



LORNE STREET
PRIMARY



SCHOOL HANDBOOK 2014 - 2015

Successful Learners
Confident Individuals
Responsible Citizens
Effective Contributors





CONTENTS

1. Contents
2. Welcome
3. Introduction to School / Vision, Values and Aims
4. HMle/ School Information
5. Govan / Bellahouston Learning Community / Teaching Staff
6. Support Staff / Management Structure
7. School Hours / Breakfast Club / Primary School Information
8. Primary School Information continued / After School Service / Enrolment
9. Holiday List
10. School Improvement Plan / Curriculum for Excellence
11. Curriculum for Excellence continued
12. Implementation of a Curriculum for Excellence / Health and Well Being
13. Literacy and Languages / Reading / Writing / Talking and Listening
14. Modern Language / Mathematics and Numeracy / Social Studies
15. Sciences / Technologies / Religious and Moral Education
16. Religious Observance / Expressive Arts
17. Assessment and Reporting / Pupil Profiles
18. Homework / Support for learning
19. Support for Learning continued
20. Home School Links / School Ethos
21. Celebrating Achievement / Pupil Voice / Eco School / Pupil Council
22. The School and the Community / Anti –Bullying Policy
23. Anti – Bullying Policy continued
24. Child Protection Procedures
25. Clothing and Uniform
26. Jewellery
27. Supervision of Playground / Safety Policy
28. Transport / Pick up Points / Placing Requests / Data Protection
29. Accidents / Illness in School / Information in Emergencies / Winter Communication from the Executive Director
30. Transfer from Primary to Secondary School / The Parent Council and Parent Forum
31. The Parent Council and Parent Forum continued
32. Freedom of Information / Comments and Complaints
33. Useful Contacts and Addresses
34. Glossary of Terms Used

WELCOME

GLASGOW CITY COUNCIL

HANDBOOK FOR PARENTS / CARERS

LORNE STREET PRIMARY
28 LORNE STREET
GLASGOW
G51 1DP



Tel: 0141 427 1315

www.lornestreet-pri.glasgow.sch.uk

Dear Parent/Carer

We would like to welcome you to Lorne Street Primary. We are looking forward to educating your child.

Lorne Street primary is a school with a positive ethos, which encourages all children to achieve their full potential and to develop as successful learners, confident individuals, responsible citizens and effective contributors.

We strive to build up strong partnerships with all our parents and create many opportunities for you to get involved in the life of the school.

We hope this handbook provides you with an overview of Lorne Street Primary and provides you with a useful introduction.

If you require any further information, please do not hesitate to contact me.

Yours sincerely,

Alexander D Nicolson

Head Teacher

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

INTRODUCTION TO LORNE STREET PRIMARY SCHOOL

Lorne Street Primary is located in the district of Plantation on the South side of Glasgow. The building was designed by H & D Barclay and opened in 1892. It is now protected as a category B building.

The school has 12 teaching areas, 2 of these are used to teach English as an Additional Language and Music, several resource areas, a PE hall, a library, administration offices and a dining hall. In addition, we have a multi use games area in the playground.

SCHOOL VISION, VALUES AND AIMS

Our school vision, values and aims were created in consultation with children, staff and parents.

Our Vision for Lorne Street Primary is:

Our school should be a place where all children, staff, parents and the community are happy, healthy, feel welcomed, work together, celebrate success and are treated equally.

Our Values:

Respect, Honesty, Caring, Trustworthy and Kindness.

Our Aims:

- We strive to be welcoming, happy, and for all to be safe
- We aim to learn new skills for a bright future
- We aim to respect ourselves and others and to be confident citizens

Our Vision, Values and Aims are being updated in session 2014-2015. The Pupil Council will lead this and consult with children, staff and parents.

Our schools aims take into consideration the Children's Rights. To find out more about the expectations of establishments within Glasgow City Council, please take time to look at the Children's Rights Leaflet at the following website address:

<http://www.glasgow.gov.uk/index.aspx?articleid=9443>



HMIE

Lorne Street Primary was inspected in January 2007. HMIE identified the following key strengths:

- Leadership of the head teacher and the commitment of staff to improving the work of the school
- The inclusive ethos and support for pupils with English as an additional language
- Pupils' wider achievement through their involvement in a wide range of sporting and after-school activities

They also praised the school's "pastoral care" and stated:

"Pupils felt safe and valued. All teachers and support staff were caring and approachable and demonstrated strong commitment to ensuring pupils' social, emotional and physical well being."

You can read the full report by visiting the following website: www.hmie.gov.uk

SCHOOL INFORMATION

School Name: Lorne Street Primary
Address: 28 Lorne Street
Glasgow
G51 1DP

Telephone No: 0141 427 1315

E-mail contact: headteacher@lornestreet-pri.glasgow.sch.uk

School web site: www.lornestreet-pri.glasgow.sch.uk

Present Roll: 197 (November 2014)

Stages Covered P1-P7

The pupil roll at each stage October 2014 is as follows

P1	P2	P3	P4	P5	P6	P7
32	30	26	19	24	28	38

Denominational Status: non – denominational, co-educational (boys and girls)

Organisation of Classes

The following guidelines set by Scottish Government apply.

P1	maximum 25
P2-P3	maximum 30
P4-7	maximum 33
Composite classes	maximum 25

GOVAN / BELLAHOUSTON COMMUNITY

Lorne Street Primary is a member of the Bellahouston Learning Community. Other partners in the Govan /Bellahouston Learning Community include:

Broomloan Nursery	Festival Park Day Nursery
Govan Family Learning Centre	Ibrox Nursery
Mosspark Nursery	Nithsdale Road Nursery
Pollokshields Early Years Centre	

Glendale Primary School	Ibrox Primary School
Mosspark Primary	Pirie Park Primary School
Pollokshields Primary School	Riverside Primary School

Bellahouston Academy (including School of Sport)
Cartvale Secondary School
Govan High School (including Autism Unit)
Govan Language and Communication Resource
Hazelwood School

TEACHING STAFF

Mr Nicolson	Head Teacher
Mrs Marigo	Depute Head Teacher (currently on maternity leave)
Mrs Steel	Principal Teacher
Miss Clark	P1
Ms Zokas	P1/2
Miss Queen	P2/3
Ms Anwar	P3/4
Mrs Collinson / Mrs Gunn	P4/5
Mrs Corlett	P5/6
Miss Mulgrew	P6/7
Mrs Mackay	P7
Mrs Fraser	Non Class Contact Time
Mrs Murphy	EAL teacher

SUPPORT STAFF

Clerical Assistant	Mrs Hunter
Pupil Support Assistants	Miss Frew Mrs Graham Mrs Quinn Ms Sehgal
Music Specialist	Mr Singh
Janitor	Mr McDonald
Dining Supervisor	Ms McGowan
Dining Assistants	Mrs Stewart / Miss O'Toole
Cleaning Supervisor...	Ms McNiven
Cleaners	Mrs Devine / Mrs Macdonald / Mrs Stewart

MANAGEMENT STRUCTURE

The Leadership Team is as follows:

Head Teacher	Mr Nicolson
Principal	Mrs Steel

Each member of the team is allocated specific remits i.e

Head Teacher – Leading and managing the strategic direction of the school
School policy for the behaviour management of pupils
Line Management of class teachers P4/5 -/ P7 and support staff
Literacy and Language Co-ordinator
Parental Involvement, Liaison and Partnership
Liaison with Outside Agencies (Social Work, Psychologists etc)
The management of the health and safety of all within the school
Staff Development Co-ordinator
Financial Management
School Improvement Planning
Record Keeping, Planning, Assessment and Moderation
Co-ordinator for outdoor education and residential trips
Co-ordinator for Eco Schools
Curricular Leadership and development of AiFL
Curricular Leadership and development of Health / Well Being
Leadership and development of Self Evaluation

PT Enrolment and Attendance
Co-ordinator of Student Placements
Line Management of Class Teachers P1 – P3/4
Additional Support Needs Co-ordinator / Support for Learning
Curricular Leadership of Numeracy and Mathematics
Coordinator of School Trips
Rights Respecting School Coordinator

SCHOOL HOURS

Opening	9.00am
Interval	10.30am – 10.45am
Lunch	12.15pm – 1.00pm-
Close	3.00pm



P 1 children dismiss at 12.15pm from August until the first full week in September. After that, Primary 1 children remain in school until 3.00pm

BREAKFAST CLUB



All pupils are entitled to access a breakfast club service run by Cordia staff every morning from 8.00am – 8.50am. in the school cafeteria. The charge is £1.00 per day. Pupils who receive a free lunch are also entitled to a free breakfast. Please note that if you would like your child to attend the breakfast club, they must arrive by 8.20am.

PRIMARY SCHOOL INFORMATION



Primary Fuel Zone

All services in the Fuel Zone are developed in line with The Schools (Health Promotion and Nutrition) (Scotland) Act 2007 which aims to help children eat healthily during the school day and beyond.

Cordia supports Education Services to meet the requirements by the Act by providing healthy food and drink in schools to encourage Glasgow's children to make the right choice in order to maintain a healthy lifestyle.

The menu in the Fuel Zone rotated on a three weekly basis giving children more variety at lunchtime. The menus can be viewed on our school website.

www.lornestreet-pri.glasgow.sch.uk or visit www.fuelzoneprimary.co.uk

Three meal choices are available daily : main meal, vegetarian or snack meal. Children can select from soup and bread, fruit and vegetables, yoghurt or jelly and milk to accompany their meal. A Halal menu is also available.

Special Diets

If your child has a special medical diet requirement please seek a referral from your dietician. Please then contact your catering manager who will deal with your request.

Refresh



Lack of water can cause dehydration, better hydration means better performance in school and water is an excellent alternative to sugary drinks, which can cause tooth decay. The Refresh initiative allows access to fresh, chilled drinking water in schools to encourage children to drink more water.

All Glasgow schools have been supplied with mains fed coolers that filter and chill the water ready for drinking. This allows access during the day to refill water bottles which can be taken into the classroom. The aim of Refresh is to encourage children to drink water at home and school.

If you require further information about the catering service please contact your catering manager.

Catering Manager Name: Betty Boyle

Catering Manager Phone Number: 0141 445 3560

ENROLMENT

A child who reaches his/her fifth birthday between 1st March 2015 and 28th February 2016 shall be registered in the local primary school before 1st February.

The registration of pupils for Primary 1 in November 2014 will take place from Monday 10th November Friday 14th November and again from Monday 12th January to Friday 16th January.

Families living outwith the catchment area are welcome to make a placing request to attend Glasgow Primary School but must enrol their child at their local secondary school as a first step. Further information is available using the following

www.glasgow.gov.uk/index.aspx?articleid=8629

In June, the school will offer 2 induction afternoons for children who have been allocated a place in Primary 1. Parents are invited to bring their child to school to be introduced to the teacher and the classroom. On these afternoons parents will be given a brief outline of the programmes of learning their child will be encountering in the first year as well as general aspects of school life. They will also have the opportunity to view some of the materials used and be invited to ask questions.

SCHOOL HOLIDAYS 2014-2015

Return Date for Teachers	Monday 11 August 2014
Return Date for Pupils	Wednesday 13 August 2014
September Weekend	Friday 26 and Monday 29 September 2014
First Mid-Term	Monday 13 to Friday 17 October 2014 (inclusive)
Christmas/New Year	Monday 22 December 2014 to Friday 2 January 2015 (inclusive) * Please note that schools will close at 2.30pm on the last school day before the holiday
2015	
2015 Return to School	Monday 5 January 2015
Second Mid-Term	Monday 9 and Tuesday 10 February 2015
Spring Holiday	Friday 3 to Friday 17 April 2015 (inclusive) Good Friday is 3 April 2015 and Easter Monday is 6 April 2015 * Please note that schools will close at 2.30pm on the last school day before the holiday
May Day	Monday 4 May 2015
May Weekend	Friday 22 and Monday 25 May 2015
School Close	Wednesday 24 June 2015 * Please note that schools will close at 1pm on the last school day before the holiday

In-Service Days

Day 1	Monday 11 August 2014	All Schools
Day 2	Tuesday 12 August 2014	All Schools
Day 3	Thursday 18 September 2014	All Schools
Day 4	Wednesday 11 February 2015	All Schools
Day 5	Thursday 7 May 2015	All Schools

SCHOOL IMPROVEMENT PLAN

Lorne Street Primary is a forward thinking school with a lot of strengths. The Standards and Quality Report provides a detailed outline of the school's successes and achievements over the last school session. A copy of the Standards and Quality report can be obtained from the Head Teacher.

All schools are required to draw up a school improvement plan to build on existing good practice and to allow the introduction of new developments and initiatives.

The priorities for school improvement session 2014/2015 include:

1. To establish consistent approaches and strategies to support and promote the inclusion of all pupils throughout the school
2. To review and refresh our curriculum in line with the values, purposes and principles of Curriculum for Excellence to meet the needs of all learners in the Sciences
3. To develop the school's practice in assessment and moderation of standards

CURRICULUM FOR EXCELLENCE

Bringing learning to life and life to learning

Curriculum for Excellence is now being introduced across Scotland for all 3-18 year olds wherever they learn. It aims to raise standards, prepare our children for a future they do not yet know and equip them for jobs of tomorrow in a fast changing world.

Curriculum for Excellence enables professionals to teach subjects creatively, to work across the school and with other schools, to share best practice and explore learning together.

Teachers and practitioners will share information to plan a child's 'learning journey' from 3-18 helping their progression from nursery to primary, primary to secondary and beyond, ensuring the change is smooth. They will ensure children continue to work at a pace they can cope with and with challenge they can thrive on.

Curriculum for Excellence balances the importance of knowledge and skills.

Every child is entitled to a broad and deep general education, whatever their level and ability. Every single teacher and practitioner will be responsible for literacy and numeracy – the language and number skills that unlock other subjects that are vital to everyday life.

It develops skills for learning, life and work to help young people go on to further study, secure work and navigate life. It brings real life into the classroom, making learning relevant and helps young people apply lessons to their life beyond the classroom. It links knowledge in one subject area to another helping children

understand the world to make connections. It develops skills so that children can think for themselves, making sound judgements, challenge enquire and find solutions.

There will be new ways of assessing progress and ensuring children achieve their potential. There will be new qualifications for literacy and numeracy and from 2013/2014 new National 4 and 5 qualifications will be in place. Our well regarded Access, Highers and Advanced Highers will be updated to take account of and support the new approaches to learning and teaching.

There is personal support to help young people fulfil their potential and make the most of their opportunities with additional support wherever 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 is 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.

Further information for parents and carers about Curriculum for Excellence is available at the following website:

<http://www.educationscotland.gov.uk/parentzone/index.asp>



IMPLEMENTATION OF A CURRICULUM FOR EXCELLENCE

At Lorne Street Primary, we offer a broad general education and focus on 8 curriculum areas.

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

Curriculum for Excellence Study Levels are as follows:

See Table

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.

Useful websites

www.curriculumforexcellencescotland.gov.uk

www.educationscotland.gov.uk/parentzone/index.asp



HEALTH AND WELL BEING

We recognise that good health and wellbeing is central to effective teaching and learning and preparation for successful independent learning. Our main goal is to provide a positive ethos and encourage participation in activities which promote a healthy lifestyle. We work hard to develop anti-bullying and anti-discriminatory approaches and ensure that all children get the best individual support and pastoral care we can provide.

A programme to support all areas of health and wellbeing has been developed. Parents will be notified before sensitive aspects of learning eg. Sexual Health and Relationship Education are started each year.



LITERACY AND LANGUAGES

Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum. Being literate increases opportunities in all aspects of life, lays the foundation for lifelong learning and work and is given a very strong focus in the school.

READING

Synthetic phonics is the key teaching approach used, the letter sounds are taught in a way that is fun and multi sensory. This helps to give pupils a solid foundation to develop reading skills.

Children begin reading with the Oxford Reading Tree scheme and later transfer to Treetops. A variety of language and reading development materials are used in conjunction with the reading schemes.

WRITING

Early handwriting skills are taught using 'Gourdie'. The importance of neat, legible handwriting is taught throughout the school. Children are taught fiction and non-fiction writing skills and the contexts are linked to current learning in topics as far as possible. Spelling is taught regularly in class using the Look Say Cover Write Check method.

TALKING AND LISTENING

Skills in talking and listening are formally developed to enable pupils to be effective contributors, for all life situations. Children are encouraged to express their own ideas, opinions and feelings confidently and articulately.

MODERN LANGUAGES



A structural programme of French is followed by pupils in Primaries 5, 6 and 7 taught by members of staff who have undergone special training. The approach encourages spoken language and includes a number of activities, songs and games designed to foster confidence in spoken French.

MATHEMATICS AND NUMERACY



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

The aim in studying mathematics are:

1. To understand the nature and purpose of mathematics
2. To acquire skills in mathematical thinking with a supporting network of concepts, fact and techniques
3. To develop confidence in using and applying mathematics and to learn to enjoy its challenges and aesthetic satisfactions

Learning and teaching in maths will take place across the three aspects of:

Information Handling

Number, Money and Measure (including Financial Awareness)

Shape, Position and Movement

We employ a range of approaches to learning and teaching and all pupils will experience a range of activities, which are practical, investigative, enjoyable and challenging. Opportunities to apply maths skills and make meaningful connections across the curriculum will be planned where appropriate.

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.

These experiences and outcomes are designed to stimulate the interest and motivation of pupils to become involved in their local community and the wider world.

The social studies experiences and outcomes are structured in three lines of development:

- People, past events and societies
- People, place and environment
- People in society, economy, and business

The learning and teaching programme aims to offer balance across each of these. Social Studies topics may also provide a context for teaching and learning in other curricular areas, and the transfer and application of discretely taught skills. We adopt interdisciplinary approaches to learning and teaching offering children opportunities to see meaningful links between different subject areas. Assessment is continuous.

We try to ensure that pupils have many opportunities to experience field trips linked to their topics or to invite visiting speakers.

SCIENCES



Through learning in the sciences the children will engage with a wide range of collaborative and investigative tasks which allow them to develop the important skills to become creative and inventive.

The five science organisers are:

- Planet Earth
- Forces, Electricity and Waves
- Biological Systems
- Materials
- Topical Science

There will be a variety of teaching approaches to Science including a blend of interdisciplinary learning and discrete lessons as appropriate. We make frequent use of outdoor learning opportunities and trips to the Science centre which is within walking distance from the school, this helps to enrich the learning and teaching of Science.

TECHNOLOGIES



This provides scope for developing technological skills, knowledge, understanding and attributes through creative, practical and work-related activities.

The use of computers is integrated into all areas of the curriculum and all pupils are given the opportunity to experience their use and develop their skill. The school is also linked to the internet.

RELIGIOUS AND MORAL EDUCATION



Religious and moral education includes learning about a variety of World Religions and supports the development of beliefs and values.

Religion is a significant area of human experience and therefore worthy of studying to allow pupils to have some understanding of one of the prime motivating factors behind human behaviour, both individual and social.

RELIGIOUS OBSERVANCE

An annual programme of Assemblies is structured to provide opportunities for spiritual development, which will allow all children , regardless of faith or no faith, to participate. Each class is given an opportunity to present an assembly to the whole school linked to a school value, a health, environmental or current topic theme or a celebration of a world religion. In addition, there are regular visitors to our assemblies to inform our children about the work of a variety of charitable organisations.

N.B Parents who wish to exercise their right to withdraw from Religious Education and/or observance should contact the Head Teacher, in writing, and alternative arrangements can be made for your child.

Parents and carers from religions other than Christianity may request that their child be permitted to be absent from school in order to celebrate recognised religious events. Only written requests will be considered.

Appropriate requests will be granted on not more than three occasions (days) in any one-school session and the child or young person noted on the register using code REL on these days.

EXPRESSIVE ARTS



Children are encouraged and provided with opportunities to develop the skills necessary to express themselves in art & design, dance, drama and music. Instructors in tabla drums and brass visit the school regularly. A specialist music teacher also visits the school regularly and teaches some classes.

ASSESSMENT AND REPORTING

Teachers use a range of assessment strategies to gather evidence of pupils attainment, this ensures pupils are provided with appropriate programmes of learning.

The programme of assessment has 4 elements:

1. Observation and assessment by the teacher on a daily basis
2. Teacher produced assessments
3. Commercially produced assessment tasks
4. Diagnostic tests

The tests are used as guideline to whether the child is making progress. Parents would not normally be informed of the results. However, if results indicate that progress has been less than anticipated, parents would be informed and strategies to address specific learning needs will be discussed.

The purpose of all assessment is to ensure that the child is making satisfactory progress and that the teaching programme is appropriate.

Parent consultation meetings are held twice a year in December and June when a verbal progress report is given to parents. A progress report is also sent to parents in June each session.

Assessment folders are compiled throughout the year with samples of children's work to record stages of development needed.

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 emphasises the strengths. The profile provides a valuable way for learners to share valuable information about the achievements with their parents and teachers in secondary school.



HOMEWORK



Homework tasks are set to reflect ongoing class work based around the curriculum, at least two areas of the curriculum will be set for homework each week. Homework takes many forms focusing on the development and application of skills, as well as practice. Homework is often differentiated to reflect the work of a child's particular group or ability. Differentiation of tasks ensures that children work at a level best suited to them and at the most appropriate pace. Individuals may also have specific homework set to best suit their needs. Homework enables parents and others to participate in their children's learning, providing a link between home and school. Homework is very important in helping to consolidate what the children have learned during the day. However, after this is completed, please encourage your children to take up hobbies and other leisure pursuits. Just as adults need to relax after a day at work, so do children after their day's work at school.

SUPPORT FOR LEARNING

Most children may require a degree of support with their learning at some point in their school education. A child requiring support for learning may be one who:

- Displays a gap between attainment and performance
- Has additional support needs due to a physical impairment
- Has a gap in learning caused by absence or change to school
- Performs outstandingly well in one or more areas and requires to be challenged further

The provision of a broadly balanced well – differentiated curriculum with realistic goals and targets should minimise the necessity for widespread leaning support. Each class is composed of a number of groups, in which pupils can work with others of similar ability. Usually this enables children with difficulties to progress with the help of their class teacher.

In the first instance the class teacher will plan a suitable programme to meet an individual learner's needs. Where necessary, extra support may be provided for a child by a promoted member of staff or Pupil Support Assistant.

The school also has a Staged Intervention process which helps to identify and support children who need additional support with their learning.

A Joint Support Team (JST) also provides a forum for discussion relating to specific children's learning and development needs. This group includes staff drawn from school support services e.g Educational Psychologist, School Nurse, Speech and Language Therapist.

At all times close co-operation between parents and teachers is essential and the school will consult with parents to discuss any proposed plan of action.

Parents who are concerned about any matter pertaining to their child's work or progress should not hesitate to contact the school to make an appointment to speak to the class teacher, Principal Teacher or Head Teacher.

The council has a duty as outlined in the Standards Schools Scotland 2000 Act to ensure that all children achieve 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 in accordance with the 2000 Act. It is also 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 there are a wide range of factors, which may act as a barrier to children'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 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 or those with a particular talent that needs to be fully developed. The policy requires all establishments to provide an environment where children and young people with additional support needs are actively encouraged to be effective learners and benefit from their school education.

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

Further information relating to additional support needs is also available on the Glasgow City Council website- www.glasgow.gov.uk/additionalsupportneeds



HOME / SCHOOL LINKS

The school places high emphasis on parental involvement in school. We aim to promote an informed and involved parental body. To this end, we endeavour to host information/workshop evenings, where current school practice is explained.

New entrant parents will automatically be invited to attend two sessions in early literacy and numeracy. Every year all parents will also have the opportunity to come in and speak to class teachers about the programme of study in sexual health and relationships education. On other occasions parents will be invited e.g when the school undertakes a new initiative or development. Each class will also host an annual open afternoon where children showcase their learning in a variety of curricular areas.

We also issue a monthly newsletter to keep parents informed of and involved in the life, work achievements of the school. Please read this carefully as it contains important information.

Parent helpers are welcome to support our work at school e.g accompanying school outings, developing the school website or sharing any particular skills or expertise linked to curricular learning in classes. If you have talents to offer our children, please come forward and get involved. Any adult working in the school must have a Protecting Vulnerable Groups Certificate which the school can arrange.

Information on the Glasgow City Councils' Parental Involvement Strategy can also be found at www.glasgow.gov.uk/index.aspx?articleid=8642

SCHOOL ETHOS

The school is committed to supporting the development of its pupils as whole people and as a result, wishes to encourage their development in spiritual, moral, social and cultural terms.

These key human aspects of learning are supported through the following arrangements by:-

- Creating a school ethos which, in every way possible, gives value to these aspects of development, especially by providing an overall atmosphere that is both caring and challenging and which provides opportunities for the development of personal responsibility
- Promoting social and moral learning through the way in which disciplinary issues are handled
- Ensuring that staff and adults within the school provide positive models for pupils
- Arranging regular gatherings of the school as a community and using such occasions to encourage and reinforce the values on which the school is based

- Enriching the curriculum in all appropriate areas with an emphasis on spiritual, moral, social and cultural development
- Providing opportunities within the curriculum to advance personal and social development
- Providing a programme of religious education in which consideration will be given to responses to basic questions relating to the meaning, value and purpose of human life
- Providing a programme of moral education
- Taking every opportunity to acknowledge, value and appreciate the various cultures and heritage of the pupils and to encourage them to appreciate and value the cultures and heritage of others



CELEBRATING ACHIEVEMENT

Parents and carers are very welcome to attend our 'open' Friday morning assemblies. The assemblies that are 'open' for parents and carers to attend will be shared on the monthly school newsletter. Celebrating is a key aspect of achievement the assemblies as in and out of school learning is celebrated. In school achievements are rewarded by an apple on the Tree of Achievement (P1-P3) or a certificate on the wall of Achievement (P4-P7). We encourage children who have achieved awards outside school e.g. at clubs to share their success at the weekly assembly by sitting on the Golden Bench. Children can bring in certificates, medals, trophies etc to show if they are on the Golden Bench.

PUPIL VOICE

We want to ensure our pupils' views are heard and have a number of ways our pupils can contribute. Please see below.

ECO SCHOOL

The ECO committee has a representative from each class and work hard to ensure we are ECO friendly through environmental projects, recycling and energy saving schemes.

PUPIL COUNCIL

Pupils from P3-P7 elect a representative to serve on the Pupil Council each year. The Pupil Council discuss various issues relevant to school life and they help to take forward improvements identified by pupils. They often take the lead in organising charity fundraising events in the school.



THE SCHOOL AND THE COMMUNITY

The school and its pupils have an important contribution to make to the local community. Respect for others and a caring attitude are fostered at every opportunity.

The school does a great deal of fund raising for local, national and international charities. You will be kept informed about these by our school newsletter throughout the session.

We also have strong links with businesses, local churches, voluntary groups and sports clubs in the area. All of these help to give our pupils opportunities to learn and develop across a wide range of skills.

The school is part of the local community and the facilities within it can be used for a range of activities outwith school hours.

ANTI – BULLYING POLICY

At Lorne Street Primary, we attempt to create an ethos where everyone is valued and we seek to develop an ethos where bullying is completely unacceptable.

Bullying can be take place in three different forms.

1. Physical abuse

This is when a bully attacks someone by punching, kicking, hitting or pushing them.

2. Verbal abuse

This happens when a bully uses words to hurt or frighten someone and can be done on lots of different ways e.g name calling, teasing or threatening.

3. Silent bullying

This is what happens when a bully makes you feel bad but doesn't say anything. They might ignore you all the time or try to stop you joining in with anything.

Definition

It is important that everyone associated with the school has a clear concept of what is considered bullying behaviour:

Bullying happens when someone sets out to hurt a person.

They make their victim feel scared and unhappy by hurting them physically or emotionally. Bullying usually happens again and again with one or more people bullying the same person.

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 partnerships with the parents and carers of their children.

Preventative Measures

1. Actively promote positive behaviour by example, discussion and within classroom teaching.
2. Through our programme of study in Health and Well Being in particular, we aim to give our children self-confidence whereby they do not become targets for bullies.
3. Children are encouraged to:

TELL AT ONCE

Your teacher (get friends to help)

Your parents

Any responsible adults in the building

This message is constantly reinforced at assemblies in order to empower pupils. Note that this is different from telling tales, where a child tells an adult about something another pupil has said or done in order to get them into trouble.

Sanctions

As Head Teacher, I have responsibility to two children every time a bullying incident is proven.

- a) To the victim who has an absolute right to feel safe and happy at school.
- b) To the bully who inevitably must have an insecurity or immaturity which requires to be addressed

It is our policy that both sets of parents are contacted and asked to attend a meeting if necessary. If a child continues to harm another, then privileges will be withdrawn e.g clubs, sports or outings or exclusion may be the consequence.

CHILD PROTECTION PROCEDURES

Child Welfare Safety and Child Protection

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

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

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

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

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

CLOTHING AND UNIFORM

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

The Lorne Street Primary School uniform consists of:

1. Black Blazer
2. White Shirt
3. School Tie (these can be purchased from the school office at a cost of £3.50)
4. Black Trousers / Skirt

The following is also available from the school:

1. Winter jacket (All sizes cost £16.50)

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

- potentially, encourage faction (such as football colours)
- could cause offence (such as anti-religious symbolism or political slogans)
- could cause health and safety difficulties, such as loose fitting clothing, dangling earrings
- are made from flammable material for example shell suits
- carry advertising, particularly for alcohol or tobacco; and

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

It is advisable to **name** all articles of clothing. If an article of clothing is lost, the pupil should check the 'lost and found' box.

Parents / Carers receiving Income Support, Job Seekers Allowance (Income – based), Working Tax Credit (with a total annual income of less than £15,050), Housing Benefit, or Council Tax Benefit will normally be entitled to monetary grants for footwear and clothing for their child. Approval of any requests for such grants made by parents/carers in different circumstances is at the discretion of the Executive Director of Education. Information and application forms may be obtained from schools and from the Grants Section at Education Services headquarters.

Glasgow City Council is concerned at the levels of claims being received regarding the loss of children's and young peoples' clothing and/or personal belongings. Parents / Carers are asked to assist in this area by ensuring that valuable items and

unnecessarily expensive items of clothing are not brought to school. Parents / Carers should note that the authority does not carry insurance to cover the loss of such items and any claims submitted are likely to be met only where the authority can be shown to be negligent.

JEWELLERY

Our teachers are not allowed to undertake P.E lessons with children who are wearing jewellery or earrings.. This is a health and safety issue. Unfortunately some children are having their ears pierced during term time. Usually these sleepers have to be kept in place for six weeks. P.E is a compulsory part of the school curriculum. Parents and carers would never expect their children to opt out of language or mathematics for this length of time, nor can they opt out of P.E. Therefore, the only reasonable period for ear piercing would be during the Summer holidays.

School Meals

School Meals are run by CORDIA in our Fuel Zone cafeteria. Menus vary on a 3 weekly basis. Healthy eating is a priority at lunchtime and in addition to a main course pupils can eat what they like from the “pick’n’mix”, which usually includes home made soup, bread, salad, fruit, yoghurt and milk.

Meals are served from 12.15 - 1.00 pm. Children wishing to buy a meal need to bring money with them every day. The cost is currently £1.50 (November 2014). This should be kept in a purse or wallet.

Children may bring a packed lunch, which will be eaten in the open area on the ground floor and are supervised by support staff. In accordance with Health and Safety regulations hot food purchased out with the school cannot be brought into the school grounds or building.

Free milk is available to all children in the dining hall during the lunch period. If a pupil requires a special diet then the parent/carers should inform the Head Teacher who will advise on procedures.

SUPERVISION OF PLAYGROUND

An adult presence is provided in playgrounds at break-times in terms of the Schools (Safety and Supervision of Pupils) (Scotland) Regulations 1990. At Lorne Street Primary the janitor and pupil support assistants supervise in the playground.

SAFETY POLICY

School Access

We strive to make our school secure and safe from danger, yet welcoming to the community. I would like to suggest that **whenever** you enter the school, you contact the **School Office** to receive a Visitor Badge. This will alert all staff that your business is legitimate. All workmen and visitors will also be asked to conform to the rule. People not wearing badges will be challenged. Please use the secure entry system.

If you need to speak to a staff member for any length of time, please telephone to make an appointment and we will arrange cover so that the teacher can give you undivided attention. We want to avoid situations where teaching staff are distracted, where their primary concern is the supervision of their pupils.

If pupils are to be released for dental or hospital appointments, they must be picked up from the school office by a relative or a nominated responsible adult. A note should be sent indicating who this person will be in order that the school management is able to release the pupils with confidence.

Please ensure that your Emergency Contact details are regularly updated so that you can be contacted in the event of injury or emergency school closure because of severe weather or heating failure. Children will never be sent home unless we know someone is available to receive them.

When pupils become ill, it is always a good idea to telephone the office and inform us that the child is not expected that day. When a child returns to school a note with details of his / her absence must be sent. This prevents the possibility of truancy or a child missing en-route to school.

It is the responsibility of the Head Teacher to carry out four Fire Drills per year and to guard against dangers arising from the fabric of the building.

In the interests of both safety and hygiene, **do not** bring any pets into school.



TRANSPORT

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

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

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

PICK UP POINTS

When free transport is provided, it may be necessary for children to walk a certain distance to the vehicle pick-up point. Walking distance in total including the distance from home to the pick-up point and from the drop-off point to the school in any one direction will not exceed the authority's limits (see above paragraph). It is the parent's / carer's responsibility to ensure that their child arrives at the pick-up point in time. It is also the parent / carer's responsibility to ensure the child behaves in a safe and acceptable manner while boarding, travelling in and alighting from the vehicle. Misbehaviour could result in your child losing the right to free transport.

PLACING REQUESTS

Parents living outwith the school catchment area may make a Placing Request to the Education Authority. Placing Request Forms should be sent to the School Business Manager based in Govan High School. If granted, their child may then enrol. The education authority does not provide transport for those children in receipt of a placing request other than in individual circumstances.

DATA PROTECTION

Information on children and young people, parents and carers is stored on a computer system and may be used for teaching, registration, assessment and other administrative duties. The information is protected by the Data Protection Act

1998 and may only be disclosed in accordance with the Codes of Practice. For further information please contact the school.

ACCIDENTS / ILLNESS IN SCHOOL

Accidents or illness will be reported to parents immediately to the parents or guardian. It is vital that the school is informed of any medical requirements and of the arrangements to be made if a child has to be taken home. Parents and carers should ensure that the school has a contact number for them in addition to the name and number of an emergency contact. Equally, the school must be informed of any changes in contact numbers etc.

INFORMATION IN 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 or difficulties of fuel supply. In such cases we shall do all we can to let you know about the details of closure or re-opening. We shall keep you informed by using letters, notices in local shops and community centres, announcements in local places of worship and announcements in the press and Glasgow City Council website.

WINTER COMMUNICATION FROM THE EXECUTIVE DIRECTOR

With Winter upon us, this is a timely reminder to parents and carers about Glasgow City Council's procedures for closing schools as a result of adverse weather and for communicating that information to you.

We always do everything we can to keep schools open because educating your child is our priority and we want to minimise the impact that closing a school can have on everyone.

The blanket closures in winter 2010 were the first in over 10 years and the council tried to let parents know about the closures as soon as possible.

However, there are a number of factors that can lead to a school being closed such as severe weather, building and heating issues, lack of water, transport problems and ensuring there are sufficient numbers of staff to look after the children and young people.

Often these problems only emerge in the morning and we are left with no option but to announce a closure at short notice, for example once we know if staff have made it to their school, or we discover burst pipes.

We will do everything we can to make the decision as early as possible to allow parents and carers who are working to make alternative arrangements.

The decision will be made by your head teacher in consultation with the Executive Director of Education, Maureen McKenna.

The council website www.glasgow.gov.uk/winter and local media will be among our key communication channels. Schools with text messaging services will also use these to alert parents and carers. Individual schools will have their own

methods that work best for them. Last year, we found that social media was one of the best and fastest ways to tell parents about a closure.

TRANSFER FROM PRIMARY TO SECONDARY SCHOOL

Children are normally transferred between the ages of 11 and a half to 12 and a half so that they will have the opportunity to complete at least four years of secondary education. Parents and carers will be informed of the School arrangements no later than December of the year preceding the date of transfer at the start of the new session.

Pupils from Lorne Street Primary School normally transfer to

Bellahouston Academy

30 Gower Terrace

Glasgow

G41 5QE

Phone: 0141 582 0030

HEAD TEACHER: Ian Anderson

We work very closely with Bellahouston Academy staff and we aim to make the transition from primary to secondary a smooth process for our pupils.

THE PARENT FORUM AND PARENT COUNCIL

The Scottish Schools (Parent Involvement) Act 2006 has changed the arrangements for parental/carers 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.

Parent Forum

The membership of the Parent Forum is made up of all parents/carers who have child at an 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 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.

Parent Council

The Parent Council is a group of parents/carers selected by the Parent Forum to represent all the parents/carers of children 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:

- Supporting the work of the school;

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

Parent Councils are recognised in law from August 2007. As a statutory body, the Parent Council has the right to information and advice on matters which affect children's education. So, the school and the local authority must listen to what the Parent Council says and give it a proper response. Every school's Parent Council will be different because it will be parents/carers in each school who will make the key decisions. The Parent Council is also entitled to support from the education authority in fulfilling its role.

Summary of the Parent Council Constitution

1. The membership of the Parent Council will consist of a minimum of 6 parents of children currently attending the school. The attendance of half of the parent numbers of the Council will be necessary to form a quorum of meetings.
2. The Parent Council members will be selected for a period of 3 years after which they can put themselves forward for re-selection if they wish
3. Two thirds of the Parent Council will be made up of Parent Forum Members and one third of the membership will be reserved for the co-opted members including teaching staff and the School Chaplain. The number of parent members on the Parent council must always be greater than co-opted members. Co-opted members will be invited to serve for a period of three years after which time the Parent Council will review and consider requirements for co-opted membership.

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: Scottish Executive 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 reasons 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 website:

<http://www.glasgow.gov.uk/index.aspx?articleid=2999>

COMMENTS AND COMPLAINTS

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

If the Head Teacher does not resolve the issue to your satisfaction, you should contact the customer Liaison Unit who will:

- take a totally neutral stance in fully investigating your complaint
- acknowledge receipt of your complaint within 5 working days
- give a full written response within a further 10 working days, unless another timescale has been agreed

Glasgow City Council complaints procedures are available:
www.glasgow.gov.uk/educationcomplaints

Customer Liaison Unit
Education Services
Glasgow City Council
City Chambers East
40 John Street
Glasgow
G1 1JL

Telephone: 0141 287 5384

e-mail: education@glasgow.gov.uk

USEFUL CONTACTS AND ADDRESSES

Executive Director of Education

Maureen McKenna
EDUCATION SERVICES
Glasgow City Council
City Chambers East
40 John Street
Glasgow G1 1JL
0141 287 2000

Local Councillors

James Adams james.adams2@councillors.glasgow.gov.uk 0141 287 7046

Stephen Dornan
stephen.dornan@councillors.glasgow.gov.uk
0141 287 7040

John Kane
john.kane@councillors.glasgow.gov.uk
0141 287 2000

Baillie Fariha Thomas
fariha.thomas@councillors.glasgow.gov.uk
0141 287 5604

City Chambers George Square Glasgow G2 1DU
Glasgow Life Letting Section, phone 0141 302 2814/2815/2816/2817 or 0141 302 2879

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

1. (a) before the commencement or during the course of the school year in question;
2. (b) in relation to subsequent school years.

GLOSSARY OF TERMS USED

Classification - how the children in the school are organised into classes.

Consultation - consulting opinion to assist with the process of decision making by the Head Teacher

Curriculum - the subjects taught.

Curriculum for Excellence - a framework of national guidelines for the learning provided by schools and establishments. The guidelines refer to children and young people aged between 3 and 18 years .

School Improvement Plan - a plan of how the school proposes to develop & improve year by year.

Support for Learning - additional assistance/guidance in the learning process, for children of particular ability or children experiencing difficulty.

Non Class Contact Time - a period of the school week in which the class teacher is released from direct teaching duty to plan and prepare lessons. Another member of teaching staff has responsibility for the class for this period.

Depute Head Teacher - this is a promoted post in schools; manages particular areas as delegated and oversees classes/stages including the monitoring, Pastoral Care and Quality Assurance of Teaching and Learning. Deputises for the Head Teacher in his absence.

Principal Teacher - this is a promoted post in schools, usually class based and manages curricular areas/initiatives as delegated.

