

# Aultmore Park Primary & LCR



School Handbook  
Updated October 2018

# Contents Page



## Section 1 - School Information

- Welcome
- Contact details
- Communication
- Language and Communication Resource
- Enrolment
- Attendance at School and how to report pupil absence
- Information in emergencies
- Concerns and Complaints

## Section 2 - Parental Involvement

- Parent Council

## Section 3 - School Ethos

- Vision, values and aims
- Community Partnerships
- Positive Behaviour

## Section 4 - Curriculum

- Curriculum for Excellence
- How to find out more about Curriculum for Excellence
- Homework

## Section 5 - Assessment and Reporting

- Assessment
- Parents' Evenings
- Pupil Profiles

## Section 6 - Transitions

## Section 7 - Support for Pupils

## Section 8 - School Improvement

## Section 9 - School Policies and Practical Information

- School Hours & Holidays
- School and Authority Policies - including anti bullying policy
- After school activities
- Child Protection Procedures
- Uniform & School Meals
- Transport
- Medical
- Privacy Statement
- Useful contacts

# Welcome to Aultmore Park Primary

&

## Language Communication Resource

Dear Parent/Carer,

We are delighted to welcome you and your child to Aultmore Park Primary and Language Communication Resource (LCR). The next seven years are very important and we are looking forward to sharing them with you. Our teachers and support staff are extremely talented and very hard working professionals. We are committed to developing each child to their fullest potential, working with parents/carers to ensure each child receives support and challenge in all aspects of their school career.

I hope that this handbook guides you through every aspect of school life at Aultmore Park. Throughout this document there are links to websites/documents, please do not hesitate to contact us should you require assistance accessing this information or have any further questions, we are happy to help

Kind regards,

*Alison Pears*

Acting Headteacher

## 1 - School Information

Aultmore Park Primary School & LCR  
48 Newhills Road  
Easterhouse  
Glasgow  
G33 4HJ

Tel No: 0141 771 7221  
Fax No: 0141 771 7069

Email: [headteacher@aultmorepark-pri.glasgow.sch.uk](mailto:headteacher@aultmorepark-pri.glasgow.sch.uk)  
School website: [www.aultmorepark-pri.glasgow.sch.uk](http://www.aultmorepark-pri.glasgow.sch.uk)  
Twitter: [@AultmoreParkPri](https://twitter.com/AultmoreParkPri)  
Parent Council Email: [friendsofaultmoreparkandlcr@yahoo.com](mailto:friendsofaultmoreparkandlcr@yahoo.com)

Aultmore Park is a non-denominational, co-educational school. We are part of the Lochend Learning Community.

Present Roll as at October 2018 is 305 and Language & Communication Resource is 24.

### Leadership Team is as follows:

Mrs A Pears	Acting Head Teacher
Mrs AJ Gurd	Depute Head Teacher P1-P3 & LCR (2 days)
Ms G McNeil	Acting Depute Head Teacher P4-P7
Mrs M Lawless	Depute Head Teacher LCR (3 days)
Mr S Nicol	Principal Teacher P1-3
Ms C Porter	Principal Teacher P4-5
Mrs A MacInnes	Principal Teacher LCR
Ms D Green	Acting Principal Teacher P6-7

### Organisation of Classes

The following guidelines set by Scottish Government apply.

P1 maximum 25

P2&3 maximum 30

P4-7 maximum 33

Composite Classes maximum 25 (Have pupils from more than one stage)

**Community facilities** - The school is available to let in the evening. Please contact the Letting Department on 0141 302 2814/2815 for further details.

## Communication

At Aultmore Park Primary we use a variety of ways to keep in touch.



Open Door Policy - If you wish to speak to a member of the Senior Leadership Team, please contact the office who will be happy to arrange an appointment for you.

Letters - We often send letters home regarding trips, visits and flu immunisations.

Regular newsletters outline the diary for the month, as well reporting on any school news and sharing our successes.

Social Media - Our school website ([www.aultmoreparkpri.glasgow.sch.uk](http://www.aultmoreparkpri.glasgow.sch.uk)) and Twitter (@AultmoreParkPri) contains a variety of information, including our School Improvement Plan and photos of recent events.

Texting is a quick form of contacting all parents/carers, and we regularly send out texts to inform and remind parents of school events and activities.

Parents' Evenings - The school has two face to face meetings with parents/carers throughout the year, as well as a written report towards the end of the session. Each class will also share their learning with their family through assemblies and/or open afternoons. We hope that as many parents/carers as possible can attend these events as the children put a lot of effort into preparing them as they are keen to show what they have been learning.

School App - We will soon be launching our school app and we need your email address so that we can invite you to join Group Call.

Meetings - We often invite parents into school for additional meetings to discuss any concerns we may have, or to plan together for a child's wellbeing and assessment plan.

Assemblies - Each class will hold an assembly or display of knowledge during the school year where parents and friends will be invited to attend.

## Language and Communication Resource

Our Language and Communication Resource is a specialist provision catering for P1 -7 children from areas all over the city although predominantly the North East. The resource has capacity for 24 pupils and is co-educated and non-denominational.



The school and the LCR work closely together with an emphasis on inclusion where appropriate. Opportunities for inclusion include shared curricular activities in and out of the classroom, shared play and social activities and shared outings and seasonal celebrations.

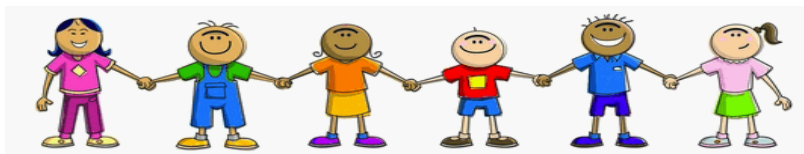
The inclusion policy is based on the understanding that inclusion is a process through which we can meet the needs of individual pupils educationally, socially and personally. Due to the complex nature of each pupil the needs may be at a different point or stage in this process. Progress can only be achieved through small incremental steps. Children's needs for inclusion will be addressed, monitored and recorded through their additional support plan. A long-term aim for every pupil in the unit is to experience some level of inclusion into the mainstream. Inclusion on a small scale may be possible through participation in P.E, music, art, play times, seasonal celebrations etc. An individual pupil may be academically stretched according to that child's potential within a mainstream setting. A significant number of children spend the majority of their school week in the unit itself. Inclusion will take place after liaison and consultation between the Depute Headteacher and mainstream staff has taken place and will be reviewed and evaluated regularly. Some pupils who are on Shared Placements may eventually return to their mainstream school.

There is a set admissions criteria and children are referred through Psychological Services for admission to the Language and Communication Resource. Each pupil has an annual Pupil Profile Review at which time the appropriateness of the child's placement is reviewed. More so, at entry point there is also a Post-placement review, approximately 6 weeks from admission.

Children are brought to the Language and Communication Resource in taxis from their homes. In addition to trained staff we have access to the services of speech and language therapy, occupational therapy, psychological services and a range of other professionals who are able to offer us advice in working with individual children.

We work with other specialist provisions in order to support our learners to access a range of other exciting activities e.g. Outdoor adventures at Blairvadach Outdoor Centre, Caledonia Awards, visits to local parks...

We encourage parents to get involved in school life as much as possible. Parents are very much felt to be integral to the success of the child and we work alongside our parents to ensure that all children in the LCR receive the highest standard of education, both academic and social, in order that they grow into confident, happy and successful members of the community working to the best of their capacity and achieving their full potential.





## Enrolment

Parents/Carers who wish their child to start Primary 1 in August, should enrol their child online

<https://www.glasgow.gov.uk/index.aspx?articleid=18007>

We are holding an Open Day for P1 parents/carers to visit the school, have a tour and ask any questions that they might have. We are also offering support to complete online forms.

Parents/Carers wishing to enrol a child in P2-7, should contact the office to make an appointment to discuss with the Headteacher. Information on Placing Requests can be found on the Council website.

When children have enrolled, arrangements will be made for them to be brought to school in the summer term to meet their teacher and visit their Primary 1 classroom. This familiarisation helps the children to settle in when the new term starts.

If a parent/carer wishes to enrol a child mid-session, please contact the school office who will make an appointment for you with the Headteacher.

## Attendance at School and how to report pupil absence



Within Glasgow Primary School good attendance is encouraged at all times and children are rewarded accordingly. Parents are asked to advise if their child is going to be absent. This should be done as early as possible on the first day of absence. If the young person 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 and carers of absence if no contact is made.

**Pupil Absence Reporting Line on 0141 287 0039.**

The line is open between 08.00-15.30 Monday to Friday.

The Education Liaison Officer investigates unexplained absence, the authority has the power to write to, interview or prosecute parents/carers, or to refer children to the Reporter of the Children's Panel, if necessary.

Attendance is monitored by the school on a weekly basis in conjunction with the Education Liaison Officer. To promote good attendance each week, the class with the best attendance is also awarded a certificate. Attendance certificates are also issued at the end of each session.



## **Absence Procedure for the Language and Communication Resource (LCR)**

Parents should phone absence line and then the school directly if their child gets a taxi to school provided by the council.

School Telephone Number: 0141 771 7221

Parents/Carers are also required to notify Corporate Integrated Transport Unit on 0141 287 7477 (option 1) that their child will be absent and a taxi is not required.

**Please do not relay notice of absenteeism through the Taxi Escort. Parents/Carers should indicate the reason for absence.**

If possible, please indicate how long you think your child may be absent.

### **Information in Emergencies**

It is of vital importance that we have up-to-date and accurate information for your child. Annual data check forms are issued at the beginning of each session and these must be returned as soon as possible with any amendments clearly noted. If you move house or change mobile telephone number during these session, please call or come into the school office and they will update your information. Thank you.



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.

### **Concerns and Complaints**

If you have a comment or complaint please approach the Head Teacher in the first instance.

If the Head Teacher does not resolve the issue to your satisfaction, you should contact our the Corporate Compliance Officer who will:

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



The Customer Liaison Unit can be contacted by phone or in writing: 0141 287 0900

Corporate Compliance Officer  
Customer Care Team  
Glasgow City Council  
George Square  
GLASGOW G2 1DU



## 2 - Parental Involvement



Parental involvement in school affairs is actively encouraged. We have a number of parents who help out with things such as school trips. If you are able to give us even an hour of your time, please contact the office.

Thank you. 😊

To ensure we are meeting the needs of all parents, we conduct a sample questionnaire each year to gauge the effectiveness of our provision. The results of the questionnaire are shared via the school newsletter and our Parent Council are targets are drawn up to improve our service.

Aultmore Park has an 'open door' policy - we are delighted to see our parents and make every effort to see them when they arrive. However, that can sometimes be difficult, so we would appreciate it if you could contact the school in advance to arrange an appointment wherever possible. We aim to respond to you within 24 hours and resolve your query as quickly as possible.

We encourage parents to support their child with their homework, and support them in all aspects of school life e.g. when the class holds an assembly or open afternoon event. This allows you to see what a classroom is like now, and how things have changed since you were at school. We also hold events for new P1 parents. Each year we have a parent's event linked to our Sexual Health and Relationships education where parents can look at the materials their child will be working on that year. Over the years we have held a variety of events and value your input into what would be best for you, the parents.

### **Parent Partnerships - 'Friends of Aultmore Park'**

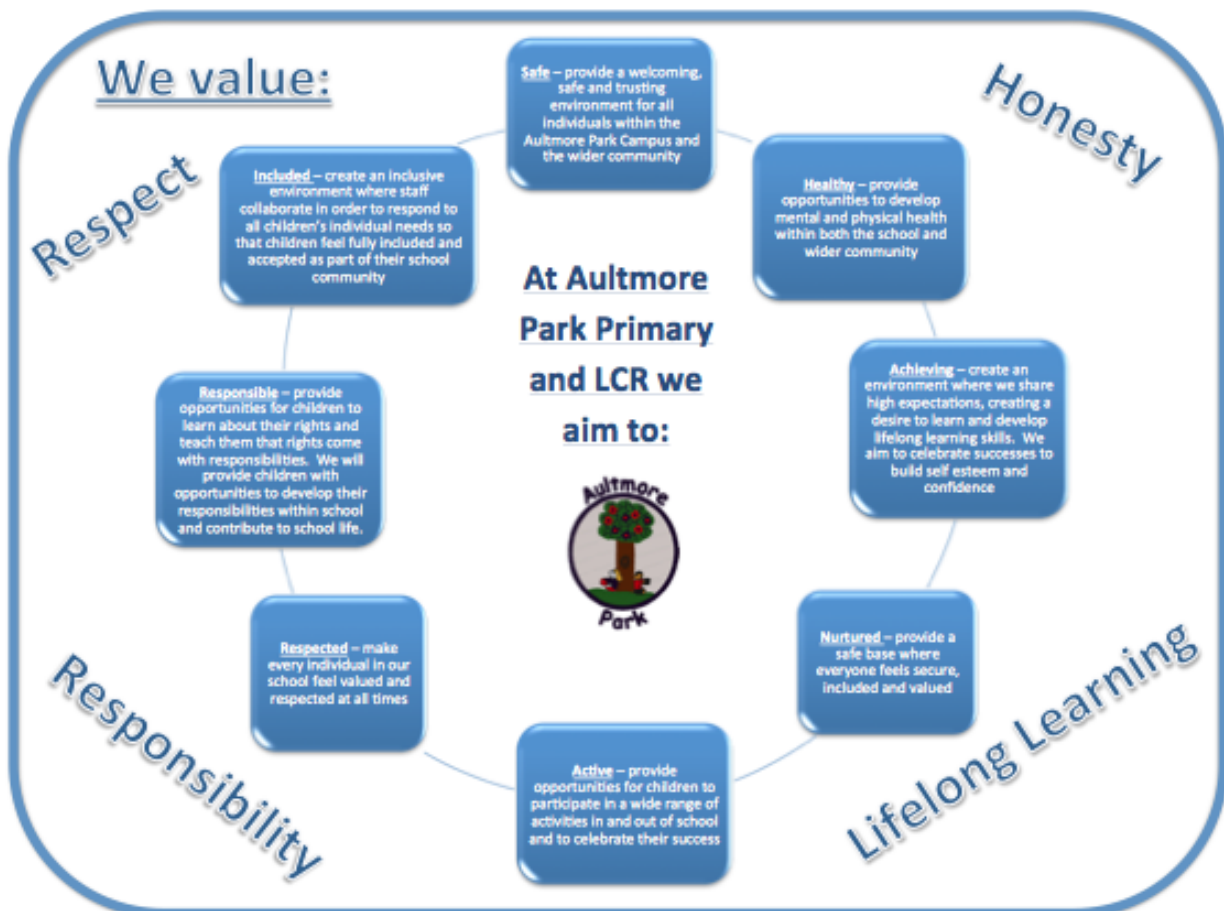
We have a very active and involved parent body who support the life and work of the school. If you wish to contact them, a message can be left at the school office and a Parent Council member will be in touch. Or email them, address in the Contact section.



### 3 - School Ethos

#### Vision, values and aims

Aultmore Park is committed to providing the highest quality learning and teaching for its young people. We aim to ensure that our pupils achieve their fullest potential and that they are safe, healthy and well cared for. We celebrate pupil success both in and out of school. We endorse and support the rights as contained in the Children's Rights for Young People in Glasgow's Educational Establishments.



Our pupils devised a **school motto**: Learning together, playing together, growing together

#### Community Partnerships

We work with a number of outside agencies who support the work of the school. Organisations such as Barnardos and Connect help pupils develop their knowledge of Health and Wellbeing and how it relates to their lives now and in the future. In addition, we have very good working relationships with the Baptist Church in the area who provide input in class, whole school assemblies and a lunchtime club led by Christine Brown.



## Promoting Positive Behaviour

The relationship between pupils and teacher is similar to that between a child and his/her own parents requiring mutual consideration on both sides.



Our ultimate aims are to foster self-discipline, develop attitudes of courtesy and consideration in the community. Carefully constructed activities and duties giving our children responsibility during their daily work, are designed to provide a measure of controlled freedom in which self-discipline, courtesy and consideration flourish. However, parents will understand a school must have rules. In the event of discipline/bullying problems, reasonable sanctions and co-operation will be applied as per school policy.

Problems of greater concern would involve full consultation with parents.

Our school rules were written and agreed by our pupils, parents and staff:

- We will wear our school uniform
- We will bring our P.E. kit
- We will do as we are told the first time
- We will tell the truth
- We will have good manners and respect others
- We will do our best to make our school a HAPPY and SAFE place for EVERYONE

We have a school House system in which every child is allocated a house and can earn tokens to reward good behaviour, good work and effort. House Captains and Vice Captains are elected and they work with the Depute Headteacher to develop house events and promote the weekly target for the week which can earn house points. We have House Spirit Days when all the children get together with other children from their house and have an afternoon of fun and enjoyment. There is a weekly house assembly at which time the winning house for the week is announced. There is a termly reward for the overall winning house each term and a House Cup is awarded at the end of the school year. This is one of many strategies we use to promote positive behaviour in Aultmore Park - others include Circle Time, Golden Time, class/group points and Praise Pads. Our work is firmly built into our Health and Wellbeing curriculum and we are continuing to develop our approaches to meet the needs of the pupils.

## 4 - Curriculum



### **Curriculum for Excellence 3 - 18**

Curriculum for Excellence has been introduced to raise standards of learning and teaching for all 3 to 18 year olds. It aims to help prepare children and young 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 Aultmore Park Primary School & LCR 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.

<b>Level</b>	<b>Stage</b>
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. Aspects of this curriculum, such as Relationships, Sexual Health, Drug and alcohol awareness are discussed annually with parents at information sessions to which all are invited, should you wish to know any more contact our school office.

**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.

**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 21<sup>st</sup> 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.

**Skills for life, learning and work -** We continue to develop children's skills for the world of work, we organise career afternoons and invite visitors into school from a range of professions. Children visit local restaurants and have the opportunity to learn about the types of jobs on offer as well as learning the skills they need to carry out the job successfully.

**Personalisation and Choice -** Children have the opportunity to choose which clubs that they attend in school, they are invited to join committees such as the Eco Committee and Pupil Council. They are involved in the planning of their own learning and consulted regularly about which topics they would like to study.

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

### **How to find out more about Curriculum for Excellence**

If you wish to find out more about the curriculum, the following website will provide lots of information and support for parents:

<https://education.gov.scot/parentzone>

### **Homework**

Having consulted with parents, children and staff we agreed to only set reading homework - no written tasks. This was a trial in term 1 and overall the majority of parents are happy with this decision, parents who wish their child to be given written homework can contact the school to arrange this.



## Religious and Moral Education

Aultmore Park follows the authority's policy relating to Religious Education and Religious Observance. It should be noted that policy and provision is consistent with national advice set out in SOEID Circular 6/9, the Education (Scotland) Act 1980 and SEED Circular 1/2005 and in addition advice received from the Scottish Government on RME/RERC & RO in February 2011.



R.E./Moral/Personal & Social Education linked to Curriculum for Excellence Experiences and Outcomes.

In Religious Education pupils consider the essential elements of religion in a study of Christianity and two other world faiths: Judaism, Islam.

In Religious Observance we are supported by a variety of personnel from local churches and they regularly visit the school to conduct lessons and assemblies.

Parents have the right to request that their children be withdrawn from Religious Observance. Please contact the Head Teacher in writing.

All children attend weekly assemblies held by the Head Teacher and/or Depute Headteacher which incorporate the development of pupils' spiritual, social, moral and cultural values.

Parents and carers from religions other than Christianity may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Only written requests detailing the proposed arrangements will be considered. Appropriate requests will be granted on not more than three occasions (days) in any one school session and the pupil noted in the register using code REL on these days.

## 5 - Assessment and Reporting

### **Assessment**

Children's work is assessed continuously and records of class, groups and individual progress are kept by the teacher. Flexibility in our grouping allows for transfer from group to group if an individual child makes particular progress or experiences difficulty. Pupils are involved in the assessment process. Both formative (ongoing) and summative (end of block) assessments are used to help indicate progress. targets in conjunction with their teacher which they will work on that term. In the Language and Communication Resource children have a review at least once every twelve months where a report is delivered and next steps established.



Children in Primary 1, 4 & 7 will be assessed using the Scottish Government's new assessment, called SSNA. You may withdraw your child from this by contacting the school.

The Headteacher and Depute Headteachers meet termly with staff to discuss progress in learning and ensure pace and challenge are suitable and that it is having a positive impact for pupils.

### **Parents' Evenings**

Parent's Evenings are arranged twice a year usually in October and March so that parents have an opportunity to discuss children's progress with the teacher. Where parents have cause for concern about their child, however, they are very welcome to call at the school at any time during the session. It would be appreciated if an appointment was made in advance, except in emergency.



A written final report will be issued to parents in term 4 which outlines the progress made to date and next steps for the child.

### **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.



## 6 - Transitions

Transitions are important times for both children and their families. We aim to ensure that we provide timely information and are available to answer any questions parents/carers may have about the transition process.



Whether it is from nursery to primary, or primary to secondary, a timetable of visits has been developed with our co-located nursery and local secondary school. This involves visits from staff, shared learning and visits from pupils throughout the year. Pupils who have additional support needs are discussed at the earliest opportunity and if appropriate, an enhanced transition process is put in place to meet the individual needs of the child. We aim to make the transition process as smooth as possible and welcome your ideas and comments on the process.

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

Children are normally transferred between the ages of 11 $\frac{1}{2}$  and 12 $\frac{1}{2}$  so that they will have the opportunity to complete at least four years of secondary education. 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.

Pupils from Aultmore Park Primary School normally transfer to  
Lochend Community High School,  
20 Cairnbrook Road,  
Easterhouse,  
Glasgow G34.

Telephone Number - 0141 582 0170



## 7 - Support for Pupils

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

The school has a duty 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 buildings to address the needs of children with physical or sensory impairments, including the relocation of classes to the ground floor where feasible. We also need to ensure that parents and carers who have a disability have equal access to information about their child. This will involve, for example, relocating the venue for parents/carers meetings to facilitate physical access; provision of an interpreter for people who have a hearing impairment; agreeing a phone contact system to provide direct feedback to parents and carers.



**Physical access:** As Aultmore Park is a new building, we have access for parents/pupils/carers to all parts of the school. The school has a lift which allows access to the upper level. There are 6 Disabled Toilets in the school.

**Communication:** If any parent/carer requires support, please contact the school office who will make appropriate arrangements.

**Curriculum:** The curriculum is differentiated to the needs of the pupils. Pupils who are identified as having Additional Support Needs will have their work assessed and support given to ensure their needs are being met. Mrs Pears has overall responsibility for Additional Support for Learning with Miss McNeil(P1-7) and Mrs Gurd(LCR) being the key adults who oversee ASL meetings. They work closely with class teachers to monitor and support pupils and ensure plans are in place for identified pupils. If a parent has a concern or would like information and advice, please contact the school office who will arrange for Mrs Gurd/Miss McNeil to contact them to discuss the situation.

**Staff Development:** Staff have received training on a variety of issues including Equality and Inclusion. Training will be provided on a regular basis to ensure staff are fully aware of issues relating to Additional Support Needs.

The school's leadership team has specific pastoral responsibility for groups of pupils. They work closely with class teachers to monitor and support children and any issues are discussed at the regular management meeting to ensure the appropriate action and support has been given.

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. This recognises the key role to be played by specialist provisions in addressing severe low incidence disabilities. The authority recognises that there are 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 that 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:

<https://www.glasgow.gov.uk/index.aspx?articleid=18941>

- School Handbooks must also contain information of any organisations specified by the Education (additional Support for Learning) (Scotland) Act 2009 which includes -

(a) the authority's policy in relation to provision for additional support needs,

*GCC Policy - 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. 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.

School Handbooks must also contain information of any organisations specified by Scottish Ministers which provide advice, further information and support to parents of children and young people with ASN. These organisations are identified under The Additional Support for Learning (Sources of Information) (Scotland) Amendment Order 2011 as:

(a) Children in Scotland: Working for Children and Their Families, trading as "Enquire - the Scottish advice and information service for additional support for learning", a charitable body registered in Scotland under registration number SC003527;

(b) Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576; and

(c) Scottish Child Law Centre, a charitable body registered in Scotland under registration number SC012741."

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

### **Getting It Right For Every Child (GIRFEC)**

The GIRFEC approach is about how staff in all children's services meet their needs by working together where necessary to ensure that children reach their full potential. [www.scotland.gov.uk/gettingitright](http://www.scotland.gov.uk/gettingitright)



### **The Named Person**

GIRFEC stands for 'Getting It Right For Every Child'. Part of The Children and Young People Act (Scotland) 2014, it is the Scottish Government-led approach to making sure that our children and young people - and their parents or carers - can get all the help and support they need from birth right through to age 18 (or beyond if still in school).

The vast majority of Scotland's children and young people get the love and support they need from within their families and their wider, local communities. But even the most loving and caring families can sometimes need extra support. The GIRFEC approach aims to

make it as easy as possible for any child or young person (and their parents) to get that help or support if they need it.

To provide that support when needed, every child in Scotland has a named individual, the Named Person, as a single point of contact. This Named Person has a responsibility to provide help and support when asked and can draw together other services if needed, co-ordinating help for the child or parents. Please do not hesitate to contact your child's Named Person at any time.

The Named Person in Aultmore Park Primary School and LCR is Mrs Alison Pears, the school's Child Protection Co-ordinator.

## 8 - School Improvement

Here is a summary of our School Improvement Plan, the full version is available on our website. <http://www.aulmorepark-pri.glasgow.sch.uk/>

School Improvement Plan 2018-19

**Health & Wellbeing**

We are going to improve our wellbeing and mental health.

We are going to be a more nurturing school.

We are going to update our 'anti-bullying' policy.

We will continue to involve the whole family in learning!

**Digital Literacy**

We are going to be learning how to use our new I-pads that will be arriving in Term 3 or 4.

We will organise workshops and information sessions for parents.


**Assessment is for Learning**

Teachers are going to finish the last part of their Tapestry course, focusing on learning, teaching and assessment.

**Writing**

We will be thinking about how we teach writing, to make sure we are using the best teaching and learning strategies.

The LCR are looking at improving their work with children who have very little language.



*Learning together, playing together, growing together*

An annual report on the main achievements of the school is published each August and is known as our 'Education Perspective Report'. A copy is on the school website and a printed copy can be obtained from the school office.

## 9- School Policies and Practical Information



### **School Hours**

School opens 9.00am and closes 3.00pm.

Our morning interval is from 10:30 until 10:45 a.m.

We have a Breakfast Club which opens at 8.00am in the Dining Hall.

### **Policies**

Policies are available via the school website [www.aultmorepark-pri.glasgow.sch.uk](http://www.aultmorepark-pri.glasgow.sch.uk) If you wish a paper copy, please contact the school office.

Glasgow City Council has a variety of policies and guidelines which can be found on their website:

<https://www.glasgow.gov.uk/index.aspx?articleid=15894>

### **Bullying**

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



In 2009, Glasgow City Council published its revised Anti-Bullying Policy, incorporating the requirement to record and report all discriminatory behaviours within educational establishments.

We are currently reviewing our anti-bullying policy again. Parents and carers have a significant role to play in helping to address this problem. For this reason any anti-bullying strategy must stress the importance of partnership with the parents and carers of their children.

## Schools Holidays 2019



### August

- Monday 13 August 2018 (Return date for Teachers)
- Tuesday 14 August 2018 (In-service day)
- Wednesday 15 August 2018 (Return date for Pupils)

### September Weekend

- Friday 21 September 2018
- Monday 24 September 2018

### October

- Friday 12 October 2018 (In-service day)
- Monday 15 October to Friday 19 October 2018 (October Week)

### December - Christmas and New Year

- Schools close at 2.30pm on Thursday 20 December 2018
- Schools return on Monday 7 January 2019

### January

- Monday 7 January 2019 (Return to school)

### February Mid-term break

- Monday 11 February 2019
- Tuesday 12 February 2019
- Wednesday 13 February 2019 (In-Service day)

### April - Spring Holiday

- Schools close at 2.30pm on Friday 29 March 2019
- Schools return on Monday 15 April 2019
- Friday 19 April 2019 (Good Friday)
- Monday 22 April 2019 (Easter Monday)

### May

- Monday 6 May 2019 (May Day)
- Tuesday 7 May 2019 (In-Service day)
- Friday 24 May and Monday 27 May 2019 (May Weekend)

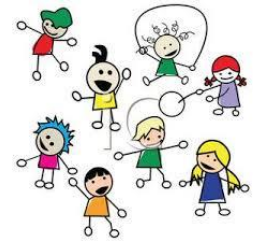
### June

- Schools close at 1pm on Friday 28 June 2019

## After School Activities

The school has a variety of Lunchtime and After School Clubs for all stages. Details are issued in monthly school newsletters, current clubs include:

- The Quavers Music Group
- Football
- Gymnastics
- Media
- Roller Disco
- Art
- ICT



All activities are organised and arranged in accordance with Glasgow City Council guidelines (Management Circular 48)

## Child Protection Procedures

The Headteacher is the Child Protection Co-ordinator.

All educational establishments and services must take positive steps to help children and young people 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/young people 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/young person's establishment.

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

- Ensuring that children and young people are respected and listened to
- Ensuring that programmes of health and personal safety are central to the curriculum
- Ensuring that staff are aware of child welfare & safety and protection issues and procedures



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

Should any member of staff have concerns regarding the welfare or safety of any child or young person they must report these concerns to the head, after judging that there may be grounds for concern regarding the welfare and safety of any child or young person must then immediately advise social work services of these concerns.

## Uniform

Given that there is substantial parental/carer and public approval of dress code, schools in this authority are encouraged to develop a school dress code. In encouraging a dress code policy account must be taken in any proposals to prevent any direct or indirect discrimination on the grounds of race or gender. Any proposals will be the subject of widespread consultation with parents/carers and children. Against this background it should be noted that it is the policy of the Education Children and Families Policy Development Committee to encourage schools to develop an appropriate dress code policy.



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

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

Under no circumstances will children be deprived of any educational benefit as a result of not wearing clothing conforming to the school's dress code policy. For the convenience of parents the school has a dress code service, with an order form available from the School Office.

Formal dress code must be worn on formal occasions or when representing the school on outside visits:

<u>Formal dress code</u>	School tie
	White shirt/blouse/polo shirt
	Black skirt/trousers (plain)
	Red school cardigan/jumper (featuring school badge)

For security purposes, every pupil must wear one of the garments highlighted by an asterisk \* prominently every day.

In the interest of health, hygiene and safety, I would ask you to consider the type of footwear and clothing your child should wear which would be appropriate to the wide range of activities our pupils engage in.

Please have ALL clothing marked with your child's name as it is impossible to sort out unmarked belongings. A "lost property" box is held in the assembly hall, where articles of clothing and packed lunch boxes await their owners.

Glasgow City Council is concerned at the level of claims being received regarding the loss of childrens' and young peoples' clothing and/or personal belongings. Parents/Carers are asked to assist in this area by ensuring that valuable items and unnecessarily expensive items of clothing are not brought to school. Parents/Carers should note that the authority does not carry insurance to cover the loss of such items and any claims submitted are likely to be met only where the authority can be shown to have been negligent.

### **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

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



### **School Meals**

An excellent Cash Cafeteria is in operation, (the menu is sent home each term and is available online). Payment is made in the dining room each day. There are facilities for special diets and packed lunches during lunch time. Meals cost £1.90 and that includes as much fruit and/or vegetables as the child wants plus soup, yoghurt and milk. There is also a Breakfast Club which runs from 8.00am to 8.45 am every day and is free for pupils who receive free school meals. For those not in receipt of free school meals there is a charge of £2.00 for the first child in a family and £1.00 for each sibling thereafter. Pupils who bring a packed lunch will eat their food in the dinner hall.



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

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

## Transport



### i. General

The Education Authority has a policy of providing free transport to all primary children who live more than 1.2 miles from their local school by the recognised shortest walking route. This policy is more generous than the law requires. This means that the provision of transport could be reviewed at any time. Parents/Carers who consider they are eligible should obtain an application form from the school or Education Services. These forms should be completed and returned before the end of February for those children beginning school in August to enable the appropriate arrangements to be made.

Applications may be submitted at any time throughout the year but may be subject to delay whilst arrangements are made. The appropriate officer has discretion in special circumstances to grant permission for children to travel in transport provided by the authority, where spare places are available and no additional costs are incurred.

The authority has an Exceptional Circumstances policy relating to e.g. homelessness, parental/carer disability, etc. Details are available from the school. There is also a procedure to request transport on medical grounds. The school can advise on procedures.

### ii. Pick-up Points

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

### iii. 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.

## Medical and Health Care

During your child's school life a number of health checks are available to be carried out by the School Nurse/ Doctor and Dentist

Dental Check in P1 and P7 and at other times if required

Eyesight in P7 and at other times if required

Hearing if required.

Height in P1 and at other times if required.

Weight in P1 and at other times if required.



Only children with outstanding medical concerns by school, parent/guardian, Nurse or School Doctor will attend a medical. It is vital that the school is aware of any medical condition which a child may have, including food allergies. The school must be notified if there is any change in their condition.

Children must NOT bring any nuts or nut products into school as we have children severe allergies.

### Asthma

It is school policy that parents/guardians are responsible in ensuring that a reliever inhaler is in their child's bag every day. Parents should also ensure their child is able to use inhaler. Any parent with objections to their child using another child's reliever in an extreme emergency should notify the Head Teacher in writing.



If any child takes ill or has an accident while in school, the parents or emergency contact will be asked to collect him/her and take them home or to the doctor. For this reason it is essential that we have the name and telephone number of an emergency contact.

