



Hyndland Primary School

H A N D B O O K 2018-2019



HYNDLAND PRIMARY SCHOOL



Dear Parent/Carer,

This handbook is written for all parents of children at, or about to enrol as a pupil in, Hyndland Primary School. It contains information about the school itself and the varied aspects of primary education. We hope you will find it useful and informative.

We look forward to welcoming our new pupils and parents and can assure you that we will all do our best to make sure that you and your children will enjoy being part of our school in the years to come. If you have not already visited the school, please contact us and we will be delighted to show you round.

Hyndland Primary is an inclusive school where pupils are encouraged and supported to achieve their potential and to develop skills for learning, life and work. Pupils have opportunities to discuss their learning with their Class Teacher, our Support for Learning Workers and with members of the Senior Leadership Team. They are encouraged to take responsibility for their own learning and embrace their ability to explore their potential and ambition .

In our school aim we state that we will work in partnership and we actively encourage you to take a positive role in the education of your children. With your support, we can work together to make sure your child experiences a happy and fulfilling school career.

You are welcome to visit the school at any time and we aim to ensure that any enquiries are responded to as quickly as possible. Should you wish to speak with any member of staff please call the school and every effort will be made to allow you to speak to the appropriate person, or telephone 0141 339 7207 or to make an appointment for a mutually suitable time.

I look forward to working with you in the future and extend a very warm welcome to Hyndland Primary School

Yours sincerely

Helen S. Brown

Head Teacher, Hyndland Primary School

Glasgow City Council – Education Services**CHILD SAFETY/CHILD PROTECTION POLICY**

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

As with other areas of the curriculum, you will be kept informed of the health and personal safety programme for your child's establishment.

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

- Ensuring that children are respected and listened to
- Ensuring that programmes of health and personal safety are central to the curriculum
- Ensuring that staff are aware of child protection issues and procedure
- Establishing and maintaining close working relationships and arrangements with all other agencies to make sure that professionals collaborate effectively in protecting children

Should any member of staff have concerns regarding the welfare or safety of any child they must report these concerns to the head of establishment – The Head, or the person deputising for the head, after judging that there may be grounds for concern regarding the welfare or safety of any pupil must then immediately advise the duty senior social worker at the local social work services area office of the circumstances. Copies of departmental guidelines (Management Circular 57) are available from the Head Teacher on request.

Getting it Right for Every Child (GIRFEC)

We at Hyndland Primary School are committed to The GIRFEC approach in about how staff in all children's services meets children's needs by working together where necessary and appropriate to ensure that children reach their full potential. www.scotland.gov.uk/gettingitright

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School Information and Communication Details

OUR ADDRESS IS: HYNDLAND PRIMARY SCHOOL
44 FORTROSE STREET
GLASGOW G11 5LP

HEAD TEACHER Ms Helen Brown

TELEPHONE: 0141 - 339 - 7207

E-mail headteacher@hyndland-pri.glasgow.sch.uk

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

Present Roll 432

Maximum Roll 483

Parents should note that the working capacity of the school may vary dependent upon the number of pupils at each stage and the way in which classes are organised.

Dating from 1887 and originally designed as a secondary school our building has been enhanced by a modern extension comprising four classrooms and a dining room. In total we have 15 classrooms, an ICT Suite, an art room, a resource room, an additional support base, the basement which is used mainly as music and drama space, and a purpose built gymnasium.

The school covers stages Primary 1-7, is non-denominational and caters for both boys and girls. We currently have three classes at P1 where classes must be smaller and two classes at each of stages Primary 2 to Primary 7

Hyndland Primary School is part of the Hyndland Learning Community. This also includes Hyndland Secondary School, Thornwood Primary School, Broomhill Primary School, Whiteinch Primary School, Whiteinch Nursery School, Fortrose Nursery School and Novar Nursery School.

Contacting us

Parents or carers wishing to enrol their child should either phone or e-mail the school to make an appointment with the Head Teacher. From this initial contact, further advice can be given about enrolment, placing requests and visits to the school can be arranged.

Our Pupil groups can all be contacted c/o the school at the above address.

We have a very pro-active Parent Council which can be contacted c/o the school at the above address or you can visit the website at www.hyndlandprimaryparentcouncil.org
We strive to keep in regular contact with our parents through monthly newsletters, parents evenings, open afternoons, by e-mail and letters.

We also ask parents to contact the Authority Absence Line 0141 287 0039 or school by phone or e-mail if their child is going to be absent from school, whether through sickness or for any other reason.

Parents who have any concerns in relation to the school should contact the head teacher in the first instance. Who will listen to the concern, carry out any investigation required, take appropriate action and report back to the parent. Pupils are also encouraged to report any concerns in exactly the same way as their parents would, by raising any cause for concern with the SLT or through the Pupil Council as appropriate.

Parents can also use the formal complaints procedure operated by Glasgow City Council, details of which are to be found at the end of this handbook.

OUR SCHOOL DAY



Open	09.00	
Interval	10.30 – 10.45	15 Minute Interval
Lunch	12.15 - 13.15	1 hour Lunch Break
Close	15.15	

All pupils from P1 to P7 dismiss at 15.15 hours

OUR SCHOOL YEAR

School Holidays 2018 - 2019



Return Date for Staff	Monday 13 August 2018
Return Date for Pupils	Wednesday 15 August 2018
September Weekend – School Closed	Friday 21 & Monday 24 September 2018
In Service Day	Friday 12 October 2018
First Mid Term Holiday – School Closed	Monday 15 to Friday 19 October 2018
Christmas/New Year – School Closed	Friday 21 December to Friday 5 January 2019- close 2.30pm 21/12/18
2019	
2018 Return to School	Monday 7 January 2019
Second Mid Term Holiday – School Closed	Monday 11 & Tuesday 12 February 2019
In Service Day – School Closed	Wednesday 13 February 2019
Spring Holiday – School Closed	Monday 1 to Friday 12 April 2019
Easter Long Weekend	Friday 19 April & Monday 22 nd April 2019
May Day – School Closed	Monday 6 May 2019
In Service Day – School Closed	Tuesday 7 May 2019
May Weekend – School Closed	Friday 24 and Monday 27 May 2019
Schools Close	Friday 28 June 2019 – close 1pm

Information in Emergencies

We make every effort to maintain a full education service, but on some occasions circumstances arise which lead to disruption. Schools may be affected by, for example severe weather, temporary interruptions 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, e-mail, notices in local shops and community centres, announcements in local places of worship and announcements in the press and on local radio.

We utilise the Glasgow City Council Seemis Text Messaging Service to make emergency or important updates where possible-please make sure you let us know if your mobile phone number changes, as this is the contact we use to relate information in extreme circumstances such as adverse weather/ heating issues specific to our school. Thank you.

Hyndland Primary School Staff

Staff at Hyndland

The number of teachers in the school is adjusted each year according to the school roll. In session 2018 - 2019 there was a full time equivalent of 20.1

Ms Helen Brown	Head Teacher
Ms Kirsty Cahmbers	Acting Depute Head Teacher (P4-P7)
Mr Stephen Frame	Depute Head Teacher (P1-P3)
Mrs Julie Wynn	Principal Teacher (PEF PT)

1Green	Mr Stewart McAulay	2/1 Red	Mrs Patricia McCormick
1Blue	Ms Katherine Grant		
2a	Ms Arlene Kelly	2b	Ms Eleanor Smith/Ms Lynsey Jordan
3a	Mrs Hannah McFadyen/Ms Kate Kitson	3b	Ms Vicki Ritchie
4a	Mr Fraser Gibson	4b	Mrs Fiona Batista
5a	Ms Fiona Edmiston	5b	Ms Claire Campbell/Ms Natalie Leslie
6a	Ms Elaine McManus	6b	Mr Ben Chaddock
7a	Miss Victoria Moir	7b	Miss Susan Liveston

Support for Learning Team

Mrs Wilma McNicol (RR/PEF)
Mrs Rosalind Smithson

NCCT

Mrs Claire Campbell
Mrs Ann Simpson
Ms Lynsey Jordan

Support Assistants

Mrs Linda McGregor
Ms Karen McAleer
Mrs Jacqui MacAulay
Mrs Patricia Robertson
Mrs Amanda Jenkins(Mon, Tues, Wed & Fri)
Mrs Karyn McGhee
Ms Elaine Andrews

Janitor

Mr John Smith

Cleaning Supervisor

Mr John Withers

Clerical Support

Mrs Edith Robertson (Supervisor)
Mrs Ingrid Symington (Mon-Fri)
Miss Elizabeth Thomson

After School

Mrs Fiona Ansdell
(0141-339-9526)

Transitions



Transition from Nursery to P1

Parents and carers wishing to enrol their child in school should arrange a visit to the school by contacting the head teacher.

Registration of Primary 1 children takes place in November online . Advertisements confirming dates and giving the period for enrolment of children due to start school will appear in the local press, local shops, early years centres and the library.

Parents can choose to enrol in their local school or make a placing request to a school of their choice.

As part of our school familiarisation programme, we invite pre-school children to spend some time in our P1 classrooms and to meet our P1 teachers in May/ June after the period of Placing Requests has closed. At the first of these visits parents are given a general introduction to the school and to the work of P1 classes. Visits are also organised through our reciprocal visiting arrangements with local nursery schools.

Transition from Primary to Secondary

It should be noted that Hyndland Secondary School is a delineated provision, this means that children who attend this school as catchment are not automatically allocated a place at Hyndland Secondary School. Children and young people are normally transferred between the ages of 11½ and 12½ years so that they will have the opportunity to complete at least 4 years of secondary education. Parents and carers will be informed of the school transfer arrangements no later than December of the year preceding the date of transfer at the start of the new session.

Our pupils normally transfer to -

Hyndland Secondary School

Lauderdale Gardens

Glasgow G12 9RQ

Telephone: 0141 – 582 - 0130

Head Teacher: Ms Louise Edgerton.



Primary/Secondary liaison is well established between Hyndland Secondary and its associated primaries with head teachers meeting monthly and secondary/primary staff meeting regularly to discuss the curriculum.

A transfer programme, linking our P7 classes with Hyndland Secondary, starts in September and continues right through to June. The programme includes:-

- (a) Visits by guidance staff to our P7 classes
- (b) Primary 7 pupils participate in Out of School Hours Learning and Study Support classes at Hyndland Secondary School.
- (c) S1 pupils visiting their former primary schools to talk to P7 pupils and answer questions about Hyndland Secondary
- (d) Primary pupils visit Hyndland Secondary in June and follow S1 type timetable over a two day period.

During both of these transitions, arrangements are made to ensure a smooth transfer for children with additional support needs. The school can be involved in any or all of the following: attending multi-agency meetings, arranging and liaising on building adaptation, communicating all relevant information to all directly involved with the pupil, setting up and monitoring support plans and providing appropriate care on a daily basis.



At Hyndland:

'Children are treated as individuals'

We Like:

'The commitment to caring holistically for each child's education'.

'Good interaction with the local community',

'The wide range of curriculum activities in a variety of subject areas'.

We Like:

'The level of parent engagement',

'The 'atmosphere' in the school. The children are keen to go in and happy when they come home'.

'The general atmosphere – in the playground as well as inside – and the after-school club. It feels like a happy place'

'The care given to the children'

'Good emphasis on behaviour'



What our pupils say about their school

I love this school because it's a nice and friendly school.

The school has amazing things going on like discos, Gladiators and micro-fitness.

Our school library teaches us lots of things and is enjoyable too.

I like this school because it has a good atmosphere.

Our teachers are kind and caring and help you learn the fun way.

'The school has lots of fun learning areas like the ICT suite and drama space.'

'I like Hyndland because everyone is friendly in Primary 3.'

'Hyndland Primary School is good because we do Italian lessons.'

'I like that they give us facilities to ride our bikes to school and keep them safe.'

'I think the best thing about our school is that we have lots of caring teachers.'

'The school is brilliant because there are terrific after-school clubs and active learning.'

'The playgrounds are big and the gym's got lots of equipment to use'

'I love the teachers in Hyndland Primary.'

'I love Hyndland Primary because the teachers are nice and they listen to your ideas.'

'I like Hyndland because it has top quality equipment like smartboards.'

'It's a school full of different religions.'



School Ethos

Our Values are:

Respect, Responsibility, Fairness, Kindness and Honesty.

As a school community, we at Hyndland Primary worked together to develop a set of shared values which pupils, staff and parents agreed were important in underpinning the ethos of the school. In our daily practice we strive to base everything we do on these shared values.

Our Vision

Our vision is to create a place where every child experiences a sense of belonging, feels secure and is able to achieve her or his full potential as a successful learner, effective contributor, confident individual and responsible citizen. To help achieve this, we work together as a community, nurturing, encouraging and providing highest quality and engaging learning experiences for every child in our care.

Our Aims

We aim to create an ethos and culture in our school that:

- Provides a positive, secure and happy atmosphere through values shared by staff and pupils alike,
- Promotes respect and equality for all through ensuring that all children experience equality of opportunity in all aspects of school life. This means we will challenge stereotyping and prejudice wherever it occurs.
- Promotes a healthy lifestyle through exposure to physical activity and healthy eating options
- Provides highest quality teaching and learning experiences which engage the learner
- Encourages enthusiastic, resilient and creative life-long learners
- Includes an emphasis on rewarding positive behaviour, focusing on restorative, solution oriented and nurturing approaches.
- Values achievement and attainment
- Develops understanding of our responsibilities and creates opportunities to contribute to school life and to the wider community
- Develops the whole child and her/his skills for life
- Values the contribution that everyone in the school community makes

Comments from parents following a visit: 'The school has a nice feel to it'

'The children all seem to be smiling'

'I really want my son to come to this school' ' Its quite like her nursery' (of P1 classes)

Comments from pupils: 'I like this school because the people are kind and friendly'.

I like this school because it's very inspirational for children of all ages.'

'This school has great values and a big playground.'

Promoting Positive Behaviour

Our aim at Hyndland is to encourage positive behaviour. To achieve this, we have always incorporated elements of nurturing, restorative and solution oriented approaches and it is our intention during the course of the current school year to develop and extend such approaches to add to existing practice in promoting positive behaviour. Our House System allows our pupils to strive for both individual and collective success

We set high standards of behaviour to ensure that all children are safe and are able to become successful, confident learners. In order to achieve this, we follow the ' Golden Rules' , which are set out in a positive format. They are:

- We are gentle
- We work hard
- We listen to people
- We are kind and helpful
- We look after property
- We are honest

In addition, children and teachers are actively involved in creating their own set of class rules at the beginning of each school year. Award systems are used throughout the school to encourage high standards of behaviour and to reward effort. These can include: -

- PRAISE!!!
- Positive comments on work
- Celebration of achievements at weekly Assemblies
- Various award certificates
- A variety of stickers, stamps on work
- HT or DHT stickers or certificates
- Display of work on the ' Well Done Board'
- Clear and focused feedback on next steps

Golden Time

Golden Time is a period every Friday afternoon designed as a reward for pupils who have worked hard all week. If a child breaks a rule s/he loses some Golden Time. If a child is consistently losing Golden Time this will be discussed with parents and together we will try different strategies in an effort to help the child improve behaviour.

School Sanctions

Although we have a very positive approach to discipline there are occasions where sanctions are necessary to discourage the repetition of inappropriate behaviour. These are:

- Verbal warning
- Letter of apology
- Letter of Explanation to Parent which then goes home
- Time Out
- Referral to Senior Management Team
- Detention at interval or lunchtime – if appropriate

Temporary exclusion from school is reserved for violent behaviour and is used minimally.

Bullying Behaviour

‘ Bullying is the willful, conscious desire to hurt or threaten or frighten someone else’ (Action against Bullying)

Bullying is where an individual or a group of children continually harass/abuse/are aggressive towards or threaten one child.

Bullying is best dealt with when Parents and School work together.

We have built into our curriculum strategies for dealing with bullying – strategies which our children can use to make them feel safer and less at risk. The 3 teaching points we stress are:-

1. Tell someone, preferably an adult – teachers, parents, HT, DHT, classroom assistants, or a buddy.
2. Banding together with friends can make it easier to resist bullying behaviour.
3. There is nothing (sweets, money, toys, footballs, etc.) more important than your own safety – it is better to give the bully what they want and run away BUT tell an adult. Children are told not to fight back as any retaliation may hurt them.

Strategies for dealing with bullies can help the pupils deal with incidents of bullying as they arise but our long term aim is to change attitudes. Where a problem occurs however this will be dealt with promptly and the incident logged.

Support for Pupils

Additional Support Needs/Accessibility

We work to meet the needs of all pupils, providing extra support for pupils who will benefit from this, either for a short time or for an extended period. We also aim to challenge more able pupils providing extension work, challenging tasks or activities identified as appropriate to their needs.

The Education Authority has renewed duties under the Additional Support for Learning Act 2009.

The *Parents' Guide to Additional Support for Learning* is available to download at: <http://enquire.org.uk/publications/parents-guide>. To order hard copies of the Parents' Guide or any other publications please contact info@enquire.org.uk.

Enquire – the Scottish Advice Service for Additional Support for Learning

Operated by Children in Scotland, Enquire offers independent, confidential advice and information on additional support for learning through:

- A telephone helpline – 0845 123 2303
- An email enquiry service – info@enquire.org.uk
- An online enquiry service
- Two websites – www.enquire.org.uk (for parents/carers and practitioners) and www.enquire.org.uk/yp (for children and young people).

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.

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

Further information relating to Additional Support Needs is also available on the Glasgow City Council website . www.glasgow.gov.uk/index.aspx?articleid=8627

- (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 SCO12741."

In Hyndland Primary we ensure that children are provided with work that is appropriate to their stage and development and target setting meetings are held at the beginning of each term. Targets may be achieved through class, group and individual teaching approaches enabling children to succeed.

However, pupils may, at some point in their school life, experience a learning difficulty or barrier to learning of some sort. This could be due to ill health, separations, divorce or bereavement.

Class teachers are responsible for teaching all the children in their class and further support is provided by our Support for Learning teacher, a Bilingual Support Teacher, Pupil Support Assistants and members of the management team. Within our team we have expertise in a variety of specific learning needs and strategies to support these. This support may take the form of direct tuition, advice to the class teacher, provision of appropriate materials and practical help within the classroom. We also have in place several groups to support children's learning, addressing identified needs and barriers to learning.

Stephen Frame and Kirsty Chambers(DHTs) are the schools Support for Learning Coordinators. The school continues to have excellent relations with the health, Psychological Services and Social Work and other agencies.

A Joint Support Team consisting of the Educational Psychologist, School Nurse, school based Social Worker, DHT, HT and other agencies or persons identified as appropriate (Campus Police Officers/ Outreach Support Teacher) meet monthly to discuss individual pupils. Regular meetings are held with Educational Psychologists to discuss progress in the identified area of support.

When children are experiencing specific learning difficulties such as dyslexic type barriers to learning, parents will be invited to the school to discuss progress and explore ways in which further support may be given. Parents are encouraged to contact the school if they feel their child's needs are not being met, or could be addressed more appropriately.

We will be happy to give advice and information on specific learning difficulties. There may already be strategies in place to help deal with any problems that teachers have identified. However, if not, assessments may be carried out to establish the nature and severity of the problem your son or daughter is facing. These may involve specialist help and advice from an Educational Psychologist. The school policy is to keep you and your child fully informed of the results of these assessments.

As part of the drive to raise attainment and to ensure that each child's needs are met, the school organises screening and intervention procedures. This involves completion of assessments by every child, use of various assessment tools which may include

standardised test results and analysis of results. Thereafter, each child's curriculum is reviewed in discussion with the Class Teacher, Deputy Head Teacher and Head Teacher, especially for language and numeracy/mathematics. Appropriate action and next steps are agreed. Implementation of the agreed action points takes place in the classroom over the remaining session, during which progress is reviewed and further action agreed.

Identifying and addressing needs in this focused way ensures that all children are supported at crucial stages throughout the school and that their progress is monitored closely by teaching, support and management staff.

These approaches ensure we comply with The Education (Additional Support for Learning)(Scotland) Act 2009.

Physical Access

The ground floor of the main building can be accessed via a ramp in the playground. A disabled toilet is located on the ground floor. However the middle and top floors cannot be accessed in accordance with the approved Accessibility Strategy published in 2004, as there is no lift. We compensate by relocating classes/ meetings to the ground floor.

Further information relating to additional support Needs is also available on the Glasgow City Council website –

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

Advice, further information and support for parents of children and young people with additional support needs is available from the following organisations specified by Scottish ministers:

- 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.

Equal Opportunities and Social Inclusion

The Education Department now has a specific duty to gather information on the effect of policies and practices on the education opportunities available to disabled pupils on their achievements. It also has a duty in relation to race, gender and disability. It is for this reason that pupils and their parents and carers may be asked to respond to questions, which require them to share information that may be personal and sensitive.

The school is committed to equality of opportunity for all its pupils, regardless of gender, religion, physical ability or social background. Discrimination in any form be it action or inaction is not tolerated.

As a school we celebrate cultural diversity.

Dealing with Racial Harassment

The Race Relation Act of 1976 makes it unlawful to discriminate against someone because of her/his colour, race, nationality, ethnic or national background. The Act makes it the duty of Glasgow City Council to eliminate unlawful racial discrimination.

Glasgow City Council Guidelines on dealing with racial harassment have been issued to assist all teaching staff in dealing with such incidents. The adoption of an anti racist approach should be seen as one part of the continuing attempt to improve the quality of education. Glasgow City Council recognises that support from the home is essential if these aims are to be achieved. Every child in Glasgow has the right to be happy and secure at school.

Pupil Involvement

In recent years, we have worked to create systems whereby pupils can have their voice heard on their thoughts about their school. There are now a number of committees or groups which pupils can either volunteer or be elected to which allows them to experience responsibility and also to represent the wider body of pupil opinion.

These are:

- The House System
- The Pupil Council,
- The Pollination Committee
- The Junior Riverside Board
- Junior Road Safety Officers
- Peer mentors
- Buddies

Buddies are specially trained older pupils who can mediate in the first instance in playground disputes.

Buddies - A large number of our P5, P6 and P7 pupils are Buddies.

Their duties include: -

- Assisting with the supervision of pupils during wet breaks
- Assisting with the supervision of pupils in the playground
- Helping younger children in the Dining Hall



Mentoring individual children.

Extra-Curricular Activities - Following pupil consultation, we have many extra curricular activities, usually run either after school or at lunch-time and are normally organized in six or ten week blocks.

Recently these have included:-

Homework, Athletics, Art, Basketball, Book Club, Badminton, Football, Taekwondo, Netball, Choir, Chess, Philosophy, Games Club, Rugby, Expressive Arts and Theatre Club.

Parental/Carer involvement

We hope to forge a bond between home and school from the time the child enrolls in P1 and foster this bond by encouraging an open relationship between parents and staff. We strive to identify a wide range of opportunities for parents to involve themselves in their child's education and in the wider life of the school:

Individually

You should know about your child's current programme through

- Curriculum News and Overviews,
- homework log,
- open days,
- parents evenings,
- sharing of knowledge sessions
- Learning Journeys
- Website/blogs/twitter

In the classroom

You can:

- Share your talents and skills as a helper or speaker or a leader of workshops,
- Attend and/or contribute to parental workshops, focus groups or information evenings,
- Attend class presentations, concerts or debates given by the children,
- Become involved in Enterprise, Eco and employability activities,
- Take part in or lead extra-curricular activities,
- Help with school shows, performances and outings,

For the school

You can:

- Become a member of the Parent Council,
- Attend social and fund-raising events,
- Lead consultation events for parents
- Help with whole school initiatives such as the library, ICT suite or the playground,
- Give your views and opinions on how the school can improve,

Further information on Glasgow City Council's Parental Involvement Strategy is available from – www.glasgow.gov.uk

The Parent Forum and the Parent Council

Parent Forum

Since August 2007, all parents/carers who have a child or young person at an education authority school. are automatically members of the Parent Forum for their school. Membership of the Parent Forum allows parents/carers to have a say in the local arrangements to enable their collective view to be represented on matters such as the quality and standard of education at the school and other matters of interest to parents/carers. One of the ways parents in which members of the Parent Forum will be able to express their views will be through the Parent Council.

Parent Council

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

Our Parent Council gets involved in:

- Supporting the work of the school;
- Gathering and representing parents' views to the Headteacher, education authority and HMI;
- Promoting contact between the school, parents/carers, children and young people and the local community;
- Fundraising;
- Appointing senior school staff

Parent councils are recognised in law from August 2007. As a statutory body, the Parent Council has the right to information and advise on matters which affect children and young people's education. So, the school and the local authority must listen to what the Parent Council says and give it a proper response. The Parent Council is also entitled to support from the education authority in fulfilling its role.

Membership of the Parent Council

Generally, members of the Parent Council must be parents/carers of children and young people who attend the school and the chairperson must have a child in the school. However, the Parent Council can decide to co-opt other members from teachers and the community who will have knowledge and skills to help them.

In denominational schools, the Parent Council must invite the relevant church or denominational body to nominate a representative to be a co-opted member

Our Parent Council comprises:-

8 Parent members	3 representative from the teaching staff
2 local community representatives	

Any parents of a child at the school can volunteer to be a member of the Parent Council. Where there are more nominations than places available, a draw will be held, which should be attended by the nominees and no less than a quorum of the Parent Council. The draw should be conducted by the Chair of the Parent Council.

The Head Teacher has a right and duty to attend and one other member of staff will be invited onto the Council. These places will be managed by an agreed rotation, drawn from volunteering staff.

Additionally, two local community representatives will be selected by Parent Council members, which will allow for a broad based partnership across representative community bodies. Again, volunteering representatives can be subject to a rota.

The Parent Council will be selected for a period of 2 years with an option to extend to 3 years after which they may put themselves forward for re-selection if they wish. Hyndland Parent Council can be contacted by addressing the secretary c/o the school.

The Parent Council can also be contacted directly at:-

www.hyndlandprimaryparentcouncil.org or by contacting the school office on 0141 339 7207.

Curriculum for Excellence

Bringing learning to life and life to learning

Curriculum for Excellence has been introduced to raise standards of learning and teaching for all 3 to 18 year olds. It aims to help prepare children and young people with the knowledge, attributes 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 to learning, both within the classroom and beyond it.

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

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

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

Languages

Literacy and Language

We have been developing our teaching skills in this area of the curriculum over the last few years making good use of our support staff, EAL and learning support at language times. Our aim is to ensure that children become independent readers and writers, confident and articulate communicators and active and intelligent listeners as soon as possible. Literacy is fundamental to all areas of learning. Hyndland is currently developing and revising our literacy strategy to incorporate aspects of Glasgow Literacy For All initiative and resources from the North Lanarkshire Literacy Strategy.

Through use of our PEF allocation this session we are training a member of staff in the Reading Recovery (RR) Strategy for reading and writing support, this will provide effective early intervention at Primary Two. The Literacy and English framework promotes the development of critical and creative thinking as well as competence in listening and talking, reading, writing and the personal, interpersonal and team working skills which are so important in life and the world of work.

In the earliest stages of learning to read, ‘ Phonics’ , the sounding of the letters, is taught alongside the look and say method. The focus is on phonological awareness, which builds upon nursery rhymes learned by children before they start school.



Resources are used to develop thinking skills and knowledge about rhyme. Most of this work is done orally and aurally, both within and outwith the contexts of the class or group reading lessons.

The development of writing skills is taught in regular whole class lessons. Children are taught the skills they need. Teachers ensure children are clear about their targets and work is planned to help them achieve these targets.

Children are given opportunities to develop their talking skills through structured activities. All pupils are taught skills to enable them to deliver oral presentations and they also learn techniques for effective group discussion. Children are taught to develop talking and listening skills through activities such as discussion of reading texts, discussions prior to storywriting, debates, podcasting, art and design and music.

Partnership with the local library and expertise of the librarian an local authors also enhance our provision .

Modern Languages

Learning other languages enables children to make connections with different people and their cultures and encourages them to become global citizens.



In the early stages, French is introduced using early exposure techniques based around every day routines with an emphasis on listening and speaking only, to avoid any confusion with English Language learning. Pupils also enjoy singing games.

Because many of our children joining us having had experience of French at nursery, we have developed a programme of teaching French through songs, rhymes and games at P1 moving into a more formal phrase and vocabulary build-up at P2 and continuing through to P7.

We have staff trained at several stages to ensure continuity in French with a focused programme at P6/7. We are trialing the teaching of Spanish at P4 and P5 this year and will be developing learning pathways in gaelic next session..

Liaison with secondary schools supports pupils to extend skills learned in primary in modern languages.

Numeracy & Mathematics

Numeracy and Mathematics is important in our everyday life, allowing us to make sense of the world around us and to manage our lives. Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips learners with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.



Our maths programme is compliant with CFE and is based on active learning and uses a variety of methodologies- whole class, group and individual. It also develops problem solving strategies and has a strong focus on collaborative activities through the use of games and other follow up activities. The core resource is Scottish Heinemann and is supplemented by other resources, both text books and computer programs, which will help develop the children's mental strategies, problem solving abilities and understanding of mathematical concepts. Mathematics plays an important role in areas such as science or technologies, and is vital to research and development in fields such as engineering, computing science, medicine and finance. Learning mathematics gives children and young people access to the wider curriculum and the opportunity to pursue further studies and interests.

A key feature of the mathematics framework is the development of algebraic thinking from an early stage. From the early stages onwards, children and young people should experience success in mathematics and develop the confidence to take risks, ask questions and explore alternative solutions without fear of being wrong. They will enjoy exploring and applying mathematical concepts to understand and solve problems, explaining their thinking and presenting their solutions to others in a variety of ways. At all stages, an emphasis on collaborative learning will encourage children to reason logically and creatively through discussion of mathematical ideas and concepts.

Health and Wellbeing

Good health and wellbeing is central to effective learning and preparation for successful independent living. We place a strong emphasis on Personal and Social Development and although it comes under Health and Well Being it also permeates the entire curriculum and indeed the life of the school. We aim to encourage children to value themselves and others, to treat each other and the people in their lives fairly and with respect.

Emotional, Social and Physical well-being; Planning for Choices and Changes; Food and Health, Substance Misuse; Relationships, Sexual Health and Relationships and PE, Physical Activity and Sport all come under the heading of Health and Well Being in a Curriculum for Excellence. We aim to inform and involve parents in any sensitive aspects of a child's learning, such as relationships, sexual health and drugs awareness. In line with Glasgow City Council policy our school delivers the Sexual Health and Relationship Education programme across the school in the Spring/Summer term.

Work we do in this area of the curriculum supports our pupils in dealing with difficult situations and also helps to create relaxed and confident learners. Some aspects of social development can be addressed through "Circle Time" in class. We openly discuss issues such as bullying and the different forms that discrimination can take. We help children deal with these through assemblies and Circle time. We also help children to develop resilience in dealing with conflict through the use of our 'Bounce Back' programme.

All pupils have 2 weekly PE lessons, which provide them with opportunities to develop physical skills, encourage confidence and cooperation with others and to foster a positive attitude to health and fitness.

After school activities include netball, running, athletics, football, basketball, dance, games and badminton. We work closely with our Active Sports Coordinator.



Sciences

The main headings of Sciences to be covered under A Curriculum for Excellence are: Planet Earth; Biological Systems; Forces; Electricity and Waves; Materials; Topical Sciences. We have creative and active partnerships with STEM Ambassadors and local universities. Children and young people are fascinated by new discoveries and technologies and become increasingly aware of, and passionate about, the impact of science on their own health and wellbeing, the health of society and the health of the environment.

Adhering to Curriculum for Excellence principles our children are helped to develop an interest in, and understanding of, the living, material and physical world. To help them do this, we provide a range of collaborative investigative tasks within a thematic framework to help them develop the necessary skills to become creative, inventive and enterprising adults.

Social Studies

Through Social Studies, children develop their understanding of the world by learning about other people and their values, in different times, places and circumstances. They also develop their understanding of their environment and how it has been shaped. Our school has revised our Social Studies programme to ensure we deliver the ACE experiences and outcomes.

We aim to teach skills through an appropriate Social Studies set of themes, seeking to make cross curricular interdisciplinary links where appropriate.

Technologies

Information Technology (IT) is a subject which has its own status within the curriculum and for which there is a programme which has development and progression. IT is increasingly becoming integrated into our daily work programmes both in terms of children using subject programs, the internet, word processing, information handling skills, and using digital cameras and scanners. We have a bank of wireless Ipads available for class and group use. This session we are developing childrens coding skills and cyber citizenship. Our aim is to provide our pupils with many varied opportunities to learn about and to use equipment and social media forums, so that they become safe, confident and competent users of modern technology.

Expressive Arts

We need to prepare its young people for life and work in an uncertain economic and social environment if they are to thrive in an era of increasingly rapid change. The need for a well-developed set of higher-order skills will be a key part of the toolkit they will need and the ability to think creatively will be one of the most important tools in that toolkit.

Assessment in the expressive arts will focus on learners' skills and abilities to express themselves through the significant aspects of learning

Religious and Moral Education

Religious Education makes an important contribution to the curriculum in helping pupils gain knowledge and understanding of different religions to reflect the school community and Scotland at large. Religious and Moral Education (RME) is taught in Hyndland with these broad aims in mind and reflects Council and National policies as set out by the Education (Scotland) Act 1980.

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

Parents from ethnic minority religious communities may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Only written requests detailing the proposed arrangements will be considered. Appropriate requests will be granted on not more than three occasions (days) in any one school session and the pupil noted as an authorised absentee in the register. While studying RME, classes may make visits to local churches and other sacred buildings. In addition to Christmas and Easter, the school also celebrates the Chinese New Year, Eid, Diwali and Hannukah.



Assessment

Assessment in Primary schools is constant and continuous. Teachers informally assess on a daily basis. More formal assessment is done on a regular basis and may take the form of check-ups or weekly spelling tests for example. We are currently using a wide variety of information to inform ourselves of a child's progress. This will be further supplemented by information from the National Assessment Resource (NAR). In addition we make use of Baseline Assessments in P1.

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

From P2-P7 in addition to our continuous assessment we also have focused assessments at specific times of the year and an Assessment Period in April/May.

Parents are invited to meet with the class teacher regularly to discuss their child's progress and how they can help. An annual report is sent to parents towards the end of each school year.

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

Homework

Hyndlands approach to homework is a flexible one, which recognizes that children work hard during the school day and have other commitments in the evenings. These commitments also play a valuable part in children's all round educational development. We firmly believe that some independent learning helps to establish good study habits and when homework is given, it has been considered necessary by the teacher concerned.

Our Homework Policy is as follows: -

- Tasks should be varied and related to the ability and individual needs and interests of the child. Tasks should include both activity and research.
- Tasks will be given regularly on a block pattern of a week, 2 weeks or a month's work with a specified 'hand-in' date.
- Homework may include a core element which all children are expected to do followed by a choice of tasks which are optional.

- Homework tasks are better completed within short periods of time, for example:-

P1 – 3 10 – 15 minutes

P4 - 7 20 – 40 minutes

Occasionally, homework activities may be extended to include several of those periods of time.

SCHOOL IMPROVEMENT PLANNING 2017 - 2018

Our Priorities this session are

- 1: Raising Attainment; Meeting the needs of children underachieving (as a result of negative socio economic circumstances and or barriers to learning) and pupils exceeding age/stage benchmark expectations to achieve and attain better outcomes.
- 2: Raising Attainment and Achievement; Improving the quality of Teaching and Learning (Literacy, Numeracy , Health &Wellbeing)
- 3: Digital Learning (Authority and Learning Community Thread for Improvement)

On an annual basis our Standards and Quality report is posted on our website. Copies from previous years are available on the school website. The Standards and Quality report highlights progress in key curricular areas such as literacy, numeracy and health & wellbeing. Our priorities for improvement are detailed in our School Improvement Plan which is discussed with our Parent Council. Any parent or carer seeking a copy of the plan can contact the school office

General information

Supervision of Playgrounds

We have created different play areas for different age groups in our playground in order to use our space more effectively. We have Toppy for our upper school pupils; the Yard for our P2s, P3 & P4 share The Toadstool area and the separate play area for our P1 pupils. We are in the process of ensuring that the play areas are well supplied with a variety of games and resources.

An adult presence is provided in playgrounds at break times in terms of the Schools (Safety and Supervision of Pupils) (Scotland) Regulations, 1990. **THERE IS NO ADULT PRESENCE BEFORE 8.45AM.**

School Policy information

It is hoped to have our revised school policies updated and added to our school website during this current academic year.

Out of School Care

Hyndland After School Club provides an out of school care service based in the Club Hall (Old Dining Hall). Cover is provided 8am – 9am (Breakfast Club), 3.00pm – 6.00pm (After School), and 8.00am– 6.00pm (Holidays). The Club also provides a Primary 1 child care service from 12.15pm – 6.00pm during the first few weeks of term.



Please contact Fiona Ansdell on: 0141 339 9526 (3pm-6pm).

An answering machine is available for messages outwith these hours.

School Lets

The school is available for letting purposes.

Applications for lets should be sent to - Community Letting Section
Emirates Arena
1000 London Road
Glasgow
G40 3HY
Tele No – 0141 302 2814
Fax No – 0141 287 3558

Clothing

Given that there is substantial parental/carer and public approval of a dress code, schools in this authority are encouraged to develop a school dress code. In encouraging a dress code policy, account must be taken in any proposals to prevent any direct or indirect discrimination on the grounds of race or gender. Any proposals will be the subject of widespread consultation with parents/carers and children and young people. Against this background it should be noted that it is the policy of the education and Social Work Services 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 pupils or be used by others to do so. Under no circumstances will pupils be deprived of any educational benefit as a result of not wearing clothing conforming to the schools dress code policy.

Parents/Carers of children 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 child or

young person. Approval of any requests for such grants made by parents/carers in different circumstances is at the discretion of the Executive Director (Education and Social Work Services). Information and application forms may be obtained from schools and from Grants Section at Education and social Work Services Headquarters.

Glasgow City Council is concerned at the level of claims being received regarding the loss of children's 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.

School Dress Code

As a result of discussions with the Pupil Council, Staff, Parent Forum the following dress code has been agreed;

- Navy Sweatshirt (preferably with the school badge)
- Polo shirt (gold or white preferably with the school badge)
- Navy jogging trousers, grey/black trousers or grey/black skirt.
- Navy/yellow check summer dresses.

School uniform is available to purchase at www.borderembroideries.co.uk

Parents are requested to label all articles of clothing and footwear with their child's name. A lost property rack is situated in the glass entrance hall. This is often brimming over with unnamed clothing and footwear. Parents are welcome to search our lost property boxes for lost items at any time.

It is advisable to supply an apron or old shirt for art and craft work and soft-soled shoes, black/navy shorts and top for gymnastics.

Administration of Medicines

From time to time, children may require to take medicines during the school day. The administration of such medication in school is at the discretion of the Headteacher.

School staff may volunteer to do this for parents/carers, if requested, but it is not currently a part of their duties.

Where staff do agree, any medicine brought to school must be clearly labelled with the prescription showing the child's name, Date of Birth, address and dosage.

Parents/carers must also complete an Administration of Medicine Form. This procedure is necessary to comply with Health & Safety Regulations.

Transport

The Education Authority has a policy of providing free transport to all primary children and young people 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. Parent's/Carer's who consider they are eligible should obtain an application form from the school or Education and Social Work Services. These forms should be completed and returned before the end of February for those children and young people beginning school in August to enable the appropriate arrangements to be made.

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 and young people to travel in transport provided by the authority, where spare places are available and no additional costs are incurred.

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

Pick up Points

Where free transport is provided, it may be necessary for children and young people 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 also the Parent's/Carer's responsibility to ensure that the child or young person 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.

Placing Requests

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

Safety

Parents offering to take children, other than their own, to activities etc. in their own cars should check their car insurance policy to ensure that they are covered for this. Parents are asked to leave the yellow zig zag lined area in front of the school free of parked cars so that our children can cross the road in safety.

Inclement Weather Supervision

During inclement weather our pupils stay in their classrooms supervised by our pupil support assistants, 'buddies', and the management team. Children will be brought into school from 8.55 am when the weather is inclement.

Medical and Health Care

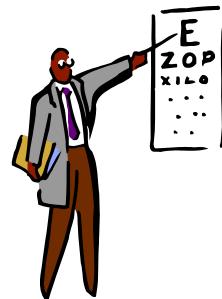
Annually, the following health checks are carried out:-

P1 Height & weight

P7 Vision Screening and Health Interviews

Vision may also be checked if required at other times.

If further action is thought necessary parents will be contacted.



Dental Checks

Regular dental checks are made.

P7 Review All P7 children will be given the opportunity to discuss health issues with the School Nurse.

Parents are contacted immediately if their child takes ill, feels unwell, or has an accident in school. It is essential therefore to keep the school informed of where a parent can be contacted (home or work). Parents are requested to inform the school of any particular medical requirements for their child.

Meals

A wide selection of meals is cooked daily and transported to our school, free school meals are available for all P1-3s or can be purchased at our Fuel Zone in the dining hall. Children on special medical diets can be accommodated. If a special diet is required please inform the school lunch supervisor in writing so that arrangements can be made with the kitchen.

P1 – P7 pupils who bring packed lunches are also accommodated in the school dining room. Any drinks brought to the school should be in plastic containers. For safety reasons glass bottles and tins are discouraged.

Our Fuel Zone offers a breakfast club which is available to all children. If your child is not eligible for free meals breakfast will cost £1.00 per day. The breakfast club offers cereal, toast and Yoghurt from 8.15am - 8.45am.



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

Attendance

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

Regulation 7 of the Education School and Placing Information (Scotland) Amendment etc.

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

Please telephone the school on the first day of absence to let us know if your child is going to be absent. If there has been no contact from parents we will, as a matter of course call you.

Where there is a concern regarding the level of absence or concerns re habitual lateness parents will be contacted.

Parents/Carers do not have an automatic right to take their child or young person out of school without permission during term-time. The Head of Establishment can only authorise time off during term-time in exceptional circumstances.

Exceptional circumstance include-

- short-term parental/carer placement abroad;
- family returning to its country of origin for family reasons;
- the period immediately after an illness or accident;
- a period of serious or critical illness of a close relative;
- a domestic crisis which causes serious disruption to the family home, causing temporary relocation.

Time off during term-time for the following reasons is not acceptable and will be recorded as unauthorised absence:

- Availability of cheap holidays or desired accommodation;
- Holidays which overlap the beginning or end of term

Clearly with no explanation from the parent or carer, the absence is unauthorised.

It should be pointed out that the Education Liaison Officer investigates unexplained absence, and that the authority has the power to write to, interview or prosecute parents/carers, or to refer children and young people to the reporter of the childrens hearings, if necessary.

Parents may request that their children be permitted to be absent from school to make an extended visit to relatives. Only written requests detailing the destination, the duration and the provision that will be made for their continuing education will be granted and the pupil noted as an authorised absentee in the Register.

Nuts

We have a number of children who have a nut allergy.

Dear Parent

I write to ask for your co-operation in an **IMPORTANT** matter.

We have several children throughout the school who have an **ALLERGY TO NUTS**. This is a serious condition and they carry medication at all times. The relevant school staffs are aware of the signs and symptoms of this condition and procedures have been established should treatment be required.

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

I appreciate that this may inconvenience some of our children who may enjoy nuts as a snack.

However, given the very serious potential consequences for the children with the nut allergy coming into contact with nuts I am sure all parents will support us with their cooperation.

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

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

Thank you for your cooperation with this.

Data Protection Act – 1998

Information on pupils, parents and guardians is stored on a computer system and may be used for teaching, registration, assessment and other administrative duties. The information is protected by the Data Protection Act 1998 and may only be disclosed in accordance with the Codes of Practice. For further information, please contact the school, (see Addresses and Useful Contacts on page 5)

Freedom of Information

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

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 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.

APPENDIX ONE: RELEVANT SECTIONS OF MANAGEMENT CIRCULAR 57

3. THE RESPONSIBILITY OF EDUCATION STAFF IN PROTECTING CHILDREN

3.1 The role of education services.

3.1.1 The role of education services is to collaborate with other key agencies in the protection of children from harm and abuse. In doing so, they should:

Promote the welfare of children by maintaining a positive and supportive ethos which aims to prevent child abuse taking place; Ensure that schools, establishments and services safeguard children by putting in place clear procedures for taking action when concerns about child abuse arise;

Support children in the context of an interagency Child Protection Support Plan, where appropriate after reporting; Establish and maintain close working relationships and arrangements with all other agencies at all levels to make sure that professionals collaborate effectively in protecting children.

3.1.2 The role of education employees in circumstances where there are concerns that a child may have been abused is to observe, report, record, cooperate (with social work services and other relevant agencies such as police, the children's reporter's administration and appropriate medical personnel) and support the child within the framework of a Child Protection Support Plan.

3.1.3 The responsibilities of the authority, education establishments and services, and individual staff extend to: Prevention; Reporting; Interagency Cooperation; Support and Training.

3.1.4 All education staff are required to follow the procedure and to be familiar with the relevant action guidance. Education Services should also be aware of wider issues with regards to child abuse – for example, the strong correlation, derived from research findings, between domestic violence and child abuse; concerns and issues surrounding child prostitution. Additional guidance will be produced regarding domestic abuse and child prostitution.

3.2 The Responsibilities of Head of Establishment/Service

The head is the key member of staff with responsibility for all child protection issues including:

- Ensuring that these Child Protection Guidelines are brought to the attention of all staff annually, that they have access to the guidelines, are issued with the "Child Protection Procedural Action Guidance" leaflet and that a copy of the leaflet is displayed on each staffroom wall.
- Ensuring that temporary staff, have access to a copy of the "Child Protection Action Guidance" leaflet and to these Child Protection Guidelines

Ensuring, as appropriate, that all staff know that there is a named Child Protection Coordinator (see 3.3)

- Developing establishment policy and practice to meet national and local authority guidance
- Ensuring inclusion of child protection issues within the development planning process
- Enabling attendance at child protection training for self and staff
- Promoting staff development in child protection matters within the establishment or service
- Advising, assisting and supporting staff members
- Establishing a positive ethos which supports and values children and contributed to their welfare and general protection
- Supervising on-going child protection work, including personal and social development initiatives
- Informing School Board and parents of policy, procedure and initiatives and, as appropriate, including relevant information in establishment handbook and on public noticeboards
- Developing links with other establishments and services and with other agencies to promote the protection of children
- Policy implementation and information dissemination regarding other significant issues which potentially impact on child protection issues (eg domestic violence; child prostitution; anti-bullying policies; anti-racist policies)

3.3 The responsibilities of the Child Protection Coordinator are as follows:

- Be conversant with the information contained in these Child Protection Guidelines
- Support the head of the establishment in the development of policy, practice and staff development to meet national and local guidance
- Attend child protection training and coordinator's meetings
- Support the head in ensuring that these Child Protection Guidelines are brought to the attention of all staff annually and that they have access to the guidelines
- Ensure the inclusion of personal safety issues and action against abuse strategies within personal and social development programmes.
- Coordinate support within the establishment for children with Child Protection Support Plans (see 3.8)
- Cooperate on behalf of the establishment with inter-agency Child Protection Support Plans
- Liaise with other establishments and external agencies, and
- Be responsible for regularly updating the Child Protection Agency Contact List (Appendix 9)

In the event of a suspicion that abuse has taken place, all reports should be given to the head or the person deputizing for the head NOT the Child Protection Coordinator.

Ensuring, as appropriate, that all staff know that there is a named Child Protection Coordinator (see 3.3)

- Developing establishment policy and practice to meet national and local authority guidance
- Ensuring inclusion of child protection issues within the development planning process
- Enabling attendance at child protection training for self and staff

- Promoting staff development in child protection matters within the establishment or service
- Advising, assisting and supporting staff members
- Establishing a positive ethos which supports and values children and contributed to their welfare and general protection
- Supervising on-going child protection work, including personal and social development initiatives
- Informing School Board and parents of policy, procedure and initiatives and, as appropriate, including relevant information in establishment handbook and on public noticeboards
- Developing links with other establishments and services and with other agencies to promote the protection of children
- Policy implementation and information dissemination regarding other significant issues which potentially impact on child protection issues (eg domestic violence; child prostitution; anti-bullying policies; anti-racist policies)

3.3 The responsibilities of the Child Protection Coordinator are as follows:

- Be conversant with the information contained in these Child Protection Guidelines
- Support the head of the establishment in the development of policy, practice and staff development to meet national and local guidance
- Attend child protection training and coordinator's meetings
- Support the head in ensuring that these Child Protection Guidelines are brought to the attention of all staff annually and that they have access to the guidelines
- Ensure the inclusion of personal safety issues and action against abuse strategies within personal and social development programmes.
- Coordinate support within the establishment for children with Child Protection Support Plans (see 3.8)
- Cooperate on behalf of the establishment with inter-agency Child Protection Support Plans
- Liaise with other establishments and external agencies, and
- Be responsible for regularly updating the Child Protection Agency Contact List (Appendix 9)

In the event of a suspicion that abuse has taken place, all reports should be given to the head or the person deputizing for the head NOT the Child Protection Coordinator.

3.4 The role of educational establishments and services

3.4.1 At establishment and service level, education employees have a responsibility to:

- Keep children safe by being proactive in child protection matters
- Promote the welfare of children by maintaining a positive and supportive ethos
- Help children protect themselves by providing an appropriate personal and social development curriculum

- Be familiar with child protection procedures and guidance and implement those procedures promptly when there is a suspicion on child abuse
- Work closely with other agencies and services in supporting children
- Actively participate in training on child protection matters

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

- Ensuring that children are respected and listened to
- Ensuring that programmes of health and personal safety are central to the curriculum and included in development planning cycles
- Ensuring that staff are aware of child protection issues and procedure
- Establishing and maintaining close working relationships and arrangements with all other agencies to make sure that professionals collaborate effectively in protecting children.

3.4.3 The Children (Scotland) Act 1995 place a statutory responsibility on the authority (and therefore education staff) to take into account the views of children, aged 12 and over, who are “looked after and accommodated” by the authority, when key decisions are being made about them. Schools, establishments and services should ensure that the views of all children are respected, listened to and taken into account including, and especially, the views of children “looked after and accommodated” by the authority. Whilst these views should be sought, education staff should always act upon what is in the child’s best interest when there is suspicion of abuse.

3.4.4 Education employees are the only group of professionals who have almost daily contact with all children from the early years through to the age of 16 and beyond. This puts them in a unique position in being able to listen carefully to Children and assess their well-being. They are often able to detect even minor changes in a child’s physical, emotional and psychological well being – to notice injuries and patterns of injury; to notice mood swings and listlessness; to recognize any departure from the behaviour that is “normal” for that child; and to recognize “clues” that a child gives, deliberately or otherwise, that all is not well.

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

3.4.6 Children require to learn when it is appropriate to keep secrets and to exercise judgement as to whether an adult, stranger or friend, it to be trusted or not. Children have the right to feel confident and secure, to value themselves and respect their own bodies and those of others and to have high self esteem.

The central thrust of these programmes is the development of a range of personal and interpersonal skills aimed at making children confident and discerning and to equip young people with the skills to avoid potentially abusive situations and to react appropriately when they feel themselves at risk. There are excellent curricular programmes in existence which address the issues in a direct and unequivocal way without encouraging children to be suspicious of adults or to mistake warmth and affection for inappropriate contact. In 1998 the Scottish Office published a document entitled "Promoting Personal Safety and child Protection in the Curriculum" . This publication provides very useful information regarding appropriate curricular materials.

3.4.7 Schools, establishments and services need to ensure that staff know how to operate child protection programmes and deliver personal safety programmes which deal with risk to children of abuse or exploitation not only by strangers but also by people whom the child may know.

3.4.8 Heads of schools and establishments should ensure that the efforts of the school in protecting children are coordinated and are an integral part of the ethos of the school. Each establishment should have a designated Child Protection Coordinator. In most cases this will be the head or a member of the senior management team.

3.4.9 Heads of establishments and services must discuss the contents of this circular with all members of staff at least annually and it is particularly important that procedures should be discussed fully with staff responsible for children least able to protect themselves, children in Pre 5 establishments, children in the earlier stages of the primary school and children with special needs.

3.4.10 Children with special needs may have additional needs which require careful consideration. If, for example, children have a sensory impairment, communication or behavioural difficulties, identification of abuse and assessment of risk may be complex.

3.4.11 The Children (Scotland) Act 1995 requires that when providing services and making significant decisions to safeguard and promote children' s welfare, a local authority should have regard as far as is practicable to the child' s religious persuasion, racial origin and cultural and linguistic background. These considerations should inform child protection enquiries.

3.4.12 Heads of establishment should also alert pupils and parents that there are procedures in place which are designed to protect children and to safeguard and promote their welfare. Parents should be kept informed of school child protection policies and procedures and the content of personal safety programmes.

Child protection procedures (see Appendix 3) are to be included in school and establishment handbooks and be prominently displayed in every establishment in full public view.

3.4.13 The contents of this circular should be made known to newly appointed members of staff as they take up post, including absence cover staff and visiting specialists.

3.4.14 Child protection is a multi-agency issue. The respective responsibilities of the agencies involved should be clear. Establishments and Services need to establish and maintain close working relationships and arrangements with all other agencies at all levels to make sure that professionals collaborate effectively in protecting children.

It is vital that education staff build up a relationship with those operating child protection procedures in their area: the social work department, the Children's Reporter Administration, the Police and health professionals.

3.4.15 Children who have been abused require support from education staff. Section 7 gives detailed guidance to staff in supporting pupils.

3.4.16 There is a need for staff to participate in appropriate training

3.4.16 There is a need for staff to participate in appropriate training on child protection matters. This aspect is considered in Section 5 of this circular.

3.5 Procedures to be followed by all education services staff where there are grounds of concern.

3.5.1 The role of employees in circumstances where they consider there are grounds for concern that a child may have been abused is to observe, report, record, cooperate (with Social Work Services and other relevant agencies such as police, the Scottish Children's Reporter's Administration and appropriate medical personnel) and support the pupil within the context of an agreed Child Protection Support Plan.

3.5.2 These guidelines do not require staff to make allegation or to carry out investigations but to react to their suspicions or concerns for the well-being of children in good faith and in terms of the guidelines.

3.5.3 A member of staff should as quickly as possible respond appropriately to grounds of concern.

3.5.4 Staff should be sensitive and supportive to children but should never give guarantees of confidentiality. Confidentiality is an important issue for children, parents and staff. Staff, as employees of the authority, are not in a position to guarantee confidentiality. Staff should never give an absolute guarantee of confidentiality to an adult or a child since such a guarantee could conflict with the necessity for staff to protect the child and promote his/her welfare and result in seriously compromising their ability to do so. With regards to confidentiality in relation to Child Protection Procedures:

Education staff are not in a position to keep secret any allegations or concerns about child abuse, even if a child or third party requests this;

- There is no guarantee that the source of a referral can be kept confidential;

In the interests of child protection, education staff have a professional obligation to pass on information to relevant agencies.

3.5.5 Section 6 provides specific guidance for heads of establishments or services to support them in the action they should follow in response to grounds for concern about possible child abuse. The procedural action to follow is detailed in 3.6.

Section 7 provides specific guidance for all Education Services employees to support them in the action they should follow in response to their grounds for concern. The procedural action to follow is detailed in 3.6. This information should be readily available for staff access and should be brought to the attention of all staff annually.

APPENDIX TWO: REFERENCES

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

Statutory documents

Code of Practice (Scotland).

The Data Protection Act 1984 Codes of Practice.

The Education (Scotland) Act 1980.

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

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

The Education Act 1980, Section 30.

The Race Relation Act 1976.

National documents

SOEID Circular 6/91.

Outcomes for Curriculum for Excellence

Council documents

Council Policies on Religious Education and Religious Observance 1993.

Council Policy on Equal Opportunities.

Dealing with Racial Harassment.

Child Safety/Child Protection Policy

Important Addresses

Maureen McKenna
Executive Director of Education Services
Education Offices
City Chambers Building East
40 John Street
GLASGOW G1 1JL
0141 287 4551

Partick West Councillors -

John Robertson MP
Bill Kidd MSP
Martin Bartos
Aileen Colleran
Feargal Dalton
Kenny McLean
Council Phone: 0141 287 5624

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

COMMENTS AND COMPLAINTS

Comments & Complaints

In Hyndland Primary School we aim to have positive relationships across our school community. However, if you have a comment or complaint about any aspect of school life, please contact the Head Teacher in the first instance.

Glasgow City Council complaints procedures are available:

www.glasgow.gov.uk/index.aspx?articleid=2896

Customer Liaison Unit

Education Services

Glasgow City Council

City Chambers East

40 John Street

Glasgow G1 1JL

Tel: 0141 287 5384

e-mail: education@glasgow.gov.uk

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

Yours sincerely

Helen Brown

Head Teacher

December 2017



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