



St. Bridget's Primary

School Handbook

Updated September 2019



School



Families



Church



Our patron saint.

Saint Bridget (or Brigid) is also known as St Bridget of Kildare or St Bridget of Ireland and died around 528 AD. She was born of a noble father and a slave mother and was sold along with her mother to a druid whom she later converted to Christianity. According to legend, the King of Leinster granted Bridget land on which to found an abbey in Kildare. He tried to trick her by granting her only as much land as her cloak would cover. Bridget took her cloak and shook it out. It miraculously expanded to cover a huge area of land, and the king seeing the power of God within Bridget had no choice but to keep his bargain and so the first nunnery in Ireland was established. Many miracles involving the feeding of the local community are attributed to Bridget. Bridget is the patron saint of many peoples including infants, midwives, sailors and scholars. St Bridget's cross symbolises the beginning of spring and these are hung by doors to protect houses from fire and other evils.



We celebrate her feast day on 1st February.



Our school has adopted the prayer

Saint Bridget May of Ireland, we ask of you today
The courage to do God's bidding, whatever the world may say
The grace to be strong and valiant
The grace to be firm and true
The grace to be faithful always,
To God, God's mother and you .

St Bridget's is a community of FAITH and LEARNING

As a community of FAITH we

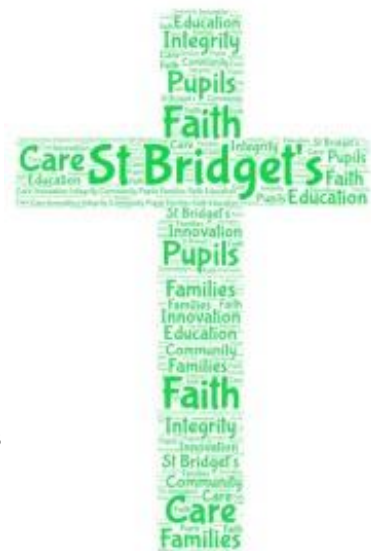
place Christ at the heart of all we do
build an atmosphere of trust and mutual respect
provide opportunities to promote the Catholic faith
recognise and celebrate the faiths of other cultures

As a community of LEARNING we

provide a safe, nurturing and inclusive environment where all members of our school community may grow and thrive
provide high quality learning experiences to meet the differing needs of all pupils
work in close partnerships with all stakeholders to provide a wide variety of learning opportunities in a range of contexts.

As a community of SERVICE we

recognise that every child is an individual made in the image of God
encourage our pupils to show their Faith in Action and provide opportunities for pupils to think of and serve others.



Dear Parent and Carers.



Welcome to St. Bridget's Primary School. Some of you are already familiar with our school, others we welcome for the first time. As parents and carers, we have the right to expect that all our children will be provided with the highest quality of education in a climate where they are safe, valued and treated with dignity and respect. The needs of the whole child, spiritual, emotional social physical and academic are recognised, nurtured and developed in our school.

In St. Bridget's we believe that in our Catholic School Community, we have created a caring, concerned Christian community, where children can develop their full potential in well ordered stimulating surroundings.

We strive to ensure that our pupils have every opportunity to maximise their achievement and attainment, endeavouring to develop children into mature, health conscious, fit and well adjusted young people who are fully equipped with the necessary skills and knowledge to enable them to successfully continue their education within the secondary sector and beyond.

Our Home /School /Church partnership is of great importance. Working together and communicating openly ensures best value for all. Our parish priest Father Devlin is a frequent visitor to the school and we attend mass regularly as a school throughout the year.

Our dedicated staff work within the school and community to provide stimulating learning opportunities within the class and in the wider community.

Our aim in the family of St Bridget's is to consider each child as an individual. First and foremost each child is a person before they are a pupil. Our pupils and families matter to us and we value them as people in their own right.

We strive to provide a motivating environment for learning, and a safe and protective environment to meet all the pastoral care needs of our children.

It is just as important that our children feel they are valued as it is how they learn.

To paraphrase a quote from the celebrated author Maya Angelou

***People will forget (some of) what you said
People will forget (some of) what you did,
But people will never forget
How you made them feel.***

Please keep in touch with our school, through our monthly newsletters, home/link class letters, school notice board and our extremely supportive Parent Council.

The school app and Twitter are excellent ways to keep up to date with the life of the school.

By working in partnership with all members of St. Bridget's School community, we can all be confident of continued success. Please do not hesitate in contacting the school with any concerns, issues, ideas and general feedback.

Contact information
St Bridget's Primary School
Camp Road
Baillieston
Glasgow G69 6DF
0141 771 1294
email – headteacher@st-bridgets-pri.glasgow.sch.uk



Wishing you a very warm welcome to St. Bridget's

Margo O'Donnell (Head Teacher)

Our Vision, Values and Aims

Our Aim:

To deliver with compassion and integrity the best learning and teaching for every child in our care.

Our Vision:

The vision of St Bridget's is to move the education of all our children forward by providing excellence in learning and teaching: creating a better world for our children and for all.

Our school Motto is

SAFE, READY, RESPECTFUL

which encompasses everything we do.

Values:

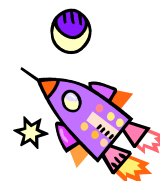
We will always endeavour to do the right thing; based on Gospel values

- INTEGRITY



We will challenge ourselves to develop new and better ways to solve problems

- INNOVATION



We care passionately about what we do

- CARE



We are totally committed to learning and sharing knowledge and information

- EDUCATION



We work best when we work as a team

- COMMUNITY



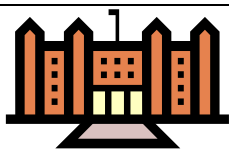
Our School Charter, co – created with pupils states



Pupils have a right to a name and be called and known by that name
Pupils have the right to have and chose their own friends
Pupils have the right to be cared for and have access to medical help when sick.



SCHOOL INFORMATION



Denominational status	Roman Catholic
Stages covered	Nursery class (3-5 years) and P1-P7
Classification	The following guidelines set by the Scottish Government apply to St Bridget's classes P1 maximum 25 P2 and P3 maximum 30 P4-7 maximum 33 Composite classes- maximum 25
School capacity	520
Current role	431
School catchment area	Baillieston (North and East), Springhill, Swinton, Garrowhill and North Mount Vernon Associated secondary school -St. Ambrose, Coatbridge

Community Facilities: The school is available in the evening for lets for recreational and cultural activities according to the area-letting pattern. Applications for lets should be made to:

Glasgow Life
Community Letting
Letting Section
Tel. 0141 287 5921

Enrolment

Registration of new Primary 1 pupils takes place in the November and January before the August in which the child would normally start school. Enrolment is completed on line.

Further information and online forms re available via the following link

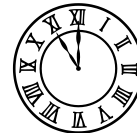
<https://www.glasgow.gov.uk/index.aspx?articleid=18205>

There will be an opportunity to visit our school prior to enrolment in November.

Please contact the school if you would like to arrange a visit outwith this time.

Families who live out with the catchment area are welcome to make placing request to St Bridget's, but they must enrol in their catchment school first. Any family who moves into the area, may enrol their child at any time, if spaces are available. It is always advisable to phone the Head teacher first so we can properly welcome you to our school.

During the months of May and June we invite our pre entrant pupils to a series of transition sessions in order to prepare them for entry to school in August. We offer our youngest pupil a mentor in the form of a Primary 7 buddy who will act a guide and support during the first few weeks of school.



SCHOOL HOURS

Breakfast Club	8.00 -8.45am
School starts	9am
Morning Interval	P4-7 ~ 10.45-11am P1-3 ~ 11-11.15am
P1-7 Lunch Break	12.15-1pm
School finishes	3pm



2020-2021 Calendar



Term 1

Return date for teachers	Tuesday 11 th August 2020
Return date for pupils	Thursday 13 th August 2020
Local holiday	Friday 25 th September and Monday 28 th September 2020
In-Service day	Friday 9 th October 2020
October holiday	Monday 12 th – Friday 16 th October

Term 2

Christmas holidays	School closes at 2.30pm on Tuesday 22 nd December 2020
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Term 3

School re- opens	Wednesday 6 th January 2021
February holiday	Monday 8 th and Tuesday 9 th February 2021
In -Service day	Wednesday 10 th February 2021
Spring holiday	School closes at 2.30pm on Thursday 1 st April 2021

Term 4

School re- opens	Monday 19 th April 2021
May Day holiday	Monday 3 rd May 2021
In-Service day	Thursday 6 th May 2021
May weekend	Friday 28 th and Monday 31 st May 2021
Summer holiday	School closes at 1pm on Thursday 24 th June 2021

Dates of all Glasgow school holidays are available on the Glasgow City Council website.

TEACHING STAFF AND CURRENT SCHOOL ORGANISATION

Classification	
Head Teacher	Mrs M O'Donnell
Depute Head Teachers	Mrs A Leitch (Mon, Tue Wed) , P4-7 Mrs A Gallagher P1-3
Principal Teacher	Mr J McMahon (acting DHT Thu and Fri).
Class teacher	Mrs A Smith
Class teacher	Mrs H Edwards
Class teacher	Mrs L Woods
Class teacher	Miss S Kelly
Class teacher	Mrs C Hynd
Class teacher	Mrs J Quinn
Class teacher	Mrs J McDougall/ Miss JA Montgomery
Class teacher	Miss H Hughes
Class teacher	Mrs L Mulvenna
Class teacher	Mrs G O'Sullivan/ Mrs M Graham
Class teacher	Miss R Ferguson
Class teacher	Mrs J McCall
Class teacher	Mrs M Reilly
Class teacher	Mrs M MacLeod
Class teacher	Mrs S Keenan
Class teacher	Mrs A Campbell (Wed, Thu, Fri)
Class teacher	Mrs S Campbell (Thu, Fri)
Clerical staff	Mrs M McGill, Mrs M. Conn, Mrs P Sheridan
Support staff.	Mrs E Kempinska, Mrs MGilroy, Mrs M McManus. Mrs G Heaney, Mrs Millrine, Mrs H McManus Ms K Smith
Janitor	Mr A Meighan
Cleaning staff	Mrs S Miller
Catering staff	Mrs J Millican, Mrs A Lafferty Mrs L Lindsay, Mrs E McIntyre Miss R Kirkpatrick, Ms V Farrell



School improvement plan 2019-20

- Development of Digital Literacy for all staff and pupils including the roll out of individual iPads across P6 and 7, and class iPads for P1-5.
- Moderation in learning and teaching, both in our own school, and across comparator schools to ensure consistency of practice and standards.
- Raising attainment in Literacy and Numeracy by embedding Read, Write Inc. spelling for all stages
 - introducing Language and Literacy P4-7
 - introducing Fresh Start (reading intervention)
 - revisiting Literacy for All writing strategies across all stages
 - embedding Glasgow Counts strategies across all stages
 - embedding and widening targeted interventions to help close attainment gaps
 - supporting staff at all levels to use data effectively.



In addition, we will improve pupil health and wellbeing through

- the promotion of positive behaviour by
 - embedding the strategies promoted by the “Pivotal” approach
 - introducing the Good To Be Green programme
 - using the Nurture Principles in our daily practice
- the use across all stages of a progressive programme (Ice Pack) which develops all aspects of social , physical and emotional health.
- the development of systems to support pupils to regularly monitor and evaluate their health and wellbeing and the developed through a series of parental workshops on a variety of aspect of health and wellbeing, literacy and other areas of school life.
- further developing our teacher learning community by the use of the Tapestry programme for leadership and Making Thinking Visible, facilitating regular teacher professional dialogue . Collegiate learning and practitioner enquiry with particular focus on differentiation, formative assessment and Higher Order Thinking Skills.
- providing regular opportunities for pupils to evaluate and offer feedback on their learning experiences using ideas and challenge questions for the document- How Good is Our School 4 (HGIOS 4)
- further developing play based approaches in P1
- ensuring all pupils have a voice through the use of our school wide house system.

Copies of our School Improvement Plan, Standards and Quality Report are available through the new school app.

School Uniform

it is expected that pupils attending St Bridget's will adhere to our dress code.

Our uniform consists of

- green blazer (optional),
- grey skirt / pinafore / trousers
- bottle green cardigan / V necked jumper or green school sweatshirt,
- white blouse / shirt, school tie, black or dark brown shoes.
- girls also have the option of a green gingham dress / green /green tartan pinafore



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

- potentially encourage factions (such as football colours)
- could cause health and safety difficulties (such as loose fitting clothing, jewellery)
- could cause damage to flooring
- carry advertising particularly for alcohol or tobacco
- could be used to inflict damage on other pupils

Uniform may be purchased from any source. The school shop in St Enoch can supply school ties and items embroidered with the school badge.

Clothing & Footwear Grants

Parents/Carers receiving Income Support, Job Seekers Allowance (Income Based), Working Tax Credit (with a total annual income of less than £15,050*), Housing Benefit, or Council Tax Benefit will normally be entitled to monetary grants for footwear and clothing for their children. Information and application forms may be obtained from schools and at

www.glasgow.gov.uk/index.aspx?articleid=8629

PE kit.

Soft soled indoor sandshoes,- pupils should change shoes for PE.
black shorts and short-sleeved white T shirt / school polo shirt (no football colours).
For some activities a tracksuit may also be appropriate.

It is important that pupils come prepared to learn and for PE. This requires appropriate clothing. All jewellery should be removed. Pupils who are not participating in PE must have a note or a medical certificate. Pupils who are unable to participate in practical PE should still bring their kit to allow them to assist in the lesson by refereeing, keeping scores or assisting with the distribution of equipment. This ensures that they are still able to take part in some way in the work of the class and do not miss out on the knowledge and understanding of the course. Two hours of active PE each week helps to emphasise our message of the importance of an active life for a healthy life.

Pupil Health and Wellbeing

Every adult in Scotland has a role in ensuring all our young people are safe and protected from harm at all times and in all situations.

St Bridget's is committed to the safe guarding of all pupils by

- ensuring all children are respected and listened to
- ensuring that all aspects of Health and Wellbeing are embedded in the curriculum
- ensuring all staff and all visitors are aware of Child Protection procedures
- ensuring we work with the relevant agencies to make sure that all professionals work together to effectively protect our pupils.

The Child Protection co-ordinators are Mrs O'Donnell (Head Teacher) and Mrs Gallagher (DHT), who in the event of any child protection concerns, will follow Glasgow City Council's Child Protection Procedures and Guidelines as outlined in Management Circular 57 and the school's Child Protection Policy.

First Aid

Please ensure all parent contact details are up to date. We must be able to contact you if your child is sick or injured.

Our named first aiders are Mrs Leitch and Mrs Gallagher although many other members of staff do have training in first aid.

The first aid boxes and supplies are located in

- the janitor's office, with a supply of wipes and plasters at the front door.
- the school office,
- the HT's office

Ice packs (for head injuries, sprains etc.) are kept in the fridge in Room 18.

Support staff will administer ice to minor bumps and bruises, and after making sure the pupil has no allergy, plasters to minor cuts and grazes.

One ice cube is all that is required for minor injuries. All other incidents should be referred to first aiders.

All incidents should be recorded in the first aid book and on the HANDS reporting system.

Any head bump will result in a phone call home IMMEDIATELY.

If in any doubt, an ambulance will be called and the injured person taken to hospital if necessary.

If a child feels unwell, they should report to the office where SLT will make the decision if a call home is required. If a pupil feels sick, faint or dizzy or if they are injured, they should remain where they are and help sent for via the office where an adult is always in attendance, rather than try to locate support staff themselves. If a child has a toileting accident, they should be sent to the office who will contact support staff for assistance.

Peanut allergies are extremely serious. As such, pupils and staff are encouraged to make every effort not to bring into school those foods which contain nuts. All food used in the school canteen is NUT FREE.

The catering supervisor based at Caledonia Primary is happy to meet with any parents who have concerns re school lunches. Our own catering staff are happy to organise this.

As a health promoting school, we only offer treats on special occasions. Sweets are not given as rewards in class and, due to the ingredients: we never provide Haribo sweets as a treat.

Medical Information



We are happy to administer prescribed medication if we have parental consent.

if a child has an on-going medical condition, we require a parent/ carer to complete a profile of information , which includes information from the family GP or hospital.

If a child requires medication on a short term basis, parents/cares should complete a consent form giving details of medication details i.e. time of administration and dosage.

The first dose of any medication must be given at home in case your child has an adverse reaction.

We may only administer prescribed medication with the original pharmacy packaging and instructions.

If a child requires an Epi Pen or inhaler, this should be kept with them at all times and a spare should be kept in the main office.

Pupil Safety

Our school has a secure entry and all visitors must report to the janitor's office on arrival where they will be issued with a visitors pass. All adults in school are required to wear identification badges at all times.

Pupils are supervised in the back playground from 8.45am – 9am. To ensure the safety of all pupils, adults are not permitted in the yard at this time but are welcome to wait in the front yard with their child until the bell rings. SLT and support staff supervise pupils in the back yard with a staff member stationed at each entrance to the playground.

Entry procedures.

On the first bell:

P1 wait in the yard and are escorted to class by P1 teachers.

P2-3 use the side door to enter the building

P4-7 make their way to the front door and walk straight to class

Support staff supervise pupils during our 2 morning breaks, Playtimes are split to enable full supervision at all times. At lunch time ~ P1-3 use the back yard and P4-7 the front year.



Learning Knows No Bounds

Exit procedures

When exiting from school, Rooms 1-6 exit by the front door class by class. Pupils may not leave their class until they indicate to their teacher (by means of a thumbs up,) that their "adult" is present.

Rooms 8. 9. 10 leave by the side door and may meet parents at the front door or at an alternative agreed meeting point.

P5-7 leave by the Greenshields Road door and are often encourage by parents to be more independent e.g. by walking home by themselves. Pupils should be clear on home time arrangements.

Many pupils take the healthy option of cycling to school or using a scooter. Our brand new bike shed is locked by the janitor during the school day.

We offer a wide range of after school clubs including gymnastics, basketball and Digital Leaders. Information on these clubs is provided in advance and pupils should be clear on pick up arrangements when club finish.

Parents are requested not to use the car park as this obstructs staff and endangers the safety of the pupils. However permission has been given by the local clergy for the church car park to be used as a picking up / dropping off point.

Pupil Absence

Within all Glasgow primary schools, excellent attendance is encouraged at all times. Parents are asked to inform the education absent 0141 287 0039 if their child will be absent. This should be done before 9.20am on each day of absence. If the child is going to be absent for some time, it would be helpful to know at the earliest opportunity. The school uses daily text messaging to inform parents of their child's absence if no contact is made. All unexplained absence is investigated by the school and appropriate action taken.

This is to ensure pupil safety.

There are 365 days in a calendar year but 190 school days. Each school days consist of 2 "openings" i.e. a morning and an afternoon session, totalling 380 opportunities to attend school. Every school day is important.

The following shows a breakdown of how attendance can impact on progress.

Red

153 days in school (80%) 8 weeks of learning missed

143 days in school (75%) 10 weeks of learning missed

This level of attendance is extremely concerning and it will severely impact your child's learning and socialisation at school.

Amber

171 days in school (90%) 4 weeks of learning missed

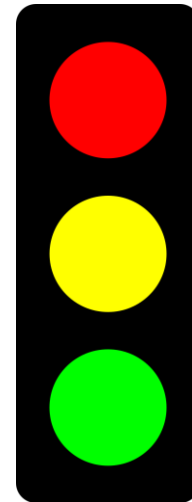
161 days in school (85%) 6 weeks of learning missed

Green

180 days in school (95%) – 2 weeks of learning missed

!90 days in school (100%) – perfect attendance.]

Please note that if absence is persistent without acceptable cause, a case may be referred to the Children's Reporter and ultimately may result in prosecution.



Late coming is disruptive to a class and can cause anxiety to a child. Please ensure your child is on time and ready to start the school day at 9am. Persistent late coming will be monitored closely.

Family holidays during term time

Every effort should be made to avoid holidays during term to avoid disruption to education. The school is unable to give permission (i.e. authorised absence) unless under exceptional circumstances e.g.

- in the case of bereavement or serious illness
- following a traumatic event
- where parents e.g. serving forces officers are not granted leave during term time. This must be supported by the employer.

Any other holiday taken during term time will be treated as **unauthorised absence** and will be recorded in the child's attendance record except in the case of

- extended overseas trips not organised by the school
- short term parental placement abroad
- family returning to its country of origin for cultural reasons or to care for a relative
- leave in relation to children of travelling families

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, and temporary interruption of transport, power failures or difficulties of fuel supply.

In such cases, we shall do all we can to let you know about the details of our closure or re-opening by using letters, texts school website, Twitter and the local media etc.

Appointments during school hours

If your child has an unavoidable appointment, please give them a letter for their class teacher and then collect them from the school office at the specified time.

School meals



Our school provides a lunch service which offers a variety of meals and snacks. Special diets for children with medical /dietary requirements can be provided. Please inform the Headteacher of your child's needs.

All Primary 1-4 pupils are entitled to a free lunch.

Pupils who prefer to bring a packed lunch are accommodated in the canteen

Canteen staff visit each class every morning to take a note of lunch choices. Copies of the weekly menu can be found on "Fuel Zone" on line. Pupils are given a coloured token to represent their choice of meal and the correct number of meals is ordered in from the outside kitchen. Pupils, who arrive late to school and fail to obtain a token, must wait until the end of the serve, when they will be provided with a lunch. However their first choice may not be available.

In the interests of safety, only those pupils who go home for lunch are allowed to leave the school at lunchtime.

Children and young people of parents/carers receiving Income Support, income-based Job Seekers Allowance, Working Tax Credit (where income is less than £6,420), Child Tax Credit only (where income is less than £15,910*) 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 from schools and at

www.glasgow.gov.uk/index.aspx?articleid=8629

.A breakfast club offering a choice of cereals and toast operates each morning from 8.00 – 8.45am at a cost of £2 for the first child and £1 for any subsequent sibling.

Please note that we do not permit fizzy drinks being brought into school.

All children have access to filtered mains drinking water in the canteen area and may bring plastic bottles for refilling. Children are encouraged to drink plain water from their own containers during class time.

At lunch children may drink water, milk or fruit juice as permitted by parents.

Our school hosts Glasgow Out of Hours Care Service (Aftercare). Further information is available on request.



Transport

The education authority has a policy of providing free transport to all pupils and young people who live out with a certain radius from their local school by the recognised shortest walking route. This policy is more generous than the law requires. This means that the provision of transport could be reviewed at any time. Parents/Carers who consider they are eligible should obtain an application form from the school or at

<https://www.glasgow.gov.uk/index.aspx?articleid=17882>

Where free transport is provided, it may be necessary for pupils to walk a certain distance to the vehicle pick-up point. Walking distance in total, including the distance from home to the pick-up point and from the drop-off point to the school in any one direction, will not exceed the authority's limits. It is the responsibility of the parent/carer to ensure that their child arrives at the pick up point in time. It is also the responsibility of the adult to ensure that 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.

Mc Daid's Coaches currently hold the contract for transporting our pupils to / from school. Current pick up / drop off times and locations are as follows:

<u>LOCATION</u>	<u>PICK UP</u>	<u>DROP OFF</u>
Baillieston Road at Farmington Ave.	08.30	15.25
Baillieston Road at Carrick Drive	08.31	15.24
Carrick Drive	08.33	15.22

Please note that under the terms of the contract with the Education Authority, the above times may vary by up to 5 minutes either way. Parents therefore should ensure that children are at their pick up points at least 5 minutes before the stipulated time.

Transitions.

Children and young people normally transfer to secondary school between the ages of 11 ½ and 12 ½, so that they will have the opportunity to complete at least 4 years of secondary education. Parents and carers will be informed of the school arrangements no later than December of pupils' Primary 7 year.

During transitions within our school, we endeavour to ensure a smooth progression from year to year. Where possible, pupils will be informed of their new class teacher and classroom with a chance to visit, in June.

Pastoral Information is passed on through the – GIRFME framework (Getting It Right For Me) and academic information is passed on through progress data allowing learning to continue without interruption in August.

Children from our school normally transfer to:

St.Ambrose High School
65 Townhead Road
Coatbridge
ML5 2HT

Our school has very good communication and liaison with St. Ambrose. Members of the St. Ambrose teaching staff from various departments also visit the school regularly and undertake short projects with our P7 pupils.

Getting it Right for Every Child (GIRFEC)

We in St Bridget's are proud of our ethos as a nurturing school and make consistent use of the GIRFEC framework.(Getting It Right for Every Child).



We encourage all staff to learn about the Nurturing Principles and use nurturing approaches in all relationships.

A nurturing approach recognises that positive relationships are central to both learning and wellbeing. A key aspect of a nurturing approach is an understanding of attachment theory and how early experiences can have a significant impact on development. It recognises that all staff have a role to play in establishing the positive relationships that are required to promote health, social and emotional development and that these relationships would be reliable, predictable and consistent where possible. A nurturing approach has a key focus on the school environment and emphasises the balance between care and challenge which incorporate attunement, warmth and connection, alongside structure, high expectations and a focus on achievement and attainment,

A nurturing approach is based on the 6 nurture principles

- 🏆 Children's' learning is understood developmentally.
- 🏆 The school environment offers a safe place.
- 🏆 The important of nurture for the development of wellbeing.
- 🏆 Language (both verbal and nonverbal) is a vital means of communication.
- 🏆 All behaviour is communication.
- 🏆 Transitions are important in the lives of children and young people..

All staff have a role to play in the care of our pupils. Support for Learning workers (SfLW) supervise at playtimes, lunchtimes and as required. They may assist pupils with minor injuries and changes of clothing. The class teacher is responsible for the teaching of all pupils; however SfLW may support activities as directed.

The GIRFEC approach is about how staff in all children's services meets their needs by working together where necessary to ensure that children reach their full potential. Agencies work together to ensure shared communications with each other and with children and families to focus on what is successful in a child's life and which areas may need attention or support.



Getting it Right For Every Child is founded on core components which can be applied in any setting and in any circumstance including a focus on improving outcomes for children, young people and their families based on wellbeing and

- A common approach to the proportionate sharing of information where appropriate
- An integral role for children, young people and families in assessment, planning and intervention
- A co-ordinated and unified approach to identifying concerns, assessing needs, and agreeing actions and outcomes, based on the wellbeing Indicators
- Streamlined planning, assessment and decision-making processes that lead to the right help at the right time
- Consistent high standards of co-operation, joint working and communication where more than one agency needs to be involved, locally and across Scotland
- Maximising the skilled workforce within universal services to address needs and risks as early as possible
- A confident and competent workforce across all services for children, young people and their families
- The capacity, proportionately and appropriately, to share demographic, assessment, and planning information within and across agency boundaries.

www.scotland.gov.uk/gettingitright

For young people this means

- they understand what is happening and why
- they have a voice and views are respected
- they are involved in discussion and processes which affect them

For practitioners, this means

the child is always at the centre of all we do

there is a shared understanding of needs, and a holistic picture of each child.

Equal Opportunities and Inclusion

St Bridget's respects that each person is an individual and is made in the image of God.

The vision of St Bridget's is to move the education of all our children forward by providing excellence in learning and teaching: creating a better world for our children and for all.

We challenge discrimination and actively ensure that age, disability gender and race, religion and sexual orientation are never barriers to pupils and adults playing a full and active life in the life and work of our school community. This is in accordance with the Equality Act 2010 and the policy of Glasgow City Council.

Promoting Positive Behaviour.

At St Bridget's Primary School, effective relationships are built on the core values of

honesty, mutual respect, care and consideration .

Adults help all pupils to understand and maintain core values by providing opportunities to learn about the consequences of their actions, (both positive and negative) on others.

- We promote tolerance and resilience allowing pupils to sustain constructive interactions with others.
- We recognise that positive behaviour and relationships are central to effective learning.
- We expect everyone to adhere to and promote our core principles. All staff and pupils have agreed high expectations of behaviour and it is fundamental that staff will be role models for pupils.

Relationships and communication between all adults and pupils should include respect, co-operation, tolerance, encouragement and praise, and should reflect the underlying principles of nurture and restorative practice.

Catholic Ethos

In addition, our school ethics are central to how we create and maintain positive relationships.

These ethics promote the uniquely Catholic aspect of our school ethos, are based on the premise that

Christ is at the Heart of all we do,

and can be encapsulated by the following

Honesty, Equality, Attunement, Respect and Thoughtfulness

Our inclusive ethos aims to honour the life and dignity of each person, made in the image of God.

Background and definition

All pupils in Glasgow's Educational establishments have an entitlement to work and play in a learning environment in which they feel valued, respected, safe and free from all forms of abuse or discrimination

(A standard for pastoral care in Scottish schools).

This entitlement is in accordance with achieving the key outcomes for Scotland's young people ie that they should meet the Shanarri Indicators of Health and Wellbeing -

Safe, Healthy, Achieving, Nurtured, Active Respected, Responsible and Included

supporting the development of pupils as Responsible Citizens, Effective Contributor, Confident Individuals and Successful Learners (Glasgow City Council).

The United Nations Convention on the Rights of the Child helps pupils to understand their own rights and to consider the rights of others. Through exploring rights and freedoms to enjoy these rights, children begin to understand how their actions can affect the rights of others .Pupils then develop a much greater awareness of their role in ensuring that the rights of others are not infringed as a consequence of their own behaviours or actions.

Our own school charter, created by pupils themselves asserts that all children have the right to

- have a name and be known by that name.
- choose and have friends
- have food and water and to be cared for when sick

As a UNICEF Rights Respecting school, we promote the ideals that all encounters between individuals should be

- respectful and non-judgemental in both verbal and non-verbal communications
- fair: ensuring pupils are aware of expectations of behaviour and consequences
- inclusive : all pupils are treated according to their individual needs
- restorative: allowing conflicts to be resolved effectively.




This policy has been developed following consultation with all stakeholders. It is written in line with the GIRFEC, (Getting it Right for Every Child) philosophies, restorative practice ideologies and the 6 nurture principles.

In Practice







Our school pastoral values create the ethos of our Catholic school. Our philosophy reflects the Gospel values encouraging all members of our school family to live and work together living and growing in God's love.

The creation and maintenance of positive relationships is assured by encouraging all pupils to take responsibility for their own actions and own behaviour.

We actively promote positive behaviour through

-  Whole school attitudes. Our house system allows pupils from different stages to come together under the leadership of a teacher who may differ from their own class teacher. In this way we promote the family aspect of our school. Houses work together on a variety of topics encouraging and ensuring all pupils have a voice on in -school matters or themes in the wider community.
-  Classroom practice- In addition to the pastoral values promoted across the whole school, each class is responsible for creating their own class based charter. This charter sets the culture of each class on a day to day basis.
-  Curriculum- a variety of methods are used to help children develop important skills and qualities such as resilience, negotiation, anger management and flexibility of thinking. These methods include interdisciplinary learning, Growth Mind set strategies ,Circle Time and our whole school Health and Wellbeing programme(Ice Pack Learning Academy)

We recognise and celebrate positive behaviours and achievements by awarding:

-  class group points which may lead to the winning of special privileges for group or class
-  certificates at assemblies
-  celebrating learning using our Twitter account
-  celebrating achievement outside school
-  praise
-  and the use of our whole school promoting positive behaviour programme.

The UNCRC states that “Discipline in schools should respect the human dignity of all children. (Article 28)

In order to protect the rights of pupils, it is important to build clear consequences for negative behaviours into the ethos the school. Consequences should be linked to the inappropriate behaviour and should help the pupils to reflect on why their behaviour was unacceptable.

Our whole school behaviour support programme is entitled Its Good to be Green.

Each class displays a pocket chart containing the name of each child.

At the start of each day the pocket belonging to each child contains a green card.

If a child engages in a behaviour contrary to the agreed class or school rules, the green card is changed to a blue “Think about it” card. This gives the child the **opportunity** to think about and reflect on the misbehaviour. If behaviour does not improve, the blue card may be changed to a yellow warning card,

We use Restorative practice strategies to help resolve conflicts of behaviour and breakdown in relationships.

Restorative practice helps create a harmonious learning environment, where pupils are able to self-regulate their own behaviour and learning.

Restorative approaches are based on 4 key features

- **Respect-** for everyone, listening to other opinions and learning to value them.
- **Responsibility-** taking responsibility for own actions.
- **Repair-** developing the skills within our school community so that members are able to identify solutions that repair harm and ensure negative behaviours are not repeated.
- **Re- integration** –working through a structured supportive process that aims to solve the problem and allows pupils to restore relationships.

Pupils will be helped to consider the consequences of wrongdoing by the use of

- 🏆 affective language -providing immediate feedback to individuals about the effect of their actions ie encouraging pupils to reflect on “ I feel...” and invite a response.
- 🏆 restorative conversations- structured conversations using open ended questions that allow the individual to learn about the effects of wrongdoing with an opportunity to make things right.

Bullying Behaviours

Bullying is something which happens in the context of a relationship. It can be subtle or it can be blatant. It can cause short term suffering or it can go on for a long time. Bullying is always damaging and must be taken seriously and addressed.

Bullying may be

- 🏆 Verbal– as in name calling or making abusive comments
- 🏆 Social – ignoring or excluding another person
- 🏆 Written – on paper, graffiti ,or sent by text/ email , including images
- 🏆 Material - when possessions are taken or damaged or extortion takes place
- 🏆 Physiological – when pressure to conform is applied
- 🏆 Physical – physical violence or assault

Cyber bullying is the term used to denote bullying that takes place via mobile phone or over the internet through emails, instant messaging and social networking websites. Texts , messages or images are sent or posted on sites which hurt, intimidate, or embarrass another person . Cyber bullying is not carried out face to face and people are often unaware of the identity of the person targeting them. However, cyber bullying is no different to any other form of bullying- the behaviour is the same and the effects are no less devastating.

(www.respectme .org.uk: Scotland’s anti bullying service.)

Cyber bullying will be treated in the same way as any other form of bullying.

Statement of commitment and Policy Principles

Bullying will not be tolerated at St Bridget’s primary and we are committed to the following key principles.

- 🏆 Setting an ethos which places an emphasis on respecting, valuing and caring for self and others.
- 🏆 Establishing a climate where all members of the school community irrespective of age or status promote and display positive behaviour and values.

- 🏛️ Putting in place a robust anti bullying policy. Taking seriously any report or allegation of bullying behaviour, investigating and taking appropriate action.
- 🏛️ Providing support for pupils who are experiencing bullying behaviour.
- 🏛️ Helping the person displaying the bullying behaviour to understand the impact of their behaviour and supporting them as they change their behaviour.
- 🏛️ Involving parents/ carers as appropriate, supporting both children who are bullied and those who are displaying bullying behaviours.
- 🏛️ Ensuring procedures are in place for maintaining a record of any report or allegation of bullying behaviours
- 🏛️ Maintaining quality assurance procedures to monitor the effectiveness of the policy and reviewing as appropriate.
- 🏛️ Anti-bullying documentation will be available via the school app. and paper copies will be available on request.

Recording

To ensure consistency across all Glasgow establishments, a recording pro forma which provides establishments with a framework for investigating, recording and reporting allegations of bullying behaviour has been created. All incident of bullying should be reported to the Head Teacher immediately in order for the appropriate action to be taken.

Whole School strategies and curriculum links

Whilst recognising that we are developing the four capacities outlined in a Curriculum for Excellence, the following curricular areas are of particular relevance.

- 🏛️ Religious Education – This is our Faith and God’s Loving Plan.
- 🏛️ Health and Wellbeing / Citizenship- (Play Back Ice pack – Knowing Me, knowing you, Growing Good Citizens in Glasgow- UNICEF- Rights of the Child and Rights Respecting School)
- 🏛️ Enterprise Education – (Anti Bullying week = themed assemblies/PowerPoint’s throughout the year, fortnightly house meetings) Work with outside agencies eg Sense over sectarianism.

Strategies to deal with bullying behaviours

- 🏛️ Parents and carers will be informed by HT and /or DHTs
- 🏛️ Withdrawal of privileges e.g. football teams/clubs
- 🏛️ Internal exclusions – removal from the playground at break times
- 🏛️ Removal from a group/class activity
- 🏛️ Removal from attendance at an organised/school event
- 🏛️ Internal exclusion from class – timescale determined by HT
- 🏛️ Formal exclusion from school – as a last resort, following Glasgow City Council policy

This list is not exhaustive, and one size does not fit all. It is likely that a number of strategies will need to be put in place to address and deal with bullying behaviour as it occurs before finding one which will resolve the situation. This may mean it will take time, but be reassured that the situation is being taken seriously and that every effort is being made to secure a solution.

Working in partnership with parents we aim to

- 🏛️ continue to foster strong links by creating a wide variety of opportunities to involve our parents.
- 🏛️ involve families in parent evenings, stage assemblies, sacramental celebrations, escorting classes on trips and outings, class workshops/displays of knowledge, Meet the Teacher and celebrations of success.
- 🏛️ communicate regularly with parents in a variety of ways i.e. School Improvement plan , Standard and Quality report, school handbook, newsletters, school app and using Twitter
- 🏛️ continue to raise awareness about any anti bullying initiatives within Glasgow City Council and St Bridget’s Primary

Publications/Websites Consulted

The Journey to Excellence- HMIE
 Learning and Teaching Scotland
www.respectme.org.uk (Scotland’s Anti Bullying Service)
 Glasgow City Council Anti Bullying Policy
 Improving Scottish Education – HMIE
 Playback Ice pack- Knowing Me, Knowing You
www.bullying.co.uk and www.beatbullying

Communication with Parents

Parents, Carers and families play a vital role in their child's learning and are very much part of the family of St Bridget's.

At St Bridget's 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 either drop in to the school office or phone for an appointment.

Home learning journals are sent home each term to give families a snapshot of the learning taking place in school that week. etc– will let parents know what homework has been set and is also used to communicate between the class teacher and parents. Previous feedback from families has been very positive in this respect with many families commenting that the journals provide an effective way of assessing progress over the year and provide a valuable basis for dialogue with their child on the learning taking place.

Newsletters – will be sent out on a regular basis to keep parents informed about the work of the school.

These are sent electronically for those who have provided an email address. Paper copies are always available.

Letters – further information which requires a response may be sent out in letter form.

New and improved School app – will contain a great deal of information about the school. It is a good idea to check this regularly.

Please follow us on Twitter..



Text messaging – You may also receive text reminders about events/school closures etc.

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 assemblies. The school newsletter and website will keep you informed.

We regularly invite parents in to school to celebrate learning and there are opportunities through the year for each stage.

We always value your feedback and welcome ideas or suggestions on how you would like to contribute to the life and work of the school.

We have an active Parent council who meet once per term and who represent the views of all parents.



The Parent Council's rights and duties include:

- Supporting the work of the school.
- Representing the views of parents.
- Consulting with parents and reporting back to the Parent Forum on matters of interest.
- Promoting contact between the school, parents, pupils, providers of nursery education and the wider community.
- Fundraising.
- Taking part in the selection of senior promoted staff.
- Receiving reports from the Head Teacher and education authority
- Receiving an annual budget for administration, training and other expenses.

All parents are welcome to attend Parent Council meetings and can become members at the AGM in September. Parent Council minutes are available on the Parent Council page of the school website and on request from the school office. A list of current members is also available from the school office,

Emergency Contact Information

At the start of each school session, parents will be issued with the annual data check form. Please ensure that this is completed and returned to the school. It is also important that you let us know if there are changes to your telephone number(s) or to those of your emergency contacts throughout the year.

Curriculum

Curriculum for Excellence 3-18 and Broad General Education.

The Scottish Curriculum for Excellence is underpinned by the values inscribed on the mace in our Scottish parliament. They are:

WISDOM, JUSTICE COMPASSION and INTEGRITY..

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

Curriculum for Excellence is all about bringing real life into the classroom and taking lessons beyond it.

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

Expressive Arts	Health & Wellbeing	Languages	Mathematics
Religious & Moral	Sciences	Social Studies	Technologies

Progress in learning is indicated through curriculum levels as detailed below.

Level	Stage
Early	The pre-school years and P1 or later
First	To the end of P4, but earlier or later for some
Second	To the end of P7, but earlier or later for some
Third & Fourth	S1-S3, but earlier for some

Expressive arts: The inspiration and power of the arts play a vital role in enabling our children and young people to enhance their creative talent and develop their artistic skills.

Health and wellbeing: Learning in health and wellbeing ensures that children and young people develop the knowledge, understanding and skills which they need now and in the future to help them with their physical, emotional and social wellbeing.

Science: Science and its practical application in healthcare and industry is central to our economic future, for our health and wellbeing as individuals and as a society.

Social Studies: Through social studies, children and young people develop their understanding of the world by learning about other people and places both past and present, societies, their beliefs and values.

Religious and Moral Education: Religious and moral education includes learning about Christianity, Islam and other world religions, and supports the development of beliefs and values.

Languages: Knowing other languages and understanding other cultures is a 21st century skill set for students as they prepare to live and work in a global society.

Mathematics: Mathematics equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

Technologies: The range of subjects in technical education has changed significantly over the last two decades and now includes craft, design, engineering and graphics.

There will be opportunities throughout the year for parents and carers to learn more about aspects of the curriculum and to be consulted about significant changes if appropriate.

Useful websites

www.curriculumforexcellencescotland.gov.uk

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



Assessment & Reporting

All children are assessed both formally and informally throughout the year. This allows children and their teachers to identify their strengths and areas for improvement. A variety of assessment methods are used to enable staff to pass on information to parents about the progress of their child. Assessment records are kept by the class teacher and form the basis of discussion at Parents' Evenings in October and March. An annual report is sent to parents towards the end of each school year.

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

Pupil Profiles

Every child leaving primary school in Scotland has their key achievements in school, at home and in the community documented within a P7 profile. The content of the profile is decided by the young person. The profile is a positive record of their achievements and emphasis their strengths. The profile provides a valuable way for learners to share valuable information about their achievements with their parents and teachers in secondary school.

Support for Pupils

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

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

Further information relating to additional support needs is available on the Glasgow City Council website – www.glasgow.gov.uk/index.aspx?articleid=8627

Information on the Glasgow City Councils' Parental Involvement Strategy can also be found at www.glasgow.gov.uk/index.aspx?articleid=8642

Parental Partnership

Our school actively encourages partnership with parents and continually strives to promote close links with all parents and guardians. We communicate regularly through termly parent curricular updates, monthly newsletters, school notice board, texts and our Parent Council. We have a number of parents who regularly volunteer to assist with educational outings.

Parents are kept up to date with annual calendar events such as:



- Coffee mornings/afternoons.
- Seasonal events e.g. Daffodil Tea
- Parent reporting evenings.
- School / house masses.
- Written report dates.
- Sacramental meetings.
- Sacramental Celebrations.
- Open Door Events.
- Displays of Knowledge.

Home Learning

Home learning (homework) is a partnership between home and school and gives an opportunity for you, as a parent or carer, to be involved in your child's education. As well as home learning tasks provided by school, there are many other ways that parents can support and enrich their child's learning. Talking to your child about the news, visiting places of interest, going for a walk, cooking and shopping are just some examples of practical and valuable learning experiences. As we deliver the Curriculum for Excellence, home learning provides an additional way of ensuring the design principles of **challenge & enjoyment, relevance, depth, and personalisation and choice** are included within a child's learning experiences.

Living Our faith

Religious Education and Observance

As a Roman Catholic School our religious beliefs permeate all aspects of our curriculum and are the foundation for our positive, Christian ethos. Religious Instruction and observance play an important and vital part in the education of Roman Catholic pupils.

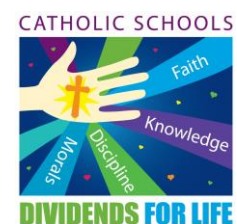
We have very positive and active links with both the parish of St Ambrose (which incorporates the churches of St. Bridget's and St Francis of Assisi) and of St Paul's as well as the support of the local clergy. Whole school masses, class masses, house masses and assemblies are celebrated regularly with parents and friends of our school welcome to attend.

Since the introduction of Curriculum for Excellence, our Religious Education Programme has been updated to include the document "This is Our Faith" and God's Loving Plan (personal development and relationships).

"This is Our Faith" provides guidance to teachers on the religious education curriculum which has been developed for children and young people in Scotland. In publishing this document the Church is exercising its right and duty to determine the content of the religious education curriculum in Catholic Schools. The key source on which "This is Our Faith" is based, are Sacred Scripture and Tradition, expressed in the teaching documents of the Church, the Catechism of the Catholic Church and the General Directory for Catechesis. "God's Loving Plan" guides teachers on how children can be helped to develop healthy and respectful attitudes to their bodies and to all aspects of God's gift of life.

This Is Our Faith

- developing knowledge and understanding of the Catholic faith.
- nurture respect for the Christian tradition and other world faiths
- experiencing opportunities for spiritual growth
- acquiring the skills of reflection
- committing to beliefs actions and values in a positive response to God's invitation to faith..



We are conscious of the responsibility that rests on each of us to be positive Christian role models for our pupils. Jesus is the ultimate teacher and we as Catholic educators constantly strive to live the way Jesus wanted and to promote his teachings/.

Religious observance throughout the day.

We daily look for moments to invite God into our lives through prayer and reflection. .

Each class has an altar which celebrates different aspects of the liturgical year.

Stage assemblies often take the form of an aspect of faith

Preparation for receiving the Sacraments:

In order to begin the sacramental journey your child must be baptised. Please speak to Father Devlin for more information.

- Reconciliation ~ Primary 3 (usually In March)
Children are taught about the importance of saying sorry for their mistakes and God's role in forgiveness.
- Holy Communion (Eucharist) ~ The gift of Gods body and blood -Primary 4 (usually May)
- Confirmation ~ Primary 7 enrolment as a full member of the Catholic church- dedicating life to Catholic values and bearing witness to the gifts and fruits of the Holy Spirit.(varies from January —June)

Pope Francis Award is undertaken in Primary 6 and P7

Our charity work is an important part of school life, teaching children about those less fortunate than themselves. We support many charities throughout the session.

Parents have the right to withdraw their children from religious instruction. If they wish to do so, they should discuss this with 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. Written requests should be given to the Head Teacher.

Non Catholic pupils

We welcome pupils and families of every faith and of no faith .Every member of our school community is respected as an individual. As a Catholic school , St Bridget's has a duty to proclaim the gospel values and actively promote the Catholic faith. It is presumed that parents are aware of this before they choose to enrol their child here and are actively choosing the ethos of our school as beneficial for their child.

Parents have the right to withdraw their children from religious instruction. If they wish to do so, they should discuss this with 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. Written requests should be given to the Head Teacher



SCHOOL AND COMMUNITY LINKS

Schools as rich centres of resources, play an important role in the local community as well as maintaining links with other agencies and individuals in the community such as health agencies, police, the social work department, the fire service, churches, library, old people's support groups, and the parks department, etc, in an effort to enrich the children's experiences and establish a community partnership.

The school also uses the local environment / community to support the learning process, to widen the children's experiences, and to develop positive attitudes, particularly through our Environmental Studies/Outdoor Learning programme. The children visit local places of interest and parents / members of the community are invited into the school to share their interests and experiences with the children and to help with their projects, etc.

The school is always seeking ways to improve the school grounds, building, and amenities for the children. If you are able to offer any assistance with this, either from a landscaping/ground planning point of view, are able to provide us with any materials such as plants, benches, can sponsor us through an organised body, or know of a body which can assist in any of these ways, we would be delighted to hear from you.

As the school plays an important role in the community, every effort is made to give support to local ventures such as church events, sports competitions, local inter school quizzes, etc. We are also indebted to the road safety department for their efforts in helping to train our children in road safety and cycling proficiency.

Loss of valuables

Parents / guardians 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.

Parents should also assist by ensuring that items of clothing such as sweatshirts, jackets and coats have a clear identification mark such as a label with the child's name.

Accuracy of Information

Although this information is correct at the time of printing, it should not be assumed that there will be no change 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.

Useful addresses:

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

Tel: 0141 287 2000

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

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

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 and all personal data is treated as confidential and used only in accordance with this act and the Information Use and Privacy approved by the City Council. For more information on how we use personal information, or to see a copy of the Information Use and Privacy Policy, see www.glasgow.gov.uk/privacy.

Comments & Complaints

In St Bridget's Primary School we aim to have positive relationships across our school community. However, if you have a comment or complaint about any aspect of school life, **please contact the Headteacher in the first instance.**

Glasgow City Council complaints procedures are available : 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
e-mail: education@glasgow.gov.uk

APPENDICES

MANAGEMENT CIRCULAR NO 57

Glasgow City Council
Education Services

CHILD SAFETY/CHILD PROTECTION POLICY

All education 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. They 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 establishment The Head, or the person deputizing 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



Children's Rights

for young people in Glasgow's educational establishments

CHILDREN'S RIGHTS

Our ambition is for all children and young people in Glasgow to know their rights and have these rights protected.

To achieve this we need all adults to support children and young people in knowing their rights and working together to ensure these rights are protected.

THE UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD (UNCRC)

WORLDWIDE

The United Nations Convention on the Rights of the Child (UNCRC) is an international agreement that most countries have formally agreed to honour.

The agreement protects the human rights of children under the age of 18.

It sets out in detail what every child needs to have for a safe, happy and fulfilled childhood. The UNCRC came into force in the United Kingdom in 1992.

www.unicef.org/uk/crc

IN SCOTLAND

As a young person you have the same human rights as an adult. The principles in the report *Getting It Right For Every Child (GIRFEC)* are based on the UNCRC.

www.scotland.gov.uk/Topics/People/Young-People/families/rights/uncrc

In Scotland there is an independent commissioner for children and young people.

The commissioner is there to help promote awareness of children's rights and to make sure that every child and young person in Scotland has their rights protected.

www.sccyp.org.uk/rights/UNCRC

IN GLASGOW

Article 12 of the UNCRC gives children and young people the right to be consulted in matters affecting them and to have their views listened to and considered.

In Glasgow we are committed to listening to children and young people.

Glasgow City Council's *Listening to Children and Young People* framework promotes children's rights.

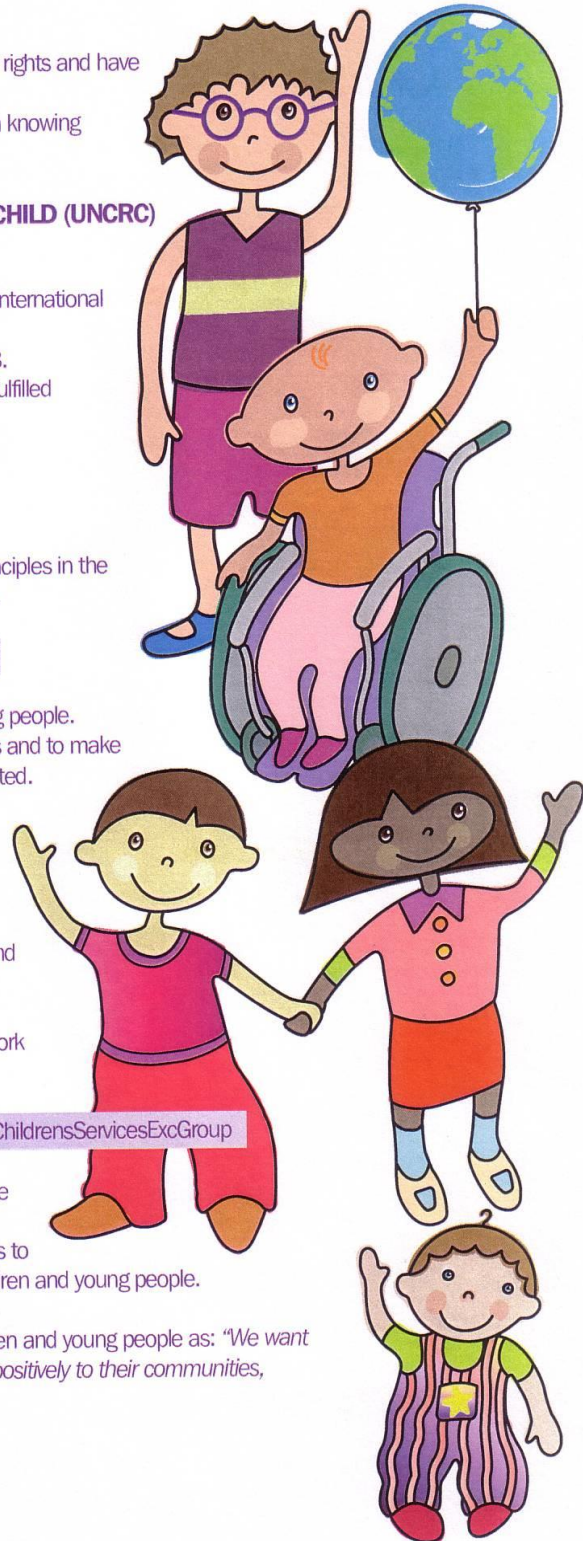
www.glasgow.gov.uk/en/YourCouncil/Council_Committees/Joint_Boards/ChildrensServicesExcGroup

We want children's rights and the UNCRC to have positive influence in the corporate decisions that are made for the city.

We want all adults who work in council services and partner organisations to be aware of children's rights and respect them in their dealings with children and young people.

The Glasgow Child and Family Plan states the vision for Glasgow children and young people as: "We want every child to be supported to achieve their full potential and contribute positively to their communities, throughout their lives".

www.glasgow.gov.uk/



your rights, your freedom to enjoy those rights

Educating children and young people in the UNCRC

The Convention on the Rights of the Child illustrates children's rights and helps us consider how we respect the rights of others. In understanding the universality of the UNCRC, children begin to explore their role in ensuring the needs of others are being met: *"If every child, regardless of their sex, ethnic origin, social, status, language, age, nationality or religion has these rights, then they also have a responsibility to respect each other in a humane way"* (UNICEF).

Through exploring rights and freedoms to enjoy these rights, children begin to understand how their actions can affect the rights of others. They develop a much greater awareness of their role in ensuring the rights of others around them are not infringed as a result of their own behaviours or actions.

Here are some suggestions of the ways in which we protect each others' rights.

Children have the right to their own opinions (Article 14).	Children need to respect the views and opinions of others.
All children and young people have a right to a primary education (Article 28).	Children must take full advantage of opportunities for learning and not act in a way that avoids disrupting their own learning or the learning of others.
Children have a right to access and share information (Article 13).	Everyone must consider if their actions will be hurtful or damaging to others.
Children have the right to be protected from cruelty and harm (Article 19).	Children should act in a way that does not cause hurt or harm to others.

It is also important the children understand how adults around them work in partnership to ensure their needs are met.

For example:

The right to nutritious food is met not only by parents at home, but by school catering staff in ensuring that healthy lunches are provided.

The right to an education is not only provided through schooling, but through parents and other adults sharing their knowledge and experience with children.

The right to develop your own skills and talents is often supported by adults who run various organisations and clubs.

Through understanding this partnership, children begin to gain a greater appreciation for how agencies, organisations and adults are working together for ultimately the same goal ... to ensure **ALL** children access the things they need to ensure they can develop, grow, participate and fulfil their full potential.

You can access more information and download resources on Children's Rights from the UNICEF website. Visit www.unicef.org.uk/UNICEFs-Work/Our-mission/Childrens-rights/

Children's Rights

We want to feel cared for – to have affection and comfort and to live where there is no cruelty, sufficient food and to be surrounded by friends. (Consider Article 19)

All children and young people should have access to health, fun and exercise. (Consider Article 31)

Young people should have the right to relax, to play and should have more supervised activities to allow them to learn and to grow safely as citizens. (Article 14)

We have a right to fulfil our potential and our dreams. (Article 29)

We want adults to be fair: young people should not be punished for others' mistakes. (Article 3)

We have a right to good, inclusive education. (Article 28)

We want not to feel threatened and not to be bullied; to live in communities where there are mixed clubs with no territorialism and where there is no peer pressure and no stereotyping. (Article 29)

We want to be respected and respect others equally. (Article 13)

Young people should have the right to an opinion and the right to be heard. Young people should be entitled to believe and to think what they want, unless that opinion can result in hurt or harm to others. Young people's opinions should be taken seriously. (Article 12)

This charter should apply to all young people, whatever their gender, religion, race, abilities or opinions. (Consider Article 2)

These rights should be protected!

your rights, your freedom to enjoy those rights



A Charter for Catholic Schools in Scotland

The mission of the Catholic school is to develop as a community of faith and learning, providing the highest quality of education, and offering formation through the promotion of Gospel values, through celebration and worship, and through service to the common good.

All Catholic schools in Scotland, in honouring Jesus Christ as the Way, the Truth and the Life, will feature the following characteristics:

- a commitment to the integrated education and formation of the whole person, in close partnership with parents as the first educators of their children;
- an inclusive ethos which aims to honour the life, dignity and voice of each person, made in the image of God;
- a commitment to the search for wisdom in life and to the pursuit of excellence, through the development of each person's unique God-given talents;
- a commitment to the spiritual formation of the school community, through the shared experience of prayer and liturgy, and in partnership with local parishes;
- the provision of religious education programmes which will enable young people to develop their understanding of Gospel values and of how to apply them to life;
- a commitment to uphold the moral teaching, faith tradition and sacramental life of the Catholic Church;
- a commitment to communicate Catholic social teaching and thereby to promote social justice and opportunity for all;
- a commitment to ecumenical action and the unity of Christians;
- the promotion of respect for different beliefs and cultures and for inter-faith dialogue;
- a commitment to support the continuing professional and spiritual development of staff.

All staff appointed to a Catholic school are expected to support and promote the aims, mission, values and ethos of the school, as illustrated in this Charter.

