision will make occasional visits to the school to do checks such as vision. The Community Dentist and Dental Hygienist also visit occasionally to selected age groups. This is to encourage children to form good dental habits.

It is extremely important that parents provide the school with the name address and telephone number of a responsible adult as a contact person in the case of illness or emergency. If a child becomes ill in school the parent or emergency contact will be notified.

A similar procedure will be carried out in the case of an accident. If no contact can be made and it is deemed necessary the child will be escorted to hospital by a competent adult from the school. In case of a serious accident the child will be taken immediately to hospital and the parent alerted to go there.

If a child requires particular medication or suffers from an illness, it is imperative that the school is notified and in the case of administering medicine, appropriate forms, available at the school office, must be completed by the parent.

Information in Emergencies

We make every effort to maintain a full educational service, but on some occasions, circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, temporary interruption of transport, power failures or difficulties of fuel supply. In such cases we shall do all we can to let you know about the details of closure or re-opening. We shall keep you informed by using letters, notices in local shops and community centres, announcements in local places of worship and announcements in the press and on local radio.

School /Community

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

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Parent Council

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

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

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

Membership of the Parent Council

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

The Parent Council is selected for a period of one year after which parents may put themselves forward for re-selection if they wish.

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

Parent Council office bearers are:

Pauline Boyce (Chair Person)
Eleanor O'Donnell (Secretary)
Claire Dunn (Treasurer)

Staff members are:

Mrs Vornic
Mrs Moore
Mrs McCann

Fr Stephen Hannah
Fr Frank Balmer

St Joseph's RC Church
St Paul the Apostle Church

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Fr Joe Mills
residence)
Lynsey McLeod

St Joseph's RC Church (In

Adviser / Head Teacher

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

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

Transfer from Primary School to Secondary School

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

Pupils from St Paul's Primary will normally transfer to:

St Andrews Secondary School

47 Torphin Crescent

Glasgow

G32 6QE

0141-582-0240

The Freedom of Information (Scotland) Act 2002

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

Public Authorities have to allow access to the following information:

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

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

Further information is provided on the Glasgow City Council website:

<https://www.glasgow.gov.uk/foi>

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

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Comments and Complaints Procedures

In St Paul's' Primary we aim to have a positive relationship across our school community. However, if you have a comment or complaint about any aspect of school life, please contact the Head Teacher in the first instance. Glasgow City Council complaints procedures are available from:
www.glasgow.gov.uk/index.aspx?articleid=2896

Customer Liaison Unit
Education Services
Glasgow City Council
City Chambers East
40 John Street
Glasgow G1 1JL
Tel: 0141 - 287 - 5384

Email: education@glasgow.gov.uk

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

Addresses and Contacts

Service Director Education: Douglas Hutchison

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

PLEASE NOTE:

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

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

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

Additional Support Needs/Accessibility Strategy

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Glasgow City Council has a duty, as outlined in the Standards in Scotland's Schools 2000 act 2009Act, to ensure that your child achieves their potential. Glasgow's Education Services is committed to the inclusion of all children and young people with additional support needs, where possible, within mainstream schools. This is in accordance with the statutory requirement in the 2000 Act. It is also part of Glasgow's policy to maintain a range of special educational establishments. This recognises the key role to be played by specialist provisions in addressing severe low incidence disabilities. The authority recognises that there are a wide range of factors, which may act as a barrier to your child's learning. We are committed to working closely with parents and carers to ensure that you are fully involved in overcoming barriers to learning. Additional support needs may be linked to a learning difficulty or disability but could also apply to a child or young person suffering from bereavement who requires pastoral support, a more able child/young person or those with a particular talent, which needs to be fully developed.

The policy requires all establishments to provide an environment where children and young people with additional support needs are actively encouraged to be effective learners and benefit from their school education.

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

If a parent is unhappy with the support their child is getting they must first discuss this with the school in order to seek a resolution at that very local level.

Further information relating to Additional Support Needs is also available on the Glasgow City Council website -

<http://www.glasgow.gov.uk/en/Residents/GoingtoSchool/AdditionalSupportNeeds/>

GLOSSARY

ASL	Additional Support for Learning
Capacity	The maximum number of children that can be accommodated in the school
Co-educational	Attended by boys and girls
CfE	A Curriculum for Excellence
Curriculum	Areas of study offered by the school: Literacy and English Modern Language - Spanish Numeracy and Mathematics Social Studies- People, past events and societies People, place and environment People in society, economy and business Sciences Technologies including ICT to enhance learning Expressive Arts- Art & Design Music

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Drama

Dance

Health & Wellbeing-

Mental, emotional, social and physical wellbeing, food and health

Physical Education

Physical Activity and Sport

Religious Education in Roman Catholic Schools

GIRFEC

Getting It Right for Every Child

National Guidelines

Advice for schools in planning programmes of study

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