

# School Handbook



## Broomhill Primary School



Welcome  
Welcome

Contents	Page
Welcome from the Headteacher	3
Vision, Values and Aims	4
School Background ■ Contact Details ■ Organisation of Classes	5
Composite Classes ■ School Hours ■ BOSCA ■ Crossing Patrols ■ Safe Parking	6
School Staff	7
School Term Dates	8
Pupil Absence Reporting ■ Medical & Health Care ■ Emergencies	9
School Uniform ■ PE Kit	10
Unacceptable Clothing ■ Clothing Grants ■ Mobile Phones ■ School Meals	11
Healthy Playtime Snacks ■ Allergies	12
Communication with Parents / Carers	13
School Improvement Reports ■ Parent Forum & Parent Council	14
Enrolment for School ■ Transfer to Secondary	15
School Transport ■ The Curriculum	16
Curriculum Areas ■ Expressive Arts	17
Health and Wellbeing ■ Languages	18
Numeracy and Mathematics	19
Religious and Moral Education ■ Time for Reflection/RO ■ Sciences	20
Social Studies ■ Technologies	21
Developing the Young Workforce ■ Learning for Sustainability	22
Clubs and Residential Trips ■ Interdisciplinary Learning ■ Personal Achievement	23
The Life and Ethos of the School ■ Pupil Committees ■ School Houses	24
School and Community Links ■ Assessment	25
Reporting to Parents ■ Homework ■ Additional Support for Learning	26
Nurturing Schools ■ GIRFEC	27
Accessibility Strategy ■ Equality Policy	28
Promoting Positive Behaviour ■ Playground Supervision ■ Data Protection	29
Child Protection	30
Comments and Complaints ■ Useful Contact Addresses	31
Useful Websites	32



### Headteacher's Welcome

On behalf of our pupils, staff and parents I extend a very warm welcome to Broomhill Primary School.

I invite you to explore this handbook and hope that you find it to be a useful source of information about our school community.

We offer a happy, inclusive, stimulating learning environment, excellent resources and a curriculum that supports every child develop the knowledge, skills and attitudes required for life, learning and future work.

Our shared school values are very important to us – *Respect*, *Aspiration*, *Kindness*, *Teamwork* and *Integrity*. They represent the core beliefs and ideals that we share and direct behaviour and relationships in Broomhill Primary.

In keeping with our shared school vision, we support all children to be caring, responsible and active local and global citizens, developing the skills, knowledge and attitudes needed to live in harmony with others in a just and sustainable world.

Staff work in close partnership with our children, parents/carers, partners, local community and businesses to ensure we provide the best possible care and education.

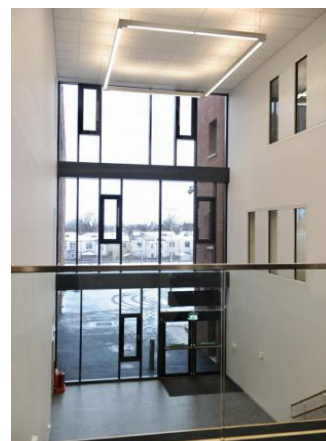
I hope that this handbook gives you an insight into our school ethos and shows you some of the great learning going on at Broomhill Primary.

Please contact the school directly if you require any further information.

Yours in partnership,

*Karis Nicholson*

Acting Headteacher





## Our Purpose

Our core purpose is to support every child to:

- grow up feeling safe, healthy, achieving, nurtured, active, respected, responsible and included;
- flourish as a successful learner, confident individual, effective contributor and responsible citizen;
- develop knowledge and skills for future work and career choices.

## Our Values

Our values are very important to us. They represent the core beliefs and ideals that we share and direct our behaviour and relationships.

### Teamwork

We play and learn well together. We help each other feel safe, happy and confident. We are inclusive and value each other's strengths. We support and encourage each other.

### Kindness

We are kind, friendly and compassionate to everyone. We go out of our way to help others. We are grateful and do not take things for granted. We are aware of our own needs and are kind to oneself.

### Respect

We have pride and confidence in ourselves. We show consideration for the feelings, views and rights of others. We value our differences and appreciate our similarities. We are well-mannered. We respect nature and the environment.

### Aspiration

We are aspirational and work hard to make it happen. We know what to do to achieve a target. We are resilient and do not give up when faced with challenges and setbacks. We look positively for solutions.

### Integrity

We are honest and truthful. We make responsible choices. We do what is right, even when others are not looking. We are fair and consistent in our words and actions. We identify and challenge inequality.



## Our Vision

Broomhill Primary is a thriving, inclusive school with strong roots in our local community. All children attain and achieve at the highest level possible and are empowered to be active and responsible citizens who improve the world around them.

## Our Aims

### Leadership and Management

Build high-quality leadership across the school community, encouraging reflection on our work and welcome challenge. Ensure a highly trained staff. Nurture creativity and innovation.

### Teaching and Learning

Create inclusive and equitable classrooms. Build curriculum pathways that support the acquisition of skills for learning, life and work, including digital literacy. Deliver high-quality teaching and learning that meets children's needs and interests. Provide effective pastoral care and support at points of transition.

### Health & Wellbeing

Promote good health and wellbeing for every child and adult. Pursue this using whole school and targeted approaches. Ensure robust safeguarding. Encourage a harmonious school/home balance.

### Families and Communities

Engage parents and carers in their children's learning and school life. Work collaboratively with other schools, community services, industry and universities.

### Attainment and Achievement

Have the highest expectations of all children and staff. Support excellent attainment and achievement for all.



### School Background

Broomhill Primary School is a non-denominational primary school that serves designated areas of Broomhill and Jordanhill in the North-West of Glasgow.

We moved into our new building in January 2018, bringing together the whole school under one roof for the first time in almost 60 years. The impressive building incorporates a classroom wing with 18 teaching spaces over three floors, each with a central corridor opening out to several flexible spaces. The public wing contains the media library, nurture room, meeting room, assembly hall, gymnasium and stage. The assembly hall has direct access to the playground, allowing views across Glasgow and outdoor dining when the weather permits. A folding wall between the gym and assembly hall creates space for large events. A central atrium with stadium seating extends between the lower ground and ground floor. Building accessibility facilities include accessible parking, ramped access and disabled toilets. A defibrillator is located in the reception area for the treatment of Sudden Cardiac Arrest.

Outdoors amenities include garden areas and a floodlit multi-purpose sport pitch. Playground games are painted on the hard-standing playground and a Trim Trail, funded by our Parent Council, is installed in the soft landscape area of the playground.

Broomhill Primary is a no smoking zone, including the main building and playgrounds. Dogs are not permitted in the school building or grounds, without prior agreement with staff.



### Contact Details

Broomhill Primary School ■ 57 Edgehill Road ■ Broomhill ■ Glasgow ■ G11 7HZ

Phone: 0141 334 5171

Email: [headteacher@broomhill-pri.glasgow.sch.uk](mailto:headteacher@broomhill-pri.glasgow.sch.uk)

Twitter: @BroomhillPSG

Website: <https://blogs.glowscotland.org.uk/gc/broomhillprimaryschoolwebsite/>

### Organisation of Classes

Our current roll is 432 children (as of October 2025). The total number of pupils which the school was designed to accommodate is 462. (The working capacity may vary dependent upon the number of pupils at each stage and how classes are organised).

The following class size guidelines set by the Scottish Government apply:

P1 maximum: 25 pupils

P2-3 maximum: 30 pupils

P4-7 maximum: 33 pupils

Composite classes maximum: 25 pupils

We have sixteen classes from P1 to P7. All classes this session comprise of single year groups however we often have composite classes as well. Composite classes have pupils from more than one year group.

### Composite Classes

There are times when the distribution of children over the various stages of the school requires the formation of composite classes. This is where children from two stages of the school come together to form one class. Primary teachers are trained to teach children in differentiated ability groups. Consequently, composite classes operate in the same way as single stage classes and allow children to study at their own level. More information on composite classes can be found in by clicking on the link below. <O:\Broomhill\SMT\1. Staffing and Classification\3. Classification\Classroom Organisation parent guide.pdf>

### School Hours

Start	P1-3 8.55am/ P4-7 9.00am (Breakfast Club runs from 8.00-8.45am)
Playtime	10.30am - 10.45am
Lunch	12.15pm - 1.00pm
Finish	P1-3 2.55pm/P4-7 3.00pm



### Broomhill Out of School Care Service (BOSCA)

BOSCA operates in the premises to provide out-of-school-hours child care facilities for families. The association is managed by a parent boards and employs a team of eighteen approved staff. There is a currently a waiting list of two years, your child's name can be added to the list. There is a registration fee per family and daily charges operate thereafter. Term time hours are 3pm - 6pm. In-service days and holidays hours are 8.30am - 5.45pm. Full information is available from the manager, Mrs Susan Brown, on 07815 007 657. Email: [info@bosca.org.uk](mailto:info@bosca.org.uk). BOSCA website – [www.bosca.org.uk](http://www.bosca.org.uk)

### School Crossing Patrols

School crossing patrols are located at the following junctions to help children and other pedestrians cross the road safely while walking to and from school:

- Crow Road / Woodcroft Avenue
- Woodcroft Avenue / Randolph Road (Due to traffic coming from several directions, the patrol will assist pedestrians cross these two roads in an L-shape, rather than diagonally.)
- Essex Drive / Balshagray Avenue - East and West (**Please note**, patrols at this crossing are staffed by St Thomas Aquinas High School.)

### Safe Parking

Please put the safety of children first and avoid double parking, or parking on the lines outside the school. If you cannot find a safe parking space outside the school then park a short distance away. This will ensure a safe crossing area for pupils, families and local residents, and your child will benefit from the short walk to and from school. Broomhill is involved in a pilot School Car Free Zone project. Moving vehicles (apart from residents with a permit) are banned from Elmwood Avenue and Elmwood Lane during the hours of 8.30am-9.15am & 2.30pm-3.15pm.





**Broomhill Primary School  
Staffing Allocation 2025 - 2026**

**Head Teacher (Acting) P6-7**  
**Depute Head Teacher P1-3**  
**Depute Head Teacher P4-5 (Acting)**  
**Principal Teacher (Acting)**

Mrs Karis Nicholson  
Mrs Susan Connor  
Mrs Kirstin Bush  
Mrs Castelli-MacLennan

**Teachers**

P1a	Mrs Lisa MacRae	Ground Floor, Room 2
P1b	Mrs Jess Menzies	Ground Floor, Room 3
P1c	Ms Lesley Sinclair	Ground Floor, Room 4
P2a	Mrs Lynsey Newall (Mon-Wed)/Mrs Julie Bree (Wed-Fri)	Ground Floor, Room 5
P2b	Mrs Giselle Kayes	Ground Floor, Room 6
P3a	Miss Lisa Maxwell	First Floor, Room 12
P3b	Ms Emma Pitblado (Mon-Wed)/Ms Humira Naeem (Wed-Fri)	First Floor, Room 11
P4a	Ms Sheona Jefferies	First Floor, Room 9
P4b	Mrs Nicola Saunders	First Floor, Room 10
P5a	Mrs Castelli-MacLennan	First Floor, Room 8
P5b	Mr Chris Duncan	Second Floor, Room 14
P5c	Mrs Liz Buchannan	Second Floor, Room 13
P6a	Mr Gordon Harrow (Tues-Fri)/Mrs Sandra Smith (Mon)	Second Floor, Room 16
P6b	Mrs Eve Osborne	Second Floor, Room 15
P7a	Mr Lewis Mills	Second Floor, Room 18
P7b	Mrs Lynsey Wales/Mrs Rachael Hannah (Thursday)	Second Floor, Room 17

**Teachers delivering NCCT & Additional Support**

Mrs Julie Bree  
Mrs Racheal Hannah  
Ms Humira Naeem  
Ms Gayle MacLean

**Support for Learning Workers**

Mrs Margaret Ann Burns P1  
Ms Imogen Guy P2  
Mr Simon Lui P1/2  
Ms Kelly Richardson P3  
Mrs Christine Blackhurst P4  
Mr Jamie Love P4  
Mr Jason Smith P5  
Mrs Marisa Heron P6  
Mandy Addy P7

**Clerical Staff**

Mrs Cathy Johnstone (Mon-Wed, Fri)  
Mrs Elaine Martin (Tues-Fri)  
Mrs Ingrid Symington (Mon/Thurs)

**Active Schools Co-ordinator**

Mr Mark O'Mara

**Instrumental Teachers**

Mrs Lorna Holl (Woodwind)  
Mr Andrew Connell-Smith (Brass)  
Ms Rachel Lightbody (Youth Music Initiative)

**Janitor**

Mr Tom Gray

**Catering Assistants** (Breakfast and/or Lunch)

Ms Debbie Griffiths  
Ms Margaret Leonard  
Ms Sharon Lone  
Ms Kailey McAndie  
Ms Kirsty MacInnes  
Ms Cheryl McInnes  
Mrs Carol Munro (Catering Manager)

**Cleaning Staff**

Ms Ellane Bigland (Supervisor)  
Mrs Anne Donnolly  
MS Laura Drimshaw  
Ms Elaine Gourley  
Ms Collette Higgins  
Ms Connie Swift  
Ms Kelly Young

**Crossing Patrol**

Mr John MacIntyre (Woodcroft Ave / Randolph Road)  
Ms Moira Duffy (Crow Road / Woodcroft Avenue)



**Glasgow City Council School Holidays  
2025-2026**



**August**

- Tuesday, 12 August 2025 (Return date for Teachers & In-Service Day)
- Wednesday, 13 August 2025 (In-Service Day)
- Thursday, 14 August 2025 (Return date for Pupils)

**September**

- Friday, 26 September and Monday, 29 September 2025 (September weekend holiday)

**October**

- Friday, 10 October 2025 (In-Service Day)
- Monday, 13 to Friday, 17 October 2025 (October Week)

**December - Christmas and New Year**

- Schools close at 2.30 pm on Friday, 19 December 2025
- Monday, 22 December 2025 - Friday, 2 January 2026 (Christmas holidays)

**January**

- Schools return on Monday, 5 January 2026

**February mid term break**

- Monday, 16 February 2026
- Tuesday, 17 February 2026
- Wednesday, 18 February 2026 (In-service day)

**April - Spring Holiday (Easter)**

- Schools close at 2.30 pm on Thursday, 2 April 2026
- Monday, 6 April - Friday, 17 April 2026 (Spring Break)
- Schools return on Monday, 20 April 2026

**May**

- Monday, 4 May 2026 (May Holiday)
- Thursday, 7 May 2026 (In-service day to coincide with Scottish Parliamentary election, but may be subject to change)
- Friday, 22 May 2026 and Monday, 25 May 2026 (May Weekend)

**June**

- Schools Close at 1.00 pm on Thursday, 25 June 2026

### Pupil Absence Reporting

Within Broomhill Primary good attendance is encouraged at all times. Parents/carers are asked to contact the 'Pupil Absence Reporting' (PAR) system by phone or online if their child is going to be absent.

**Phone: 0141 287 0039**

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

Alternatively, you can use the online form on the Glasgow City Council website:

**Online:** Register with 'myaccount' by visiting <https://www.glasgow.gov.uk/pupilabsence>

This should be done before 9.30am on the first 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 and latecoming are investigated by the school. Where attendance is unsatisfactory, parents will be invited to discuss any difficulties and available supports with the school.

Appointments during school hours - if your child has an unavoidable appointment, please give them a letter for their teacher or phone the school office. You should then then collect your child from the school office at the specified time and sign them out.

### Medical & Healthcare

The school nursing team makes annual checks for P1 height and weight and P7 vision screening. A range of targeted services are available for children, through referral to the school nurse team for emotional health and wellbeing, child protection and transitions. An Immunisation Team will conduct nasal flu vaccinations for all P1-7 children with parent consent. The school dentist visits annually to check P1 and P7. No treatment is given, but where treatment is required, it is drawn to the attention of parents/carers. Parents should inform the school of any medical requirements relating to their child. If a child requires medication during the school day, parents must complete the appropriate medical form. This is available on request from the school office.

If a child becomes ill during the course of the school day, he/she may require to be sent home. Please ensure that you keep the school informed of all contact details.

### Emergencies

Emergency contacts - At the start of each session, parents will be issued with the annual data check form. Please ensure that this is completed and returned to 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.

School disruption - 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, interruption of transport, power failures or difficulties of water or fuel supply. In such cases, we shall do all we can to let you know about the details of our closure or re-opening via texts, Twitter, letters, the council website [www.glasgow.gov.uk/winter](http://www.glasgow.gov.uk/winter) and local media. Any decision to close the school will be taken by the head teacher in consultation with the Executive Director of Education, Douglas Hutchison.

### School Uniform

We are delighted to have the support of parents/carers for pupils to wear the Broomhill Primary uniform. Wearing our school uniform makes a positive contribution to developing a sense of belonging and team ethos. Although the initial outlay can be expensive, longer-term school uniform is generally the cheaper option for families.

There is flexibility in our dress code for pupils to wear what they feel comfortable in. Our uniform options are as follows:

- Sky blue polo shirt *or*
- Sky blue shirt and school tie
- Navy/grey sweatshirt *or* cardigan
- Navy/grey trousers or shorts
- Navy/grey skirt or pinafore
- Sky blue checked summer dress
- Indoor plimsols or trainers



Uniform with the school badge embroidery can be ordered at [www.schoolwewearmadeeasy.co.uk](http://www.schoolwewearmadeeasy.co.uk)  
Optional badged items are also available online, including blazer, fleece and school bag.

Our school runs a 'uniform bank' where families can access good quality second-hand uniform.

**Please put your child's name on all items of clothing, footwear and PE kit.**

Education Service does not carry insurance to cover the damage or loss of items.

### PE Kit

For Physical Education children should wear shorts, t-shirt/polo shirt and indoor shoes such as sandshoes or trainers. Gym bags can be left in school between lessons and taken home regularly when garments are required to be washed. Our changing rooms are used to allow children to change safely. *(Please note, children are invited to come to school wearing their appropriate indoor/ outdoor PE kit on PE days.)*



Jewellery should not be worn during PE and swimming. Pupils with longer hair must have it secured for PE and wear a cap for swimming.

Children who are not participating in PE must have a note or a medical certificate. Children 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 PE programme.

***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.***

### Unacceptable Clothing

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 & safety difficulties, such as loose-fitting clothing, jewellery;
- could cause damage to flooring;
- carry advertising, particularly for alcohol or tobacco; and
- could be used to inflict damage on other pupils.

### Clothing & Footwear Grants

Parents/carers receiving Income Support, Job Seekers Allowance (Income Based), Working Tax Credit (check link below for thresholds), Housing Benefit, Council Tax Benefit or Universal Credit (check link below for thresholds) 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://glasgow.gov.uk/schoolsandlearning>

### Mobile Phones

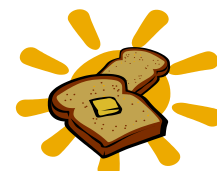
We strongly advise that your child does not bring a mobile phone to school. If you do permit your child to bring a phone to school it must be switched off and kept in their bag. Children should not make or receive calls on their mobile phones during the school day. Any calls to and from the school should be made through our office. The school cannot be held responsible for any loss or damage to a mobile phone.

### School Meals

Broomhill Primary is a health promoting school and our aim is to equip pupils to make healthy choices in life. There are many healthy food choices available to children as part of the school's daily breakfast and lunch services.

#### Breakfast Club

The breakfast club is run by Catering and Facilities Management in our Fuel Zone cafeteria from 8.00 - 8.45am each school morning (children should arrive before 8.30am). Children enter via the main entrance and do not need to pre-book a place. Children can have juice, toast, fruit and cereal. Everyone who comes to the breakfast club stays inside until 8.45am, before being escorted to the playground. The playground is supervised by staff from 8.45 - 9am. Glasgow City Council charge £2 for the breakfast club for a first child and £1 thereafter for any additional child in the family. There is no charge for the service for children entitled to free school meals. Parents/carers should inform the breakfast club staff if your child has any medical dietary requirements. Parents/carers should drop children off at the main entrance, where a register is taken of children attending the breakfast club each morning. Parents/carers are not permitted in the breakfast club/dining hall.



#### Lunchtime

The lunchtime meal service is also run by Catering and Facilities Management in our Fuel Zone cafeteria. Menus rotate on a three-week basis. Vegetarian and Halal options are available each day. All food is cooked on the premises. In addition to a main course, the children can select healthy Pick'n'Mix options which usually include soup, bread, salad, fruit and yoghurt. Meals are served from 12.00-1.00pm. All children in P1-5 are entitled to a free school meal. The cost for children in P6-7 is currently £1.90 (August 2024). To reduce exposure to cash handling schools will no longer accept cash for school meals and breakfast. Where required, payment will be by ParentPay, in advance, Parents/carers should contact the school by email to receive their child's login details.



### Packed lunches

Children who prefer to bring a packed lunch must eat in the dining hall.

Free milk is available to all children in the dining hall at lunchtime, regardless of whether they have a school meal or packed lunch.

Chilled, filtered water is also available at lunchtime and throughout the day. (Children should bring a filled recyclable water bottle to school every day.

Medical diets for children can be provided. Further information can be found here: [https://www.glasgow.gov.uk/media/6813/Primary-ASL-Menu-2024-25/pdf/Primary\\_ASL\\_FZ\\_Menu\\_-\\_April\\_2024.pdf?m=1712315848163](https://www.glasgow.gov.uk/media/6813/Primary-ASL-Menu-2024-25/pdf/Primary_ASL_FZ_Menu_-_April_2024.pdf?m=1712315848163) Please inform the headteacher if your child requires a medical diet.

Children and young people of parents/carers receiving Income Support, income-based Job Seekers Allowance, Working Tax Credit (check link below for thresholds), Child Tax Credit only (check link below for thresholds), Universal Credit (check link below for thresholds) and income-related Employment and Support Allowance are entitled to a free midday meal. Information and application forms for free school meals may be obtained at <https://www.glasgow.gov.uk/article/2492/Clothing-Grants-Free-School-Meals>

### Healthy Playtime Snacks

Broomhill Primary has a duty to promote healthy eating throughout the school day. The results of a survey in 2019 showed that the majority of families were in favour of children being discouraged from bringing sweets to school for the morning snack. Children are therefore encouraged to bring only one or two snacks to school for playtime. If two snacks are required, one should be a piece of fruit. A poster with guidance on snacks is available on our website, displayed in school and discussed in class.

### Allergies

**Nut allergies:** Some children at Broomhill Primary School may suffer an anaphylactic reaction if they come into contact with nuts. Parents and children preparing snacks and packed lunches are urged to avoid nuts and nut products such as peanut butter and Nutella.



### Communication with Parents and Carers

We use a variety of ways to support two-way communication between staff and parents/carers.

#### Meetings

Meet the Teacher event - parents/carers are invited to an information evening in early September to meet their child's teacher, see the classroom and review the broad curriculum for the year.

Parent and Teacher Meetings - there are two opportunities in October and May each year when parents/carers can discuss their child's progress with the teacher and view their child's work. Parents/carers book appointments online. Parents/carers of children with additional support needs have further opportunities to help plan and review their child's support plan.

Meetings - the headteacher, deputies and teachers are available to meet with parents/carers, providing they are not teaching or in another meeting. Please call in at the school office or phone for an appointment.

School Gate - parents/carers and staff can exchange quick, informal information at the school gate. Any conversations at home time should be after the teacher has dismissed their class.

#### Paperless School

We are reducing paper correspondence to help the environment and reduce photocopying.

Text Messaging - is used to inform families about events, closures, consultations etc.

Newsletters - are emailed out monthly and posted on our school website to keep families informed about the work of our school. Letters are also issued with notification of class trips and school clubs.

Curriculum News - are issued termly by class teachers via Seesaw to inform pupils and parents/carers about the learning planned for the term ahead.

Twitter - the school tweets our latest news and updates. Follow us @BroomhillPSG.

Website - our school website gives visitors a deeper insight into our school. A range of policies and documents are available on the site, which has a language translation option and our Twitter page embedded. School newsletters are available for download from the website. Pupils have a voice in its design and classes each maintain a blog to share their learning.

#### Family Learning and Sharing

Learning Events - parents/carers are invited to a range of events throughout the session including family learning workshops, learning showcases, class performances and assemblies.

Seesaw - this app is used to share and submit homework tasks and share information about whole school targets, class news and other pupil news.

Classroom Displays and School Notice Boards - show information about children's learning and school improvement priorities.



### School Improvement / Reports

School Improvement Plan – this document outlines our priorities for improvement in the session ahead. A family friendly summary version of the school improvement plan is available on our website or from the school office. A pupil friendly display about the improvement plan is maintained in school.

Standards and Quality Report – an annual report is provided to inform parents/carers about our school's performance in literacy, numeracy and health and wellbeing. Also outlined is our progress in achieving the outcomes set out in the school's improvement plan. The report is available on the school website or upon request from the school office.

Our Parent Council is invited to review the above documents. before distribution, to ensure they are accessible and meet the needs of parents/carers.

### Parent Forum and Parent Council

A school's Parent Forum automatically includes every parent/carer with a child enrolled at the school. Membership allows parents/carers access to advice and information about their child's education, the opportunity to be involved in the life of the school and have their individual and collective views represented on matters such as the quality and standards of education the school and other issues of interest. One of the ways parents/carers in the Parent Forum are able to express their views is through a Parent Council.

The Scottish Schools (Parental Involvement) Act 2006 stipulates that a school's Parent Forum has the right to establish a Parent Council to represent them. Our Parent Council was established in 2007.

The Parent Council is a group of parents/carers selected by members of the Parent Forum to represent all the parents/carers of the children at our school. No prior experience is required and all parent/carers are welcome. A Parent Council is involved in:

- supporting the work of the school
- gathering and representing parents'/carers views to the headteacher, education authority and school inspectors.
- promoting contact between the school, parents/carers, children and the local community
- fundraising
- involvement in the appointment of senior school staff

Generally, members of the Parent Council must be parents/carers of children who attend the school and the chairperson must have a child in the school. However, the Parent Council can decide to co-opt members from teachers and the community who will have knowledge and skills to help them. The headteacher and deputies have a right and duty to attend meetings of the Parent Council but do not have a right to vote.

#### Parent Council Contact Details

Chairperson: Mrs Susannah Dale

Email: [broomhillparentcouncil@gmail.com](mailto:broomhillparentcouncil@gmail.com)

Twitter: @broomhillpc

Website: [www.broomhillpc.com](http://www.broomhillpc.com)



Our Parent Council meets six times a session on a Wednesday evening at 7pm. The Parent Council constitution and minutes are available on our website.

### Fundraising and Events Team (FET)

We have an active Parent Council and part of it operates as the FET. This group fundraises to provide many school resources, such as Scottish Opera workshop for P6, travel costs for P7 residential trip, homework bags for P1s and plans for playground development. The FET welcomes the support of helpers for their fundraising and community ventures. Please consider being available to help as it will bring you into contact with the parent body through enjoyable events. **Register with the PTA App** to see what's on and how to help - <http://www.pta-events.co.uk/broomhillprimaryfet>)



### Enrolment for Primary 1

The registration of pupils for Primary 1 takes place during the first full week of November of the year preceding starting school. Dates are intimated in the newspapers by the local authority. The school also displays enrolment information in local nurseries, shops etc.

Parent/carers wishing to visit the school prior to registering for a school are welcome to attend one of two Open Doors sessions in the week prior to enrolment. The dates for our P1 Open Doors are intimated via our school newsletters, website and Twitter.

Enrolment is conducted online at [www.glasgow.gov.uk](http://www.glasgow.gov.uk). Applications are processed by Customer and Business Services (CBS). To check your catchment area go to [www.glasgow.gov.uk](http://www.glasgow.gov.uk) > Schools and Learning > My Catchment Area.

Families living outwith the catchment area are welcome to make a placing request to attend Broomhill Primary but must enrol their child online in their catchment school as a first step.

Children who have had their Primary 1 places at our school confirmed will be invited to take part in our pre-entrant sessions, which takes place in the summer term over two afternoons.

### Transfer from Primary School to Secondary School

Children normally transfer to secondary school between the ages of 11½ and 12½, so that they have the opportunity to complete at least four years of secondary education. Parents/carers will be informed of the arrangements no later than December of the year preceding transfer to secondary school. Pupils in the school's catchment area usually transfer to:

Hyndland Secondary School | Lauderdale Gardens | Glasgow | G12 9RQ | Phone 582 0130

Some children transfer to Jordanhill School for S1, if they live in the school's catchment area.

There is close co-operation between local secondary schools and their associated primaries to ease the transition in education. Staff from both sectors meet to ensure that appropriate information is passed on to maintain continuation of curriculum and pastoral care. Meetings are held with staff, parents, children and appropriate agencies for those pupils whose needs require particular attention at this time.

## School Transport

The education authority has a policy of providing free transport to all pupils who live outwith a certain radius from their local school by the recognised shortest walking route. This means that the provision of transport could be reviewed at any time. The education authority does not provide transport for children in receipt of a placing request other than in individual exceptional circumstances and where appropriate legislation applies. Parents/carers who consider they are eligible can apply online at <https://www.glasgow.gov.uk/index.aspx?articleid=17882>



## The Curriculum

**Curriculum for Excellence** is Scotland's curriculum for children and young people aged 3-18. It is an approach designed to provide pupils with the knowledge, skills and attributes they need for learning, life and work in the 21<sup>st</sup> century. It aims to enable every child to flourish as a:

- successful learner
- confident individual
- responsible citizen
- effective contributor



The curriculum is defined as all the experiences that are planned for children and young people, including activity that would previously have been thought of as extra-curricular. Curriculum for Excellence recognises four contexts for learning through:

- the ethos and life of the school as a community.
- curriculum areas
- interdisciplinary learning
- opportunities for personal achievement

### Curriculum for Excellence Progression Levels

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

Curriculum Level	Stage
Early	The pre-school years and P1 or later for some
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 to S3 but earlier for some
Senior phase	S4-S6 and college or other means of study

## Curricular Areas

The eight curriculum areas are:

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

These curricular areas may be taught as discreet strands but may also be part of an interdisciplinary approach, when aspects of several curricular areas are taught within a common context/topic.

The two key resources teachers use to plan learning, teaching and assessment are:

- **Experiences and outcomes** <https://education.gov.scot/curriculum-for-excellence/curriculum-for-excellence-documents/experiences-and-outcomes/>
- **Benchmarks** <https://education.gov.scot/curriculum-for-excellence/curriculum-for-excellence-documents/experiences-and-outcomes/>

## Expressive Arts

The inspiration and power of the arts play a vital role in enabling children to enhance their creative talent and develop their artistic skills. Learning in the expressive arts also plays an important role in supporting children to recognise and value the variety and vitality of culture locally, nationally and globally.



**Art and Design** - Through art and design our pupils have rich opportunities to be creative and to experience inspiration and enjoyment. They explore a wide range of two- and three-dimensional media and technologies through practical activities and create, express and communicate ideas. Children will study the works of artists and designers to enhance their enjoyment and deepen their knowledge and understanding of art and design.

**Drama** - Through drama, children have a wealth of opportunities to be creative and experience inspiration and enjoyment. Their acting and presenting skills are developed through participating in scripted or improvised drama. Children also have opportunities to evaluate their work and the work of others.

**Dance** - Taking part in dance gives children opportunities to be creative and contributes to their physical education and activity. Children develop their technical skills and the quality of their movement and use their imagination and skills to create and choreograph dance sequences. All classes practice and learn Scottish dances and classes in the upper stage participate in the annual Festival of Scottish Country Dance. The children further develop knowledge and understanding of dance through evaluating their work and the work of others.

**Music** plays an important part in the life of our school. In addition to singing, children play tuned and non-tuned percussion instruments. We use Charanga, an online resource, to support the teaching of music. Some senior pupils get the opportunity to learn to play a woodwind or brass instrument. A tutor from the Youth Music Initiative teaches P1 pupils singing at



points over the year. We enter children in the annual Robert Burns singing competition and several have received awards. Our children also perform at assemblies and other productions with Scottish opera. We are exploring ways to further expand our music provision.

### 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.

In Health and Wellbeing the children are taught about personal safety, healthy lifestyles and choices, positive relationships and are encouraged through our *PATHS* programme to build self-confidence and self-esteem.



### Physical Education

At Broomhill we deliver 2 hours per week of PE for each class in line with Scottish Government guidance. Throughout the school year children are involved in a varied programme of activities including games skills and gymnastics. P5 pupils attend a block of swimming each year at Scotstoun Pool.

### Relationships, Sexual Health and Parenthood Education

Our school curriculum follows the new national Relationships, Sexual Health and Parenthood Education (RSHPE) programme. This approach is a spiral curriculum covering P1 – S6. It has three key themes:

- Improving what is delivered in the classroom
- Raising the level of involvement of parents in their children's learning
- Ensuring that young people have access to wider information and services.

The following information is available to parents in relation to the RSHPE programme.

- An information session about RSHPE will be held in February each year.
- Information about when classes are due to start will be given in the school newsletter and Curriculum News prior to lessons being delivered in Terms 3 and 4.
- P6-7s will bring home RSHPE booklets to support discussion with their parent/carers.
- The Parent Council will be advised of what is being taught and when.
- We offer an open invitation for parents/carers to discuss RSHPE throughout the year.

### Languages

The Literacy and English framework is structured as follows:

**Listening and Talking** - We encourage children to listen carefully for information and to express themselves confidently and articulately. We create many opportunities for the children to give talks to a variety of audiences and take part in storytelling, discussions, debates, drama and reciting poetry.



**Reading** - is a critical tool for lifelong learning. By using a variety of resources and teaching approaches we encourage our pupils to read with expression and understanding, and develop a love of reading and books. Emphasis will be placed at the early stages on 'learning to read' i.e. decoding the printed word into spoken word. The teaching of phonics will feature strongly.

Thereafter 'reading to learn' skills will be developed e.g. research and reference skills, in-depth understanding of complex passages etc.

We use Read, Write Inc books in the early stages. In the middle and senior stages of the school we use several resources including Literacy World, Total Comprehension and Focus on Literacy. During the session classes also base their reading and language programme on a children's novel.

Reading for enjoyment will be encouraged and supported at all stages. Class and central libraries have a variety of fiction and non-fiction text. Children are encouraged to read for pleasure in school and at home. Teachers also loan a wide range of text to support classroom activities from the School Library Outreach Service.

**Parents are encouraged to take an interest in their child's reading development** and will receive invites to events which support parental involvement with reading.

**Writing** skills for all purposes in life will be developed alongside the important technical skills of spelling, handwriting and grammar. We teach children a cursive handwriting style from P1 to aid muscle memory of the correct letter formation and spelling.

We provide explicit and systematic instruction in whole class and small-group lessons across different text types: recount, description, information report, narrative, procedure, exposition, explanation and discussion. Writing skills will be developed in a range of fiction and non-fiction genre and text forms including story, letter, essay, poetry, play-script, poster, newspaper, email, fact-file, brochure, leaflet etc. A rich range of experiences and resources will be used to assist the development of children's' writing skills across the curriculum.

**Modern Languages** - knowing other languages and understanding other cultures are 21st century skill set for young people as they prepare to live and work in a global society. At Broomhill Primary staff teach P1-4 children **French** through daily exposure during class routines (register, weather etc) as well as weekly French language lessons at P5-7 stages.



A partnership with the Swire Chinese Language Foundation at Jordanhill School has given Broomhill Primary the opportunity to deliver high quality Chinese Language learning. A ten-week block of **Mandarin** is taught to P5-7 each session by an outreach teacher.

**Scots Language** is taught in P1-7 through song, text, film, poetry and related activities.

This curriculum structure meets the aspirations of the Scottish Government's policy on Modern Languages, whereby all children are expected to begin to learn two modern languages in primary school, in addition to their mother tongue.

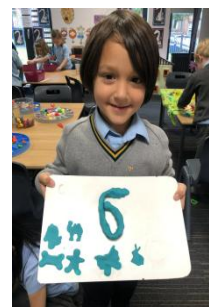
## Numeracy and Mathematics

Numeracy and Mathematics equips us with the 21<sup>st</sup> century skills we need to interpret and analyse information, simplify and solve problems, assess risk and make logical, informed decisions. From P1-7 the children develop mathematical and numeracy skills through study of:

- Number, Money and Measure
- Shape, Position and Movement
- Information Handling

Children demonstrate their thinking using the concrete > pictorial > abstract approach. Skills are developed, practised and consolidated with opportunities for children to apply them in real-life contexts and other areas of the curriculum.

All classes regularly use Number Talks lesson starters to help children think more flexibly with numbers to solve problems, and articulate and share their thinking. Children are taught how to use a calculator and ICT to help arrive at solutions. Maths games help children learn and consolidate key mathematical vocabulary, processes and notation. Problem solving and enquiry is integrated into daily challenges.



### Religious and Moral Education

Religious and Moral Education (RME) includes learning about Christianity, Islam, Judaism and other world religions, and supports the development of beliefs and values. The focus is on education rather than instruction. We aim to emphasise the similarities, rather than differences in all religious and social beliefs. RME will contain opportunities for cross cultural learning and support the children to appreciate the common values of honesty, liberty, justice, fairness and respect for and tolerance of others, regardless of creed, colour or religion.

Our school benefits from links with the local church. The minister assists with the Christianity element of Religious and Moral Education and provides opportunities for time for reflection/religious observance. We welcome opportunities to widen our school chaplaincy.

Parents from religions other than Christianity may request that their children be absent from school in order to celebrate recognised religious events. Requests should be made to the headteacher. Appropriate requests will be granted on up to 3 occasions in any one school session.

**Time for Reflection** (referred in the Education (Scotland) Act 1980 Act as **Religious Observation**) is where children across the school come together during planned assemblies or events, at pertinent points throughout the year, to reflect on the school community's vision, values and aims, and notable celebrations and festivals. Our school might also include opportunities for Time for Reflection in class or across stages in response to community circumstances, including supporting loss and bereavement or managing critical incidents.

These school experiences complement other aspects of children's learning and make an important contribution to the development of skills, knowledge, understanding and personal beliefs. Time for Reflection also has an important role in promoting the ethos of our school by bringing pupils together and creating a sense of community. Our Time for Reflection programme includes: school values, Harvest, Remembrance, Christmas and Easter. Partners are welcome to lead and/or contribute to Time for Reflection.

In accordance with the Education (Scotland) Act 1980 Act, parents have the right to withdraw their child from religious observance and should inform the school in writing. Where a pupil is withdrawn from Time for Reflection, staff will make suitable arrangements for the pupil to participate in a worthwhile alternative activity. In no circumstances will a pupil be disadvantaged as a result of withdrawing from Time for Reflection.'

### Sciences

Science and its practical application in healthcare and industry is central to Scotland's economic future, for our health and wellbeing as individuals and as a society. Through science pupils will develop their understanding of planet, earth, forces and electricity, the properties and uses of materials, body systems and current scientific news items.

All teachers look for opportunities to make links between the sciences and with other curriculum areas in order to foster deeper, more enjoyable and relevant learning. The children regularly visit the Glasgow Science Centre and work with STEM (Science, Technology, Engineering and Mathematics) ambassadors and community volunteers during class lessons and after-school clubs.



The school holds an annual Science Week, when we organise for relevant parents and community partners to come into school to share with pupils their expertise, enthusiasm and pathways into their profession.

### 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.

As they mature, children's experiences will be broadened using Scottish, British, European and wider contexts for learning. Pupils learn about human achievements and about how to make sense of changes in society, of conflicts and of environmental issues. With greater understanding comes the opportunity and ability to influence events by exercising informed and responsible citizenship.

### Technologies

The Technologies curriculum has six subject-based 'organisers':

- Technological developments in Society
- ICT to Enhance Learning
- Business
- Computing Science
- Food and Textiles
- Craft, Design, Engineering and Graphics

Technologies lends itself well to interdisciplinary and cross-curricular links.



### ICT

Information Communication Technology skills are developed through a progressive programme of work from P1 - P7. ICT is also used to support and enhance learning within other curriculum areas. Broomhill Primary is part of the Glasgow Education Network and has filtered access to the internet and an internal e-mail facility. There are at least one networked PC and a Promethean Board to support interactive teaching and learning in each classroom. Each class also has timetabled access to the school's computer suite.



Last session, as part of the council's connected learning and digital strategy, the school iPad roll out took place. This innovative project – in conjunction with CGI and the Apple Education project - saw all P5-P7 pupils receive their own iPad to use at school and at home, while children in P1-4 share an iPad between five. All teachers have access to their own devices and Apple TV is installed in every class.

The project is aimed at empowering pupils to embrace the digital age, improve learning and teaching and help towards raising attainment and closing the poverty-related gap. Parents and carers have been invited to attend information sessions to find out more about the benefits of the initiative and have been made aware of the home-school agreement.

### Developing the Young Workforce

A focus on gradually preparing children and young people for employment forms a core element of our curriculum. In accordance with this Broomhill Primary School delivers opportunities for P1-3 children to develop knowledge of work through play and P4-7 children to develop skills for enterprise and employability. P5-7 use the My World of Work online resource to explore their strengths, goals and career options. Parents are signposted to the My Kid's Career website to help them engage with their children about career options. Staff work with business partners/employers to co-design and deliver DYW opportunities.



### Learning for Sustainability

Learning for Sustainability (LfS) is an entitlement for all children which all our teachers actively embrace and promote. LfS enable our school to play their part in helping build a just, sustainable and equitable society. We have an effective whole school approach to LfS, which weaves together sustainable development, global citizenship and outdoor learning to create coherent, rewarding and transformative interdisciplinary learning experiences for our children.

Key considerations underpinning our LfS curriculum are:

- Children's Rights/Human Rights
- The three pillars of sustainability – economic, social/cultural and ecological
- The 17 Sustainable Development Goals

LfS approaches are supported by international research and align with Glasgow's vision: To support all children and young people to be caring, responsible and active global citizens developing the skills, knowledge and attitudes they need as adults to enjoy living in harmony with others, in a just and sustainable world.



Through LfS our children have opportunities to:

- Learn about and act on relevant, real-life issues
- Participate in meaningful decision making
- Develop and apply systems-level (meta) skills including caring, curiosity, problem-solving, creativity, communicating, collaborating and critical thinking,
- Engage in experiential learning and outdoor learning

These opportunities help children develop the four capacities of Curriculum for Excellence. The diagram below outlines many of the ways LfS is developed in our school curriculum:

embedded in our curriculum values based ethos vision system thinking  
human rights responsible use of our planets resources climate change Skills for work  
environmentally friendly and sustainable travel choices social justice collaboration  
social and cultural diversity identity and heritage peace and conflict discussing controversial issues  
Clyde in the Classroom panda conservation project Glasgow climate challenge developing political literacy  
island explorers ethical issues STEM challenges communication community partnerships  
creativity culture **Learning for Sustainability** learning outside the class  
air miles **in Broomhill Primary School for a better world** farming  
fair trade local to global sustainable buildings and grounds reduction and recycling growing  
allotments food waste community partnerships play children's rights litter reduction  
addressing discrimination and prejudice recycling protecting biodiversity tackling climate change  
global citizenship engaging with democracy cooperative collaborative and active learning contact with  
nature big bird watch learners as leaders

When Glasgow hosted the COP26 UN Climate Change Summit in November 2021 our school actively participated in a wide range of projects and competitions, within and outwith school, to showcase our children's knowledge, understanding and opinions.



### Clubs and Residential Trips

Children take part in many interesting activities throughout the year. A variety of sports clubs and activities will be offered at lunchtime and after school, including science/STEM, Lego – Building Buddies, Scripture Union, homework, football, dance, drama, choir, tennis, basketball and dodgeball. Hyndland Secondary School also offers Supported Study Classes for our P7s.

Strong links with community organisations and our Active Schools Co-ordinator are vital for the success of these programmes.

P7 pupils will attend a 5-day residential trip to Blairvadach and will benefit considerably from the challenges. For many children this is their first experience of being away from home.



### Interdisciplinary Learning

Our curriculum includes space/opportunities that enable children to make connections between different areas of learning. Interdisciplinary learning is stimulating, relevant and challenging. Revisiting a concept or skill from different perspectives deepens understanding and makes the curriculum more coherent and meaningful for children. It can take advantage of opportunities to work with parent, community and business partners who are able to offer and support rich learning experiences for our children's wider involvement in society.

Effective interdisciplinary learning:

- can take the form of individual one-off projects or longer courses of study
- is planned around clear purposes
- is based upon experiences and outcomes drawn from different curriculum areas or subjects within them
- ensures progression in skills and in knowledge and understanding
- can provide opportunities for mixed stage learning which is interest based.

### Opportunities for Personal Achievement

Personal achievement provides children with a sense of satisfaction and helps to build motivation, resilience and confidence. Our curriculum includes opportunities for a range of personal achievements. Teachers plan to offer opportunities for personal achievement and provide the support and encouragement which enable children to step forward to undertake activities which they find challenging.



### Pupil Participation in the Life and Ethos of the School as a Community

All children attain and achieve at the highest level possible and are empowered to be active and responsible citizens who improve the world around them.

In addition to the development of children's academic, social and artistic skills, are empowered to be active and responsible citizens who improve the world around them.



We will help develop children as active citizens by providing them with opportunities to:

- Participate in decision making about the life of the school and wider issues, including Learning for Sustainability
- Every child invited to be part of a school committee in their time at Broomhill Primary
- Participate actively in relevant learning experiences across the curriculum
- Learn to make connections between different areas of study through cross-curricular experiences relevant to active citizenship
- Understand, participate in and contribute to the life of communities to which they belong
- Develop the capacity for self-regulation
- Develop knowledge and understanding of community faiths and values

This curricular context is where our strong and shared value system is formally promoted. These underpin every aspect of school life and will be key in fostering active and responsible citizens. We work hard to maintain a culture in which these values are both evident and nurtured. Key themes, which will permeate our programme content, are: anti-bullying, anti-racism, anti-sectarianism, equality and equity of opportunity and environmental issues.

### Pupil Committees

Examples of active citizenship are also found in our pupil voice committees – Young Leaders of Learning, Sports and Health Leaders, Eco Group, Digital Leaders, Rights Respecting Schools leaders, Equalities Leaders, STEM leaders and Junior Road Safety Officers.

Pupils elect class representatives for these committees by ballot at the beginning of each new session. All children are invited to represent at least one group in the course of P3-7.



The committees meet regularly with nominated members of staff to address issues affecting the school and take forward school improvement initiatives. Children are encouraged to approach their class representative about any issues that they wish to be considered by the groups. A principle aim of each group is to make our community – local or global – a safer, better and healthier place for its citizens.

### School Houses

To encourage a sense of belonging and commitment among pupils, Broomhill operates a School House System. On entry to school, children join one of three houses - **BEECHWOOD**, **RANDOLPH** or **WOODCROFT**. Membership is sustained from Primary 1 to Primary 7. Families are allocated to the same House. Houses meet termly and are guided by elected P7 House Captains.

Our Pupil Council reviewed the House system and how it is used. They created a system where children are awarded house points for a wide range of class and school achievements. These are collated monthly and the winning house receives a special pencil and is awarded a non-uniform day. Monthly point totals are followed with interest and the final end of session tally determines the annual house cup.

### School and Community Links

Broomhill Primary School is a member of the Hyndland Learning Community which includes, Hyndland Secondary School, four local primaries and four pre-five establishments. The aim of the Learning Community is to work together with other agencies to raise attainment and achievement for all young people in this area.

The school is also involved in various community events and wishes to serve our community. Events are held throughout the session to raise funds for local and national charities. Our Harvest Festival focused our thoughts on the people in the community who are less fortunate than ourselves. At Christmas time we share our skills and talents with the community—e.g. carol singing, concerts etc.

Broomhill pupils are encouraged to care for their local environment and make a worthwhile contribution to it. We have Eco Schools status (Eco Flag) and have an active Eco Committee comprising of pupils, parents, staff and community representation. We continue to work in close partnership with volunteers and services in the community to make ongoing improvements to our school grounds.

We have strong partnerships with a range of community services and businesses in the area, which greatly enhances pupils' learning and experiences.



### Assessment

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 evidence may come from what pupils....

say

write

make

do

in response to their learning experiences.

In recent years, Scottish National Standardised Assessments in literacy and numeracy have been introduced in schools for P1, P4 and P7 pupils throughout Scotland. This helps inform teacher judgement about what has been learned, how well, and what needs to be done next.

### Reporting to Parents

Parents/carers are welcome to contact the headteacher or deputies to discuss their child's progress at any time. Teachers will invite parents into school to discuss their child's progress and next steps in learning at Parents' Meetings in October and May of each session. An annual written report will be sent to parents at the end of Term 3. Parents/carers of children with Additional Support Plans have additional opportunities to discuss and review their child's targets and progress with staff.

### Homework

We hope that you will encourage your child to do the homework that is set for him/her. Homework gives parents/carers the opportunity to become involved in their child's learning. Homework is a very valuable tool used to reinforce and revise concepts and skills taught in school and teachers spend time preparing and marking homework so that it is effective.

A whole-school Homework Policy has been developed in consultation with pupils, parents/carers and staff of the school. It outlines expected time to be spent on homework each night. Homework diaries are completed in order for information about pupil's homework to be communicated from school to home and a parent/carer signature is requested.



### Inclusion and Additional Support for Learning

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 reasonable 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 at <https://www.glasgow.gov.uk/article/4726/Additional-Support-Needs>

Information on the Glasgow City Councils' Parental Involvement Strategy can also be found at <https://www.glasgow.gov.uk/article/5518/Parental-Involvement>

### Nurturing City

The Glasgow City Council vision 'towards the nurturing city', puts building positive, trusting relationships at the core of our work. We ensure children, young people and families feel they belong, they are listened to and they are valued by embedding the principles of nurture across our early years, primary and secondary establishments. Staff are trained in attachment and nurture which deepens understanding of child development and enhances effective practice by responding to the needs of all children and young people in a consistent and caring way. Nurture is a universal approach which builds resilience, helping to reduce the impact of adversity. Effective communication and collaboration with parents and carers builds an ethos of partnership working putting the child at the centre, fostering high quality learning contexts. Each of our nurturing establishments contribute to the development of Glasgow as a nurturing city, creating safe environments which allow our children and young people to flourish by raising attainment and promoting positive mental health and wellbeing.

### Getting it Right for Every Child (GIRFEC)

Part of The Children and Young People Act (Scotland) 2014, GIRFEC is the Scottish Government-led approach to making sure that our children and young people – and their parents or carers – can be offered the right help, at the right time by the right people 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. However, 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 help or support if they need it.

To ensure everyone has a common understanding of what wellbeing means, the Scottish Government has described wellbeing in terms of eight indicators - Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included. These are sometimes abbreviated to the acronym known as SHANARRI.

GIRFEC is threaded through all existing policy, practice, strategy and legislation affecting children, young people and their families.



#### **For children, young people and their families GIRFEC means:**

- ✓ They understand what is happening and why
- ✓ They have been listened to carefully and their wishes have been heard and understood
- ✓ They will feel confident about the help they are getting
- ✓ They are appropriately involved in discussions and decisions that affect them
- ✓ They can rely on appropriate help being available as soon as possible
- ✓ They will experience a more streamlined and co-ordinated response from practitioners

#### **For Broomhill Primary School staff and partners GIRFEC means:**

- ✓ Putting the child or young person at the centre and considering the child as a whole
- ✓ Having a structure that helps everyone work in the same way, using common tools and language
- ✓ Developing a shared understanding within and across agencies

If you would like to access support for your child, please contact the school.

### Accessibility Strategy

The school has a duty to ensure that all our children and young people 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 and young people with physical or sensory impairments, including the relocation of classes to the ground floor where feasible.

The visitor's entrance to Broomhill Primary is accessible for wheelchair access. All classrooms situated on the first and second floor can be accessed by a lift. The stairs have a handrail. There is access to a toilet on all three floors.

The school staff will be happy to make any reasonable adjustments required to ensure equal access for any parent/carer. 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 or English as a second language; agreeing a phone contact system to provide direct feedback to parents and carers.

### Equality Policy

We implement an Equality Policy in Broomhill Primary which complies with the Equality Act 2010. A copy of the policy is available on our school website.



The [Equality Act 2010](#) creates a duty on public bodies in Britain (such as schools) to eliminate discrimination, harassment and victimisation, advance equality and foster good relations between those with protected characteristics and others. The protected characteristics are: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; and sexual orientation.

Glasgow City Council Education Services is committed to equality and fairness, and our legal duties, obligations and associated responsibilities within the Equality Act 2010 across all our schools and early years establishments. We want to ensure that equality is embedded in all our establishments and that our values and cultures promote equalities. We want all our children and young people, staff, families and partners to feel highly valued and be treated fairly. We strive towards creating learning environments that reflect the diversity of the school community, both within the curriculum and in our workforce. We want everyone to have positive experiences and opportunities and recognise their contribution as global citizens to a world free from discrimination and one that promotes justice for all.

The adoption of an anti-racist approach is one part of the continuing attempt to improve the quality of education in schools and establishments. Glasgow City Council recognises that support from the home is essential if these aims are to be achieved. Every child in Glasgow has the right to be happy and secure at school.

### Promoting Positive Behaviour

The relationship between teacher, or member of support staff, and pupil is similar to that between child and his/her own parents/carers, requiring mutual respect and consideration on both sides. The aim of school discipline is to promote positive behaviours of self-control, courtesy, care, mutual respect and consideration in order to help create the most successful learning environment. Achieving this aim critically depends on the support of parents/carers.

There will be times when teachers will have to remind pupils of the boundaries of acceptable behaviour. A restorative approach is taken to supporting positive behaviour and relationships. Continual and serious misconduct will be recorded in the incident log. If children are persistently in trouble, the Head Teacher will ask the parents/carers to support the school in trying to remedy the situation.

Where persistent misconduct and indiscipline continues, and all reasonable options have been exhausted, pupils may require to be excluded from school.

### Anti-bullying Policy

The school appreciates and shares the concerns of parents/carers regarding preventing bullying. Pupils, staff and parents work together to implement our Anti-Bullying Policy that ensures that Broomhill Primary strives to be a bully free zone.

Bullying behaviour will not be tolerated within Broomhill Primary. All children 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 2019, Glasgow City Council published its revised Anti-Bullying Policy, incorporating the requirement to record and report all discriminatory behaviours within schools.

Parents and carers have a significant role to play in working with school to help address bullying. Please contact a member of the senior leadership team if you have any concerns about bullying.



### Playground Supervision

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

### 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 (see the link below for more details regarding this).

Information held by the school is, in legal terms, processed by Glasgow City Council. The Council is registered as a data controller under the Data Protection Act 2018 and all personal data is treated as confidential and used only in accordance with the Data Protection Act, the General Data Protection Regulations, and the Information Use and Privacy Policy approved by the City Council. For more information on how we use personal information, or to see a copy of the Information Use and Privacy Policy, see

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

Education specific privacy statements can be accessed at

<https://www.glasgow.gov.uk/article/5533/Schools-Privacy-Statements>



## CHILD PROTECTION

### Child Welfare & Safety Policy

**The Acting Head Teacher, Karis Nicholson, is the school's Child Protection Officer. Susan Connor, Depute Head Teacher is the Depute Child Protection Officer.**

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 other agencies to make sure that professionals collaborate effectively in protecting children and young people

Should any member of staff have concerns regarding the welfare or safety of any child or young person they must report these concerns to the head of the establishment. The Head, or the person deputising for the head, after judging that there may be grounds for concern regarding the welfare or safety of any child or young person must then immediately advise the duty Senior Social Worker at the local Social Work Services area office of these concerns.

### Comments & Complaints

In Broomhill Primary 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. If the headteacher does not resolve the issue to your satisfaction, you should contact

Customer Care Team - Customer & Business Services  
Glasgow City Council  
City Chambers  
Glasgow G2 1DU  
Tel: 0141 287 0900  
E-mail: [customercare@glasgow.gov.uk](mailto:customercare@glasgow.gov.uk)

Glasgow City Council complaints procedures are available via:

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

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

### Useful Contacts and Addresses

**Executive Director of Education** | Douglas Hutchison | [douglas.hutchison@glasgow.gov.uk](mailto:douglas.hutchison@glasgow.gov.uk)

**Education Services** | Glasgow City Council | City Chambers East | 40 John Street  
| Glasgow G1 1JL | Phone: (0141) 287 2000 | [www.glasgow.gov.uk](http://www.glasgow.gov.uk)

**Head of Service (North)** | Jean Miller | [jean.miller@glasgow.gov.uk](mailto:jean.miller@glasgow.gov.uk)

**Quality Improvement Officer** | Simon Kelly | [Simon.Kelly@glasgow.gov.uk](mailto:Simon.Kelly@glasgow.gov.uk)

**Letting Section** Organisations wishing to use the school pitch or hall should contact -  
School Letting | Culture and Sport Glasgow | Emirates Arena | 1000 London Road | Glasgow |  
G34 3HY | Phone: (0141) 287 5921

**Local Councillors** for Victoria Park- Ward 12

Eunis Jassemi | [Eunis.Jassemi@glasgow.gov.uk](mailto:Eunis.Jassemi@glasgow.gov.uk) | 0141 287 5616

Lara Reid-McConnell | [Lana.ReidMcConnell@glasgow.gov.uk](mailto:Lana.ReidMcConnell@glasgow.gov.uk) | 0141 287 5620

Fergal Dalton | [fergal.dalton@glasgow.gov.uk](mailto:fergal.dalton@glasgow.gov.uk) | Phone: 0141 287 4448

### Local Area Nursery Provision

There is no nursery class or nursery unit attached to Broomhill Primary.

However, you may find it helpful to note the local authority pre-school provision available in the adjacent area. Enquiries about enrolment should be made directly to the particular establishment.

- Fortrose Nursery School | 74 Peel Street | Glasgow | G11 5LR | Phone: (0141) 339 1808
- Novar Nursery School | 5 Lauderdale Gdns | Glasgow | G12 9UA | Phone: (0141) 339 2938
- Rowena Nursery School 36 Knightscliffe Ave Glasgow G13 2TE | Phone: (0141) 959 4183
- Whiteinch Nursery School Glendore Street Glasgow G14 9RW | Phone: (0141) 959 3823
- Thornwood Nursery Class (Based in Thornwood Primary) | 11 Thornwood Terrace | Glasgow | G11 7QZ | Phone: (0141) 339 7445

## **Useful Websites**

**Connect** is a national organisation that provides advice and resources for parents and carers.  
[www.connect.scot](http://www.connect.scot)

**Education Scotland:** For additional information on the curriculum visit: [www.education.gov.scot](http://www.education.gov.scot)

**Enquire Scotland** is a national advice service for families with additional support needs.  
[www.enquire.org.uk](http://www.enquire.org.uk)

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

**National Parent Forum of Scotland** champions parent voice. [www.npfs.org.uk](http://www.npfs.org.uk)

**Parentzone Scotland** provides up-to-date information about learning in Scotland, and practical ideas to support children's learning at home. Information is also available regarding additional support needs; performance data for school leavers from S4-S6 and the achievement of Curriculum for Excellence levels. <https://education.gov.scot/parentzone>

