

Confident individuals

**Confident individuals**



Successful learners

**Successful learners**

# **St. Mary's Primary School Handbook 2019 - 2020**

Responsible citizens

**Responsible citizens**

Effective contributors

**Effective contributors**



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

## **CONTENTS**

ST. MARY'S PRIMARY SCHOOL	3
AUTHORITY STRATEGIC STATEMENT	4
ST. MARY'S VISION, VALUES AND AIMS	5
SCHOOL INFORMATION	6
SCHOOL STAFF	7
SENIOR MANAGEMENT REMITS	8
OUR ACHIEVEMENTS AND PRIORITIES FOR IMPROVEMENT	9
THE SCHOOL YEAR 2019-2020	10
USEFUL ADDRESSES AND TELEPHONE NUMBERS	11
SCHOOL CLUSTERS / ENROLMENT	12
TRANSFER FROM PRIMARY TO SECONDARY SCHOOL	13
CURRICULUM FOR EXCELLENCE	14
LANGUAGES	15
MATHEMATICS	17
SOCIAL STUDIES	18
SCIENCES	18
TECHNOLOGIES	19
HEALTH AND WELLBEING	20
EXPRESSIVE ARTS	22
RELIGIOUS AND MORAL EDUCATION	23
ADDITIONAL SUPPORT NEEDS	25
ASSESSMENT	27
HOME-SCHOOL LINKS	28
SCHOOL - COMMUNITY LINKS	30
POSITIVE BEHAVIOUR	30
INCLUSION AND EQUALITY	32
EQUALITIES	32
ATTENDANCE	33
EXTRA CURRICULAR ACTIVITIES	34
MEDICAL AND HEALTH CARE	35
ALLERGIES/PEANUT FREE ZONE	36
TRANSPORT	36
SUPERVISION IN PLAYGROUNDS	37
SAFETY FACTORS	37
INFORMATION IN EMERGENCIES	38
CHILD PROTECTION	38
CLOTHING AND UNIFORM	38
SCHOOL MEALS	40
PLACING REQUESTS	41
PARENT FORUM AND PARENT PARTNERSHIP	41
DATA PROTECTION ACT 1998	43

## ST. MARY'S PRIMARY SCHOOL

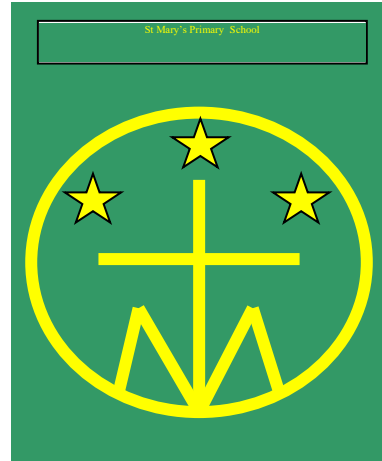
Headteacher: Mrs. A. Guthrie  
Westmorland Road  
Greenock  
PA16 OTS

Telephone: 01475 715694

Email address: - [INStMarys@glowscotland.onmicrosoft.com](mailto:INStMarys@glowscotland.onmicrosoft.com)

Website address: [st-marys.inverclyde.sch.uk](http://st-marys.inverclyde.sch.uk)

Twitter: @StMarysPS14



Dear Parent/Carer

I would like to extend a very warm welcome to you and your child.

This handbook is designed to give you an insight into our school, our priorities and expectations. I hope you find it helpful and interesting.

In St Mary's Primary, we aim to provide a happy and stimulating learning environment that encourages ambition in all our pupils, and fosters respect and tolerance for others. We place a high value on effort and we have high expectations of all our pupils.

As a Catholic Primary School, a strong emphasis is placed on developing our Christian faith and positive values. Through your help, and with continued support from our parish, we aim to develop a genuine love of God and an understanding of social justice in our children's lives.

In order to achieve these aims, we welcome and value your support. Throughout the year, many activities will be organised in order to further promote good communication and positive relationships between home and school. We hope that you will feel welcome and able to support these events.

Should you require further information or wish to discuss any matter, please do not hesitate to contact me.

Yours faithfully

Mrs A Guthrie  
Headteacher

## **AUTHORITY STRATEGIC STATEMENT**

Building Inverclyde through excellence, ambition and regeneration.

### **Goals and Values**

Our Core values are: Respect, Honesty and Tolerance.

Our vision for the children and young people of Inverclyde is that they should be ambitious for themselves and be successful learners, confident individuals, responsible citizens and effective contributors.

To achieve our ambition of building Inverclyde through excellence, ambition and regeneration our children must be:

**Safe:** protected from abuse, neglect and harm by others at home, school and in the community.

**Healthy:** enjoy the highest attainable standards of physical and mental health, with access to healthy lifestyles.

**Achieving:** have access to positive learning environments and opportunities to develop their skills, confidence and self-esteem to the fullest potential.

**Active:** active with opportunities and encouragement to participate in play and recreation including sport.

**Respected and responsible:** involved in decisions that affect them, have their voices heard and be encouraged to play an active and responsible role in their communities.

**Included:** have access to high quality services when required and should be assisted to overcome the social, educational, physical, environmental and economic barriers that create inequality.

**Nurtured:** educated within a supportive environment.

## **ST MARY'S VISION, VALUES AND AIMS**

### **Vision and Values**

We are committed to upholding and providing the moral teaching, faith, tradition and sacramental life of the Catholic Church. In our daily work, we live by the Gospel Values of: **"Faith in God, Belief in Ourselves, Love for One Another and Hope for our Future"**

Our aims and values were reviewed last session in order to ensure that they remain relevant and central to the work of our school community.

### **Agreed Core Values**

- Respect
- Honesty
- Tolerance
- Faith

All members of our school community are valued equally, as is their right to be themselves and to excel in different ways.

Regardless of sex, race or creed, everyone is offered the same opportunities to participate in the life of the school.

### **Aims**

In order to equip the children to achieve their full potential, we aim to:

1. Provide a happy, safe and welcoming environment where each member of our school community feels valued and respected.
2. Provide the highest quality learning experiences which support and enhance each child's potential for success and life-long learning.
3. Develop as a community of faith, through the promotion of Christian values, celebration and worship, and service to others.

## SCHOOL INFORMATION

St. Mary's Primary School

Westmorland Road  
Greenock  
PA16 0TS  
Tel.01475 715694

e-mail: [INStMarys@glowscotland.onmicrosoft.com](mailto:INStMarys@glowscotland.onmicrosoft.com)



Present Roll: 336

P1	P2	P3	P4	P5	P6	P7	TOTAL	Capacity:
30	33	54	47	51	44	51	310	388

St. Mary's is a Roman Catholic co-education school. The teaching areas are a mixture of traditional and semi-open plan classrooms.

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

The school is available for community use. Applications for School lets may be made to:

Booking Office, Waterfront Leisure Centre,  
8 Custom House Way  
GREENOCK  
PA15 1EW  
Tel No: 213131

## Punctuality

We strive to achieve a high standard of punctuality and expect all pupils to be on time.

## School Hours

09.00	School opens
10.30 - 10.45	Interval
12.15 - 13.00	Lunch
15.00	School closes (14.55 for P1 pupils)



Primary 1 pupils commence full day attendance from Monday 19<sup>th</sup> August 2020.

## SCHOOL STAFF

Head Teacher	Mrs. Angela Guthrie
Depute Head Teacher	Mrs. Jacqueline Blincow
Principal Teacher	Mrs. Nicole Macdonald
Class Teachers	Mrs Audrey Grant - P1 Mrs. Rachel Mahon - P2/1 Mrs Dominique McGlashan/Mrs. Carol Donnolly - P3/2 Mr. Grant Macdonald - P3 Mrs. Victoria Bonnar/Miss. Louisa Kershaw - P4/3 Mrs Marian Healion - P4 Mrs. Jenna Boyd/Mrs Christine Combe - P5/4 Miss. Roisin Quigley/Miss Louisa Kershaw - P5 Miss. Kimberley McVey/Mrs Margaret Glancy- P6/5 Mr. Aidan Coyle- P6 Mrs. Pauline Smith - P7A Mrs. Karen O'Donnell - P7B
Reduced class contact time teacher -	Mrs Claire Molloy-Smith Mrs Christine Combe
Learning Support teachers -	Miss Louisa Kershaw

The total number of teaching staff is 16.3 full time equivalent.

Janitor	Mr. Martin Orr
Clerical Assistants	Mrs. Jacqui Gilbride Mrs. Jillian McNee Mrs. Claire Ross
Classroom Assistants	Mrs. Pamela McKellar Mrs. Margaret Scullion Mrs. Angela Young Mrs. Margaret Wilson
A.S.N. Auxiliaries	Mrs. Elizabeth Black Mrs. Irene Frizzell Mr. Henry Bunce

## **SENIOR MANAGEMENT REMITS 2018-2019**

### **Headteacher - Mrs. Angela Guthrie**

The Head Teacher has overall responsibility for providing management and leadership which enables a school to deliver high quality education to all pupils and which promotes high attainment and high achievement for all pupils.

### **Depute Headteacher - Mrs. Jacqueline Blincow**

#### **Overall Responsibility**

To deputise for the Head Teacher and to assist:

- in the efficient management of the school by providing appropriate leadership
- in developing school policy for the behaviour management of pupils
- with the management of all staff, and the provision of professional advice and guidance to colleagues
- in the management and development of the school curriculum
- in promoting the Continuing Professional Development of all staff
- in working in partnership with parents, other professionals, agencies and schools

#### **Specific Responsibilities**

- Management Responsibility for Primaries 1-3
- Support for Learning Co-ordinator
- Numeracy Co-ordinator
- Religious Education Co-ordinator (including Sacramental Preparation and Liturgical Celebrations)
- Co-ordinator for Students on Teaching Practice/Work Experience within the school
- Nursery/Primary Liaison Co-ordinator
- English as a Second Language Co-ordinator
- Mentor for Probationers.

### **Acting Depute Headteacher - Mrs. Nicole Macdonald**

#### **Overall Responsibility**

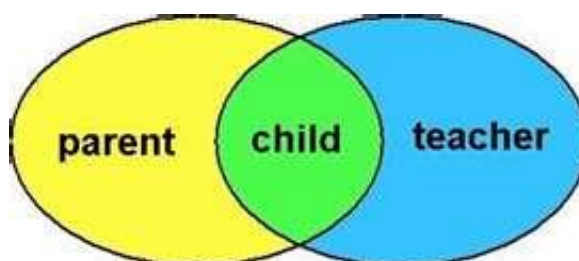
- to teach an assigned class
- assist with the leadership, good management and strategic direction of colleagues
- curriculum development and quality assurance
- contributing to the development of school policy in relation to the behaviour management of pupils
- the provision of advice, support and guidance to colleagues
- working in partnership with colleagues, parents, other specialist agencies and staff in other schools as appropriate.



### **Specific Responsibilities**

- Literacy Co-ordinator
- Reduced class contact
- Support for Learning
- Management responsibility for Pupil Equity Fund.
- Mentor for Probationers.

If, at any time, you have concerns and would like to speak to your child's class teacher or a member of the management team, please contact the school office. If no one is available to speak to you immediately, we will get back to you as soon as possible.



### **OUR ACHIEVEMENTS AND PRIORITIES FOR IMPROVEMENT**

Information about the main achievements and successes of the school over the past year can be found in our Standards and Quality Report. There is also a section at the end which describes our priorities for improvement over the coming year. This can be accessed from our school website.

**THE SCHOOL YEAR 2019 – 2020****School Holidays 2019/2020 (Pupils do not attend on In-Service Days)**

<b>FIRST TERM</b>	In-Service Day	Thursday 15 <sup>th</sup> August 2019
	In-Service Day	Friday 16 <sup>th</sup> August 2019
	Re-open	Monday 19 <sup>th</sup> August 2019 (First day for new Primary 1s)
	Close	Friday 6 <sup>th</sup> September 2019
	Local Holiday	Monday 9 <sup>th</sup> September 2019
	Re-open	Tuesday 10 <sup>th</sup> September 2019
	Close	Friday 11 <sup>th</sup> October 2019
	In-Service Day	Monday 21 <sup>st</sup> October 2019
	Pupils Return	Tuesday 22 <sup>nd</sup> October 2019
	Close	Friday 20 <sup>th</sup> December 2019
<b>SECOND TERM</b>	Re-open	Monday 6 <sup>th</sup> January 2020
	Close	Friday 7 <sup>th</sup> February 2020
	Local Holidays	Monday 10 <sup>th</sup> February 2020 Tuesday 11 <sup>th</sup> February 2020
	In-service Day	Wednesday 12 <sup>th</sup> February 2020
	Pupils Return	Thursday 13 <sup>th</sup> February 2020
	Close	Thursday 2 <sup>nd</sup> April 2020
<b>THIRD TERM</b>	Spring Break	Friday 3 <sup>rd</sup> April 2020 to Friday 17 <sup>th</sup> April 2020 (inclusive)
	Re-open	Monday 20 <sup>th</sup> April 2020
	Close	Friday 1 <sup>st</sup> May 2020
	May Day	Monday 4 <sup>th</sup> May 2020
	Re-open	Tuesday 5 <sup>th</sup> May 2020
	Close	Thursday 21 <sup>st</sup> May 2020
	Local holidays	Friday 22 <sup>nd</sup> May 2020 Monday 25 <sup>th</sup> May 2020
	In-Service Day	Tuesday 26 <sup>th</sup> May 2020
Pupils Return	Wednesday 27 <sup>th</sup> May 2020	
Close	Friday 26 <sup>th</sup> June 2020	

## USEFUL ADDRESSES AND TELEPHONE NUMBERS

Corporate Director  
Education, Communities & Organisational  
Development  
Municipal Buildings  
Clyde Square  
GREENOCK  
PA15 1LY  
Telephone No: 712850

Councillor Graeme Brooks  
Inverclyde Council  
Municipal Buildings  
Clyde Square  
GREENOCK  
PA15 1LY  
Telephone No. 712727

Councillor Martin Brennan (Provost)  
Inverclyde Council  
Municipal Buildings  
Clyde Square  
GREENOCK  
PA15 1LY  
Telephone No. 712727

Councillor Elizabeth Robertson  
Inverclyde Council  
Municipal Buildings  
Clyde Square  
GREENOCK  
PA15 1LY  
Telephone No. 712727

Convenor of Education and Communities Committee  
Jim Clocherty  
Inverclyde Council  
Municipal Buildings  
Clyde Square  
GREENOCK  
PA15 1LY  
Telephone No. 712727

Community Learning & Development (CLD)  
32 Nicolson Street  
GREENOCK  
PA16 3DE  
Telephone No. 715450



## **SCHOOL CLUSTERS**

While each school in Inverclyde is managed by its own Head Teacher and Senior Staff, this school is part of a cluster of schools working together to secure improvements and developments in agreed areas of priority. This cluster of schools involves neighbouring Primary Schools, the associated Secondary Schools and Early Years establishments.

Our cluster consists of:

- Blairmore Nursery
- Glenbrae Pre-5 Centre
- Wellpark Children's Centre
- St. Patrick's Primary School
- All Saints Primary School
- Notre Dame High School

We also work very closely with many other establishments, particularly Kelly Street Children's Centre.

## **ENROLMENT**

Annual registration for infant beginners takes place each January. Details may be found in local press, Church notices or by contacting the school.

Parents are most welcome to visit the school at anytime. It is beneficial to telephone to arrange a suitable time.

The attention of parents is drawn to the provision made through recent legislation for parental choice in selection of school.

Parents should enrol their child in the first instance at the Primary School for which they are zoned. If a placing request to another school is being considered then the Head Teacher should be informed by the parent at that time. The necessary information and forms are to be found in the Inverclyde Council leaflet "Sending your child to school".

Details can be supplied on request.

Parents are requested to supply a copy of Birth and Baptismal Certificates on enrolment day. Parents are also asked to produce appropriate documentation as confirmation of address, such as a copy of a current Council Tax bill, a lease agreement, a lawyer's letter to show house purchase has been successful and a recent utilities bill.

Pupils transfer to St. Mary's from a number of local nurseries, including our local Kelly Street Children's Centre. Effective liaison between St. Mary's and these nurseries ensures that the change from nursery to primary school does not impede the progress of any pupil.

During the summer term, we invite the new P1 entrants and their parents to visit the school on a number of separate occasions. This allows the children to get to know each other, as well as the school staff, and to become familiar with their new environment. At this time, parents are given more information about the school in general, and P1 in particular.

## **TRANSFER FROM PRIMARY TO SECONDARY SCHOOL**

Pupils are normally transferred between the ages of  $11\frac{1}{2}$  and  $12\frac{1}{2}$  years, so that they will have the opportunity to complete at least 4 years of secondary education. Parents will be informed of the arrangements no later than December of the year preceding the date of transfer at the start of the new session.

Pupils are normally transferred to:

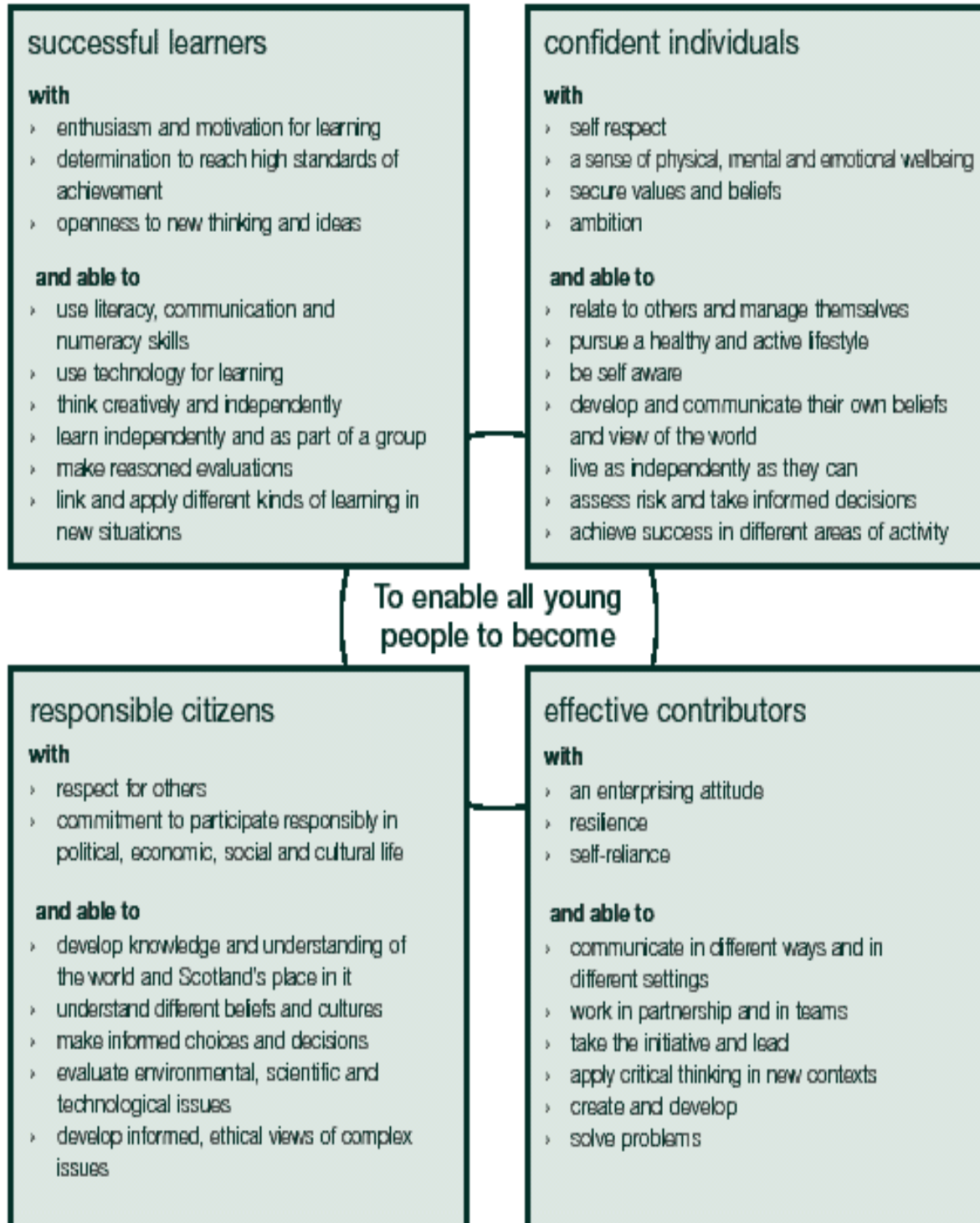
Notre Dame High School  
Dunlop Street  
Greenock  
PA16 9BJ  
Telephone no. 715150

The strong liaison between St. Mary's and Notre Dame High School ensures that the change of school does not impede the progress of any pupil.



## CURRICULUM FOR EXCELLENCE

Our curriculum, which is based on the national guidelines of A Curriculum for Excellence, aims to help the children to develop as confident individuals, responsible citizens, effective contributors and successful learners.



Every child and young person should experience a Broad Scottish Curriculum that develops skills for learning, skills for life and skills for work, with a sustained focus on literacy and numeracy that encourages an active, healthy and environmentally sustainable lifestyle and builds an appreciation of Scotland and its place in the world. Further information about this can be found at:

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

The experiences and outcomes under Curriculum for Excellence are written at five levels, with progression to qualifications described under the senior phase.

- Early Level - the pre-school years and P1, or later for some
- First Level - to the end of P4, but earlier for some
- Second Level - to the end of P7, but earlier for some
- Third and Fourth - S1 to S3, but earlier for some
- Senior phase - S4 - S6 and college or other means of study

Teaching at St Mary's is organised to encourage a natural progression from one stage of learning to another. Teachers begin their work from where the child is and build upon his/her existing knowledge. When pupils change classes, there is time given for teachers to liaise with one another. Similarly, we have good links with the secondary schools and we help the staff there in every way to ensure a smooth change from primary to secondary school through pupil and staff visits. We also have valuable links with our associated nursery schools and visits to these are made during the session preceding August entry.

Children work in groups, sometimes with their friends, sometimes with other classmates or with children of similar ability. "Active Learning" is very important. At various times, group teaching, class teaching, team teaching and co-operative teaching all play their part.

The following sections outline the eight main curriculum areas for which learning and teaching will be planned to meet the principles for curriculum design: challenge and enjoyment, breadth, progression, depth, personalisation and choice, coherence and relevance.

## **LANGUAGES**

There are two main aspects of the languages area of the curriculum. The first covers experiences and outcomes in the language a young person needs in order to engage fully with their learning and in society; whether that is English or Gaelic. The second covers experiences and outcomes in a Modern language. At St Mary's, Spanish is taught throughout the school.



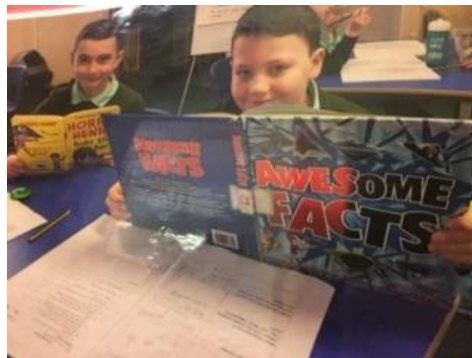
Language is at the core of thinking. We develop our ideas, communicate and reflect through language. The acquisition of language and the development of literacy skills help young people achieve their potential and become active members of society who can contribute through their ideas and work.

At St Mary's, we foster a love of reading and an appreciation of poetry and literature. Through our language programme, we also offer our pupils opportunities to use new technologies to communicate and share ideas.

Scotland has a rich diversity of language, including Scots Language. The growing number of immigrants to Scotland bring a rich cultural diversity and enables our pupils to experience different cultures and become global citizens.

Learning through the languages area of the curriculum enables young people to:

- develop the high level of skills in listening, talking, reading and writing which are essential for learning, work and life
- develop their ability to communicate their thoughts and feelings and respond to those of other people
- use different media effectively for learning and communication
- develop their understanding through questioning and critical thinking
- enhance their enjoyment and their understanding of their own and different cultures through literature and other forms of language
- develop competence in other languages so that they can understand and communicate



In St. Mary's, we endeavour to make sure that each child is successful when first learning to read and, to do this, we make the early reading work at Primary 1 as thorough as possible, with each child progressing at his own rate. Our core reading scheme is New Ginn 360 readers (P1 - P3) and Kingscourt in P4 - 6. Longman non fiction texts are used to support reading from P1 - P7. A variety of novel studies are also available for classes to study.



Active Literacy is our new Phonics and Spelling programme and Talking and listening is developed across the curriculum.

A variety of additional resources are used to develop language skills. Teachers assess reading continuously and keep careful records of progress through phonic skills and reading schemes.

In writing, we build on the early skill of drawing and scribing first sentences to developing punctuation, vocabulary, writing in paragraphs with more detail and writing for different purposes. Our main resource for teaching writing is Write to the Top, the West Dunbartonshire project supplemented by *Collins Literacy*, *Scholastic Writing* and other materials. We encourage children to develop a legible, fast, joined script, style of handwriting.

## **MATHEMATICS**

Mathematics includes specific aspects of numeracy which will be developed both in mathematics and through activities in other areas of the curriculum.

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

Learning through mathematics enables young people to:

- develop numeracy skills which allow them to participate fully in society
- develop a secure understanding of the concepts, principles and processes of mathematics and apply these in different situations, including the world of work
- establish firm foundations for further specialist learning, including for those who will be the mathematicians of the future.

Pupils progress through activities involving number, graphs, money, measure, shape, time, problem solving and information handling. At all stages, we aim to make Maths as active as possible and link the maths we are teaching to real life practical situations.

The modern learning and teaching methods we employ rely far less on textbooks and traditional worksheets. A variety of additional resources, including interactive whiteboard materials, are used to enrich learning. Interactive Mental Maths is given emphasis throughout the school to encourage quick recall of number facts.

## **SOCIAL STUDIES**

Social studies include experiences and outcomes in history, geography, social, political, economic and business contexts.

It is important for young people to understand the place where they live and the heritage of their family and community. Through social studies, children and young people develop their understanding of the world by learning about other people and their values, in different times, places and circumstances. They also develop their understanding of their environment and of how it has been shaped.

As they mature, children and young people's experiences will be broadened using Scottish, British, European and wider contexts for learning, while maintaining a focus on the historical, social, geographic, economic and political changes that have shaped Scotland. Children and young people learn about human achievements and about how to make sense of changes in society, conflicts and environmental issues. With greater understanding comes the opportunity and ability to influence events by exercising informed and responsible citizenship.

Children and young people as they participate in experiences and outcomes in social studies will:

- develop their understanding of the history, heritage and culture of Scotland, and an appreciation of their local and national heritage within the world
- broaden their understanding of the world by learning about human activities and achievements in the past and present by exploring and evaluating different types of sources and evidence
- learn how to locate, explore and link periods, people and events in time and place
- develop their understanding of their own values, beliefs and cultures and those of others
- develop an understanding of the principles of democracy and citizenship through experience of critical and independent thinking
- establish firm foundations for lifelong learning and for further specialised study and careers.

All of these are taught through topic work e.g. Mary Queen of Scots, Clyde Coastal Towns, Children's Rights. Teachers use Social Studies topics to build inter-disciplinary links across subjects and to make learning more relevant and coherent.

## **SCIENCES**

Sciences include experiences and outcomes in biological, chemical, physical and environmental contexts.

Through science education at St Mary's, we endeavour to stimulate, nurture and sustain the curiosity and wonder of our pupils.

Children and young people participating in the experiences and outcomes in the sciences will:

- interact with their environment by observing, exploring, investigating and recording
- develop skills of scientific inquiry and investigation using practical techniques
- demonstrate a secure knowledge and understanding of the big ideas and concepts of the sciences
- recognise the role of creativity and inventiveness in the development of the sciences
- recognise the impact the sciences make on their lives, the lives of others, the environment and on society
- develop an understanding of the Earth's resources and the need for responsible use of them
- express opinions and make decisions on social, moral, ethical, economic and environmental issues based upon sound understanding
- develop as scientifically literate citizens with a lifelong interest in the sciences
- establish the foundation for more advanced learning and, for some, future careers in the sciences and the technologies.

At St Mary's, we follow an agreed cluster programme of study for Science. We are looking at how closely this matches the outcomes for a Curriculum for Excellence and adapting our programme accordingly.

The science outcomes are divided into Planet Earth; Forces, Electricity and Waves; Biological Systems; Materials and Topical Sciences. Links with other areas of the curriculum will be further developed.

## **TECHNOLOGIES**

This curricular area includes creative, practical and work related experiences and outcomes in craft, design, engineering and graphics, ICT, computing science, food and textiles, and business.

To participate fully in modern life, children and young people need to be skilled and knowledgeable users of technologies and be ready to embrace further developments in the future. The technologies consider how knowledge can be applied for practical purposes. They provide exciting opportunities to develop children's creativity and enterprising attitudes.

Learning in the technologies enables children and young people to be informed, skilled, thoughtful, adaptable and enterprising citizens, and to:

- develop understanding of the role and impact of technologies in changing and influencing societies

- contribute to building a better world by taking responsible ethical actions to improve their lives, the lives of others and the environment
- gain the skills and confidence to embrace and use technologies now and in the future, at home, at work and in the wider community
- become informed consumers and producers who have an appreciation of the merits and impacts of products and services
- be capable of making reasoned choices relating to the environment, to sustainable development and to ethical, economic and cultural issues
- broaden their understanding of the role that information and communications technology (ICT) has in Scotland and in the global community
- broaden their understanding of the applications and concepts behind technological thinking, including the nature of engineering and the links between the technologies and the sciences
- experience work-related learning, establish firm foundations for lifelong learning and, for some, for specialised study and a diverse range of careers.



## HEALTH AND WELLBEING EDUCATION

Health and wellbeing includes experiences and outcomes for personal and social development, understanding of health, nutrition, physical education and physical activity, and contributions from home economics.

Children and young people need to experience what it feels like to develop, enjoy and live a healthy lifestyle. A healthy lifestyle supports physical, social and emotional wellbeing, and underpins successful learning.

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future.

Learning through health and wellbeing enables children and young people to:

- make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- experience challenge and enjoyment
- experience positive aspects of healthy living and activity for themselves
- apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- make a successful move to the next stage of education or work
- establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children.

It also enables some to perform at high levels in sport or prepare for careers within the health and leisure industries.

At St Mary's, our Health and Wellbeing lessons are delivered under the following headings:

- Mental, emotional, social and physical wellbeing
- Physical education, physical activity and sport
- Food and health
- Substance misuse
- Relationships, sexual health and parenthood

In 2009, the school received accreditation as a Health Promoting School.

### **Physical Education (PE)**

Children take part in a range of physical activity, including *Gymnastics, Active Health, Games Skills and Dance.*

Additional blocks of sports training are provided through support from our Active Schools Co-ordinator.

Parents should note that pupil activities may be restricted because health and safety requirements state that jewellery of any kind must not be worn where pupils are undertaking games or physical activities. This includes jewellery worn as a result of body piercing. We would ask that parents discourage pupils from having body piercing during term time.

## **EXPRESSIVE ARTS**

The expressive arts include experiences and outcomes in art and design, drama, dance and music.

Through the expressive arts, children and young people can have rich opportunities to be creative and imaginative and to experience inspiration and enjoyment.

Learning through the expressive arts enables children and young people to:

- be creative and express themselves in different ways
- experience enjoyment and contribute to other people's enjoyment through creative and expressive performance and presentation
- develop important skills, both those specific to the expressive arts and those which are transferable
- develop an appreciation of aesthetic and cultural values, identities and ideas
- for some, prepare for advanced learning and future careers, by building foundations for excellence in the expressive arts.

In Expressive Arts, the majority of the activities will be practical, involving creating and presenting, and will allow children to make choices to broaden their experience. It provides the opportunity to express ideas, thoughts and feelings working, both alone and with others.

Evaluating and appreciating will be used to enhance enjoyment and understanding. Expressive Arts offers many opportunities for interdisciplinary learning. In all areas of Expressive Arts, full use will be made of visiting groups and specialists to enhance learning experiences. The school presents an annual Christmas Show which is very well received by the wider community.

### **Art and Design**

The art programme includes drawing, painting and using a variety of materials, media and techniques to investigate visually and record. Printing and collage work allows children to investigate, design and create using a range of materials, media and techniques.

### **Music**

Work in this area allows children to explore sound, using both voice and instruments. The children are given the opportunity to create, present and listen to music and also to reflect and respond.



### **Drama**

Children are encouraged to participate in improvisation, role play, characterisation, simulation and creative movement. We also provide opportunities for children to perform in front of an audience e.g. our Christmas concerts.

### **Dance**

Children will experience a range of dance styles, including Scottish Country Dance and dance from other cultures.

## **RELIGIOUS AND MORAL EDUCATION**

Religious and moral education includes learning about Christianity and other world religions, and supports the development of beliefs and values. In Roman Catholic Schools, religious and moral education is taught from a Catholic perspective using guidance from Curriculum for Excellence but also supplementary guidance from "This is Our Faith" from the Scottish Catholic Education Service. The curriculum in a denominational school will reflect its particular faith perspective. In Roman Catholic schools, it will build on the openness of Catholic schools to other young people regardless of denominations and faiths.

Learning through religious education enables children and young people to:

- develop their knowledge and deepen their understanding of the Catholic faith
- investigate and understand the relevance of the Catholic faith to questions about truth and the meaning of life
- highlight, develop and foster the values, attitudes and practices which are compatible with a positive response to the invitation to faith
- develop the skills of reflection, discernment, critical thinking, and deciding how to act in accordance with an informed conscience when making moral decisions
- nurture the prayer life of the individual and of the school community
- understand and appreciate significant aspects of other Christian traditions and major world religions
- make a positive difference to themselves and the world by putting their beliefs and values into action.

Teachers will remain faithful to the mission of promoting an understanding of the Catholic faith and they will also teach respect for persons of different religious convictions. Religious education in the Catholic school considers the significance of faith from the perspective of the life of the person and of the faith community.

In addition to developing their understanding of the Catholic faith, children and young people will also learn respect for, and understanding of, other Christian traditions. They will also come to an appreciation of significant aspects of major world religions, recognising and respecting the sincere search for truth which takes place in other faiths. Where appropriate, they will learn similarly about stances for living which are independent of religious belief.

In St. Mary's we seek to fulfill our role in the total welfare of your child, body - mind - spirit. Thus, the Christian faith permeates the whole ethos of curriculum and school community. In holding to this view, we reflect the wishes of the Scottish Roman Catholic Hierarchy and Laity.

- God's Loving Plan is used in P1 - P7 inclusive.
- Father Tom Boyle is a regular visitor to the school for religious services.
- There is Sunday Mass for parents and children at 10.00 a.m.
- Mass is held once a month for pupils and staff.
- Staff and pupils attend Mass on Holidays of Obligation.
- Our P6 and 7 pupils also take part in the Pope Francis Faith Award, as part of their preparation for Confirmation.

Parents enrolling their sons and daughters in denominational schools may be expected to follow the programmes of worship and religious education in these schools. However, they retain the right to withdraw their children from religious observance (as per Inverclyde's Equalities Advice Note).

Children are encouraged to receive the Sacrament of Reconciliation regularly, with staff helping in the preparation. Father Tom ensures children have the opportunity to receive this Sacrament at specific times of the year.

Special services for children are held at Christmas, Easter and the beginning and end of the academic year, as well as various other times throughout the year. Details of these services are printed in the school's Religious Events Calendar issued each year.

Parents from ethnic minority religious communities may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Only written requests detailing the proposed arrangements will be considered. Appropriate requests will be granted on not more than three occasions in any one school session and the pupil noted as an authorised absentee in the register.



Sex and Relationship education is an integral part of a school's health education programme. It focuses on the physical, emotional, moral and spiritual development of all children. In delivering this programme, we will be following *God's Loving Plan*, which provides teachers in Catholic primary schools with updated guidance on teaching about loving relationships in the context of religious education and health education.

Parents/carers will be fully informed and consulted on the content and purpose of sex and relationship education in schools, and have the opportunity to raise concerns with school staff. On an occasion where a parent/carer wishes to exercise the right to withdraw his/her child from sex and relationship education they should discuss their concerns and alternative arrangements with school staff. (as per Inverclyde Council's policy "Sexual Health and Relationship Education")

## **ADDITIONAL SUPPORT NEEDS**

All children and young people need support to help them learn. The main sources of support in early years and in schools are the staff who, through their normal practice, are able to meet a diverse range of needs. With good quality teaching and learning and an appropriate curriculum, most children and young people are able to benefit appropriately from education without the need for additional support.

The definition of additional support is a wide one and it is not possible to provide an exhaustive list of all possible forms of additional support but could include consideration given to:

- children who have a disability
- children with social, emotional and behavioural difficulties
- children with learning difficulties of a specific or general nature
- children who are exceptionally able
- those who demonstrate underachievement relating to gender issues
- children whose learning has been interrupted through absence or illness
- bilingual children who have English as an additional language
- traveling children
- children whose family circumstances impact on attendance and learning.

Each school has a Learning Support Co-ordinator - this is the person you would speak to if you think that your child requires additional support in school. At present, our Learning Support Co-ordinator is Mrs. Jacqueline Blincow. As part of her role, she organises:

- timetables for Learning Support teachers
- review meetings for pupils with additional support needs
- the identification and purchase of materials to support learning
- liaison with external agencies

In keeping with the requirements of the Education (Additional Support for Learning (Scotland) Act 2009, a child or young person's needs are identified at the earliest possible stage and can be met in a number of ways, for example by adaptations to the curriculum or learning environment, as well as input from the Support for Learning Teacher and on occasion support from visiting specialists. The appropriateness of the support is determined through a process of assessment, planning and monitoring, working jointly with parents and carers, and is regularly reviewed.

Learning outcomes for children and young people with additional support needs are set out in a plan and all educational establishments hold regular review meetings with parents and carers to determine needs and the most appropriate supports. Everyone's views are equally important in order to consider what is currently working and how to determine next steps

Children and young person's needs are identified in a number of ways, and the process of assessment is an ongoing, shared process with partnerships with parents and carers at the forefront. On some occasions health service staff or other partner agencies make children known to Education Services. Other additional support needs may be notified to Education Services by parents themselves or identified by one of a range of staff working closely with the child.

Some children and young people will have additional support needs arising from complex or multiple factors which require a high degree of co-ordination of support from both education and other agencies in order that their needs can be met. In these cases, the school will hold a meeting to decide whether the child or young person meets the criteria for a co-ordinated support plan. The coordinated support plan is a statutory document which ensures regular monitoring and review for those children and young people who have one.

You have the right to ask the education authority to establish whether your child needs a coordinated support plan. Your child can make this request themselves, if they are aged 16 or over. You and your child, if they want to, will attend a meeting with staff at their school. Other professionals from different agencies who may be involved in providing support for your child will also attend. If your child does not want to attend meetings or feels unable to, their views must still be sought and considered.

Inverclyde's mediation service can be accessed by contacting Grant McGovern, Head of Inclusive Education, Culture and Corporate Policy at the address below

For further advice please telephone 01475 712850

Or write to:

Education Services

Wallace Place

GREENOCK PA15 1JB

In addition, advice can be sought from the following websites:

[www.enquire.org.uk](http://www.enquire.org.uk)

[www.siaa.org.uk](http://www.siaa.org.uk)

[www.scllc.org.uk](http://www.scllc.org.uk)

## **ASSESSMENT**

Effective learning and teaching can only take place within a framework of clear aims, careful planning, motivation and appropriate assessment and evaluation.

If a child's needs are to be met effectively, then regular and reliable information about their attainment and abilities is necessary. We continually use assessment information to monitor:

- Where each child is in the learning process
- To help place the child in an appropriate working group/class
- To help identify pupils with additional support needs
- To compare the attainment of a particular year group
- To ensure that pupils are working at appropriate levels of difficulty
- To make sure that pupils are appropriately challenged

Teachers use both formative and summative assessments to ensure pace and challenge for all pupils, including using and developing examples from the National assessment resource which is currently being developed.

PIPS Assessments will be in use at P1, P3, P5 and P7. These on-line assessments test pupil attainment in reading, phonics and mathematics.

### **Formative Assessment**

Formative assessment involves both the teacher and the pupil in dialogue about learning and how to improve the learning which takes place. It involves:

- Sharing learning outcomes and success criteria
- Quality feedback from both teachers and other pupils
- Ongoing review and reflection of progress being made

Research has shown that this type of assessment activity not only raises attainment but also raises pupil self-esteem and motivation.

## **Reporting to Parents**

We keep careful records of each child's progress, especially in Maths and Language. Parents' Evenings are held in November and May, which give parents an opportunity to discuss their child's progress with the teacher. Short written reports are also provided three times a year.

In keeping with the principles of Curriculum for Excellence, reporting should be a three-way process with the child, parent and teacher. Over the past year, we have introduced learning logs and individual targets to help the children become more reflective about their learning. These are now sent home and used as a means of providing regular information for parents.

We also provide many occasions for you to see your child "in action", either through invitations to the class or as part of wider school events. Attending these events will provide excellent opportunities for you to talk to your child about what he/she is learning in school.

## **HOME - SCHOOL LINKS**

Parents are always welcome to make an appointment to discuss their child's progress. Please try and give a brief outline of your concerns when you make an appointment, so that the teacher can deal with your enquiry more effectively. Class teachers are also usually available at 3pm once they have dismissed their classes. If you need to pass information on to the teacher at the beginning of the day, please give your child a note or speak to a member of the office staff.

At St Mary's, we recognise that parents are the first educators of their child. We also recognise the importance of working in close partnership with parents. This is done in several ways, from the informal meetings with parents in the playground to the more structured Parents' Evenings. There are many mutual benefits which can stem from a close working relationship between parents and staff, so we are anxious to encourage parental involvement activities, especially those activities which involve engagement in pupil learning.

Parents are involved in a variety of fundraising ventures throughout the year and we are always delighted to have parent helpers to support the work of the school e.g. helping at the Book Fair or accompanying pupils on school outings.

## **Parental Workshops**

Where appropriate, we try to provide workshops on curricular methods and new resources or initiatives. Please try to attend these if you can.

## **Information**

We strive to keep you up to date with school news and events through:

- Newsletters
- Texts
- Letters and reminders
- The local press e.g. Greenock Telegraph
- Telephone calls
- Our school website
- Twitter

## **Homework**

Home learning activities are an essential part of every pupil's school programme.

The purpose of homework is to:

- Promote parental involvement
- Provide parents/carers with opportunities to share learning experiences with their children
- Provide additional practice across a wide range of curricular areas
- Consolidate and reinforce learning
- Promote pupils' self-esteem and motivation
- Engage pupils in evaluating their own work
- Set challenging tasks to encourage independent research

## **School Policy on Homework**

Parents are asked to be supportive in fostering responsible attitudes in their children when homework is assigned.

In the case of a child who has missed work through prolonged absence, parents may request additional homework to be set by the class teacher for a short period. We would ask you to be guided as to its content and necessity by the class teacher.

We would also hope that our pupils will, of their own accord, wish to follow up some of the activities in which they have been involved at school.

This policy was updated in collaboration with teachers, pupils and parents. Time given to homework takes into consideration the child's age, aptitude and health, but should never be excessive.

### **Time Allocation for Homework (agreed in June 2009)**

The following is a guide for time that should be spent on homework, averaging out per night:

- Primary 1 and 2 - up to 10 minutes per night for reading, sounds and number work
- Primary 3 and 4 - up to 15 minutes 3 nights per week for written homework
- Primary 5, 6 and 7 - up to 30 minutes 4 nights a week for written homework
- Primary 3 - 7 will also read regularly during the week.

### **Wet Weather Procedures**

In severe weather, three bells will be rung at 8.45 am and children may enter by the middle doors and proceed to the school hall (Adults may not go to the school hall for security reasons). Non-Teaching Staff will bring pupils indoors.

Children at St Mary's also enjoy indoor intervals and lunchtimes in bad weather. Pupils are supervised by members of the Senior Management Team and non-teaching staff. During the lunch break once children have eaten they will go to the classroom where our ASN Auxiliaries and Classroom Assistants will supervise them. Monitors from P7 will work in pairs from P1 - P6 to help with supervision. The Head Teacher or the Depute Head Teacher will always be available during intervals and lunch breaks to deal with any problems which might arise.

## **SCHOOL/COMMUNITY LINKS**

The school, as part of the local community, tries to play a meaningful part in local events such as competitions, Parish and Ecumenical Services and visits to homes for the elderly.

Our pupils are encouraged to explore and know their local community and to care for it responsibly.

We are happy to acknowledge at this point the superb co-operation of local industry and commerce in our ventures.

## **POSITIVE BEHAVIOUR**

Good behaviour is essential for effective learning to take place. Within St Mary's Primary School, effective discipline and positive ethos reflects our core values.

Each classroom provides a safe environment for quality learning and teaching allowing every pupil a sense of security, promoting high self-esteem and recognition of individual achievement.

Class teachers use a variety of sanctions to deal with unacceptable behaviour, however if the problem persists we have a staged process which involves parents throughout, ensuring consistency between school and home. Parental support is vital in maintaining a high standard of behaviour.

Good behaviour is rewarded in a variety of ways throughout the school.

### **Rights and Responsibilities**

We work in a values based culture where rights are respected and responsibilities accepted. We have achieved the first level as a Rights Respecting School.

From Primary 1 through to Primary 7, pupils learn about children's rights as stated in the summary of The United Nations Convention on the Rights of the Child (UNCRC) and consequently realise their responsibility to respect the rights of others. Positive behaviour is reinforced through the language of rights and pupil responsibility to be a rights 'giver'.

#### **Everyone has the right to:**

- Feel safe and secure
- Be respected
- Be heard
- Be educated without disruption
- Be treated fairly
- Learn in a healthy, clean environment

#### **Everyone has the responsibility to:**

- Help ensure that others feel safe and secure
- Respect, friends, staff, visitors and parents
- Be a good listener
- Allow others to learn without disruption
- Treat others the way they like to be treated
- Make healthy choices and look after the environment

The Authority's guidance on steps leading to the exclusion of a child is available from the Headteacher.

## **INCLUSION AND EQUALITY**

Inverclyde Council Education Service aims to:

- offer education of the highest quality to all young people within a developing culture of inclusion
- endorse the principles of inclusion, entitlement and equality of opportunity in the development of best practice
- value the diversity of interests, qualities and abilities of every learner
- believe that every child and young person is entitled to educational opportunities which enable the achievement of success and further development of the individual's learning potential within the least restrictive environment
- affirm the right of all young people to have access to the highest quality of educational provision which is appropriate to learning needs, is supportive of the young person and is delivered in partnership with young people, parents and the wider community

In meeting the needs of all of our pupils, we will demonstrate no discrimination on the basis of race, gender, disability, sexual orientation, religion or belief. This encompasses curricular, extra-curricular and classroom activities and is foremost in the attitudes which we develop in our pupils.

## **EQUALITIES**

### **The Equality Statement for Inverclyde Schools**

'Inverclyde Education Service is committed to ensuring that no children or members of staff or service users receive less favourable treatment on any ground including gender, race, disability, age, sexual orientation, religion or belief. We have a moral, social and legal obligation to mainstream and put equality at the heart of everything we do. We aim to promote a culture in which equality of opportunity exists for all. We are opposed to all forms of discrimination, direct or indirect, and aim to eliminate all discriminatory practices. We will ensure that, in our schools and other educational establishments, equality permeates the curriculum and underpins all our policies and practices in terms of access to education. We must ensure that all our children achieve their full potential to develop physically, emotionally and academically. Finally, we believe that equality and inclusion should be a given right, where everyone is valued and treated with respect.'



## **ATTENDANCE**

Absence rates are calculated as a percentage of the total number of possible attendances for all pupils of the school in the stage shown, each morning and afternoon of each school day being a separate possible attendance.

Where figures or percentages based on a number of pupils under any particular heading is between 1 and 4 no information is given and \*\*\* is inserted in place of the figures.

Adults attending day school classes are excluded.

The authority's and Scotland's figures include all education authority and grant-aided primary schools, but exclude all special schools.

### **Children Absent from School through Ill-health**

Young people of school age may be unable to attend school for a wide range of reasons including illness, accidents or long term medical conditions.

#### **Attendance at School**

Parents should inform the school by telephone each day of an absence and provide a reason for the pupil's absence. The school will contact the pupil's family and, thereafter, other emergency contacts, if no explanation is given for the pupil's absence. This contact will be made before 9.30 am on the first morning of an absence and early after the restart after lunch in the case of an afternoon absence. Other agencies may be contacted if no contact with the pupil's family can be achieved and if there are continuing or emerging concerns about a pupil's safety or wellbeing. On return to school, parents should provide a note explaining the reasons for absence.

Parents should keep the school informed of any changes of address or telephone numbers, both their own and those of the emergency contacts.

Section 30 of the 1980 Education Act lays a duty on every parent 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 Regulations 1993 requires each child's absence from school to be recorded in the school register as authorised: i.e. approved by the authority and unauthorised: i.e. unexplained by the parent (truancy) or temporarily excluded from school.

The Scottish Government has provided guidance on the management of attendance and absence in Scottish schools in its publication *Included, Engaged and Involved - part 1: Attendance in Scottish Schools*. Every effort should be made to avoid family holidays during term time, as this both disrupts the child's education and reduces learning time. It has been clarified that family holidays should not be recorded as authorised absence, except in exceptional domestic circumstances, where a family needs time together to recover from distress, or where a parent's employment is of a nature where school holiday leave cannot be accommodated (e.g. armed services or emergency services). It is for local authorities and schools to judge when these circumstances apply and authorise absence, accordingly.

The categorisation of most term-time holidays as unauthorised absence has been a contentious issue for some families, many of whom are concerned at the higher cost of holidays during school holiday periods. The Scottish Government has no control over the pricing decisions of holiday companies or flight operators. Our main focus is to encourage parents and pupils to recognise the value of learning and the pitfalls of disrupting learning for the pupil, the rest of the class and the teacher.

Clearly, where an absence occurs with no explanation from the parent, the absence is unauthorised.

Schools investigate unexplained absence, and Education Services has the power to write to, interview or prosecute parents, or to refer pupils to the Children's Reporter, if necessary.

## **EXTRA CURRICULAR ACTIVITIES**

Throughout the year, there are opportunities for pupils to participate in a range of activities and events outside of school. Our parents regularly help to supervise pupils on educational and social outings, and we warmly welcome such participation.

Depending on resources available, there may be opportunities for children to attend after school clubs. Parents will be notified if this is the case.

Parents should note that the activities the pupils may become involved in may be restricted because health and safety requirements state that jewellery of any kind must not be worn where pupils are undertaking games or physical activities. This includes jewellery worn as a result of body piercing. Physical activities include activities undertaken within physical education (P.E.) classes.



## **MEDICAL AND HEALTH CARE**

Provision is made by the Schools' Medical Service for checks on pupils' general health, vision, hearing, hygiene, dental health etc.

Parents of new entrants are invited to attend the first medical examination.

### **Pupil illness or accident**

In the event of a pupil taking ill or having an accident, every effort is made to contact the parent immediately. If no one can be contacted, the child is kept in the school foyer until he/she can be collected.

Parents are asked to list an emergency contact. It is essential to keep the school informed of any change in the emergency contact telephone number or your home or work telephone number.

However, in the event of any emergency, which should be dealt with without delay, the child will be transported immediately to the Inverclyde Hospital by a member of staff accompanied by the school's first aider. If there are any medical requirements for a child, parents should inform the school in writing.

### **Medication**

Parents of children requiring medication during school hours are welcome to come into the school office to administer the medication. If parents would like a member of staff to administer medication, they must hand the medication in to the school office and complete the appropriate consent form.

## **ALLERGIES/PEANUT FREE ZONE**

As some of our pupils are allergic to peanuts and peanut products and could suffer an anaphylactic reaction if exposed to them, we ask that children do not bring peanut/peanut products to school.

## **TRANSPORT**

The Council has a policy of providing free transport to all primary pupils who live more than one mile 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 who consider they are eligible should obtain an application form from the school or Inverclyde Council, Customer Service Centre, Municipal Buildings, Clyde Square, GREENOCK, PA15 1LY. These forms should be completed and returned before the end of February for those pupils 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 pupils to travel in transport provided by the authority, where spare places are available and no additional costs are incurred.

### **Pick Up Points**

Where free transport is provided, it may be necessary for pupils 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 responsibility to ensure that their child arrives at the pick-up point on time. It is also the parent'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 a child losing the right to free transport.

## SUPERVISION IN PLAYGROUNDS

An adult presence is provided in playgrounds at break times in terms of the Schools (Safety and Supervision of Pupils) (Scotland) Regulations, 1990. Our Classroom Assistants are available in our playgrounds during lunchtime and interval time.



## SAFETY FACTORS

- School commences at 9.00 a.m. Transport arrangements and working parents do influence the early arrival of some children. On wet/cold mornings children should arrive in school no earlier than 8.45 a.m.
- Parents are requested to leave children at the school gate in the morning and collect them from the playground at the end of the day. Please stand as far back as the railings in order to allow children to exit the school safely from the school building. Where possible, you should stand at the same spot against the railings every day so that your child knows exactly where to look for you when he/she comes out of school.
- In the interests of safety, parents are requested not to park in front of the school on the yellow lines.
- In order to avoid congestion, parents are requested not to come in to the school entrance corridor or to the hall when children are assembling.
- Primary 1 and Primary 2 children must be collected by a responsible adult at the end of the school day.
- No child will be allowed to leave during school hours (e.g. dental, hospital, doctor appointments) unless collected by a responsible adult. Please send in a letter if someone else is picking your child up for an appointment during school hours.
- The pupils' entrances are secured during the day. Any parent requiring access to the school should use the main entrance on Patrick Street and report to the school office in the first instance.

## **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 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 in touch by using emails, texts, letters, notices in local shops and community centres, announcements in local churches and announcements in the press and on local radio.

In the case of evacuation of the school building, our assembly point is the infant playground.

## **CHILD PROTECTION IN INVERCLYDE**

Inverclyde Council Education Services has Child Protection Guidelines and Procedures which all schools and establishments are required to follow. Education Services work very closely with other agencies namely Police Scotland, Social Work Services, NHS Greater Glasgow and Clyde and the Children's Reporter to support children. Common responsibilities of all staff are to protect children from abuse and exploitation, to respond appropriately when abuse is identified, and to ensure whenever possible that all children are able to exercise their right to be raised in a warm, stimulating and safe environment with the support of staff, their families and carers.

## **CLOTHING AND UNIFORM**

Given that there is substantial parental and public approval of uniform, schools in Inverclyde are free to encourage the wearing of school uniform. In encouraging the wearing of uniform, account is taken in any proposals to prevent any direct or indirect discrimination on the grounds of race or gender. Any proposals will be the subject of widespread consultation with the parents and pupils. Against this background, it should be noted that it is the policy of the Education & Lifelong Learning Committee not to insist on pupils wearing uniform or having specialist items of clothing as a prerequisite of their attending and engaging in all of the activities of the curriculum.

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

- i. Potentially, encourage faction (such as football colours)
- ii. Could cause offence (such as anti-religious symbolism or political slogans)
- iii. Could cause health and safety difficulties such as loose fitting clothing, dangling earrings or clothing made from flammable material for example shell suits in practical classes
- iv. Could cause damage to flooring

- v. Carry advertising, particularly for alcohol or tobacco and
- vi. Could be used to inflict damage on other pupils or be used to do so

The council is concerned at the level of claims being received regarding the loss of children's' clothing and/or personal belongings. Parents are asked to assist in this area by ensuring that valuable items and unnecessarily expensive items of clothing are not brought to the establishment. Parents should note that the authority does not carry insurance to cover the loss of such items and any claims submitted are likely to be met only where the authority can be shown to have been negligent.

Parents should note that the activities the children may become involved in may be restricted because health and safety requirements state that jewellery of any kind must not be worn where children are undertaking physical activities. This includes jewellery worn as a result of body piercing.

Parents of children receiving one or the following benefits will normally be entitled to monetary grants for footwear and clothing for their children:

- Income Support
- Income-based Job Seeker's Allowance
- Child Tax Credit, but not Working Tax Credit, and where income is less than £16,105 (in 2018/2019) as assessed by the Inland Revenue;
- an asylum seeker receiving support under Part VI of the Immigration and Asylum Act 1999
- Any income related element of Employment and Support Allowance
- Parent or carer is in receipt of Working Tax Credit with an income below the threshold for receipt of maximum Working Tax Credit (currently income below £6,420).
- Universal Credit - where your maximum monthly income from employment does not exceed £610, as shown on your monthly Universal Credit statement.

Approval of requests for such grants made by parents in different circumstances is at the discretion of the Corporate Director, Education and Social Care. Information and application forms may be obtained from schools and from Customer Service Centre, Municipal Buildings, Clyde Square, Greenock, PA15 1LY.

Although it is not the policy of the education committee to insist on pupils having school uniform or specialised clothing, where possible, however, children are encouraged to wear our attractive uniform.



- Green Blazer with school badge or green padded waterproof jacket
- Green shirt and school tie
- Grey pullover or grey cardigan
- Green sweatshirt with school badge
- Green polo shirt with school badge (particularly useful for PE days)
- Grey trousers and grey pinafore or skirt
- Black shoes for boys.

Sensible, black, flat-heeled shoes for all girls are advised. The stairs in our building could present a hazard for fashion heeled shoes.

The school PE kit consists of a white round neck t-shirt with school badge, black shorts and black sandshoes.

## **SCHOOL MEALS**

Hot meals and packed lunches prepared in our school kitchen are available daily. Payment may be made daily. There is a standard price - presently £2.00 - for either a hot meal or packed lunch. P1-3 children are now entitled to a free school meal each day.

Special diets may be available on medical grounds.

Arrangements are also made for those children who bring a packed lunch.

At St. Mary's, we are committed to being a Health Promoting School through raising health awareness, providing greater opportunities for physical activity and healthier school meals and tuck shop.





Children of parents in receipt of one of the following benefits are entitled to a free midday meal:

- Income Support
- Income-based Job Seeker's Allowance
- Child Tax Credit, but not Working Tax Credit, and where income is less than £16,105 (in 2018/2019) as assessed by the Inland Revenue;
- an asylum seeker receiving support under Part VI of the Immigration and Asylum Act 1999
- Any income related element of Employment and Support Allowance
- Parent or carer is in receipt of Working Tax Credit with an income below the threshold for receipt of maximum Working Tax Credit (currently income below £6,420).
- Universal Credit - where your maximum monthly income from employment does not exceed £610, as shown on your monthly Universal Credit statement.

Information and application forms for free school meals may be obtained from schools and Customer Service Centre, Municipal Buildings, Clyde Square, Greenock, PA15 1LY. In addition such children will be entitled to free milk.

## **PLACING REQUESTS**

Education Services does not provide transport for those pupils in receipt of a placing request other than in exceptional circumstances. In the case of under-age placing requests if the child is offered a place in his/her catchment area school, transport will be provided in accordance with council policy as stated above.

## **PARENT FORUM AND PARENT PARTNERSHIP**

Scottish Schools (Parental Involvement) Act 2006 led to the establishment of Parent Councils in primary, secondary and special schools. The Act recognises the vital role that parents play in supporting their children's learning. It places a duty on authorities

to promote the involvement of parents in children's education and the wider life of the school. It aims to help parents to be:

- involved with their child's education and learning
- welcomed as an active participant in the life of the school
- encouraged to express their views on school education generally

Information must be provided on whether or not a Parent Council has been established and the reason(s) given for the non-establishment or dis-establishment of a board.

Information should be given about the members of the council. Details of where/how the Parent Forum can access minutes of meetings and constitution should be given.

In St Mary's, we have a very active and supportive Parent Partnership. Some of the ways in which pupils have benefitted from their services include:

- Gifts for each pupil receiving First Holy Communion and Confirmation, a shoe bag for each of our new entrants and a new school tie for each child moving on to secondary school.
- Treats at Hallowe'en and Christmas parties.

As you can imagine, shopping for so many children costs a lot of money. Without parents' help, their fundraising would not be possible. They are always looking for new volunteers to help - please consider coming along to meetings.

At present, our Parent Partnership committee members are:

- Chairperson - Miss McLaughlin & Mrs Pollard
- Vice-chairperson - Mrs. Suzanne Marrone
- Treasurer - Mrs. Lorna Brown
- Vice Treasurer - Mrs. Laura Canning
- Secretary - Mrs. Geraldine Henry
- Vice Secretary/Minute Taker - Vacant

Parish Representative - Mrs Brigid Boyd

Staff Representatives - Mrs Jacqueline Blincow and Mrs Nicole Macdonald

When a vacancy occurs in the Parent partnership, nominations are invited from the Parent Forum. These nominations are considered at a Parent Forum Meeting and, if need be, a vote is taken.

The Parent Partnership, as a statutory body, has the right to information and advice on matters which affect children's education.

Parents who are involved on a regular basis in schools should undertake a PVG check through Disclosure Scotland.

## **General Data Protection Regulations and Data Protection Act 2018**

### **General Data Protection Regulations and Data Protection Act 2018**

Information on children, parents and guardian is stored on a computer system and may be used for teaching, registration, assessment and other administrative duties. In processing personal information, Inverclyde Council must comply with the General Data Protection Regulation and Data Protection Act 2018.

For further information please refer to <https://www.inverclyde.gov.uk/site-basics/privacy> or click on the following: [Privacy page link](#)

### **Transferring Educational Data About Pupils**

The Scottish Government and its partners collect and use information about pupils through the Pupil Census to help to improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us.

#### **Why do we need your data?**

In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as the SQA and Skills Development Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:

- o plan and deliver better policies for the benefit of all pupils
- o plan and deliver better policies for the benefit of specific groups of pupils
- o better understand some of the factors which influence pupil attainment and achievement
- o share good practice
- o target resources better
- o enhance the quality of research to improve the lives of young people in Scotland

## Data policy

Information about pupils' education is collected through our statistical surveys in partnership between the Scottish Government and Local Authorities through the ScotXed Programme which aims to help schools and Local Authorities by supporting efficient collection, processing and dissemination of statistical information. The Scottish Government then provides analysis of the data to support research, planning, management and monitoring of education services as well as to produce National Statistics publications.

Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. Data is held securely and no information on individual pupils can or would be made publicly available by Scottish Government.

The individual data collected by Scottish Government through the Pupil Census is used for statistical and research purposes only.

## Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This note can give only a brief description of how we use data. Fuller details of each individual ScotXed survey, including the purpose of each and the published data, can be found on the ScotXed website ([www.scotxed.net](http://www.scotxed.net)).

Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the SQA. On occasion, in order to help meet our aim of improving the life of young people in Scotland, we may make individual data available to partners such as the National Records of Scotland to carry out research relating to the national population census and also academic institutions and organisations to carry out additional research and statistical analysis to meet their own official responsibilities. Any sharing of data will be done under the strict control of Scottish Government, and will be consistent with our data policy. This will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with relevant colleagues and individuals

within and outwith Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

### Concerns

If you have any concerns about the ScotXed data collections you can email the Head of Schools Analysis, Mick Wilson, at [mick.wilson@scotland.gsi.gov.uk](mailto:mick.wilson@scotland.gsi.gov.uk) or write to The ScotXed Support Office, Area 2D, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print.

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

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