



Aberdeen City Council

SCHOOL HANDBOOK



GLASHIEBURN SCHOOL



Jan 2016

SCHOOL HOURS

Morning

Nursery 8.30 – 11.40

P1-7 8.40 - 12.30

Afternoon

Nursery 12.20 – 3.30

P1-7 1.30 – 3.00

CONTACT INFORMATION

School Address

**Glashieburn Primary School
Jesmond Drive
Bridge of Don
Aberdeen
AB22 8UR
Tel 01224 704476
Fax 01224 707668
e.mail
glashieburn@aberdeencity.gov.uk**

**Aberdeen
Offices**

City

Education

**Marischal College
Education and Children's Services
Marischal College
Broad Street
Aberdeen
AB10 1AB**

SCHOOL HOLIDAY PATTERN

Session 2015 - 2016

In Service Days

Monday 17 August 2015
Monday 16 November 2015
Tuesday 16 February 2016
Wednesday 17 February 2016
Tuesday 3 May 2016

Term 1 **18 August 2015 - 9 October 2015**

In-Service Day -	Monday 17 August 2015
Term Starts -	Tuesday 18 August 2015
Term Ends -	Friday 9 October 2015
October Holiday - 2015	Monday 12 October - Friday 23 October

Term 2 **26 October 2015 - 18 December 2015**

Term Starts -	Monday 26 October 2015
In-Service training school closed to pupils -	Monday 16 November 2015
Term Ends -	Friday 18 December 2015
Christmas Holiday - 2016	Monday 21 December to Tuesday 5 January

Term 3 **6 January 2016 - 1 April 2016**

Term Starts -	Wednesday 6 January 2016
Mid Term Holiday -	Monday 15 February 2016
In-Service training school closed to pupils -	Tuesday 16 & Wednesday 17 February
Good Friday Holiday -	Friday 25 March 2016
Term Ends -	Friday 1 April 2016
Spring Holiday -	Monday 4 April to Friday 15 April 2016

Term 4 **18 April 2016 - 1 July 2016**

Term Starts -	Monday 18 April 2016
May Day Holiday -	Monday 2 May 2016
In-Service training school closed to pupils	Tuesday 3 May 2016
School closed to pupils for Polling Day	Thursday 5 May 2016
Term Ends -	Friday 1 July 2016

ASSOCIATED SCHOOLS GROUP [ASG]

Oldmachar Academy
Jesmond Drive
Bridge of Don
Aberdeen
AB22 8UR

Head Teacher: Mrs J Mohammad
Tel: 01224 820887

Glashieburn Primary School
Jesmond Drive
Bridge of Don
Aberdeen
AB22 8UR

Head Teacher: Ms P Baxter [Acting]
Tel: 01224 704476

Forehill Primary School
Jesmond Drive
Bridge of Don
Aberdeen
AB22 8UR

Head Teacher: Mr D Ford
Tel: 01224 820904

Middleton Park Primary School
Jesmond Drive
Bridge of Don
Aberdeen
AB22 8UR

Head Teacher: Mrs J Watson
Tel: 01224 820873

Danestone Primary School
Fairview Brae
Danstone
Aberdeen
AB22 8ZN

Head Teacher: Mr G Roberts
Tel: 01224 825062

Greenbrae Primary School
Greenbrae Crescent
Bridge of Don
Aberdeen
AB23 8NJ

Head Teacher: Miss A Royle
Tel: 01224 704447

GLASHIEBURN SCHOOL STAFF

Head Teacher

DHT

DHT

P3

Ms P Baxter

Miss Lucy Robertson (Acting) - P4-P7

Mrs Emma McDonald (Acting) - ASN, Nursery –

Teachers

Mrs Fiona Anderson

Miss Aisling Boyle

Miss Emma Connel

Mrs Rachel Cruickshank

Miss Lauren Cunningham

Mrs Shona du Plessis

Miss Wesun Kraish

Miss Dawn Marr

Miss Gemma Milne

Mrs Jane Proctor

Miss Linzi Robertson

Mrs Dianne Smith

Miss Laura Walker

Miss Rachael Wright

Mrs Claire Stephen (Maternity Leave)

Nursery Nurses

Mrs Ginny Broderick

Miss Claire Fraser

Mrs Leah Low

Mrs Janette Roberts

Pupil Support Assistants

Mrs Irene Donald

Mrs Heather Grant

Mrs Barbara Guyan

Mrs Susan Horne

Mrs Carol Kellingray

Miss Katie Mair

Mrs Fiona Ross

Administrator

Mrs Edna Wilson

School Support Assistant

Mrs Anna Buckley

School Support Assistant

Mrs Irene Donald

School Support Assistant

Mrs Carol Kellingray

Janitor

Mr Bill Baird

Crossing Patrol

Mrs Sandra Gerrie

Kitchen

Mrs Karen Goodall
Mrs Linda Howitt
Mrs Kathleen Rattray

Specialist Teachers

Mrs Gillian Simpson
Ms Marlene Grant (French)
Miss Moira Birse (Violin)
Mrs Angie Simpson (Brass)
Ms Anna Hamilton (Singing)
Miss Debbie Haig (Woodwind)
Mrs Susan Morrison (Piano)
Miss Yen (Mandarin)
Mrs Adam (Mandarin)
Mr Luo (Calligraphy)

BACKGROUND INFORMATION

The School and its Context

Glashieburn School was built in 1979 and is in the suburb of Bridge of Don, which is situated to the north of Aberdeen City. The catchment area for Glashieburn School is predominantly private housing. It has a roll on 305 pupils. There are ten mainstream classes, a sixty place nursery and a fourteen place Additional Support Area (ASN). Glashieburn hosts an ASN provision which can be accessed predominantly for the primary schools in the Oldmachar catchment area and, if necessary, across Aberdeen City. Our Associated Schools Group (ASG) comprises Danestone Primary, Forehill Primary, Greenbrae Primary, Middleton Park Primary and Oldmachar Academy.

The school is led by a Senior Management Team of three, a Head Teacher and two Depute Head Teachers. One DHT has the responsibility for the Nursery to Primary three department, ASN provision, along with the lead for Maths across the school. The other DHT has responsibility for the Primary four to Primary seven pupils, with a lead role for Literacy across the school. We have a talented staff who work together to ensure that the needs of all of our pupils are met. We routinely work with families, partners and pupils to evaluate the work of the school and set a clear agenda for further improvement. This culture of self-evaluation ensures that we continue to provide the very best experiences and opportunities for all of our pupils. We have a strong Pupil Support Team who work across the school, with two members of the team specifically identified for the ASN area. We are also fortunate to employ skilled Nursery Nurses whose support is invaluable in helping us meet individual needs as well as developing the nursery as a whole. On a weekly basis our pupils have the opportunity to attend musical instruction from visiting specialists.

Our school office Administrator assists greatly with the smooth running of the school. The office is available between 8.00am and 3.30pm.

Pupil attendance is high and exclusions are minimal. Glashieburn School has clear school rules and sanctions, which are adopted by all pupils and parents. The school prides itself in the reputation it has within the community.

There are five school Councils, which include Charities, Eco and Fair Trade, Health, and a Rights Respecting School Council. We have an established "House" system in school, and the 'Houses' are named after local streets. We also have our 'Castle' system, which the pupils adopt during Team Time.

Glashieburn School, as part of the wider Parent Forum, currently has a Parent Council and a PTA. The PTA has raised a considerable amount of money for the school fund. The work of the PTA enhances the work of the school. Last session the PTA funded all external trips for the pupils, including the cost of the buses. In addition to this parents organise and run the library on a weekly basis and assist in class activities including external trips and visits. This session, the PTA is funding the purchase of 10 new Chrome Books and new reading books. All parents are invited to join the PTA. The Parent Council are also purchasing Chrome Books for the school. Close links have been established, and are actively maintained, with local community groups and agencies supporting the aims and values of Glashieburn School. The school works with many local Churches, whose ministry teams visit regularly.

SCHOOL VISION AND AIMS

Vision and Values Learning and Teaching Policy

Vision and Values

At Glashieburn, our shared vision is to create a happy, safe and stimulating learning environment, where all our pupils are given the opportunities and support to achieve their full potential, working towards our common values of Respect, Responsibility, Inclusion, Resilience, Aspiration and Honesty.

- **RESPECT**

We value all members of the community

We display tolerance of others with different views and beliefs

We show respect for the school, its resources and the surrounding environment

- **RESPONSIBILITY**

We take ownership of our learning and our behaviour

We are committed to our school, our community and the environment

We recognise the role that we play in keeping others safe

- **INCLUSION**

We are patient with others who need more time and support

We show care and compassion

We communicate effectively

We value the skills and abilities of others

- **RESILIENCE**

We approach our learning with a positive, 'can do' attitude

We keep trying to find solutions, showing determination

We work independently and with confidence

- **ASPIRATION**

We believe in ourselves

We think BIG thoughts

We set SMART targets, and share them with others

We say YES to opportunities

- **HONESTY**

We are given opportunities to talk, and to be listened to

We trust our peers and the adults we work with

We explain the facts

We aim to do this by:

- Providing a broad, balanced and appropriate curriculum
- Promoting positive behaviour
- Encouraging independence and confidence
- Forging good links between staff, pupils and the community
- Recognising and celebrating individual talents and achievements

Enabling our pupils to become:

- **Confident Individuals**
- **Effective contributors**
- **Responsible citizens**
- **Successful Learners**

SCHOOL ORGANISATION

Enrolment

In accordance with the Admissions Policy of Aberdeen City Council all pupils who attain the age of 5 years on or before the commencement of the new session in August should start school then. Pupils, who will attain the age of 5 years after that date, but on or before the last day of February, may also be enrolled in Primary School for the new session.

Induction Programme for New Primary 1 Entrants

New entrants will all start school on the same day. The entry times will be staggered so that small groups of pupils can become familiar with their teacher, their surroundings and routines. You will be given fuller information at the parental induction meetings, held before the pupils begin school.

Transfer to Secondary School

The delineated school for the pupils from Glashieburn is Oldmachar Academy. Pupils attending Glashieburn, but who live outwith the catchment area for Oldmachar should transfer to the delineated school as per their home address. Parents of "Out of zone" pupils who wish to transfer to Oldmachar will have to make a request, in writing, to the academy.

Absences

REPORTING OF ABSENCES FROM SCHOOL

To report an absence you should use the school's information line and not the office line. All absences must be reported to school.

You should call **before** registration at 8.40 am.

- Tel. No. **08700541999**
- Use the PIN CODE **011360**
- Select option **2 (to leave a non-urgent message)**
- Clearly State
 - a) who you are**
 - b) your pupil's name and class**
 - c) number of days your pupil will be absent if you know**
 - d) reason for absence**

If there is any change to the original information given on the first day of absence you must inform the school again using the above procedures.

Also if a pupil has attended school in the morning, but is absent in the afternoon, parents should inform the school. However, **all** absence from school should be explained in writing, to the class teacher, when the pupil returns.

If a pupil experiences sickness or diarrhoea they should be kept at home for a full 48 hours after this has stopped to prevent further spread of infection.

Lateness is recorded daily and monitored for frequency.

If pupils are required to be released during school hours then the request should be made in advance, in writing, to the class teacher and they should be collected from the front office of the school by an adult. Thank you.

Attendance

There is a legal requirement for parents to ensure that their child attends school regularly.

We appreciate that pupils may have medical/personal appointments during the school day. Prior notice of these would be appreciated. Pupils should be collected from the reception area at the appropriate time.

Family Holidays

Holiday absence, to be taken within the school term, must be requested in writing as the Council has a strict policy on attendance. These absences will be recorded as unauthorised except in rare circumstances. Holidays will only be authorised when a family holiday is judged to be important to the wellbeing and cohesion of the family, following a serious or terminal illness, bereavement or other traumatic event. If work commitments only permit holidays during school term evidence must be provided by an employer that leave cannot be accommodated during school holidays.

SCHOOL UNIFORM

At Glashieburn we wish to encourage a sense of identity and a pride in our school. Parents are advised to consider school uniform when providing suitable clothing for school. We actively encourage our pupils to wear uniform which is both practical and comfortable.

The uniform is:

- | | |
|-----------------------|--|
| Girls - | Purple sweatshirt or cardigan, white polo shirt, grey / black trousers or grey / black skirt. |
| Boys - | Purple sweatshirt, white polo shirt, grey / black trousers. |
| Nursery pupils | Purple sweatshirts |

There is also a black fleece jacket with the school logo.

School sweatshirts, cardigans, polo shirts and fleeces can be purchased from the PTA. Order forms are available from the school office.

Nursery sweatshirts can be purchased directly from Nursery staff.

Jewellery and nail polish should not be worn in school. However, if pupils do wear earrings, plain stud earrings are permissible.

As most of the school is carpeted pupils should change into indoor shoes and we ask that you provide suitable footwear for keeping in school.

P.E. KIT

Girls - Black/navy Shorts, white T-shirt, gym shoes (no vests, cropped tops or football tops)

Boys - Black/navy Shorts, white T-shirt, gym shoes (no football tops)

It is preferable if gym shoes are of slip-on variety and the soles must be non-marking.

In the interest of safety earrings should not be worn to PE. However earrings which cannot be removed should be covered with tape, which should be supplied by the parent.

We do have a lost property cupboard but at the end of each term any unclaimed items will be disposed of.

Please ensure that all articles of clothing are clearly labelled with pupil's name and class

HOMEWORK

At Glashieburn homework is seen as an integral aspect of pupils' learning. It provides opportunities for pupils to build upon work done in school by consolidating, practising, preparing and developing given tasks. Pupils are encouraged to develop good habits of self-discipline and motivation when planning and organising their time.

Parents are requested to sign home - school notebooks as appropriate. Unfinished class work may be sent home but it should not be seen as normal homework. It should also be signed, so that the school knows of parents' awareness of unfinished work.

Homework will not be given to pupils when they are ill (short-term) or when they go on holiday during term time.

A jotter will be provided in which written homework can be completed. Parents are asked to sign a preface at the front of the jotter to indicate an agreement between school and home. The homework or reading diary will be used to indicate reading homework and for communication on matters such as behaviour or general information.

In primary 1 – 7, in order to encourage independent learning and work planning, staff will give programmes of homework on a weekly basis. Homework will generally be given on Monday and submitted by Friday with reading being given as appropriate.

Each pupil's approach to completing homework tasks may differ. Some pupils may prefer to complete it over the course of the week, while others may wish to complete homework over a shorter space of time. The success of homework activities depends upon a co-operative home / school partnership.

A homework task of spelling, maths and language will be given each week in addition to reading practice. Homework may also be linked to thematic work. Less homework will be given on 4 day weeks and none during the last week of each term. Parents are asked to encourage their pupils to do their best. Please do not the labour the point with your pupil regarding homework.

Where a homework task has not been completed a further opportunity will be given before parents are contacted. Teachers will strike a balance between the time pursuing homework and the consequent time lost for teaching.

SCHOOL INFORMATION

Visitors to School

The school has a door-locking security system whereby entry is via the front entrance only.

All visitors must report to the school office where they will be asked to sign the visitors' book and collect a visitor's badge.

Collection of Pupils

If you are collecting pupils during the school day please inform the class teacher in writing of the date, time and name of adult who is collecting them. Your pupil must be collected from the school office.

Playground

The playground is enclosed by a security fence, the gates of which are kept locked during the school day. During the day entry to school is via the corner gate, at the school patrol crossing, and along the path to the front door.

Pupils are not permitted to leave the school grounds during the interval and those staying for school lunch may not leave the grounds during lunch break.

Parents are not permitted to enter the playground during break times. If you need to communicate with your pupil please come into the school via the front entrance.

School Car Park

Parents are requested not to park in the car park.

The school car park is not open between 7.45 am and 5.00 pm to anyone other than school staff, visitors and service vehicles.

Pupils are forbidden to enter the school car park and therefore cars transporting pupils **must not** enter school grounds nor should the car park entrance be used as a stopping or turning place.

Copyright

Schools were advised in 1991 to include the following reference to copyright: -

"books borrowed from school or college libraries may not be copied by outside bodies, eg commercial copy shops, without the written permission of the publishers. In conjunction with rights owners CLA is taking legal action against copy shops that are found to be illegally copying from books for students".

Swimming

Swimming instruction may be available depending on the provision provided by the authority.

Music Tuition

There is limited provision of music tuition. Parents are contacted if a space is available and their pupil appears to have potential.

Miss Moira Birse	Violin
Mrs Angela Simpson	Brass
Mrs Susan Morrison	Piano
Miss Debbie Haig	Woodwind
Miss Anna Hamilton	Singing

School/Home Communication

Parents are kept informed by means of the school website.

Any special announcement, outings etc will be made by letter to the parents.

Any monies to the school should be put into a sealed envelope or the school envelopes which can be purchased from the office with the pupil's name and class written on the outside. Please note that cheques should be made payable to "Glashieburn School".

Please endeavour to give family members individual envelopes which make recording and collecting of money much easier for staff.

Each pupil is issued with a homework diary into which is written any message/communication to the parent and in which the parent can make comment to the class teacher.

Domestic pets

The following extract from an Authority letter is brought to your attention: ".....it is the Authority's policy that no pets owned by any member of staff, parent or guardian should be allowed into any part of the establishment. It must be understood that any part of the establishment includes playgrounds, car parks and playing fields."

Arrival/Departure

It is vital that on days of inclement weather, pupils should arrive at school as near to bell times as possible i.e. not before 8.30 am and 1.20 pm.

Parents conveying their pupils by car are asked to use the north side of Jesmond Drive, well away from the Crossing Patrol point.

Crossing Patrol

A "Lollipop person" is located at the front of the school on Jesmond Drive (by the barrier).

They are on duty from	8.15 am	-	8.45 am
	2.55 pm	-	3.30 pm

"Parental responsibility"

Even where a School Crossing Patrol is provided, parents remain responsible for ensuring their child's safety, just as they do when a zebra crossing or pelican crossing is provided.

"Some parents, however, may regard the provision of a School Crossing Patrol as an indication the "Appropriate Authority" is prepared to assume responsibility for the safety of their pupils on their whole journey to and from school. This is a misconception that should be countered, perhaps by conducting a local awareness-raising campaign to reinforce the message of parental responsibility every time a new Patrol is appointed."

Fire Drill

Regular practice Fire Drills are held throughout the session.

Emergency Contacts

All parents are required to complete, for each pupil, emergency contact details. It is important that you provide the school with a day-time contact number and the telephone number of a friend or relative, within walking distance of the school, whom we can contact should you be unavailable.

Please help us by keeping this information up to date. Computer update forms are available from the school office on request.

Evacuation and Closure Procedures

In the event of an emergency such as a power-cut, fire or severe weather conditions it may be necessary to close the school without prior warning.

In severe weather pupils will be kept in school until collected by parents or emergency contacts.

If evacuation of the whole school is required pupils will be escorted to Oldmachar Academy from where emergency closure procedures would be put into operation.

When possible an announcement will be made on North Sound Radio. This information will also, whenever possible, be posted on the School's Information Line.

SCHOOL'S INFORMATION LINE

The Schools Information Line is a telephone information service for parents.

The main features of this service are:

1. Emergency arrangements message for parents

To be used to inform parents/carers of emergency arrangements and important announcements, eg early closure arising from adverse weather conditions/failure of heating system.

2. List of messages containing school information

This could hold routine information for parents, e.g. the times for a Parents' Night,
School Concert details, etc.

Parents can access these features by dialling this National Rate number:

Tel: 0870 054 1999.

A message will be heard followed by a request for a 6-digit PIN number specific to their pupil's school.

The School PIN code is 011360

The school also has an Electronic Closures System

Parents/carers can access the School Closures list by going to

www.aberdeencity.gov.uk/closures

SCHOOL MEALS, MILK AND FRUIT

School Meals (August 2015 to May 2016)

On a Monday morning, the pupils may purchase tickets from catering staff who will visit their class areas. Dinner tickets may be bought in any number at £2.10 each, with booklets of 10 tickets at £21. In order to minimise disruption to the pupils, it is necessary for the money/cheque (payable to **Aberdeen City Council**) to be sent in an **envelope marked with the pupil's name and class**. He/she will then put the tickets in the envelope to take home.

Tickets must be named, and taken singly to school on any day that a pupil is to have a school meal.

School staff has no responsibility for tickets. Any loss or other problems should be reported to the school office. No pupil having lost a ticket or money will ever be refused a meal.

Tickets can only be purchased on a Monday morning between 8.45am – 9am. Thank you.

The school is responsible for the care of pupils who remain in school during the lunch break.

Please ensure that your pupil knows their lunchtime arrangements.

School Meals – May 2016 onwards

Aberdeen City Council's Catering Service will introduce a new Primary School Meal System to our school in May. The system, which has been developed by the Accord Card team and replaces the current paper meal tickets, works with 'electronic accounts'. Each pupil has their own Kidz Card with their name and individual card number. The card is used in the classroom to order lunch. Having an account also means that you can top-up your child's account online and you can sign up to receive a weekly alert to let you know your child's balance.

Free School Meals

Forms of application for free school meals are obtainable from the school office. All P1 – P3 pupils are entitled to a free school meal.

Packed Lunches

Pupils taking packed lunches eat in the dining hall.

Support Staff are employed during lunch-time to supervise all meals and to be available to all pupils for emergencies and general welfare.

P1 Milk

Primary 1 pupils are entitled, on a daily basis, to milk which comes in 200 ml cartons. A parental consent form must be completed before a pupil is given milk. No pupil will ever be forced to drink milk.

Healthy Eating

Primary 1 and 2 pupils are included in the Scottish Governments initiative on Healthy Eating.

Pupils are given fruit or vegetables to eat during the morning, two days per week.

To further encourage this initiative we would hope that all pupils could bring a healthy option snack if they wish something to eat at the morning interval. Fizzy drinks and crisps are discouraged.

Water

We have drinking water coolers installed in school. Pupils may take a water bottle to school for filling and we would encourage them to drink as much water as possible as it is now recognised that re-hydration aids health and concentration.

MEDICAL SERVICES

First Aid

Minor injuries are treated by staff, but if professional medical treatment is thought necessary, parents are contacted. If parents are unavailable, the emergency contact person will be informed. If neither can be contacted, a member of staff will accompany the pupil to a doctor or hospital while regular attempts are made to contact parents. Pupils often become ill during the day and, in such cases, parents are contacted to arrange for them to be taken home or to the emergency contact.

Medical and Dental Inspections

These are carried out in accordance with arrangements made by the Health Board.

Where the school doctor feels that further investigation is necessary, a note of referral to the family doctor is given.

Parents may choose to have dental treatment carried out by the school dentist or they may make their own arrangements.

When pupils are to have a general anaesthetic for dental treatment, they should not attend school on that day since the school cannot take responsibility for ensuring that they do not eat or drink.

Medicines

Although it is the job of the support staff to administer medication they will not do this without written instruction from the parent on the required "Medication in Schools for Pupils" form.

- If any medication is to be administered in school, either long or short term, the above form can be obtained from the school office and must be returned to the office.
- All medicines must be clearly labelled with owners' name and dose, sealed inside a plastic bag.
- Medicines should always be given to the office staff who will arrange for them to be administered.
- **Pupils must not bring any medicine to school**, even those sold over the counter. An adult **MUST** bring the medication into the school.

Enabling pupil access to such things as inhalers or simple, non-dangerous medicines, is usually easily arranged via a letter from home.

Inhalers

PARENTS MUST COMPLETE MEDICAL PROFORMA AT THE SCHOOL OFFICE WHEN AN INHALER IS BROUGHT TO SCHOOL.

Inhalers will be given to the class teacher who will keep them in a safe place to which the pupils will have immediate access.

ANTI-BULLYING POLICY

It is necessary for the school to have a formal and detailed policy on this since bullying is a significant and unacceptable problem throughout society and in all age groups.

The pupils are made aware that bullying is the attempt to get something by physically or psychologically harming others.

Staff are aware of the various possible signs that bullying might be happening and the pupils are asked to tell an appropriate adult if it is. The school tries to create an ethos and an atmosphere in which everyone understands what bullying is, rejects it clearly and takes the appropriate action to stop it.

Within the school curriculum we try to highlight an active disapproval of bullying through assemblies, drama, role-play and discussion of all related personal and social development so that pupils and staff can enjoy a secure environment.

Definition of Bullying

Bullying is the deliberate desire to hurt or frighten others by physical or psychological intimidation. It can be physical, psychological, verbal or by a look or a gesture.

Recognising Bullies

Staff should be aware of stereotyping bullies – not all bullies are larger than their victims and not all are boys. Remember too that aggressive behaviour is not the only sign of bullying – most pupils find psychological threats more difficult to deal with.

Recognising Victims

Just as there is no typical bully there is no typical victim but staff should be especially vigilant with pupils who:

- Are new to the class/ school
- Are different in appearance, speech or background from other pupils

Symptoms of being bullied that staff should look out for:

- Erratic attendance which might indicate school phobia
- Reluctance to go out at interval or lunchtime
- Low self-esteem
- Deterioration in work
- Extreme attention seeking behaviour
- Aggressive behaviour – many bullied pupils in turn bully others.

Most bullying incidents take place during break time and away from supervising adults. It is important that staff make the Support Staff aware of any pupils they might consider “at risk”.

Preventing Bullying

The most important factor in preventing bullying is the willingness of the pupils to speak out if they or other pupils are being bullied.

Teachers and other adults **MUST** listen to pupils who complain about being bullied and not dismiss it as “telling tales”.

Pupils must be re-assured that their complaint will be taken seriously.

Dealing with Bullying

At Glashieburn we encourage positive behaviour and have a set of Golden Rules, which encourage pupils to be kind and gentle. Bullying is often a topic for discussion at our regular Circle Time activities and school assemblies. Many ideas for discouraging bullies and other forms of anti-social behaviour through role play are implemented in school.

Staff must create an ethos that encourages pupils to speak out.

The schools Pupil Councils and Circle Time meetings create forums for pupils to discuss bullying issues and what can be done about it.

The following advice should be given to pupils.

- When they see someone being bullied they must take action – doing nothing can be seen as supporting bullies.
- It is unwise to take action themselves, other than show disapproval. They must tell an adult.
- Only accept as friends other pupils who do not bully others.
- Discuss with pupils ways of stopping people becoming bullies.

Try not to let pupils see other pupils who bully as bad; stress that it is the behaviour and not the pupil that is bad.

The values and ethos of a school are transmitted through the hidden curriculum as well as through what is said in a school policy. It is essential that all staff act as role models for acceptable behaviour.

At Glashieburn we:

- Show respect for others
- Are seen as being fair
- Avoid labelling pupils
- Have high expectations of all pupils

- Avoid comparisons
- Criticise the behaviour not the individual

Ways to deal with bullying

Staff

- Remain calm
- Listen carefully – take the incident seriously
- Take action as quickly as possible

Suggested action

- Make it plain you disapprove
- Try to make the bully see the victim's point of view
- Punish the bully if you have to, sanctions can include missing Golden Time and staying in at lunchtime
- Explain the punishment and why it is being given
- Make clear that bullying is unacceptable and warn of the consequences eg. next time parents would be involved

Procedures for dealing with recurring incidents of bullying

- The Senior Management Team will keep written records of incidents
- Parents will be involved at an early stage if incidents recur
- If necessary the Educational Psychologist can be called to offer advice

It is vital that all pupils know that our school cares about bullying. They must feel confident to speak out on their own and on other's behalf to any member of staff and be listened to and taken seriously.

At Glashieburn we try to promote a positive, caring ethos where every pupil feels valued and is treated as an individual.

In our school prospectus we stress the importance of creating a safe and happy environment for all our pupils. Pupils and their parents need to be confident that we will not condone bullying and will be active in dealing with any reported incident.

All incidents of bullying should be reported to DHTs and Headteacher for recording in an incident log.

SCHOOL RULES AND ROUTINES - STANDARDS OF BEHAVIOUR

At Glashieburn School we combine high expectations of behaviour with a systematic yet firm approach. Discipline is a joint responsibility for both home and school and we ask for your co-operation in maintaining high standards of discipline and behaviour in school.

It is an important part of the school's work to help our pupils develop self-discipline and good manners in an atmosphere of mutual respect between staff and pupils.

Our staff continually work towards improving the pupils' self esteem and promoting a positive attitude towards behaviour, believing that pupils respond best to a supportive and caring approach.

We believe in using praise and rewards and developing the pupil's self esteem by highlighting good behaviour.

The behaviour of pupils outside school should reflect the same habits of courtesy and consideration for others that are expected in school.

Safety Routines

- Pupils should walk at all times when moving throughout the school.
- All pupils will be responsible for the general tidiness of their own property and school equipment used by them.
- Except for pupils going home for lunch, all pupils must remain within the school grounds at all times.
- Pupils should take all reasonable care to ensure the safety of others in the playground.
- No pupil will throw any missile likely to harm or injure another person e.g. snowball, stone, grit, etc.
- No pupil will enter the car park unless accompanied by an adult.
- No pupil will climb on the school building or fences.
- In icy weather sliding is forbidden.
- Pupils will not use bad language in school or the playground.

Wet Days Routines

- Parents should ensure that pupils are not sent to school unduly early on wet days ie. morning or after lunch.
- Pupils will be allowed to stay indoors during interval and lunchtimes on wet days, providing they behave sensibly.
- Pupils should choose an appropriate activity whilst indoors (drawing on wet weather paper, board games) and must remain seated in their class area.
- Pupils will be supervised by promoted members of staff as far as possible as well as the Support Staff.
- Primary 7 Glashieburn Playground Leaders (GPLs) will help to supervise and play with P1 – 3 classes

Property

- **Mobile phones are forbidden in school**
- Outdoor clothing, shoes and school bags will be left tidily at the appropriate place.
- All articles of clothing, footwear and school bags should be clearly marked with the pupil's name
- The school rules apply to any educational outing or visit in or out of school hours

SCHOOL RULES:

- **Listen carefully and follow all instructions**
- **Use appropriate language, no teasing, put downs or bad language**
- **Tell the truth at all times**
- **Keep hands, feet and objects to yourself**
- **Take care of materials, equipment and the environment**

It is necessary to look carefully at every incident involving unacceptable behaviour and to act appropriately to each set of circumstances. Parents would be informed of any serious misbehaviour and in the case of recurring disruptive behaviour.

CONSEQUENCES:

- **Reminder of the rules**
- **Reminder of the consequences**
- **Remove from situation/activity for 5 minutes or loss of Team Time for 10 minutes**
- **Referral to Depute Head Teacher – complete a Behaviour Log**
- **Referral to Head Teacher**
- **Contact parents**

Exclusion from School

This is the ultimate sanction for misbehaviour. If the Headteacher decides that repeated offences or any single offence constitute a danger to other pupils or an impediment to their education of a serious enough nature then the exclusion from school procedures may be invoked.

No pupil will ever be simply sent home from this school. Except in cases of very serious misbehaviour, there would be close liaison between school and home to explore all reasonable ways of helping a pupil towards acceptable behaviour.

School Pupil Insurance

No insurance cover is held by Aberdeen City Council to provide automatic compensation to pupils in the event of a personal accident or death. It is your responsibility as a parent to insure your pupil for personal accident or death if you feel this is appropriate.

Aberdeen City Council does hold Public Liability Insurance which indemnifies the Council for claims from third parties (e.g. parents of pupils) who have suffered injury, illness, loss or damage arising from the negligence of the Council or its employees. However if there is no negligence, no claim would be accepted by the Council.

This information is brought to your attention at this time in order that you may take whatever action you feel appropriate. I am also particularly anxious to avoid the potentially distressing situation of parents only becoming aware of the insurance position after an accident has occurred, however remote this possibility.

Computer and Internet

Information and communication technology (ICT) Aberdeen City Council use an Internet Service Provider that ensures that pupils only have access to secure sites and we ensure that pupils only have access whilst supervised by teaching staff. A Parent Agreement for Computer and Internet Use is issued at induction.

POSITIVE BEHAVIOUR POLICY

We believe that positive reinforcement and rewarding appropriate behaviour is more powerful than negativity and achieves an encouraging response.

AIMS OF THIS POLICY

- To further develop an environment which encourages and reinforces good behaviour
- To define acceptable standards of behaviour
- To encourage **consistency** of responses to both positive and negative behaviour, with appropriate sanctions when necessary
- To promote self esteem, self discipline and positive relationships
- To encourage the involvement of Parents, Pupils and Staff in the implementation of this policy
- To establish clear communication systems so that all parties are fully informed and supported

SENIOR MANAGEMENT TEAM ROLE (S.M.T.)

- Overall responsibility for maintaining positive discipline throughout the school lies with the Head Teacher. When the Head Teacher is not in school another member of the SMT will be responsible.

CLASS TEACHERS' ROLE

The class teachers' example is key in developing and nurturing supportive, caring, positive and interpersonal relationships with pupils. It is the responsibility of **all members** of staff to:

- follow positive behaviour procedures to ensure a consistent and fair approach
- identify early behaviour difficulties exhibited by pupils, seek support from colleagues, SMT and if necessary outside agencies and follow agreed procedure.
- liaise with colleagues to seek/give advice and try to establish the cause of the behaviour, for example:

Low self- esteem
A specific difficulty
Tasks are not been seen as relevant
High expectations from home
Not getting their way
Lack of sleep/food
Negative influences
Lack of praise
Inappropriate resources
Lack of communication skills

Boredom, not motivated
Peer expectation
Low expectations
Poor social skills
Unsure of boundaries
Insecurity
Lack of support from home
Bullying
Poor basic skills
Exposed to abu

PUPIL SUPPORT STAFF

Pupil Support staff play an important role in ensuring consistency in behaviour around the school, they have a responsibility:

- To follow positive behaviour guidelines and ensure a consistent approach in school
- To implement the Playground Routines and Guidelines
- To inform either the class teacher or the SMT of any incident which may affect the behaviour in class

Staff spend time establishing and agreeing class routines and appropriate consequences at the beginning of every session to be clearly displayed in the classroom. Class routines should be small in number, positively stated, have clear appropriate consequences and be consistently applied and enforced.

REWARDS

Class teachers will make use of appropriate rewards to reinforce positive behaviour and class rules, the most common reward being praise. Systems appropriate to individual classes will be used to further maintain good standards and be consistently applied, some examples of those in school being:

Rewards sticker/stamps	Merit certificates
Team Time	Circle Time
Position of responsibility	Peer praise
Star pupil/ individual awards	Marbles in jar
Wall charts	Class medals
Table trophies	

Recognition of good behaviour is displayed on our Playground Board. The Congratulations Wall displays achievements attained outwith the school. The Achievements Boards in the foyer of the school displays achievements within the school.

CONSEQUENCES

Although rewards are central to the encouragement of good behaviour realistically there is a need for sanctions to register disapproval of unacceptable behaviour along with the class routines. So that consequences can be consistent, behaviours have been levelled with appropriate sanctions/procedures as indicated in the table below.

When applying sanctions:

- It must be clear why the sanction is being applied with reference made back to the class rules, the consequence being seen as a choice
- It must be made clear what changes in behaviour are required to avoid further punishment
- There should be a clear distinction between minor and major offences

- It should be made clear that it is the behaviour and not the pupil that is unacceptable
- It should be appropriate to the behaviour
- It should be clear that consequences are organised in a hierarchy

Some behaviour (referred to in level 3) is simply not acceptable in school. If this behaviour is displayed then the pupil loses the right to move through the hierarchy of consequences, is removed from class and proceeds directly to the Head teacher.

MORE CHALLENGING BEHAVIOUR

A small number of pupils have specific behavioural problems that are medical or psychological in origin. However, discipline problems may have their roots in the social and economic challenges faced by families and sometimes in the way learning and teaching are organised. Whatever the problems, they are barriers to learning and must be addressed for the benefit of all pupils. Open communication between class teacher and their line manager will enable appropriate supports to be put in place for pupils, this may include involvement from the Educational Psychologist, Behavioural Support or Support for Learning. A multi-disciplinary review will provide an opportunity for behaviour plans to be planned, managed and their success reviewed. The first step for all referrals is discussion with the Depute Head with responsibility for the stage of the school.

COMMUNICATION AND PARTNERSHIP WITH PARENTS

High priority will be given to clear communication within the school and with the parents. Face to face meetings and written communications through official letters or the home/school diary will be utilised depending on the nature of the behaviour and the pupil. Where the behaviour is causing concern it is important that all those working with the pupil are aware of any concerns and be in agreement of the steps being taken to modify the behaviour as a unified consistent approach will be most successful. At Glashieburn we support the early intervention of behaviours causing concern and work in partnership with parents to support individuals and families.

GUIDELINES

LEVEL 1 – LOW LEVEL BEHAVIOUR	LEVEL 2 –MODERATELY SERIOUS BEHAVIOUR	LEVEL 3- VERY SERIOUS AND UNACCEPTABLE BEHAVIOUR
←	LYING	→
ACCIDENTAL DAMAGE TO SCHOOL PROPERTY	VANDALISM/GRAFFITI	
HINDERING OTHER PUPILS	REPEATEDLY DISTURBING THE CLASS	SUSTAINED, FREQUENT ATTEMPTS TO HAMPER TEACHING AND LEARNING
TEASING/NAME CALLING	DISCRIMINATION (BASED ON IGNORANCE)	DISCRIMINATION
PUSHING IN	THEFT(UNAUTHORISED BORROWING)	THEFT/EXTORTION
INTERRUPTING TEACHER	SWEARING	SWEARING AT STAFF
CLOWNING AROUND	HITTING/KICKING BACK OUT OF FRUSTRATION	HITTING-PREMEDITATED
SPOILING OTHER PUPILS GAMES	SPITTING	RUNNING OUT OF SCHOOL
TELLING TALES	REPEATED DISOBEDIENCE	RACIAL ABUSE
AVOIDING WORK	ARGUING BACK	TOTAL REFUSAL TO FOLLOW INSTRUCTIONS
PLAYFIGHTING	RUDENESS TO STAFF/PUPILS	BITING
BEING NOISY		BULLYING
EATING IN CLASS WITHOUT PERMISSION		PHYSICAL ABUSE TO STAFF/PEERS
ATTENTION SEEKING		VERBAL ABUSE TO STAFF/PEERS
RUNNING INSIDE		
WASTING TIME		

For level 1 behaviour use 1 or a selection of the tactics

For level 2 behaviour, decide on an appropriate starting point

For level 3 behaviour pass the information immediately to a member of the SMT for action

LEVEL 1 -LOW LEVEL BEHAVIOUR	LEVEL 2- MODERATELY SERIOUS BEHAVIOUR	LEVEL 3- VERY SERIOUS BEHAVIOUR
REMOVE PUPIL	RECORD IN DIARY AND TRY STRATEGIES LISTED IN LOW LEVEL BEHAVIOUR	REFER TO SMT
USE 'THE LOOK'	HAVE A PRIVATE WORD, ASK THE PUPIL WHY THE BEHAVIOUR IS UNACCEPTABLE AND ASK THE PUPIL TO APOLOGISE. CONSIDER INFORMAL CONSULTATION WITH BEHAVIOUR SUPPORT	SMT TO FEEDBACK TO STAFF ON ACTION TAKEN
DISTRACTION	TAKE A REWARD OR RESPONSIBILITY AWAY	SMT TO INFORM PARENTS
DESCRIPTION OF REALITY	TIME OUT IF BENEFICIAL TO THE PUPIL	IF CLASS TEACHER IS UNABLE TO BE AT A MEETING FEEDBACK WILL BE GIVEN ON DECISIONS AND SANCTIONS
REMINDER OF THE RULES	NOTE A CONCERN IN THE HOMEWORK DIARY	THE AGREED STRATEGY IS IMPLEMENTED AND REVIEWED REGULARLY
SILENT GESTURES/SIGNALS	WARN OF PARENT CONTACT WITH REPEATED BEHAVIOURS AND INFORM SMT	SEEK SUPPORT FROM OUTSIDE AGENCIES. ALL PARTIES REGULARLY REVIEW PROGRESS AND PLAN APPROPRIATE STEPS
GENTLE PHYSICAL PROMPTS	SMT TO INFORM PARENTS	AFTER REPEATED SANCTIONS OR TOTALLY UNACCEPTABLE BEHAVIOUR
VERBAL REPRIMANDS, SAY NAME	REFERRAL TO BEHAVIOURAL SUPPORT	INITIATION OF EXCLUSION POLICY
POINT OUT THE CONSEQUENCES OF THE BEHAVIOUR	SMT BEGIN RECORDING BEHAVIOUR	
APOLOGY FROM THE PUPIL	SMT/CT/BS/P MEET TO AGREE ON AN APPROPRIATE SUPPORT SYSTEM	
HUMOUR	THE SUPPORT SYSTEM IS REVIEWED TERMPLY AND SHARED WITH ALL STAKEHOLDERS	
TACTICALLY IGNORE		
PRAISE OTHERS TO MODEL BEHAVIOUR		
REMINDER OF INCENTIVES		
EXPLAIN HOW THEIR BEHAVIOUR EFFECTS OTHERS		
TIME OUT		

CHILD PROTECTION POLICY

Given the ongoing public concern on the subject of pupil abuse and changes to the law, we in school are now required to report if we think any pupil or young person has come to harm as a consequence of possible abuse.

Procedures are as follows:

- If any teacher suspects that a pupil in his/her care may be a victim of abuse, they immediately inform the named person about their concerns. The named person in Glashieburn School is

Ms Paula Baxter - Head Teacher

Abuse can be of a sexual, emotional or physical nature. It can also be as the result of neglect.

- The action taken by the named person will be in line with the procedures outlined in the ACC Pupil Protection Guidelines.
- The named co-ordinator will work closely with the Social Services Dept when investigating any allegations of abuse. All cases are investigated in a sensitive manner with the interest of the pupil being paramount.
- If a pupil alleges abuse, the staff can make a referral without communicating with the parents first.
- We regard all information relating to individual pupil protection issues as confidential and we treat this accordingly. We will only pass on information to appropriate persons. The pupil will be given information appropriate to their level of understanding.
- It is an Authority requirement that all adults working with pupils in the School have to complete a "Protecting Vulnerable Groups" [PVG] form to ensure that there is no evidence of offences involving pupils or abuse. Staff are selected and recruited according to ACC procedure.

COMPLAINTS POLICY

In Glashieburn School we aim to provide the best service for all of our pupils and we work hard to build positive relationships with parents/carers. The school is obliged to have procedures in place in case any parent/carer feels the need to complain.

The procedures are as follows:

- If any parent/guardian has any concerns regarding the education that their pupil is receiving or has any concern relating to the School, we encourage that person to make an appointment to talk to a member of staff at the earliest possible date.
- Where a parent/carer feels that a situation has not been resolved through contact with the staff, or that their concern is of a sufficiently serious nature, they should make an appointment to discuss it further with the Head teacher. Feedback to parents will be within 28 days of the original complaint being made.
- If parents /carers still feel that the situation has not been resolved then they can contact:

ECS Enquiries,
Education & Children's Services
Business Hub 13
Second Floor North
Marischal College
Broad Street
Aberdeen
AB10 1AB

Telephone: 01224 523898

- A member of the senior management team will log the complaint and the action taken.

The ways of contacting the department are:

- In person
- In writing
- By telephone
- By E-mail

The complaint is then dealt with in accordance with Aberdeen City Council's customer care procedure.

- Nurseries in Scotland are inspected by the Scottish Commission for the Regulation of Care (Care Commission).

Any parent wishing to make a complaint about Glashieburn Nursery can contact the Care Commission in writing or by telephone at the address below:

The Care Commission
North Region
Johnston House
Rose Street
Aberdeen
AB10 1UD

Tel: (01224) 793870

THE PARENT COUNCIL

Our Parent Council takes a keen and active interest in all aspects of school life. They meet regularly to discuss a range of issues connected with the school and with wider educational issues. The Council consists of parent members and staff members.

Council Members

Chairperson	Caren Masson
Secretary/Clerk	Linda Strachan
Treasurer	Bev Esquer
Staff Member	Emma McDonald
Head Teacher	Paula Baxter

PARENT TEACHER ASSOCIATION

All parents and staff are automatically members of our very active and supportive PTA. The Association is administered by a committee of parents and staff who are responsible for drawing up an annual programme of events. The activities, both social and fundraising, are many and varied, some of which are listed below.

- Beetle drive
- Fashion Show
- Christmas /Easter Fayre
- Calendar sales
- Treasure Hunts

The PTA is a vital and central part of the school community in the most positive and rewarding sense.

The parent members of the committee are elected at the Annual General Meeting and all interested parents are welcome to stand for election.

Minutes of all our PTA meetings can be found on the Notice Board at the entrance to school. A list of current committee members is attached for your information.

Committee Members

Chair:	Lynne Murray
Vice Chair:	Fiona Campbell & Emma Combe
Treasurer:	Dawn McKenzie
Secretary:	Beverley Orr

Staff Members

Paula Baxter:	Head Teacher
Emma McDonald:	Depute Head Teacher
Lauren Cunningham:	Teacher
Lauren Mitchell:	Teacher

THE CURRICULUM

EDUCATIONAL AIMS

A Curriculum for Excellence aims to provide, *“a framework which will support all pupils and young people from 3-18 to develop as successful learners, confident individuals, responsible citizens and effective contributors, ready to play a full part in society now and in the future.”*

{A Curriculum for Excellence Progress and Proposals}

An appropriate curriculum is fundamental to raising achievement and attainment.

At Glashieburn School we work within the guidance of a Curriculum for Excellence which is the new name for the education system in Scotland, covering nurseries, schools, colleges and community learning. It covers the whole 'learning journey' from 3 to 18, and in some cases, beyond.

Curriculum for Excellence is all about bringing real life into the classroom and taking lessons beyond it. Learning and teaching will still focus on subjects and knowledge. Experiences and outcomes have been prepared in every subject area.

- Expressive arts
- Health and wellbeing
- Languages
- Mathematics
- Religious and moral education
- Sciences
- Social studies
- Technologies

The table below is a general guide to the five curriculum levels with progression to qualifications. The framework is designed to be flexible to permit careful planning for those with additional support needs, including those who have a learning difficulty and those who are particularly able or talented.

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

Expressive Arts

By engaging in experiences within the expressive arts, pupils will recognise and represent feelings and emotions, both their own and those of others. The expressive arts play a central role in shaping our sense of our personal, social and cultural identity. Learning in the expressive arts also plays an important role in supporting pupils to recognise and value the variety and vitality of culture locally, nationally and globally.

Through a structured programme of experiences pupils will have the opportunity to be involved in:

- Art and Design
- Drama
- Music

Many group activities such as preparing and presenting exhibitions, shows, plays and concerts and taking part in team games and competitions, have an important role to play in developing qualities of co-operation, responsibility for self and to others, loyalty, leadership and enterprise. The expressive arts curriculum also provides pupils with insights into their heritage and understanding of their own and others' cultures.

Health and Wellbeing

Learning through health and wellbeing promotes confidence, independent thinking and positive attitudes and dispositions. Because of this, it is the responsibility of every teacher to contribute to learning and development in this area.

Learning in health and wellbeing ensures that pupils develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Through a structured programme of experiences pupils will have the opportunity 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 pupils.

Languages

Language and literacy are of personal, social and economic importance. Our ability to use language lies at the centre of the development and expression of our emotions, our thinking, our learning and our sense of personal identity. Pupils encounter, enjoy and learn from the diversity of language used in their homes and their communities.

Competence and confidence in literacy, including competence in grammar, spelling and the spoken word, are essential for progress in all areas of the curriculum.

Because of this, we have the responsibility to promote language and literacy development. Through a structured programme of experiences pupils will have the opportunity through:

Listening and talking to:

- engage with others in group and class discussions of appropriate complexity
- learn collaboratively – for example, when problem-solving
- explain their thinking to others
- explore factors which influence them and persuade them in order to help them think about the reliability of information

Reading to:

- find, select, sort, summarise and link information from a variety of sources
- consider the purpose and main concerns in texts, and understand the differences between fact and opinion
- discuss similarities and differences between texts

Writing to:

- make notes, develop ideas and acknowledge sources in written work
- develop and use effective vocabulary
- create texts – for example, presentations – which allow learners to persuade/argue/explore ideas

Mathematics

Being numerate helps pupils to function responsibly in everyday life and contribute effectively to society. It increases opportunities within the world of work and establishes foundations which can be built upon through lifelong learning. Numeracy is not only a subset of mathematics; it is also a life skill which permeates and supports all areas of learning, allowing pupils access to the wider curriculum.

Glashieburn School aims to provide a wide range of mathematical experiences for all pupils, encouraging a positive attitude and developing skills, knowledge and understanding of the basic ideas and processes. To aid understanding, practical materials are used when new concepts and processes are introduced.

Through a structured programme of experiences pupils will have the opportunity to develop their skills and knowledge of:

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



The features of effective learning and teaching in numeracy at Glashieburn School include:

- active learning and planned, purposeful play
- development of problem-solving capabilities
- developing mental agility
- frequently asking pupils to explain their thinking
- use of relevant contexts and experiences, familiar to pupils and young people
- using technology in appropriate and effective ways
- building on the principles of Assessment is for Learning, including understanding the purpose and relevance of the activities
- both collaborative and independent learning
- making frequent links across the curriculum, so that concepts and skills are developed further by being applied in different, relevant contexts
- promoting an interest and enthusiasm for numeracy.

Religious and Moral Education

Religious and moral education enables pupils to explore the world's major religions and views which are independent of religious belief and to consider the challenges posed by these beliefs and values. It supports them in developing and reflecting upon their values and their capacity for moral judgement. At Glashieburn School we aim to support pupils in developing awareness and appreciation of the value of each individual in a diverse society.

Through our religious and moral education programme our pupils will have the opportunity to:

- recognise religion as an important expression of human experience
- learn about and from the beliefs, values, practices and traditions of Christianity and the world religions selected for study, other traditions, and viewpoints independent of religious belief
- explore and develop knowledge and understanding of religions, recognising the place of Christianity in the Scottish context
- recognise and understand religious diversity and the importance of religion in society
- develop respect for others and an understanding of beliefs and practices which are different from their own
- explore and establish values such as wisdom, justice, compassion and integrity and engage in the development of and reflection upon their own moral values
- develop their beliefs, attitudes, values and practices through reflection, discovery and critical evaluation
- develop the skills of reflection, discernment, critical thinking and deciding how to act when making moral decisions
- make a positive difference to the world by putting their beliefs and values into action

Sciences

At Glashieburn School through a structured programme in science our pupils will develop their interest in, and understanding of, the living, material and physical world. They will engage in a wide range of collaborative investigative tasks, which will allow them to develop important skills to become creative, inventive and enterprising.

Through our sciences programme our pupils will have the opportunity to:

- develop a curiosity and understanding of their environment and their place in the living, material and physical world
- demonstrate a secure knowledge and understanding of the big ideas and concepts of the sciences
- develop skills for learning
- develop skills of scientific inquiry and investigation using practical techniques
- develop skills in the accurate use of scientific language
- recognise the role of creativity and inventiveness in the development of the sciences
- apply safety measures and take necessary actions to control risk and hazards
- 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.

The key concepts in our programme have been clearly identified using five organisers:

- Planet Earth
- Forces, electricity and waves
- Biological systems
- Materials
- Topical science.



Social Studies

At Glashieburn School we aim to support pupils to 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, pupils 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. influence events by exercising informed and responsible citizenship.

Pupils 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
- 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
- explore and evaluate different types of sources and evidence
- learn how to locate, explore and link periods, people and events in time and place
- learn how to locate, explore and link features and places locally and further afield
- engage in activities which encourage enterprising attitudes
- develop an understanding of concepts that encourage enterprise and influence business.

Technologies

At Glashieburn School we aim to provide pupils with activities which involve research, problem-solving, exploration of new and unfamiliar concepts, skills and materials, and the rewarding learning which often results from creating products which have real applications. Pupils will develop their creativity and entrepreneurial skills and be encouraged to become innovative and critical designers of the future. These attributes are essential if, in the future, our pupils are to play a major part in the global economy and embrace technological developments in the 21st century.

Through our technology programme our pupils will have the opportunity 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
- 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, and the links between the technologies and the sciences

Practical activities in the technologies will also offer pupils opportunities to develop:

- curiosity and problem-solving skills, a capacity to work with others and take initiative
- planning and organisational skills in a range of contexts
- creativity and innovation, for example through ICT and computer aided design and manufacturing approaches
- skills in using tools, equipment, software and materials
- skills in collaborating, leading and interacting with others

In the above context ICT refers to forms of technology that are used to transmit, store, create, display, share or exchange information by electronic means. This broad definition of ICT currently includes such technologies as media, telecommunications, and computer hardware and software; it also includes equipment and services associated with these technologies, such as email and blogs.

Support for All

The definition of 'special educational needs' traditionally only applies to pupils and young people with particular types of learning needs. Following the implementation of the Education (Additional Support for Learning) (Scotland) Act 2004 the new concept of 'additional support needs' refers to any pupil or young person who, for whatever reason, requires additional support for learning.

Additional support needs can arise from any factor, which cause a barrier to learning, whether that factor relates to social, emotional, cognitive, linguistic, physical disability, or family and care circumstances. Additional support may also be required to ensure progress in learning for gifted pupils. This 'targeted' support is usually, but not exclusively, delivered by staff with additional training and expertise.

Some additional support needs may be long term while others will be short term. The effect that they have will vary from pupil to pupil. In all cases though, it is how these factors impact on the individual pupil's learning that is important and this will determine the level of support required.

Rationale

At Glashieburn School, we believe that Additional Support for pupils encompasses provision for the pupils in our school who may require help or specialist expertise to enable them to take part as fully as possible in the educational opportunities available. The responsibility for providing this support rests with all partners involved in the delivery of education. Pupils and young people can benefit from additional or targeted support, tailored to their individual circumstances. This could be at any point of their learning journey or, for some, throughout the journey.

The United Nation Convention on the Rights of the Pupil states that all pupils have a right to a free primary education (article 28); pupils who have a disability should have special care and support (article 23) and education should develop each pupil's personality and talents to the full (article 29)

Additional Support/ Support for All Partnerships

Those involved in the above partnerships could be:

- The Pupil
- The Parents
- The Class Teachers
- The Pupil Support Assistant
- The Head Teacher
- The Support Team

The following people may be included when appropriate:

Education Personnel e.g. Educational Psychologist, English as an Additional Language Teacher, Pupil Support Service, Autistic Outreach Teacher, Sensory Impairment Staff.
Professionals from Health e.g. School Doctor, Speech and Language Therapists, Occupational Therapists, Physiotherapists and School Nurses.
Professionals from Social Work
Professionals from Voluntary Organisations

Identification of Support Needs

The school's objective is to recognise, as soon as possible, pupils who have additional needs in order to identify how these best might be overcome. Assessment is seen as an ongoing process of gathering and making sense of information about a pupil and their circumstances. Assessment then informs intervention strategies and suggests what can be changed to enable the pupil to learn more effectively.

Assessment identifies and builds on strengths whilst taking account of needs. The assessment process is dependent upon the agreed sharing of information by those working with the pupil. The education authority has a duty to seek and take account of the views of the pupil and their parents and any information they may provide.

Stages of Identification and Support of Pupils with Support Needs

Step 1 - Class Support

In the first instance, provision of appropriate learning programmes is dependent on teachers' assessment and observation of pupils' conceptual development, knowledge and skills.

Step 2 - School Support

Where it is felt that more support is required, the class teacher will complete a referral to Support Teachers. At this point, recommendations can be made as to the most appropriate provision to meet the pupils' needs.

Decisions on priorities will be taken with due consideration to:

- Individual Pupil Needs
- Class needs
- Whole school needs

Such provision might be:

- Support in Class
- Support in our Targeted Support Area
- Modification and differentiation of the Curriculum to enable pupil access at their level
- An Individual Educational Plan (IEP) may be given to pupils with additional support needs across the curriculum. The IEP gives guidance on curricular activities, learning strategies and teaching resources. The IEP includes targets to be achieved by the pupil and details how the school will support the pupil to meet these targets.
- An individual Learning Plan (ILP) may be given to a pupil whose needs are short term (e.g. social and emotional difficulties) or in a specific area of the curriculum e.g. dyscalculia, dyslexia.
- A Group Learning Plan (GLP) may be given to a group of pupils experiencing difficulties in similar areas e.g. spelling

Liaison and consultation between Class Teachers, Support Teachers and other professionals will take place within the working week when possible and at other times agreed by staff.

Step 3 - Co-ordinated Support

Where the co-ordination of services is required a Co-ordinated Support Plan (CSP) will be drawn up. Like the IEP, the CSP will identify the additional learning needs of the pupil and how these can be best met but the planning, implementation and review of the plan will include all relevant agencies involved in supporting the pupil.

Child's Plan

Where a child is in need of a targeted support, e.g. regular input from staff/colleagues other than the class teacher, a Child's Plan will be required. Where this is the case, one or more of the action plans within the Child's Plan becomes the IEP. The Named Person has responsibility for overseeing the writing of the Child's Plan and for monitoring progress. Where plans are multiagency, the Lead Professional takes a leading role.

Working with Parents

Following consultation between class and support teachers, parents of pupils who are to receive support from the staff working the Targeted Support Area will be contacted to advise them of the level of support required. Parents are invited to school to discuss the provision offered by class and support teachers and how best they themselves can contribute and support their pupil.

In every case it will be our aim to share information with parents so that we learn from them about their pupil and they have as much information as possible about their pupil's education.

This school is equipped with an Additional Support Area where pupils work on specific programmes of work. The Additional Support Area is an integral and inclusive part of the school.

The aim of the area is to ensure that all pupils are provided with the necessary support to help them work towards achieving their full potential. It also promotes collaborative working among all those supporting pupils and young people.

The needs of all pupils are met either through IEPs or differentiated group learning plans. In the Support Area, all pupils have IEPs with both long and short term targets being reflected in the teachers' weekly plans. An annual review, to which parents and external agencies are invited, takes place for every pupil in the ASN area. Through monthly meetings with SfL and SMT, targeted intervention is discussed and those pupils in need of IEPs are selected for additional input.

Assessment

Assessment is ongoing and takes place throughout the school year allowing teachers to reflect on progress and create the next steps in learning for the pupils.

Parents will get information about their pupils' progress in terms of levels as well brief comments in planned learning across the curriculum areas and in different contexts.

We have significantly raised attainment in writing across the school this session as a result of focusing on the Big Writing approach across all stages in the school by 11%. All pupils are involved in low stakes writing which has also had a positive impact on attainment. The overall performance in reading shows a slight increase.

Some staff have been trained in the Learning to Read, Reading to Learn approach and all staff have been introduced to the Banded Reading approach which has led to increased confidence for both staff and pupils. Throughout the session all staff were introduced to the Active Literacy initiative which is Council policy.

Our attainment trend in maths has remained consistent across the school, despite a more active approach being taken in some classes. In an effort to increase the pace and challenge for all pupils, all staff have been introduced to and trained in aspects of the Big Maths approach. To further develop speed and accuracy in numeracy, all pupils take part in a weekly 'Beat That' maths challenge, whereby pupils have to beat their score from the previous week.

On a termly basis the Senior Management Team collate results from all classes. Results are used to inform attainment review meetings.

All staff attend monthly tracking meetings with their line manager to discuss Curriculum for Excellence levels and PIPS data. PIPS data is shared with previous teachers and the teachers who will have the pupils the following year to ensure that challenge and support are at the appropriate level. SMT review SfL provision on a monthly basis to ensure that the appropriate pupils are being targeted.

All pupils who are not meeting their attainment targets are clearly identified and given the appropriate support where possible. In addition, the nursery staff routinely track the progress of individual pupils through their portfolios. All staff continue to plan for Health and Wellbeing and Science through our IDL planning.

With the introduction of Team Time and the regeneration of the House system, all pupils, as learners, embrace the four capacities of Curriculum for Excellence.

Through the experiences provided during Team Time almost all pupils have demonstrated that they are enthusiastic and motivated to learn, show respect for others and have developed an enterprising attitude and approach to learning.

All teachers are fully involved in Team Time activities, giving them the opportunity to work with every pupil across the school. All teachers are confident in delivering Team Time activities which capitalise on their strengths. Through carefully constructed project plans

directly linked to the school improvement plan, there has been a significant impact on the achievements of the pupils.