

Garnetbank Primary School Handbook



Caring, Sharing and Achieving

Last updated 2020



WELCOME TO GARNETBANK

Dear Parents, Carers and Friends,

The staff and children would like to extend a very warm welcome to Garnetbank Primary School.

We are a vibrant, multicultural school in the heart of Glasgow, with strong partnerships and a rights-respecting ethos. We have high standards and high expectations in learning and teaching, whilst providing a caring and happy environment for children to play, learn and grow in.

This handbook provides you information about the school and the learning which takes place. You can also find out more about the learning experiences and opportunities in more detail through our website and on twitter. If you would like additional information about any aspect of our school, please contact our office and we will be delighted to help you.

At Garnetbank Primary all staff seek to work in partnership with parents/carers to ensure the best possible education for each child in our care, challenging and supporting them to achieve their potential. There will be many and varied opportunities for you to become involved in the life of the school. We very much look forward to working in partnership with you to help your child 'be the best they can be'.

We look forward to meeting you and hope that your association with the school is a long and happy one.

Kind Regards
Linda Reed
Head Teacher



SCHOOL INFORMATION

School Name: Garnetbank Primary School
School Address: 231 Renfrew Street, Glasgow G3 6TX
Telephone Number: 0141 332 5158

Roll: Approximately 260
Agreed capacity of the School: 331 (working) 350 (planning)
Parents should note that the working capacity of the school may vary dependent on the number of pupils at each stage and the way in which the classes are organised.

Stages covered: Primary 1 to Primary 7
Denominational status: Non-denominational
Co educational: Boys and Girls admitted.

STAFF

Details of the full staff team can be obtained by contacting our school office.

Our senior leadership team consists of:

Mrs L. Reed	Head Teacher
Mrs. C. Adams	Depute Head Teacher
Mrs C. Simpson	Depute Head Teacher

SCHOOL HOURS

Opening:	9am
Morning Interval	10.30am – 10.45am
Lunch	12.15pm – 1pm.
Dismissal	3pm.

BREAKFAST CLUB

Breakfast and supervision is provided from 8am. It is a paid drop in service and free to those entitled to free school meals. (£2 for one child and £1 for siblings)

AFTER SCHOOL

After school care facilities are organised by the Y People business and are held within the dining hall of the school. They provide the service between 3pm and 6pm in Garnetbank and childcare during holidays at Anderston primary. Further details can requested by emailing:

Afterschoolcare@ywcascotland.org

ORGANISATION OF CLASSES

The following guidelines set by Scottish Government apply.

P1 maximum 25

P2&3 maximum 30

P4-7 maximum 33

Composite classes maximum 25

Composite classes have pupils from more than one stage and our teachers are skilled at meeting the needs of all learners.

VISION

We are very conscious of our responsibility to the children in our care, being acutely aware that, in co-operation with parents, we have the task of laying the foundations upon which their future will be built. Our aims are concerned, not only with the intellectual growth of each child, but with encouraging personal and social development, health and wellbeing.

The United Nations Convention on the Rights of the Child (UNCRC) is at the heart of our school's planning, policies, practice and ethos. As a rights-respecting school we not only teach about children's rights in the classroom but model rights respecting language and attitudes in all of our relationships.

EVERYTHING WE DO IN GARNETBANK PRIMARY IS INFORMED BY OUR SHARED VISION AND OUR CORE VALUES:

WE AIM TO PROVIDE AN INCLUSIVE, HEALTHY AND HAPPY LEARNING EXPERIENCE, WHERE PERSONAL DEVELOPMENT IS PROMOTED, SUPPORTED AND DIVERSITY IS CELEBRATED.

AIMS

1. To deliver a curriculum which encourages creativity, provides challenge and enjoyment, relevance, breadth, depth, progression, coherence, personalisation and choice.
2. To meet the needs of every child and develop their personality, talents and abilities to the full, so they become confident individuals and successful lifelong learners.
3. To encourage responsible attitudes towards the environment and instil an awareness of our role as global citizens.
4. To support each child to develop skills which will enable them to become effective contributors in an ever changing world.
5. To develop positive, productive partnerships that are valued and recognised by our children, staff, parents and the wider community.

AIMS

KINDNESS

We are friendly, generous and considerate. We have concern for others.

AMBITION

We work hard, learn from mistakes and always try to achieve our goals.

INTEGRITY

We act fairly, honestly and responsibly.

RESPECT

We respect the feelings, wishes and rights of others. We respect our environment, culture and heritage.

CORE SKILLS

-  **CREATIVITY**
-  **WORKING TOGETHER**
-  **RESILIENCE**
-  **THINKING SKILLS**
-  **DIGITAL SKILLS**

Our core skills are embedded throughout the curriculum. These are developed and discussed within the classroom and celebrated at weekly assemblies, in order to make connections in learning and to make sense of the world. They are essential skills for the world of work and children are given opportunities to develop them through interdisciplinary learning, outdoor learning and personalized learning pathways.

RIGHT RESPECTING SCHOOLS POLICY



This policy underpins our ethos and the promotion of positive behaviour:

- **Garnetbank Primary School was awarded Level 1 of UNICEF's Rights Respecting Schools Award in October 2016.**
- **We are currently working towards Level 2 of the Rights Respecting School Award.**
- **As a Rights Respecting School, our philosophy is underpinned by the values and principles of the United Nation's Convention on the Rights of the Child (UNCRC).**

UNICEF is the world's leading organisation working for children and their rights. In 1989, governments worldwide promised all children the same rights by adopting **the UN Convention on the Rights of the Child (CRC)**. These rights are based on what a child needs to survive, grow, participate and fulfil their potential.

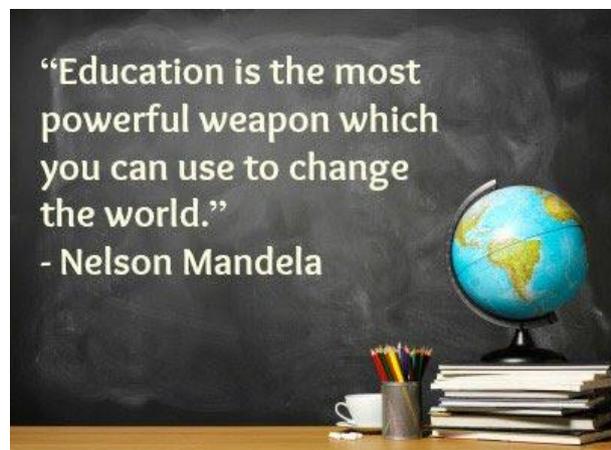
The 'Rights Respecting School' award (RRSA) will help our pupils to grow into confident, caring and responsible young citizens both in school and within the wider community. By learning about their rights our pupils, your children, also learn about the importance of respecting the rights of others.

UNCRC

The Convention sets out the rights of children in 54 Articles and two optional Protocols. These basic rights encompass survival, protection, development and participation.

The UNCRC is underpinned by four principles:

1. Non-discrimination
 2. Commitment to the best interests of the child
 3. The right to life, survival and development
 4. Respect for the views of the child
- Rights are universal and cannot be taken away.
 - The main responsibility for ensuring that all children enjoy their rights lies with adults.
 - All rights are equally important.



LEADERSHIP AND MANAGEMENT

Rights Respecting Values Underpin Leadership and Management

- Development as a rights respecting school is an integral part of strategic planning.
- All decisions are taken in the best interests of children.
- As school policies are reviewed, links with the values and principles of the UNCRC are made explicit.
- Refresher training takes place annually for all staff to ensure that knowledge and understanding remains relevant.

A COMMUNITY APPROACH

- Every class learns about the UNCRC, and view different areas of learning from a rights' perspective.
- Displays are explicitly linked to the UNCRC.
- All members of the community are encouraged to be ambassadors for children's rights.
- Pupils, Staff, Parents and the wider community are included in our work as a Rights Respecting School.

GARNETBANK'S RIGHTS RESPECTING ETHOS

Garnetbank Primary School pupils are encouraged to reflect on how their behaviour and actions affect those around them, which allows us to build and maintain a positive and safe learning environment for all, both in the classroom and around the school site.

As we progress through Level 2 of the RRSA our school rules and values have been re-written to form class, playground and whole school charters.

In the spirit of upholding children's rights and encouraging a strong pupil voice these charters are created by pupils with the support of their class teachers.

Children are empowered to become active citizens and learners

- Pupils' opinions and thoughts are sought, encouraged and respected in all aspects of the school's work.
- Pupil Leadership is an integral part of the school's approach. Children are given opportunities to lead aspects of school life through a range of groups including: Pupil Council, Rights Respecting Schools Steering Group, Health Group, Junior Road Safety Officers (JRSOs), Eco Committee and Playground Buddies.
- Pupils are encouraged to identify themselves as Global Citizens and given opportunities to develop their knowledge and awareness of how they can have a positive impact on the world, now and in the future.

Roles and Responsibilities

The responsibility for Garnetbank Primary being a rights respecting school lies with every member of the community. The main responsibility rests with adults.

SCHOOL HOLIDAYS

School Holidays

Details of holiday dates are available on the Glasgow City Council website:

<https://www.glasgow.gov.uk/index.aspx?articleid=17024>

DROP OFF/COLLECTION

Morning:

The main playground is open from 8.30am. There is an adult presence from 8.45am. 1st bell at 8.55am is a polite reminder for parents to leave the playground due to numbers in the playground. Children can play until 9am.

P1 and P2/1 entrance: Violet's Garden (Side Playground – entrance on Renfrew Street). No adult supervision until 9am. P1 and P2/1s start the day with outdoor learning and remain in the side garden after 9am for learning and teaching.

P2-P7 entrance : Main Playground – entrance on Garnet Street. Free flow entry at 9am sharp.

3pm Collection:

P1 and P2/1: Please collect children from Violet's Garden (Side Playground) along with older siblings.

P2-P7: Please come into the main playground and keep the stair and doorways clear. Please encourage younger children to stay with a member of staff until they see you.

We appreciate your support with these procedures to keep our children happy and safe.

OUTDOOR LEARNING



Curriculum for Excellence promotes and supports outdoor learning, active learning and play based approaches to learning in the early years. It is a national expectation that children have access to play outdoors every day. We continue to develop our outdoor learning environment to enable our children to make connections across learning, to enhance play opportunities and to develop health & wellbeing. This has resulted in a national play award, presented by the Nancy Owens trust and Play Scotland.

We also enrich the curriculum by making full use of Glasgow's museum service, local parks, places of worship, theatres etc. Our P5s learn to swim and bike, our P6s undertake the John Muir award. Each session we arrange for our P7 pupils to have a residential trip for one week in the year.

Children play out at break and lunch times unless there is dangerous weather (high winds or ice). Children should wear appropriate clothing for the Scottish weather and keep spare socks and indoor shoes in their gym bags. You can see pictures of happy and healthy children enjoying the playground at @PlayLearnGrowG1

Enhancing Our Curriculum Through Partnerships

Our city centre location provides wonderful opportunities to enrich the curriculum through working with our local partners such as:

- Glasgow Caledonian University
- University of Glasgow
- University of Strathclyde
- Royal College of Physicians and Surgeons
- The Glasgow Film Theatre
- Business in the Community
- TBS reading partners
- School nurse team
- Renfrew Street Nursery and feeder nurseries
- Glasgow Dyslexia Support Service – Jane Boron
- Tesco
- Parent council
- Playground Committee
- UNICEF
- Blairvadach Outdoor Centre
- Glencoe Outdoor Centre
- Hopscotch theatre
- Zoolab
- RSNO
- Scottish Piping Centre
- Kings Theatre
- Adela from Zig Zag Arts
- And more...



Browse our twitter feed @GarnetbankPS to see the incredible opportunities our children gain from Garnetbank's network.

PUPIL COUNCIL

Our Pupil Council is made up of representatives from each year group. This is an important group which ensures that the views of pupils are heard. They represent their peers at important events and help the head teacher to continue to improve the school.

PUPIL VOICE

The Pupil Voice in Garnetbank Primary School is valued and acted upon within class and in extra opportunities. Our children are involved in other groups such as

- Pupil Council
- Rights Respecting Steering Group
- ECO/gardening group
- Junior Road safety Officers
- Participation in steering groups such as planning for Green day with the community

CHILD SAFETY / PROTECTION POLICY

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

The health and personal safety programme for your child is informed by curriculum for excellence guidelines and Scotland's 'Getting it right for Every Child' policy.

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

- Ensuring that children are respected and listened to.
- Ensuring that programmes of health and personal safety are central to the curriculum.
- Ensuring that staff are aware of child protection issues and procedures.
- Establishing and maintaining close working relationships and arrangements with all other agencies to make sure that professionals collaborate 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 the establishment. The head, or 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 office on request.



ENROLMENT ARRANGEMENTS

All enrolments are now completed online using Glasgow City Council website.

New primary 1 starts are now enrolled in November of the year prior to them starting. We host tours to show parents and children the school and to answer questions.

Please contact the school on 0141 332 5158 to book a tour or find out more information. We look forward to hearing from you.

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

To complete this form you will need

- A digital copy of the child's birth certificate (The requirement to upload a birth certificate only applies to children who did not attend a nursery or pre-school operated by Glasgow City Council)
- Your child's Doctor's details
- The name of the local school/centre you wish to register the child. If you are unfamiliar with schools within your catchment area, please use our School catchment lookup before completing the form.

It is usual practice for children to attend their local catchment primary school.

Please note, as the parent/ carer you have the right to apply to place your child in a school other than your local school. **You must complete an enrolment application before you submit a placing request.**

The following link provides links to enrolment and placing request forms.

<https://www.glasgow.gov.uk/index.aspx?articleid=18426>

ATTENDANCE AT SCHOOL

Within Garnetbank Primary School good attendance is encouraged at all times. Parents are asked to advise if their son or daughter is going to be absent. This should be done as early as possible on the first day of absence. If the young person is going to be absent for some time, it would be helpful to know at the earliest opportunity. The school uses daily text messaging to inform parents and carers of absence if no contact is made. All unexplained absences are investigated by the school and appropriate action taken. **All calls must be made to the Pupil Absence Reporting Line on 0141 287 0039 (not the school office).** 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: <https://www.glasgow.gov.uk/index.aspx?articleid=18832>

Parents/carers do not have an automatic right to take their child out of school without permission during term time. The Head of Establishment can only authorise time off during term time in exceptional circumstances. Please drop by the office to collect the form for term time planned absences such as returning to country of origin. You can find more information in our policy on the website.

Attendance Continued: EXCEPTIONAL CIRCUMSTANCES 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 re location.

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

- Availability of cheap holiday 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.

If a child's absence from school is unexplained, the school will send a text home asking for an explanation. In cases of frequent or unexplained absences, children will be referred to the Education Liaison Officer who will visit the home. If necessary, children may be referred to the Attendance Council which has the power to write to, interview, or prosecute parents, or to refer pupils to the Reporter to the Children's Panel if necessary.

Every effort should be made to avoid family holidays during term time as this both disrupts the child's education and reduces learning time. Parents should inform the school by letter, before going on holiday, of the dates. Such absence will be authorised only where attendance is otherwise satisfactory. Clearly where attendance is unsatisfactory, absence is unauthorised.

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 on the register.

Appointments during school hours

If your child has an unavoidable appointment, you should again use the online service at <https://www.glasgow.gov.uk/pupilabsence> or call the **Absence Reporting Line, 0141 287 0039**. Please also give them a letter/ copy of their appointment letter for their class teacher and then collect them from the school office at the specified time you have arranged.

PUNCTUALITY: *Classes begin at 9.00am. and we would hope you would encourage your child in developing good habits in punctuality. Children benefit from a positive start, which means coming in with their friends and starting the day together so they don't miss the important instructions for the day.*

MEDICAL & HEALTHCARE

The school nurse visits the school at various times during the year. Parents are kept informed by letter or text message.

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 up to date** contact details.

Parents should inform the school of any medical requirements relating to their child. If a child requires medication prescribed by their GP during the school day, e.g. antibiotics, parents must complete the appropriate medication form. Where possible the supervision of medication should be undertaken at breaks or lunch times to minimise disruption to learning. The necessary form is available on request from the school office.

EMERGENCIES

We make every effort to maintain a full educational service, but on some occasions, circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, temporary interruption of transport, power failures or difficulties of fuel supply.

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

EMERGENCY CONTACT INFORMATION

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

GARNETBANK PRIMARY SCHOOL DRESS CODE

Team Garnetbank expects children to wear uniform for fairness, equality, identity and team ethos. Our uniform was agreed in consultation with pupils and parents. It is expected that all children attending Garnetbank Primary School will adhere to this dress code.

- Navy School sweatshirt with/out badge. (V-neck sweaters and cardigans are available)
- Gold/yellow School polo shirt with/out badge e.g. in warm weather.
- Gold/yellow School polo shirt, shirt or blouse under school sweatshirt.
- Grey skirt or trousers.
- There is a school tie which children may wear with a white shirt under their school sweatshirt.
- Dark coloured appropriate shoes or warm/winter boots. (children should have shoes to change into for P.E. or as a change if wet) No large logos on school shoes/trainers.
- Appropriate outerwear (jacket/ waterproofs) as our children will be out in most weathers to benefit from outdoor learning/ physical activity and positive health and wellbeing.

Garnetbank Primary School badged uniform items can be purchased from www.schoolwearmadeeasy.com

School ties, book bags and gym bags can be bought from the school office.

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.
- Could cause damage to flooring.
- Carry advertising, particularly for alcohol or tobacco
- Could be used to inflict damage on other pupils, or be used by others to do so.

Under no circumstances will pupils be deprived of any educational benefit as a result of not wearing clothing conforming to the school's dress code policy.

PHYSICAL EDUCATION – CLOTHING and SAFETY

It is important that pupils come prepared to learn and for PE, this requires appropriate clothing.

- All jewellery should be removed. (new piercings should be done through the summer, so they don't affect the child's important physical education)
- Pupils who are not participating in P.E. must have a note or a medical certificate.
- Pupils who are unable to participate in practical PE should still bring their kit to allow them to assist in the lesson by refereeing, keeping scores or assisting with the distribution of equipment. This ensures that they are still able to take part in some way in the work of the class and do not miss out on the knowledge and understanding of the course.

CLOTHING & FOOTWEAR GRANTS

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

SCHOOL MEALS

Our school provides a lunch service which offers a variety of meals and snacks at a cost of £1.90 per day. In Scotland, all P1-P4 children receive a free school lunch. Special diets for children with medical requirements can be provided. A letter from GP or hospital will be required for the catering staff. Please inform the Headteacher of any specific dietary requirements on medical grounds.

Further information can be found here:

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

Children who prefer to bring packed lunches are accommodated in the packed lunch area.

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

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

We also provide a breakfast service from 8am. Children can purchase a healthy breakfast of fruit juice, cereal and toast for £2 per child per day / £1 for additional siblings per day. If you plan to send your child/children to breakfast club, you should inform the staff of any medical dietary requirements.



TRANSPORT

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

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

TRANSFER FROM PRIMARY TO SECONDARY SCHOOL

Pupils are normally transferred between the ages of eleven and a half and twelve and a half so that they will have the opportunity to complete at least four years of secondary education. Parents will be informed of the school arrangements no later than December of the year preceding the date of transfer at the start of the new session.

(If in the catchment area)

Pupils normally transfer to: Hillhead High School
Oakfield Avenue
Glasgow G12 8LJ

Telephone Number: 0141 582 0100

Head Teacher: Mrs K McAlaney

E.Mail: headteacher@hillheadhigh.glasgow.sch.uk

There is a full programme in place to ensure that all P7 pupils are familiar with Hillhead High School prior to transfer. This includes

- a number of visits by pupils to the High School throughout the session culminating in a four day visit in May.
- Secondary school staff visiting the primary school to meet and work with P7 pupils throughout the session.
- Senior members of staff from the High School attending Garnetbank Primary School parents' evenings to meet P7 pupils and parents.
- An information evening in December at the High School for parents of primary school pupils.
- Pastoral Care Staff, EAL staff and ASN staff from the High School meeting with P7 class teachers to exchange information.

Special arrangements including additional supported visits can be arranged for pupils with specific additional support needs

COMMUNICATION WITH PARENTS

In Garnetbank Primary School, we use a variety of ways to keep you informed about your child's learning and about events within the school. We have moved to electronic means as much as possible to save on school funds and on the environmental impact.

Newsletters:- These are issued termly by the management team and are designed to keep you informed of what is happening within the school and about forthcoming events.

Termly Planners:- These are issued by the teaching team by the end of the second week of each term and highlight everything that your child's class will be learning about throughout the term. They provide an opportunity for you to support your child's learning and give information that should help you discuss what learning is taking place in the classroom on a daily basis.

Letters:- Important information will most often be emailed or may come to you via a letter in your child's school bag if a response is required. Please check your child's school bag for any communication. Please do not always rely on your child to present it to you!

Text messaging:- We may from time to time, send a text to remind you about special events or school closures etc.

School Website:- – www.garnetbank-pri.glasgow.sch.uk

Twitter:- Our school Twitter account is used regularly to share important information and celebrate learning and teaching within Garnetbank Primary School. Please follow us **@GarnetbankPS** to receive regular updates on the life of our busy school! You can also access our Twitter feed via our school website <http://www.garnetbank-pri.glasgow.sch.uk/>

Meetings:- We hold a "Meet the Teacher" meeting at the start of each session and at least two Open Afternoons when parents are invited to work alongside their child in the classrooms. Formal interviews about children's progress are held in term 2 and term 3.

From time to time, issues arise which you might like to discuss with the class teacher or members of the Senior Management Team. **If this is the case, please call the school office to make an appointment.** We will do our best to see you as soon as possible but can sometimes be teaching or attending other meetings. We will however, always call you back to make the earliest most mutually convenient appointment.

Our office team are very professional and discrete. If a member of teaching staff is not immediately available, they may ask you to provide some details, which will enable us to make a quick and appropriate response.

Assemblies: Parents are also invited to attend assemblies which celebrate festivals of the world's major religions.

CURRICULUM

Curriculum for Excellence 3-18

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

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

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

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

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

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

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

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

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

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

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

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

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

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

There is personal support to help young people fulfil their potential and make the most of their opportunities with additional support wherever that is needed. There will be a new emphasis by all staff on looking after our children's health and wellbeing- to ensure that the school is a place where children feel safe and secure.

Ultimately, Curriculum for Excellence aims to improve our children's life chances, to nurture successful learners, confident individuals, effective contributors and responsible citizens, building on Scotland's reputation for great education.

SCHOOL IMPROVEMENT PLAN All schools have a School Improvement Plan and are developing different aspects to ensure continuous improvement. A summary of our improvement priorities can be requested at the office or found on our website.

In addition, we produce a Standard and Quality Report which highlights progress in key areas. This too is available on the school web-site or on request at the school office.

More information about Curriculum for Excellence is available from the following websites: *Education Scotland (Parentzone)* <https://education.gov.scot/parentzone> and SQA www.sqa.org.uk/

THE SCOTTISH ATTAINMENT CHALLENGE

The Scottish Attainment Challenge focuses on improving literacy, numeracy and health and wellbeing among primary school children. It ensures that all of Scotland's children and young people reach their full potential.



GLASGOW'S IMPROVEMENT CHALLENGE

In Glasgow, 119 primary schools have been selected to be part of Glasgow City Council's Improvement Challenge (part of the wider Scottish Attainment Challenge).

The key priorities within the challenge are:

Raising attainment in literacy and numeracy through targeted support and interventions in primary schools

Improving children's health and wellbeing through nurturing approaches and increased participation in physical health and sport

Supporting families to be better able to support their child's learning and development

Enhancing leadership of senior staff

MEETING THE CHALLENGE AT GARNETBANK

To raise attainment within the Improvement Challenge, our school has been allocated 1 extra day of teaching time each week. Experienced teachers within our staff now lead our school's improvement challenge work. Their new titles are 'Challenge Leaders of Learning' (CLOL).



LITERACY FOR ALL

Garnetbank Primary School's Improvement Challenge focus area is 'Raising Attainment in Literacy' Reading, Writing and now Listening & Talking

School improvement initiatives have included:

- Continuation of the literacy 'Challenge Leader of Learning' role to lead the Improvement Challenge within our school
- Whole staff participation in Glasgow's 'Literacy for All' project
- Staff training on a range of initiatives to enhance the learning and teaching of writing
- Enhancing opportunities for Reading for Enjoyment across the school to: encourage positive attitudes towards reading; support and enrich the writing process for children
- Development and enhancement of phonological awareness in Primary 1-3
- Parent programs to enhance parents/carers' confidence and skills in supporting their child to develop early reading and writing skills



THE PUPIL EQUITY FUND (PEF)

Garnetbank are allocated some funding through Scottish Government's pupil equity fund. Each school chooses how to utilize this funding. Our spending is based on research on what is effective and consultation with staff, children and parents. Recently, it has helped us to deliver more targeted intervention support groups, employ more staff and increase individualized learning and teaching strategies. We provide updates in our newsletter about the exciting initiatives. Already the additional partnerships and staff are making the difference across the school.

Improvements in children's attainment are reported annually through our Standards and Quality report which also provides evidence of the wide range of achievements of our pupils.

ADDITIONAL SUPPORT NEEDS / ACCESSIBILITY STRATEGY

The school has a duty to ensure that all our pupils have equal access to the curriculum, supported as appropriate to their individual needs. This covers not only the content of the lessons and teaching strategies but also minor adaptations to the physical environment of our building to address the needs of the pupils with physical or sensory impairments, including the relocation of classes to the ground floor where feasible. We also need to ensure that parents who have a disability have equal access to information about their children. This will involve, for example, relocating the venue for parents/carers meetings to facilitate physical access; provision of an interpreter for people who have a hearing impairment; agreeing a telephone contact system to provide direct feedback to parents and carers.

Physical access: Garnetbank Primary is over one hundred years old. There are stairs at every access point and regretfully, despite there being four floors in the building, there is no lift.

Communication: Individual interviews with teachers are held twice a year. Teachers can arrange to meet with parents on the ground floor if access to the appropriate classroom presents a difficulty. Interpreters can be provided or telephone contact can be used to discuss a child's progress. Requests for special arrangements should be made to the Head Teacher.

Curriculum: Support for Pupils

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

Glasgow City Council's policy in relation to the provision for additional support needs is as follows:

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.

Further information relating to Additional Support Needs is also available on the Glasgow City Council website: <https://www.glasgow.gov.uk/index.aspx?articleid=18941>

Information on the Glasgow City Councils' Parental Involvement Strategy can also be found at <https://www.glasgow.gov.uk/index.aspx?articleid=17870>

The following organisations are specified by Scottish Ministers and provide advice, further information and support to parents of children with ASN:

- (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.”

GETTING IT RIGHT FOR EVERY CHILD

The GIRFEC approach is about how staff in all children's services meets their needs by working together where necessary to ensure that children reach their full potential.

www.gov.scot/Topics/People/Young-People/gettingitright

Staff Development: Staff have attended training on Disability Discrimination Act, have access to documentation such as Disability Awareness Pack and Supporting Inclusion and are keen to attend courses on specific disabilities/conditions such as autism, Down's syndrome, ADHD, sensory impairment etc. as and when the need arises.

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 and 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 and 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 and support if they need it.

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

The Named Person in Garnetbank Primary School is Mrs Adams, the school's Additional Support Needs Co-ordinator.

HOMELEARNING

In Garnetbank Primary School, we value the importance of parents as children's first educators. Parents and carers are in a wonderful position to help children make connections between learning in school to the world beyond. Learning is of course more than formal writing or sums and can happen through play, board games, shopping, visiting places of interest and spending quality time. We value home learning and particularly reading together because:-

- It helps develop an effective partnership between school and parents and other carers in pursuing the aims of the school.
- It reinforces concepts, ideas and work habits learned at school.
- It gives pupils a chance to practise skills they are acquiring at school in a different setting.
- It offers pupils a chance to develop independent work habits.
- It can be used to encourage pupils to seek information from alternative sources to those available in school – local libraries, or by interviewing adults.

Homework activities vary depending on the focus on each class, although we encourage pupils to read each evening whether from school readers, novels, magazines, newspapers or reference books.

Information regarding homework planned for your child's class will be found on the term planning sheets which are sent home at the beginning of each term.

We offer weekly home learning information of daily reading, maths through sum dog and termly challenges which encourage quality time learning together.

ASSESSMENT

Assessment of each child's work is a continuous process, and records of progress are kept by the teacher and the head teacher. Flexibility of grouping allows for transfer from group to group if an individual child makes particular progress or experiences difficulty in any area of work.

Senior managers and class teachers meet regularly to track your child's progress at least three times a year. These meetings help us to look at if your child is on track to achieve the expected level and to consider any next steps required to help your child to make the best progress possible.

Arrangements are made, throughout the year, for parents to look at their child's work and to discuss progress with the class teacher and support teacher. Parents are invited to contact the office to arrange .

An annual report sheet, explaining the progress made will be sent to parents in March, prior to Parents' Meetings. This report can then form the basis of your discussion with the teacher. Your child's work and assessment folders will be available for you to examine at Parents' Meetings.

Pupil Profiles

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

RELIGIOUS EDUCATION AND OBSERVANCE

At Garnetbank Primary, the cultural diversity of our pupils population, coupled with the positive awareness of the staff, ensures that all pupils gain maximum enrichment from belonging to a truly multi ethnic school. Our main aim is to adopt an approach to religious education which might be applicable anywhere in the world at the present time. We believe that pupils require to study religion to understand its place and function as an aspect of human activity; we believe it should be related to moral education.

The main ingredients of our Religious Education policy are understanding and communication, and wherever possible, this subject is linked with environmental studies, the language programme and expressive arts. Festivals, relating to all communities represented at the school, are celebrated throughout the session. In addition, assemblies are held to give pupils the feeling of belonging to the school community and to promote good citizenship. All assemblies held in the school, act as an opportunity for sharing experiences and for cross cultural participation between home and school, which is a distinctive feature of the school.

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

With our approach in Garnetbank it is hoped that parents would not feel the need to withdraw their children from Religious Education or from an assembly, but if this were desired, our response would be sympathetic. In this case, parents are asked to communicate in person or by letter to the Head Teacher.

Useful websites

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

[https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-\(building-from-the-statement-appendix-incl-btc1-5\)/What%20is%20Curriculum%20for%20Excellence?](https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-(building-from-the-statement-appendix-incl-btc1-5)/What%20is%20Curriculum%20for%20Excellence?)

ADDITIONAL SUPPORT FOR LEARNING

It is our aim at Garnetbank Primary School to help each child achieve his/her full potential.

To help us achieve this, where necessary, special programmes of work are planned to give extra help or to further challenge children in their learning. In some cases, it may be necessary to call on the expertise of an out side agency such as Psychological Services. In such cases, parents are always consulted at an early stage.

We have an impressive range of targeted support groups such as phonological awareness training, developmental P.E., English as an additional language support, health and wellbeing challenge groups, Scotland Reads, Getting Started Programme and more.

We have established 'pastoral' support, where a member of the management team is available at break and lunch for children to come in to the music room to seek support and care with social, emotional or behavioural issues.

We work in partnership with parents and carers to meet the needs of our children. Please contact the school you know of factors which might affect your child's social, emotional or behavioural needs. This information is treated respectfully and confidentially to understand children's needs and help them overcome barriers. These might be temporary factors or longer term.

Mrs Adams, one of our Depute Head teachers, has the lead role in additional support needs and can be contacted via the school office for more information and advice.

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

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



EQUAL OPPORTUNITIES AND SOCIAL INCLUSION

The school tries to ensure that all pupils are made aware of the equal value of others and that they have equal access to all aspects of school life regardless of gender, race, disability special needs or background.

We work closely with other agencies and groups to try to raise pupils self esteem and aspirations and to enable them to achieve their full potential.

The Education Authority requires every school to produce its own Race Equality Policy to comply with the Race Relation (Amendment) Act 2000. A copy of the policy is held in the school office.

SCHOOL DISCIPLINE

We know parents are just as anxious as we are to see their children grow into responsible adults with consideration for others. This can be best achieved by consistent co operation between home and school, showing a united front against anti-social behaviour, so that the child is given clear guidelines on acceptable behaviour.

In this school, we use positive discipline strategies, encouraging, praising, and rewarding good behaviour. Children are made aware of school rules and the need for them.

Teachers record any instances of wrong behavioural choices which do occur. In cases of persistent misbehaviour the child will be referred to the Principal Teacher, Depute Head Teacher or Head Teacher who will decide on further action. In the event of continued or serious indiscipline, parents will be notified and asked to call and discuss the matter so that we can jointly find ways of improving the situation. In extreme cases, it may be necessary to exclude a child from school for a period of time in order to risk assess and plan improvements, but we trust that co operation between home and school will effect an improvement before such a stage is reached.

Bullying

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

In 2009, Glasgow City Council published its revised Anti Bullying policy, incorporating the requirement to record and report all discriminatory behaviours within educational establishments. All establishments are required to review their policy in light of this. Parents and carers have a significant role to play in helping to address this problem. For this reason, any anti bullying strategy must stress the importance of partnership with the parents and carers of their children. The school would also take a very serious line in dealing with anyone who does not practise our anti racist policy. Glasgow City Council has strict guidelines regarding any such misdemeanour.

Dealing with Racial Harassment

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

In 1999 the guidelines, "Dealing with Racial Harassment" were 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 home is essential if these aims are to be achieved. Every child in Glasgow has the right to be happy and secure at school.

SCHOOL RULES

As in every school, we have rules to ensure the safety and well being of everyone in the school community. Good behaviour also allows all children the best opportunity to learn.

Our code of conduct is best outlined in our Home School Agreement which was produced after consultation with parents, pupils and staff.

Please help your child by talking about these rules regularly and encouraging him/her to behave well.

EXTRA CURRICULAR ACTIVITIES

Throughout the school year there are occasions when pupils take part in educational activities out with school. e.g. visits to the library, sports centres, museums, theatres etc.

You will be informed in advance of any outings and advised if we hold consent, using the annual outings consent form or if an additional consent form is required. Please complete and return any additional consent form promptly, as a child cannot accompany his/her class on an outing without this consent form.

OUT OF SCHOOL HOURS LEARNING/STUDY SUPPORT

We offer a variety of after school learning experiences and utilise active schools funding, parent volunteers and staff to provide as many opportunities as possible. The following are examples of clubs which have run in Garnetbank. (Some are ongoing and some have been provided for a block of time):

- Football Club
- Guitar class.
- Multi-Sport
- Dance Classes
- Basketball Club
- School Choir
- Lunchtime Book Buddies
- Piano Lessons
- Tae-Kwon-Do
- Play, Learn & Grow P1 and P2 family club
- Read, Write, Count family club
- Kidscook family club



SUPERVISION OF PLAYGROUNDS

An adult presence is provided in playgrounds at break times in terms of school (Safety and Supervision of pupils) (Scotland) Regulations 1990.

We are fortunate that at Garnetbank, we always have at least two adults supervising during break times. Support for Learning Workers and share playground supervision duties, whilst encouraging good play and learning. Our school won a 'Nancy Ovens' award for the opportunities created during free play times for our children. You can see more on our twitter feed @PlayLearnGrowG1



PARKING

Parents bringing children to school by car are asked to ensure that they park safely i.e.: paying attention to road signs and not blocking the school crossings.

Parents should let children out of their car on the pavement side and **NOT** the road side.

Parents should **NOT** sit in cars and signal to children to cross the road as this could lead to accidents. The School Crossing Patrol has responsibility for children's safety and will decide when it is safe for children to cross.

PLEASE NOTE: ***The car park is for the use of staff only.*** We respectfully ask you support us to be able manage our commitments by respecting this.

PARENT FORUMS/PARENT COUNCILS

The Scottish Schools (Parental Involvement) Act 2006 has changed the arrangements for parental representation in all schools. Since August 2007, all parents/carers are automatically members of the Parent Forum for their school and they have a right to establish a Parent Council to represent them.

The membership of the Parent Forum is made up of all parents/carers who have a child or young person at an education authority 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 standards of education at the school and other matters of interest to parents/carers. One of the ways parents/carers in the Parent Forum will be able to express their views will be through the Parent Council.

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

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



Mrs. Reed as Head Teacher has a right and a duty to attend meetings. Parents are “elected” every two years.

PARENT COUNCIL

We have a very active Parent Council that represents the views of all parents. All parents are welcome to attend Parent Council meetings and can put themselves forward as members. Parent Council minutes are available on the Parent Council page of the school website and on the parent noticeboard at the front entrance of the school. A list of current members is also available on the website.

PARENT COUNCIL MEETINGS

These are held at least one per term in the school. The Head Teacher has a right and a duty to attend. The local councillor may also attend. Both have the right to speak, but as they are not members, they do not have the right to vote.

Meetings are open meetings and all members of the Parent Forum have a right to attend should they wish. However, they do not have a right to vote. Intimation of meetings and minutes of previous meetings are posted on the school noticeboard at the front entrance to the school. Members may be contacted via the school.

CHILD WELFARE AND PROTECTION

Summary of Referral Procedures: Public Display



FOR ALL STAFF

If you have concerns about a child's welfare or direct evidence or suspicion of a child being at risk then the only way you can protect the child or children is to report the matter. Whether you are a permanent member of staff, a supply teacher or a visiting specialist you should intimate your concerns to the Head of the Establishment or, in their absence the senior member of staff.

STEP 1 Alert the Head of Establishment or senior manager immediately to your concerns. Confirm your report by completing Appendix 3 as soon as possible and at the latest within 24 hours and forward it to the Head of Establishment.

STEP 2 Follow the guidance of the Head of Establishment or senior manager in supporting the child and co-operating with subsequent actions by Social Work and Police.

In exceptional cases, where a member of staff feels that concerns about a child are not being taken seriously or followed through appropriately or with sufficient speed by the Head of Establishment, it is perfectly legitimate for a member of staff to refer the matter to the designated Child Protection Officer within Education Services or direct to Social Work Services, the Police, or the Scottish Children's Reporter Administration.

DATA PROTECTION – use of information about children and parents/carers

As a local authority our schools and early year's establishments process information about children and young people in order to provide education and care. In doing so we must comply with the new Data Protection Act (2018). This means, amongst other things that the data held about children and young people must only be used for specific purposes.

However, you should be aware that we may use this information for other legitimate purposes and may share this information where necessary with other bodies responsible for administering services to children and young people, or where otherwise required by law. We may also use any information for research purposes. However, all personal data is treated as confidential and used only in accordance with the Data Protection Act and the Information Use and Privacy Policy approved by the City Council.

For further information please refer to <https://www.glasgow.gov.uk/index.aspx?articleid=17475>

THE FREEDOM OF INFORMATION (SCOTLAND) ACT 2002

The Freedom of Information (Scotland) Act 2002 enables any person to obtain information from Scottish Public Authorities. The act applies to all Scottish public authorities including: The Scottish Government and its agencies; Scottish Parliament; Local Authorities; NHS Scotland; Universities and Further Education Colleges and the Police.

Public Authorities have to allow access to the following information:

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

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

Further information is provided on The Glasgow City Council web-site:

<https://www.glasgow.gov.uk/index.aspx?articleid=17479>

Internet facilities are provided at all Glasgow City Council Public Libraries and Real Learning Centres.

COMMENTS AND COMPLAINTS

At Garnetbank, we strive to continuously improve the service we provide and therefore welcome comments and suggestions. Paper, pen and a box for these suggestions are all available at the main entrance door.

If you have a comment, suggestion concern or complaint of a serious nature, please contact the school office for an appointment with a member of the senior leadership team in the first instance.

If the Head of Establishment does not resolve the issue to your satisfaction, you should contact the Customer Care Team who will

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

The Customer Care Team can be contacted by phone or E. Mail:

Phone: 0141 287 0900

E. Mail: customercare@glasgow.gov.uk

Customer Care Team

Customer and Business Services

Glasgow City Council

City Chambers

GLASGOW

G2 1D

ADDRESSES

Education Offices:

City Chambers East
40 John Street
Glasgow G1 1JL

Area Education Manager (West)

Mr. J. Wilson
(at above address)

Councillors: please follow this link to find your local councillor contacts:

<https://www.gov.uk/find-your-local-councillors>

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

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