

Clydemuir Primary Handbook



January 2019
January 2019

Welcome to Clydemuir Primary



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DEPARTMENT OF EDUCATION AND LEISURE SERVICES

STATEMENT OF COMMITMENT
'OPPORTUNITY THROUGH LEARNING'

Every person has the right to be educated in a climate in which individuality is recognised and in which everyone feels valued. We are committed to working in partnership with you to provide education of the highest quality.

LEARNING FOR LIFE

We will work together to ensure that everyone in our community is valued and has the opportunity to learn for life and to achieve their potential.

Vision:

To enable everyone in West Dunbartonshire to become:

Successful Learners
Confident Individuals
Responsible Citizens
Effective Contributors

To achieve our vision, we will:

Create and deliver courses, activities and events which will motivate and excite learners
Develop innovative ways to support learning
Value diversity, promote equal opportunities and foster inclusion
Promote partnership and community participation
Value achievement and celebrate success
Continually reflect on and aim to improve the quality of our services

School Holiday dates for 2019/2020

Return Date for Teachers	Thursday 15 August 2019
Return Date for Pupils	Monday 19 August 2019 (P2-7 9am P1 9.30am)
September Weekend	Friday 27 and Monday 30 September
First Mid-Term	Monday 14 to Friday 18 October (inclusive)
Christmas/New Year	Monday 23 December
	2020
2020 Return to school	Monday 6 January
Second Mid-Term	Monday 10 and Tuesday 11 February
Spring Holiday	Monday 6 April to Friday 17 April (inclusive)
May Day	Monday 4 May
May Weekend	Friday 22 and Monday 25 May (inclusive)
School Close	Friday 26 June

In-Service Days

Day 1	Thursday 15 August
Day 2	Friday 16 August
Day 3	Friday 11 October
Day 4	Wednesday 12 February
Day 5	Thursday 21 May

**CLYDEMUIR PRIMARY SCHOOL
WELCOME FROM THE HEADTEACHER**



Dear Parent / Carer

I would like to welcome you and your child to Clydemuir Primary. I hope this will be the start of a strong and successful partnership which will develop throughout your child's school career. When home and school work together, children do better.

At Clydemuir it is our aim to create a happy, safe and stimulating environment for our pupils. We strive to achieve excellence and equity for all children through the learning experiences we offer. We aim to develop our pupils socially, morally and culturally as well to achieve their very best academically.

I hope this handbook helps you understand the work of our school. Please feel free to contact the school to discuss any matters contained in this handbook or otherwise.

Kind regards

Margaret Macleod
Head Teacher

OUR VISION, VALUES AND AIMS

Together, all at Clydemuir are:

Safe
Happy
Learning
Achieving
Confident
Respectful

OUR SCHOOL AIMS

At Clydemuir Primary we strive to enable our pupils to become successful learners, confident individuals, responsible citizens and effective contributors who always give of their best, take pride in their school and contribute to the wider community in a useful and caring way and also foster a genuine partnership with parents.

IN CLYDEMUIR PRIMARY WE AIM TO:

- provide a broad and balanced effective curriculum to ensure that learning and teaching within the school meets the requirements of a Curriculum for Excellence and meets the needs of our pupils
- ensure that everyone within school is given every opportunity to give of their best in order to raise their attainment and the attainment of the whole school
- promote positive attitudes towards learning and teaching, encouraging pupils and staff to embrace life-long learning
- ensure that the social, emotional and educational needs of all our pupils and staff are met within a safe, caring and health-promoting environment
- foster a climate in which everyone feels valued and to promote an ethos of positive achievement
- provide a suitable range of resources, both human and material, in a safe, pleasant and eco-friendly environment
- promote whole school improvement through a consultative and collegiate approach



SCHOOL INFORMATION

School address and telephone number is:

Clydemuir Primary School
Ottawa Crescent
Dalmuir
Clydebank
G81 4LB

TEL: 01389 804438/9

Email: schooloffice.clydemuir@west-dunbarton.gov.uk

School Website: <http://www.clydemuirps.org.uk>

Present Roll	248
Maximum working capacity	374



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 the classes are organised.

Clydemuir Primary's associated High School is Clydebank High.

SCHOOL HOURS

Opens	9.00am *Breakfast Club starts at 8.15am
Interval	10.30am- 10.45am
Lunchtime	12.15pm- 1.00pm
Close	3.00pm



Primary 1 attends the morning session only until Monday 26th August, 2019.

STAGES

The school covers all stages from Primary 1 to Primary 7.

This is an age range of 4 years 6 months to 11 years and over.

The school is co-educational and non-denominational (girls and boys)

Children of all religious denominations are welcome.

ENROLMENT

We would be delighted to welcome visits from parents/guardians offered or seeking places for their children, **just telephone 01389 804438/9.**

The registration for pupils for Primary 1 in August takes place during the second week of January each year. Dates are usually intimated in the newspapers. The school will also display enrolment information in the local library, nurseries, shops, etc. If you wish your child to attend another school then you must first register your child in the local school and complete a placing request for the school of your choice. Children enrolling to start school in August will be given an opportunity to meet their teacher and visit their class during the summer term.

STAFFING ALLOCATION - SESSION 2018/19 F.T.E. 15.3

Our school currently has eleven classes.

Additional staffing is used in the main to facilitate Management Time for the Principal Teacher, to provide cover for non class Contact time and to support learning.

CLASSIFICATION

There are times when the distribution of children over the various stages of the school necessitates the formation of composite classes. This is where children from two stages of the school compose one class. Primary teachers are trained to teach children in differentiated ability groups. Consequently, composite classes, organised in teaching and learning groups, operate in the same way as single stage classes and allow children to study at their own stage level. A composite class will never exceed 25 in number. Single stage classes may contain 25 children in Primary 1, 30 children in Primary 2 and 3, or 33 children in Primary 4-7.

The roll at each stage is currently:

Primary 1 - 36

Primary 2 - 33

Primary 3 - 42

Primary 4 - 35

Primary 5 - 36

Primary 6 - 32

Primary 7 – 34

TEACHING STAFF (at December 2018)

Headteacher – Miss Margaret Macleod

Depute Headteacher – Mrs Jennifer Murphy

Principal Teacher – Miss Lynsay McGrourther

Acting Principal Teachers (Nurture/Health & Wellbeing) – Miss Jasmin Tulloch; Mrs Louise McBeth

Non-Class Contact Cover - Miss Jasmin Tulloch & Miss Nicki Caldwell

P1 – Mrs Alison Brown, Miss Laura Minto

P2 – Mrs Christine Newlands

P2/3 – Mr Hugh Fraser

P3 – Mr Daniel Millar

P4 – Mrs Elaine Wilson

P4/5 – Miss Freya Young

P5 – Miss Nadine Daly & Miss Lynsay McGrourther

P6 – Miss Nina Dixon

P6/7 – Miss Lyndsay Eccles

P7 – Mrs Joyce Barclay

Learning Assistants – Mrs Margaret Ferguson; Mrs Dianne Gallagher; Mrs Karen Allan; Mrs Teresa Osborne; Mrs Tricia Diggines; Mrs Sandra Henderson

Office Staff – Mrs Catherine Wood; Mr Allan McCabe; Miss Anne Bennett

SCHOOL IMPROVEMENT

In Session 2018/19 we have been working on the following priorities:

- Developing Leadership at all levels across the school
- Improving Learning & Teaching
- Raising attainment in Numeracy
- Raising attainment in Reading
- Raising achievement in Health and Wellbeing through Nurture

Future school improvements and priorities will be identified as a result of the school's ongoing approaches to self-evaluation.

SCHOOL BUILDING

The school was opened in 1976 and is a semi-open plan building with attractive, spacious grounds which include a new 4G Multi-Use Games Area.

SCHOOL SECURITY AND SAFETY

Communication between parents and school is vital and we always seek to encourage this and to make parents feel welcome, however, West Dunbartonshire Council has clear guidelines on welfare and security and the use of Secure Entry Systems and general aspects of school security. Within these guidelines we recently carried out a review which has made it clear that the following has to be adhered to:

- Where possible parental appointments should be made in advance by contacting the school office either by telephone (01389 804438/9) or letter to the Head Teacher, Miss Margaret Macleod.
- If an issue is urgent and requires immediate attention, to avoid disrupting your child's class lessons please call at the school office.

This is standard procedure throughout all schools and is in the best interest of pupils, parents and staff. Your support and cooperation in this important matter is much appreciated.

COMMENTS & COMPLAINTS

If you have a comment or complaint please approach the head teacher, Miss Margaret Macleod. If the head teacher does not resolve the issue to your satisfaction, you should contact West Dunbartonshire Council who will fully investigate the issue.

RIGHTS RESPECTING SCHOOLS

Rights Respecting Schools recognise achievement in putting the rights of the child at the heart of a school's planning, policies, practice and ethos. A rights-respecting school not only teaches about children's rights but also models rights and respect in all its relationships: between teachers/adults and pupils, between adults and between pupils. This provides a clear link for pupils between building up their rights-respecting school, understanding their rights and the need for the children's rights to be realised everywhere. Children and young people in rights-respecting schools develop a stronger sense of the need to act for global justice.

Clydemuir Primary is a Rights Respecting School. Our school charter forms the basis of our positive behaviour policy:

Children have a responsibility to:-

Make healthy food choices and to eat lunch

Brush teeth and keep themselves clean

Give to charity and support others

Show good manners and respect others

Respect and listen to adults

Understand differences and similarities between people

Article 24

Every child has the right to good quality health care, to clean water, nutritious food and a clean environment, so that they will stay healthy. Rich countries should help poorer countries achieve this.

Article 29

Every child has the right to an education. Education should teach children to respect their parents, their own culture and the culture of others.

Article 29

Children who have any kind of disability should have special care and support, so that they can lead full and independent lives.

Adults have a responsibility to:-

Look after us at home and in school. Provide us with food/shelter

Look after us and keep us safe

Help us understand about other cultures

Teach us and show us how to respect others by setting an example

Help us with our learning

Show me and others respect

EQUITY OF OPPORTUNITY AND SOCIAL JUSTICE

All members of the School Community are treated fairly and given equity of opportunity to access teaching and learning to each person's potential.

All staff are responsible for ensuring the council's Equalities Policy is adhered to.

POSITIVE RELATIONSHIPS POLICY

The school appreciates and share the concerns of parents regarding preventing bullying. Pupils, staff and parents work together to implement our positive relationships policy that ensures that Clydemuir Primary strives to be a bully free zone.

Bullying affects everyone, not just bullies and victims. It also affects those other children who may witness violence and aggression and the distress of the victim. It may damage the atmosphere of a class and even the climate of a school. What is more, less aggressive pupils can be drawn into the taunting and tormenting of victims by group pressure and psychological factors.

Schools have a responsibility to create a secure and safe environment for pupils in which they can develop into confident individuals and responsible citizens. A caring, co-operative ethos may be created through social/moral education and or within interdisciplinary learning.

Everyone concerned; pupils, parents, and all school staff, must be in no doubt that bullying is completely unacceptable. It is the responsibility of all of us to help prevent bullying occurring, and to deal with it sensitively and effectively if it should arise.

What is bullying?

Bullying is something which happens in a relationship which involves some form of hurtful abuse of power. It may be:

- Verbal – as in name calling or making inappropriate personal comments
- Social – like not being spoken to or excluded from group activities
- Material – as when possessions are stolen to or excluded from group activities
- Mental – as when possessions are stolen or damaged or extortion takes place
- Physical – as in physical assault

Clydemuir Primary School adopts the following strategies for dealing with bullying:

- Sets the right ethos
- Encourages the reporting of the bullying
- Raises awareness
- Has links to the curriculum
- Supports bullied children
- Involves the silent majority
- Changes the bullying behaviour
- Deals with problem areas and times
- Communicates policy and strategy
- Monitors and evaluates

THE CURRICULUM

Clydemuir follows the Curriculum For Excellence. At the heart of a Curriculum for Excellence lies the aspiration that all children should develop their capacities as successful learners, confident individuals, responsible citizens and effective contributors. West Dunbartonshire Council's priority for Curriculum for Excellence is to ensure effective teaching and learning. The Curriculum for Excellence challenges us to look at innovative and exciting ways to deliver the curriculum to our children. While there are specific programmes for each area of the curriculum much of it can now be delivered through cross-cutting themes and interdisciplinary studies and projects. Curriculum for Excellence enables professionals to teach in a creative way, to work together, plan together and to create shared learning experiences. It balances the importance of knowledge and skills. It ensures that pupils have opportunities for choice and that they are active participants in their own learning.

CURRICULUM FOR EXCELLENCE LEVELS

Level	Stage
Early	The pre-school years and P1, or later for some.
First	To the end of P4, but earlier or later for some.
Second	To the end of P7, but earlier or later for some.
Third and Fourth	S1 to S3, but earlier for some. The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4. The fourth level experiences and outcomes are intended to provide possibilities for choice and young people's programmes will not include all of the fourth level outcomes.
Senior phase	S4 to S6, and college or other means of study.

It is our aim to ensure that the programmes of study we offer effectively raise levels of attainment and enable each pupil to fulfil their potential.

The eight curricular areas are :

- Expressive Arts
- Languages and Literacy
- Health & Wellbeing
- Mathematics and numeracy
- Science
- Social Studies
- Technologies
- Religious and Moral Education

LANGUAGES and LITERACY

Teaching in language and literacy will be planned using the following three organisers:

- Listening and Talking
- Reading
- Writing

Talking skills are formally developed to enable children to be effective communicators for all life situations. Children will be encouraged to express their own ideas, opinions and feelings confidently and articulately.

Listening is the key to all learning. The various skills required to be effective listeners will be developed throughout the seven-year course.

Reading is a fundamentally important skill. Emphasis will be placed at the early stages on reading out loud i.e. decoding the printed word into spoken word. The teaching of phonics will feature strongly. Thereafter more sophisticated reading skills will be developed e.g. research and reference skills, in-depth understanding of complex passages etc. Reading for enjoyment will be stressed at all stages. We use reciprocal reading strategies throughout the school to develop comprehension skills.

Writing skills for all purposes in life will be developed alongside the important technical skills of spelling, handwriting and grammar.

A variety of resources will be used to assist learning across the levels of study.

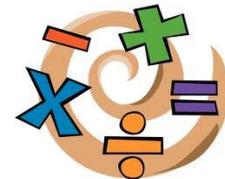


MATHEMATICS and NUMERACY

Our mathematics and numeracy programme covers the experiences and outcomes in the following eight organisers.



- Estimation and rounding
- Number and number processes
- Fractions, decimal fractions and percentages
- Money
- Time
- Measurement
- Data and analysis
- Ideas of chance and uncertainty



A variety of resources are available within the school to support the delivery of all of these areas of numeracy. These include SEAL, Heinemann Active Maths, New Scottish Heinemann and T-Jay Maths.

THEMATIC LEARNING

Thematic learning is a planned approach to learning which uses links across different subjects to enhance learning. At Clydemuir we deliver much of the following areas of the curriculum using this approach.

- Social Studies
- Health and Wellbeing
- Expressive Arts

This is done to give children the opportunity to make links between different areas of learning and help them to reinforce and deepen their understanding.

SOCIAL STUDIES

Social Studies is structured under the following three organisers:

- People, Past Events and Societies
- People, Place and Environment
- People in Society, Economy and Business

Children learn about human achievements, conflicts and environmental issues, both Locally and globally.



EXPRESSIVE ARTS

Expressive Arts play a vital role in enabling our children to enhance their creative talents and develop their artistic skills. Expressive Arts is organised into the following four areas:



- Art & Design
- Dance
- Drama
- Music



Art and Design

Through Art and Design children have the opportunity to be creative and experience inspiration and enjoyment through practical activities. Children also have the opportunity to study the work of different artists.

Drama

Through drama activities children have the opportunity to create and present their ideas. They develop confidence and performance skills.

Dance

Through our structured PE programme children are given the opportunity to create and present skills and techniques of dance.

Music

Children also have many opportunities to enjoy musical activities where they will develop singing, music making using percussion and experience music appreciation. There is the opportunity for older children to learn to play woodwind from a music specialist who visits the school each week.

Throughout the school year we organise a range of activities which encourage pupils to participate in music, art, craft, sport and drama.

RELIGIOUS and MORAL EDUCATION

This area of the curriculum deals with the development of the child in relation to spiritual, moral, social and cultural values. Our children learn about Christianity and World Religions.



Christianity will remain the core of study, focusing on education and observance, rather than instruction. Our school chaplain, Rev Ruth Morrison participates in our school assemblies regularly. All parents have the right to withdraw their child from religious education and observance. Please contact the Head Teacher if you wish to withdraw your child.

SCIENCE

Science includes study in biological, chemical, physical and environmental contexts. Children will develop an understanding of important scientific concepts across planet Earth, forces, electricity and waves, biological systems, materials and topical science. Learning through science enables children to investigate their environment, develop an understanding of scientific contexts and achievements as well as to recognise the impact science makes on our lives.

HEALTH AND WELLBEING

We are a health promoting school and encourage children to develop and apply their knowledge to make informed decisions and choices in order to improve their physical, emotional and social wellbeing and pursue healthy lifestyles. There are opportunities for pupils to develop a sense of responsibility towards health promotion and a commitment to looking after their own health. Clydemuir Primary is an Accredited Health Promoting School which impacts on many areas of school life. Aspects of the Health & Wellbeing Curriculum include relationships, sexual health, drug and alcohol awareness. These issues are sensitively taught via age-appropriate structures programmes.

PE

All P7 pupils receive swimming lessons. A wide range of additional activities are provided by Active Schools. Our gym kit policy expects that children will be fully dressed for gym in shorts, t-shirt and soft shoes. We ask that all pupils do not wear any jewellery during all PE activities, in accordance with West Dunbartonshire Council Health & Safety guidelines. **Please note:** It is West Dunbartonshire Policy that it is considered unsafe for children to participate even if earrings are taped over. As PE is an essential part of the curriculum it is advised that piercing only takes place at the start of the summer holiday so that the learning programme can continue uninterrupted. All classes receive 2 hours of PE per week.

MODERN LANGUAGES

We are following the new Scottish Government guidelines for Languages 1+2. All children at Clydemuir Primary are learning Spanish. Pupils in Primary 5, 6 & 7 also learn French.

Learning to communicate in a foreign language is great fun, and will raise intercultural awareness in our children. Young people in Scotland must be equipped with the skills to enable them to communicate with others, and take their place in the world of work and the world at large.

ICT

Information Communication Technology skills are developed through a progressive programme of work from P1 – P7. ICT is also used to support and enhance learning within other curricular areas. The school has a number of PC's in each area as well as laptops and chromebooks.

All classes have their own Benq Interactive Panel to support interactive teaching and learning.



TRACKING PUPIL PROGRESS

Self evaluation is a key feature in teaching and learning. Both staff and children engage in self and peer evaluations to continually inform and improve standards across the school. Pupil performance is tracked regularly by the class teacher and head teacher. Teachers meet with the head teacher to ensure pupils are on track with their learning. Class teachers and the head teacher keep records of pupil progress within levels. Pupils talk about their learning experiences and have knowledge of their personal targets.

ASSESSMENT

Continual assessment of the curriculum is carried out by the head teacher and staff.

Each teacher is constantly monitoring and assessing the progress of the pupils. Various methods of assessment are used on an ongoing basis. These include both formal and informal observations, pupil self-assessment, peer assessment and structured standardised assessments.

A key feature of assessment is formative assessment. Formative assessment is the teacher and child working together to support learning. It is about teachers giving effective feedback to pupils and the active involvement of children in their learning. Oral progress reports are given to each parent at the parent-teacher interviews.

REPORTING

Parents/Carers are welcome to contact the Head Teacher to discuss their child's progress at any time. Parents/Carers wishing to meet the class teacher to discuss progress should contact the school office.

Teachers will invite parents to discuss progress at Parents' Meetings, first in November and then in May to discuss "next steps". An annual written report will be sent to parents in Term 4. Your child's report will tell you about your child's progress throughout the year. It will include information and teacher comments about:

- the breadth of learning your child has experienced within curricular areas
- the level of challenge planned for your child to ensure he/she is achieving his/her full potential and being supported appropriately
- how well your child can apply learning in new and unfamiliar contexts.

This report invites parents/carers to record any comments they wish to make on the year's work and progress made.

HOMEWORK

We hope that you will encourage your child to do the homework that is set for him/her. Homework gives parents/carers the opportunity to become involved in their child's learning experiences. Homework encourages children to become independent learners and to extend learning through investigation and research. Homework is a very valuable tool used to reinforce and revise concepts and skills taught in class and teachers spend time preparing and marking completed homework so that it is effective. Work not completed satisfactorily in class may be sent home. Homework will vary according to the needs of individual child.



ADDITIONAL SUPPORT NEEDS

The Education Scotland Act 2016 supports a range of improvements to Scottish education including: improving the attainment of pupils from poorer backgrounds; widening access to Gaelic medium education; giving children a voice in matters that affect them; and extending the rights of children with additional support needs.

Under the ASL Act, local authorities have specific duties to make sure that children and young people who have additional support needs are given the support they need to reach their full potential. While these duties lie with the local authority, it is often through their schools and early learning and childcare settings that they meet their responsibilities.

As of 10th January 2018 the rights of children aged 12 - 15 have been extended to give them many of the same rights as their parents and carers and children over 16 under the ASL Act. This has been done so that children's views are listened to and they are properly involved in decisions about their education and support. It is hoped that these rights will be of particular use to children whose parents may not be able to act for them (for example young carers or looked after children).

When a child turns 16, and if they have capacity, it is assumed they will be able to act on their own behalf. This means they have the same rights as their parents. Even after a child turns 16, most parents remain involved in their children's education, attending planning meetings and receiving copies of any letters or plans. However in some cases (such as when a child is over 16 and excluded from school) communication from the school may be directly with the pupil.

Very useful information for parents on ASN can be found at www.enquire.org.uk Enquire is funded by the Scottish Government and managed by Children in Scotland.

Supporting children requiring additional support

At Clydemuir, staff monitor the progress of children requiring support and provide learning materials suitable to their level of development. All schools in West Dunbartonshire have a staged intervention process for identifying pupils with support needs. Some pupils have support plans to help them with particular aspects of their learning. Parents will always be informed about this and will be invited to discuss support needs and plans with the head or depute head teacher at key times during the year.

Any parent/carer concerned about their child's learning is welcome to visit the school to discuss their concerns. Information is available about additional support on the council website and is also available in the school reception area. Schools also have the support of Psychological Services. The role of the educational psychologist is to lend support by interviewing, testing and suggesting suitable work and materials for children whose learning or behaviour is causing concern. Parents will always be consulted if a referral to the psychologist is being considered.

We aim to ensure that the learning experiences for all our pupils are appropriate. Our approach to embrace the national policy of *Getting it right for every child (GIRFEC)* is to ensure that we work effectively, and communicate successfully with parents and different agencies to ensure maximum benefits for pupils.

Our Additional Support Needs Coordinator is Mrs Murphy, Depute Head Teacher.

PUPIL SUPPORT STRUCTURE

The school provides a positive and safe environment, which actively promotes child welfare, and takes positive steps to help children and young people protect themselves. We also ensure that we have appropriate programmes of health and personal safety as part of the overall curriculum provision. We ensure that young people are respected and listened to, and that they are taught to keep themselves safe.

All staff in school are required to be aware of child protection issues and are provided with regular information on Child Protection and Procedures. The school maintains close working relationships with all other relevant agencies to ensure appropriate information is shared and that professionals from various agencies work collaboratively for the well-being of the children and young people. All staff have a responsibility to report concerns regarding the welfare or safety of a child or young person to the head teacher. If the head teacher, or person deputising for the head teacher, is of the view that there may be grounds for concern, they will immediately contact the duty senior social worker and advise them of the circumstances.

In Clydemuir we aim to get it right for every child (GIRFEC). Our policy is to support pupils with all aspects of their learning and to ensure that parents and pupils access support from different agencies out with education such as health, social work and the wider community groups associated with supporting vulnerable pupils. We try to ensure that our pupils are safe, healthy, achieving, attaining, nurtured, included and fulfilling their potential. We work in partnership with parents and carers and ensure that our pupils have an identified person that they can speak to, relate to and be supported by. We try to remove barriers to learning and at all times consider how we can best include and support individual pupils so that they continue to achieve.

GIRFEC STATEMENT

Getting it Right for Every Child (GIRFEC) is the Scottish Government's approach to promoting and safeguarding the wellbeing of children in Scotland. From 2018 parts of the Getting it Right For Every Child (GIRFEC) framework will have legal duties attached as a result of the Children and Young People Act 2014. There will be a single planning approach for children who need support from services (called a Child's Plan) and a single point of contact for every child (a Named Person). In most cases the families around each child will be able to offer all the help and support that is needed. However, there are times when a child may need a bit of extra help. The GIRFEC approach is there to make it as easy as possible to get that help when it is needed.

The GIRFEC policy requires that every child and young person and their family have access to help and support from a Named Person. The role of the Named Person is to safeguard and support the wellbeing of children and young people very much like the support that has always been offered by key members of staff in school. The

role of the Named Person is integrated into the current role of key promoted members of staff in schools and serves to strengthen the support they currently provide as a central point of contact for children, parents and other people working with them.

On our school website you will find the names of the members of staff who have been given the role of Named Person for each age group of children along with the arrangements for cover in the event of absence.

It is our intention to support the wellbeing and safeguarding of all our young people. Parents are reminded that the Named Person will only offer advice or support in response to a request from a child or parent, or when a wellbeing need has been identified. There is no obligation to accept the offer of advice or support from a Named Person.

Holiday Cover

The GIRFEC policy also recommends the local authorities provide continuity of the Named person Service during school holiday periods. At these times the Named Person Service will be provided by suitably qualified staff from the Central Named Person Service at the Council Offices. See contact details below.

Central Service Named Person Service:

Joanne Scott (Education Support Officer) 01389 737303

education.nps@wdc.gcsx.gov.uk



PARENTAL INVOLVMENT & HOME AND SCHOOL LINKS

Information about what is happening in school is communicated via our monthly Clydemuir newsletters and our termly class curriculum newsletters which are sent home with pupils. Additional letters are sent home when necessary in order to keep parents informed about school events or any educational outings. Letters are normally sent via email. We also use SMS texts to keep you informed.

Parents/guardians have scheduled contacts with teachers for a formal discussion on pupil progress. These interviews are confidential and organised by an appointment system. The first of these is in November, with a second opportunity in May. Annual Pupil Progress Reports are issued in May.

Throughout the session we seek to develop parental links by providing opportunities for parents to become more familiar with the life of the school. We have an annual Information/Curricular Evening to update parents on school initiatives. We involve parents in the life of the school in other ways such as parent lunches with their children, Family Fridays and Family assemblies.

We are delighted that so many parents/guardians wish to accompany our classes on outings and thank them for their commitment to our school.

Parents can keep up to date with what is happening in their child's class and school life by accessing the school website <http://www.clydemuirps.org.uk> or via our Twitter page @ClydemuirPS

We actively encourage parents to be involved in their child's education and recognise that it is crucial for the home and school to work together. However parents are asked not to disturb the teachers during class time but to arrange an appointment at the office.

Parentzone Scotland is a unique website for parents and carers in Scotland, from early years to beyond school. The website provides up-to-date information about learning in Scotland, and practical advice and ideas to support children's learning at home in literacy, numeracy, health and wellbeing and science. Information is also available on Parentzone Scotland regarding additional support needs, how parents can get involved in their child's school and education. Parentzone Scotland can be accessed at <https://education.gov.scot/parentzone>

THE PARENT COUNCIL

The Scottish Schools (parental involvement) Act 2006 requires that

- ◇ Every parent is automatically a member of the Parent Forum for his/her child's school, may be represented by a Parent Council.
- ◇ The members of the Parent Forum decide the structure, membership, aims, objectives and constitution of the Parent Council they wish to form.
- ◇ Other members of the Parent Council may be co-opted.
- ◇ Parent Councils are to be involved in the appointment of a Head and Depute Head Teacher.
- ◇ Parent Councils, the Local Authority and Schools should play an active role in supporting parental involvement in school.
- ◇ Parent Councils have the right to represent the views of parents.
- ◇ Parent Councils are accountable to the members of the Parent Forum and should establish arrangements for reporting to the Parent Forum.
- ◇ The needs of and arrangements for all children and young people involving parents, carers and those who look after children are met.
- ◇ The school improvement plan takes account of the Local Authority's strategy and includes objectives relating to parental involvement.
- ◇ A complaints procedure which covers how the Local Authority carries out its functions under the Act should be established.
- ◇ Local Authorities must provide reasonable funding to enable the Parent Council to carry out its functions.
- ◇ A combined Parent Council may be established to cover two or more schools.

Clydemuir Primary has an active Parent Council known as Clydemuir Parent Partnership.

Our Parent Partnership 2018/2019

Parent Members:

Jo Myall (Chairperson) c/o Clydemuir Primary School

Nicholas Rankin (Vice Chairperson) c/o Clydemuir Primary School

Pamela Stewart (Secretary) c/o Clydemuir Primary School

Margaret Ann McKenna c/o Clydemuir Primary School

Sally Wallace c/o Clydemuir Primary School

Irene Gourlay c/o Clydemuir Primary School

Co-opted Members:

Ms Gillian Graham, c/o Clydemuir Primary School

Professional Adviser: Margaret Macleod Head Teacher, Clydemuir Primary School

ATTENDANCE AT SCHOOL

Section 30 of the 1980 Education Act lays a duty on every parent/guardian of a child of "school age" to ensure that their child 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. Regulation 1993 requires each child's absence from school to be recorded in the school register as authorised: e.g. approved by the authority, or unauthorised: e.g. unexplained by the parent/guardian (truancy) or excluded from school.

Parents/Carers are asked to inform the school by telephone if their child is absent and to indicate when they are likely to return to school. Parents should give the child a note on his/her return, confirming the reason for absence. Every effort should be made to avoid family holidays during term time as this both disrupts the child's education and reduces learning time.

The Policy for Parents Document "Achievement through Attendance" available to all parents from their child's school, outlines the importance of good attendance. The Scottish Government has now issued guidance to all local authorities indicating that family holidays taken during term time should be categorised as unauthorised absence (Circular No. 5/03). Only in very exceptional circumstances will it be possible for the Head Teacher, with the approval of the local authority, to authorise a family holiday during term time.

Regular attendance at school and good timekeeping are vital if a child is to make progress at school. A daily check on attendance is made each morning with follow up telephone calls if the school is not aware of the reason for absence. If the school does not receive a telephone call and are unable to reach the parent/carer, a member of the Pupil and Family Support Team will be asked to visit the home for an explanation of the absence. The Head Teacher will monitor attendance rates of all pupils. Where attendance is unsatisfactory parents will be invited to discuss any difficulties with the school. The school will follow the guidelines on attendance as set out in the local authority policy.

Regular late coming will be noted on the class register and drawn to the parent's attention. However please send your child to school late rather than keeping him/her off.

Children will only be allowed out of school during school hours if a written request is received from parents. Parents must collect their child as no child will be allowed to leave the school alone. West Dunbartonshire Council now have an authorised absence pass which all children who are leaving school to attend dentist, doctor, etc must obtain from the school office.

POLICY ON TAKING PHOTOGRAPHS ON COUNCIL PREMISES

In line with Council Policy no photography of individuals is permitted on council premises where there is a reasonable expectation of privacy, without their consent or in the case of children under 12 years, the consent of their parents/guardians. Parents/guardians will be asked to give written permission on an annual basis for their child to be photographed or videoed for specific purposes related to the life and work of the school and the education service.

A full copy of the policy is available for inspection at Council Premises.

EXTRA-CURRICULAR ACTIVITIES

These offer various opportunities for personal and social development by encouraging pupils to explore and develop individual talents and interests and to learn to co-operate and compete in team games. Our activities include football and netball matches, social evenings and parties organised by the PTA, concerts, contests, sports activities and authority events. Two highlights of our School Calendar are our annual show and nativity. Throughout the year we offer supported study activities to children across the school. These have included dance, tennis, netball, homework, ICT and drama.

All classes have the opportunity to take part in a number of visits and outings related to themed learning. Some of these visits will be within the local or wider community.

Primary 7 pupils participate in a residential excursion during the year. For many children this will be their first experience of being away from home.

PROMOTING POSITIVE BEHAVIOUR

The relationship between teacher and pupil is similar to that between child and his/her own parents/guardians, requiring mutual respect and consideration on both sides.

The aim of school discipline is to promote positive behaviours of self-control, courtesy, care, mutual respect and consideration, in order to help create the most successful learning environment. A copy of the school policy is available at the school office on request.

Achieving this aim critically depends on the support of parents/guardians.

There will be times when teachers will have to remind pupils of the boundaries of acceptable behaviour.

If children are persistently in trouble, the Head Teacher will ask the parents/guardians to support the school in trying to remedy the situation.

Where persistent misconduct and indiscipline continues, pupils may require to be excluded from school.

PLAYGROUND SUPERVISION

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 an adult presence in each area of the playground from 8.50a.m. each morning and, if it is wet, children will be able to come inside from 8.50a.m.

CARE & WELFARE/HEALTH & SAFETY

For Health & Safety reasons once your child enters the school grounds we would expect them to remain there until the bell.

Children should be picked up and dropped off if they are going home for lunch.

If your arrangements at the end of the day change for picking up your child or children please give us ample notice to inform your child. If your child gets home at the end of the day and no-one is home, and you have not advised them of an alternative, we advise them to return to school to enable us to keep them safe and for us to use the emergency contacts you have provided.

CLOTHING & UNIFORM

Pupils attending schools within West Dunbartonshire are strongly encouraged to wear a school uniform. Our contact with parents in recent years has also made us aware that the vast majority are in favour of uniform. The wearing of school uniform helps promote the identity of the school in the local community and helps create an ethos of sharing and pride in the school.

West Dunbartonshire Council supports the wearing of the uniform in all of its schools because it:

- improves school security by making it easier to identify intruders;
- builds a sense of identity and belonging to the school;
- gives pupils an equality of appearance thereby discouraging competition;
- is cheaper to buy than other clothing which pupils may wish to wear;
- encourages school discipline and a work ethic amongst pupils.

The forms of dress which are unacceptable in school are items of clothing which:

- potentially encourage faction (such as football colours);
- could cause offence (such as anti-religious symbolism or political slogans);
- could cause health & safety difficulties, such as loose fitting clothing, sportswear made of flammable material, and body piercing/jewellery for PE and sport.;
- 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.
- Are valuable or expensive items of clothing or jewellery which presents a security issue for the school

Some pupils may be eligible for a clothing grant. Parents can ask at the school office or they can access information on the council website.

Clydemuir Primary uniform consists of:

- burgundy blazer/fleece with school crest
- pale blue, grey, burgundy tie and badge
- pale blue polo shirt with school crest
- burgundy sweatshirt/cardigan with school crest
- grey trousers
- grey skirt

Ties, polo shirts, sweatshirts, cardigans and fleeces are available to order online from www.beschoolwear.co.uk. To qualify for free delivery you must choose the deliver to school option. Uniform orders will be delivered to the school twice a month. If you wish home delivery you will be charged £4.99. For safety reasons hooded jumpers are not part of our School Uniform.

PE KIT

To ensure that pupils benefit fully from gym lessons they should have shorts, t-shirt and a pair of black slip on sandshoes for PE. Gym bags should be left in school between lessons and taken home regularly when garments are required to be washed.

Jewellery should not be worn on gym days for health and safety reasons. The school cannot be held responsible for jewellery that goes missing or is lost on gym days.

SHOES FOR CHANGING

It is greatly appreciated that parents have been willing to supply shoes for indoor wear. This is not only helpful in cutting down wear and tear but prevents children sitting in school with wet feet in inclement weather.

PLEASE remind your child to wear their indoor shoes in school at all times.

PLEASE PUT NAMES ON EVERY ARTICLE OF CLOTHING INCLUDING OUTDOOR AND INDOOR SHOES.

SCHOOL MEALS

School meal menus vary on a four weekly rolling basis. Healthy eating is a priority at lunchtime.

Meals are served from **12.15 - 1.00 pm**. Primary 1 to Primary 3 do not require to pay for a meal as per Scottish Government and West Dunbartonshire Council Policy. Special diets are available (on medical advice).

Arrangements are made for children to bring packed lunches which can be eaten in the dining and gym hall or outside at picnic benches in good weather. In accordance with Health and Safety regulations hot food cannot be brought into the school grounds or building, only drinks in plastic containers should be brought to school.

Free Milk is also available for all pupils each afternoon.

If a pupil requires a special diet then the parent should inform the Head Teacher who will advise on procedures.

Information on free school meals can be accessed through the school office or on the council website.
<http://www.west-dunbarton.gov.uk/schools-and-learning/schools/>

Children going home for lunch should return to school, during inclement weather, just before 1.00p.m.

HEALTHY EATING

Clydemuir Primary is a Health Promoting School and our aim is to equip pupils to make healthy choices in life. The Hungry for Success initiative ensures healthy choices are available as part of the lunch service. In addition we have a Healthy Tuck Shop each morning.



TRANSPORT

If you live more than one mile from the school you may be able to apply for assistance with transport costs. Application forms and information on transport are available on the council website and must be submitted by the end of February each year to enable the appropriate arrangements to be made.

MEDICAL & HEALTH CARE

The school nurse is involved with all aspects of health screening and health education.

Hearing, vision and dental checks are also carried out throughout the year. Primaries 1 and 2 take part in a tooth-brushing project. The school nurse is also available to help, advise and guide parents/carers with individual concerns over pupils health and wellbeing. Please contact the Head Teacher if you would like to have an appointment with the school nurse.

Please ensure that the school is aware of any particular medical requirements your child may have. Unless in exceptional circumstances, no medication, other than asthma inhalers, will be administered by the school staff and no medication will be stored in school, other than inhalers and for life threatening conditions e.g. epipen. Pupils should never keep medication (including inhalers) in class. If your child requires medication during the school day then you are welcome to come to the school to administer it.

It is also essential that both the school and your child should know to which address your child has to be taken if he/she requires to be taken home from school. Children will NOT be sent home accompanied by other children. It will be necessary for an adult to call at the school to accompany a child who becomes ill in school. A form will be sent to you each year on which you are asked to supply an address to which your child knows he/she should go in an emergency if no one is at home. Advance notice will be given of early closures.

The school does not have an allocated nurse or medical expert. School staff assess minor accidents and may administer an ice pack or plaster but if further medical care is needed they will contact parents to come to the school. If an accident is more serious the child will be taken immediately to Clydebank Health Centre and the parent contacted.

INFORMATION IN EMERGENGIES

We make every effort to maintain a full educational service, but on occasions circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, temporary interruption of transport, power failure 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 in touch by using letters, text messaging, notices in local shops and community centres, announcements in local churches and announcements in the press and on local radio. It is normal practice within West Dunbartonshire to operate a help line when emergencies arise. Details will be made available when an occasion arises.

LOCAL LEARNING COMMUNITY (LLC)

All educational establishments within West Dunbartonshire Council are members of a Local Learning Community (LLC). These LLC's are made up of one secondary school and its associated primary schools and include a number of Early Education and Childcare Centres and Partnership Nurseries. Clydemuir Primary is a member of the Clydebank High Local Learning Community.

The five Learning Communities in West Dunbartonshire have been established as part of West Dunbartonshire's educational improvement strategy. This strategy has a clear focus to raise educational aspirations, achievement and attainment of all pupils while improving the skills and knowledge of all staff involved in the education of children and young people.

Miss Macleod represents Clydemuir Primary School on the Clydebank High LLC; however other members of staff may attend meetings in support of improvement work.

Updates on the work of the LLC's will be made available through parent council meetings and through Standards and Quality reporting.

COMMUNITY FACILITIES

Groups or organisations wishing to use the school should contact School Letting Section, Department of Education & Cultural Services, West Dunbartonshire Council, 16 Church Street, Dumbarton Tel 01389 737329.

TRANSFER FROM PRIMARY SCHOOL TO SECONDARY SCHOOL

Pupils are normally transferred between the ages of 11½ and 12½, so that they will have the opportunity to complete at least 4 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.

Pupils will normally transfer to:

CLYDEBANK HIGH SCHOOL
Shelley Drive
Clydebank G81 3EJ

Telephone: 0141 533 3000

DATA PROTECTION STATEMENT

How we use your personal information:

It is important for the school to hold personal information about pupils as it allows us to contact a suitable adult in cases of emergency. The information held also helps West Dunbartonshire Council to provide education services now and to plan for the future.

Information provided to us in relation to children's disability, language, religion, ethnic background or national identity is used to ensure that children's legal rights in school are recognised. Children's general legal rights are listed in the Children (Scotland) Act 1995, the Equality Act 2010 and in the European Convention on Human Rights.

Information held on pupils is strictly controlled by law, and can only be passed onto other services within the Council and other organisations in accordance with the provisions of the Data Protection 2018 Act (DPA). As a local authority, our schools and early years establishments process information about children and young people in order to provide education and care. All personal data is treated as confidential. The information may be passed to other services and other organisations that will use it for a number of purposes connected to education services, for example, child protection, delivery of National Entitlement Cards and cashless catering, organising school transport, Active Schools Programme, the NHS School Nursing, Dental Health and Immunisation Programmes, collection of information by the Scottish Government and provision of national exams, we may also use any information for research purposes. We may use information held for the purposes of a public task (one of the recognised functions of a Scottish Local Authority) and may share information where necessary with other public bodies or where otherwise required to do so by law.

In terms of Section 94 of the Data Protection Act 2018 (Right of Access / Subject Access Request), a requester is entitled to know what personal information West Dunbartonshire Council holds about them and their children. They are also entitled to access their children's education records in terms of the Pupil's Education Records (Scotland) Regulations 2003.

Applications for Subject Access Requests should be made either to the Head Teacher or to The Data Protection/Information Protection Officer, Municipal Buildings Dumbarton, G82 1NR or dataprotection@west-dunbarton.gov.uk

You can find out more about the Subject Access Request procedure by visiting the following web address: <http://www.west-dunbarton.gov.uk/council/data-protection-ripsa-and-freedom-of-information/data-protection/>
If you would like further information on how your information is used and how we keep your information safe please contact: Data Protection/Information Protection Officer at the above address.

USEFUL CONTACTS AND ADDRESSES

DIRECTOR of EDUCATIONAL SERVICES
West Dunbartonshire Council
Council Offices
16 Church Street
Dumbarton
G82 1QL
01389 737308

Dalmuir Out of School Care Group

Dalmuir CE Centre
Duntocher Road
Dalmuir
0141 951 4499

Dalmuir Community Centre

Duntocher Road
Dalmuir
0141 562 2395

Rev Ruth Morrison

Dalmuir Barclay Church
1 Durban Avenue
Dalmuir
0141 941 3988

West Dunbartonshire Councillors

William Hendrie (Provost)
Gail Casey
Daniel Lennie
Marie McNair

Jim Finn
Lawrence O'Neill
Jim Brown
Diane Docherty

Douglas McAllister
John Mooney
Bailie Denis Agnew

Although this information is correct at 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 school years.

