"Parents" are referred to throughout the Handbook. The definition of "parent" includes guardian and any person who is liable to maintain or has parental responsibilities (within the meaning of section 1 of the Children (Scotland) Act 1995) in relation to, or has care of a child or young person.
1. Commitment

Learning for Life

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

Vision:
To enable everyone in West Dunbartonshire to become:
- Successful learners
- Confident individuals
- Responsible Citizens
- Effective Contributors

To achieve our vision, we will:
- Create and deliver courses, activities and events which will motivate and excite learners
- Develop innovative ways to support learning
- Value diversity, promote equal opportunities and foster inclusion
- Promote partnership and community participation
- Value achievement and celebrate success
- Continually reflect on and aim to improve the quality of our service
Introduction by Head Teacher

Dear Parents,

I am delighted to have the opportunity to tell you about Braehead Primary School. The core purpose of our school is that we all 'work together to create a happy learning environment.' This purpose is very important and gives us a focus for all the learning and teaching that takes place in the school. I hope that you will be able to help us in creating a school where you, your children and school staff work together to create a happy environment. We have high expectations for all pupils in Braehead Primary and we celebrate achievement which has taken place both inside and outside the school in our weekly assemblies.

Braehead Primary is a happy productive school where we know and value each pupil so that we can better meet their individual needs. The friendly, family feel about the school is difficult to describe on paper but I am sure that you will be able to sense it when you visit in person. Parental and pupil comments have been included throughout this handbook and they will help 'set the scene'. (My thanks go to all the parents and pupils who contributed.)

In this handbook you will find information about all aspects of our school. Please take time to read through the details so that you can feel a valued part of our community as soon as possible. If there is any information which you feel could be improved or included in this handbook please feel free to contact me at the school. It is also important that the following information meets the needs of all parents and if you would like or need to have the handbook in a different format (i.e. other languages, large print and audio format) I would be happy to help where possible, again, please contact me at school. Further information about the school (including a copy of this handbook) and West Dunbartonshire Education can be found at www.scottishschools.info/braeheadprimary or www.west-dunbarton.gov.uk/education-and-learning/schools.

My staff and I are looking forward to getting to know your child and playing our part in developing their intellectual, social and physical skills.

Yours sincerely,

Joanne Paton
Head Teacher
2. **School Details**

<table>
<thead>
<tr>
<th>Name</th>
<th>Braehead Primary School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>Meadow Road, Dumbarton, G82 2BL</td>
</tr>
<tr>
<td>Tel.No.</td>
<td>Dumbarton (01389) 762605</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:schooloffice.braehead@west-dunbarton.gov.uk">schooloffice.braehead@west-dunbarton.gov.uk</a></td>
</tr>
<tr>
<td>Web Site</td>
<td><a href="http://www.scottishschools.info/braeheadprimary">www.scottishschools.info/braeheadprimary</a></td>
</tr>
<tr>
<td>Present Roll</td>
<td>170</td>
</tr>
<tr>
<td>Capacity</td>
<td>The school has a capacity of 361</td>
</tr>
<tr>
<td>Stages</td>
<td>Primary 1 to Primary 7</td>
</tr>
<tr>
<td>Status</td>
<td>Non-denominational and Co-educational</td>
</tr>
<tr>
<td>Concerns</td>
<td>If you have any concerns about your child or the school please contact the Head Teacher who will work together with you to reach an appropriate outcome.</td>
</tr>
<tr>
<td>Complaints</td>
<td>In West Dunbartonshire Council we are committed to providing the best quality services which we can afford and we aim constantly to improve those services. In all organizations, things sometimes go wrong. With your help, we aim to identify problems, to solve them quickly and efficiently and to prevent them happening again. Your views matter to us. Our complaints procedure lets you tell us what you feel has gone wrong and helps us improve our services for everyone. Complaints can be made to the Head Teacher or WDC Education Department.</td>
</tr>
<tr>
<td>Parent Council</td>
<td>This group is known as the 'Friends of Braehead'. The chair of the group is Mrs Linda McCowat. She can be contacted by email at: <a href="mailto:linda@mccowat.com">linda@mccowat.com</a></td>
</tr>
</tbody>
</table>
3. **Staffing**

**Teaching Staff**

Head Teacher  Mrs Joanne Paton

Acting Depute Head Teacher  Mrs M King

Class Teachers  
- Mrs S Camburn/Mrs L Stewart  P1
- Mrs D Borthwick  P2
- *Miss L Brown /Mr Graham  P3
- Mrs S Doleman  P4
- Miss S Beck  P5
- Mrs M Davies  P6
- Mrs M Priestley  P7
- Mrs B Pollachi  Learning Support

*Probationer teacher

Total Staff 10.07 (F.T.E.)

**Support Staff**

- Clerical Assistant  Mrs J Smith
- Classroom Clerical Assistant  Mrs M Jardine
- Modern Apprentice  Miss J Devlin
- Learning Assistants  
  - Mrs N Murray
  - Mrs L Greer
  - Mrs M Duffy
  - Mrs G Brown
- Janitor  Mrs L Docherty
4. **The School Day**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00*</td>
<td>School start time</td>
<td>All pupils should be in school playground before 9:00am waiting for the bell to ring. There is an adult presence in the playground from 8:50am. On very rainy days pupils are brought into the school from 8:50am.</td>
</tr>
<tr>
<td>9:00-10:30</td>
<td>Learning Time</td>
<td>Learning and Teaching takes place during this time. All pupils should be in class from 9:00am. If you are late please go to the school office when you arrive. Latecomings are recorded and monitored through our absence procedures. (See section 11)</td>
</tr>
<tr>
<td>10:30-10:45</td>
<td>Break</td>
<td>Pupils go outside to play in all weathers. Please make sure that your child has appropriate clothing for all weathers. In very bad weather pupils will be kept in school. The playground is supervised by the Learning Assistants who wear a bright yellow jacket. The supervisors will approach any adults who come into the playground during break times as part of our Safety and Security measures.</td>
</tr>
<tr>
<td>10:45-12:15</td>
<td>Learning Time</td>
<td>Learning and Teaching takes place during this time.</td>
</tr>
<tr>
<td>12:15-1:00</td>
<td>Lunch Time</td>
<td>Pupils can either have packed lunch or a school dinner. The lunch hall is supervised by the Head Teacher and Depute Head Teacher. (Further information about school lunches can be found in section 17). When the pupils have finished their lunch they can go outside to play. (Please see information for Break above)</td>
</tr>
<tr>
<td><strong>1:00-3:00</strong></td>
<td>Learning Time</td>
<td>Learning and Teaching takes place during this time.</td>
</tr>
<tr>
<td>3:00pm</td>
<td>School closing time</td>
<td>School finishes for pupils at 3pm. If you collect your child from school please be at the gate for 3pm. If you are late for any reason please contact the school office so that your child can be kept safe in school until you arrive.</td>
</tr>
</tbody>
</table>

*Please note that Primary 1 pupils work a Soft Start to the day. This means that they can come into class from 8:50am. This does NOT happen at the beginning of the year. The class teachers will give all Primary 1 parents details of when the Soft Start will begin.**

**Primary 1 attend mornings only from the beginning of the year-the specific date for full time working will be given out nearer the time.
5. **The School Year**

School Holiday dates for 2014/2015

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Return Date for Teachers</td>
<td>Tuesday 12 August 2014</td>
</tr>
<tr>
<td>Return Date for Pupils</td>
<td>Thursday 14 August 2014</td>
</tr>
<tr>
<td>September Weekend</td>
<td>Friday 26 and Monday 29 September 2014</td>
</tr>
<tr>
<td>First Mid-Term</td>
<td>Monday 13 to Friday 17 October 2014 (inclusive)</td>
</tr>
<tr>
<td>Christmas/New Year</td>
<td>Monday 22 December 2014 to Friday 2 January 2015 (inclusive). School Closes at 2.30pm</td>
</tr>
</tbody>
</table>

| Year 2015 Return to school  | Monday 5 January 2015                      |
| Second Mid-Term             | Monday 9 and Tuesday 10 February 2015      |
| Spring Holiday              | Friday 3 to Friday 17 April 2015 (inclusive)  
                                       Good Friday is 3 April and Easter Monday is 6 April 2015 |
| May Day                     | Monday 4 May 2015                          |
| May Weekend                 | Friday 22 and Monday 25 May 2015           |
| School Close                | Thursday 25 June 2015 at 1pm.              |

**In-Service Days**

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Monday 12 August 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 2</td>
<td>Tuesday 13 August 2014</td>
</tr>
<tr>
<td>Day 3</td>
<td>Friday 10 October 2014</td>
</tr>
<tr>
<td>Day 4</td>
<td>Friday 6 February 2015</td>
</tr>
<tr>
<td>Day 5</td>
<td>Thursday 21 May 2015</td>
</tr>
</tbody>
</table>
6. **Enrolment**

Enrolment for new P1s takes place in January, the exact dates are shared in the local press and on our website. Children should be registered in the school serving their catchment area where a placing request to attend another school may also be made. Information regarding Placing Requests can be found on the West Dunbartonshire Council website. Parents who wish to enrol their child at Braehead Primary are asked to telephone and make an appointment with the Head Teacher so that time can be spent with each parent individually to answer any questions they may have and to show them round the school.

At Braehead Primary we arrange monthly visits for those children who will be coming to or are thinking about coming to Braehead in August. Everyone is welcome to come along to the visits which have been designed to ensure new pupils feel confident and enthusiastic about starting school.

Below is a list of some of the activities we put on for our nursery children this session.

<table>
<thead>
<tr>
<th>EVENT</th>
<th>INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Open Session</td>
<td>This event will let you come along to meet some of the Braehead staff. You will have the chance to work on an activity in the classroom and the staff will be there to have an informal welcoming chat with you.</td>
</tr>
<tr>
<td>We’re Going On A Bear Hunt</td>
<td>We would love you to join us to celebrate the end of the Primary 1 topic based on the book, ’We’re Going on a Bear Hunt’. Please bring your Teddy!</td>
</tr>
<tr>
<td>Easter Egg Hunt</td>
<td>Come to school and join us for our Easter Egg Hunt. You will be able to make friends with our Primary 1 children as you try to find all the Easter Eggs round the school.</td>
</tr>
<tr>
<td>Mini Beasts</td>
<td>In May, you will be able to come to work on Primary 1’s mini beast topic. The Head Teacher will talk to the adults during these visits and you will get a chance to try on and order uniform.</td>
</tr>
<tr>
<td>Garden Party</td>
<td>Come along to Braehead Primary to get ready for the summer. We will be having a garden party and a little celebration to welcome you into the Braehead Community. You will be presented with your first school tie as a welcome gift from everyone in Braehead Primary.</td>
</tr>
</tbody>
</table>

**Choosing a School: A Guide for Parents** can be found at: www.scotland.gov.uk/Publications/2010/11/10093528/0

If you require a paper copy of this guide please contact the school office.
7. **Curriculum**

**Curriculum for Excellence**
Curriculum for Excellence gives staff and pupils the opportunity to work together through creative lessons and topics. Teachers are encouraged to share good practice and talk about learning together. In Braehead Primary we do this through monthly meetings when we discuss the learning and teaching taking place within each area. During these meetings we also talk about assessment and evaluate pupil progress to ensure the pupils meet their full potential. Our system of additional support needs help all pupils to progress and make the most of learning opportunities. (Please see section 8 for more information). West Dunbartonshire Council's priority for Curriculum for Excellence is to ensure effective learning and teaching. This includes the use of Glow, Scotland's unique world-leading network which supports learners and teachers.

We have a range of Parents Guides on our website which will help you support your child at home in many areas of learning, particularly Maths and Reading.

For further information about Curriculum for Excellence log onto, [www.educationscotland.gov.uk](http://www.educationscotland.gov.uk)
**Literacy and English**

Literacy is key to all areas of learning. It is made up of Reading, Writing, Talking and Listening. These are important skills which everyone needs to be able to communicate, learn and work. Our pupils learn the basics of **reading** through the Jolly Phonics programme. This provides the foundation of reading and allows pupils to understand that words are created by putting letters together.

As well as a variety of novels our pupils read graded books from the Longman Book Project which supports pupils from Primary 1 to Primary 7. The programme gives the pupils experience of reading fiction, non-fiction and poetry. In the upper school we also use Nelson Language, SRA and other teacher created resources in order to implement the outcomes of Curriculum for Excellence. Celebrating Book Week is always a highlight of the school year.

The skills of **reading** comprehension and understanding are taught and assessed using the WDC Reading Routes programme. This provides a clear skills development for all pupils so that they are prepared for moving to secondary education and formal exams.

**Written language** is taught using the WDC Write to the Top programme. As with reading it provides a clear set of skills which increase our pupils' ability to create personal, imaginative and functional pieces of writing. Functional writing includes, letter writing, creating instructions, etc.

**Listening and Talking** is taught using the WDC Hearsay programme. We give the pupils experience of group discussion and drama as well as group and individual presentations.

We teach **handwriting** using the linked script style and the children are trained to appreciate the importance of neatness, presentation and correctness.

**Spelling** is taught using the LOOK, SAY, COVER, WRITE, CHECK method.
**Numeracy and Mathematics**

Mathematics is important in our everyday life. It gives us the skills we need to use and work with information, simplify and solve problems, assess risk and make informed decisions. Many of our numeracy and maths work is put into a real life context and the pupils develop skills for life and work.

Numeracy and Maths are developed by adding to knowledge and understanding which already exists, it’s like building a wall! From an early age numbers, patterns and shapes are used as toys and often form part of play. As pupils create the foundations of numeracy and maths they learn to count, measure, recognise shape, etc. As learning develops pupils begin to add, subtract, then multiply and divide. This turns into fractions, decimals and percentages. 2D shape develops into tiling which becomes 3D shape. This pattern of development is seen through all numeracy and maths work. It is essential that pupils develop the early building blocks so that their skills and understanding can increase securely as they progress.

We use TJ maths and Scottish Heinemann Maths as our core resources. Class teachers also use computer programmes, websites and programmable toys as well as their own resources to ensure that the needs of all pupils are met within numeracy and maths. Parent guides for maths are available from the school or the school website.
Health and Wellbeing
Learning in health and wellbeing ensures that children and young people develop the knowledge, understanding and which they need for mental, emotional, social and physical wellbeing now and in the future.

Children need to experience what it feels like to develop, enjoy and live a healthy lifestyle. They also need to learn ways of dealing with the many new and challenging situations they will experience throughout their lives. We develop this area through all the work we do and through the development of an appropriate school ethos.

We work with our pupils to develop their self esteem and respect for others. We support our pupils to deal with challenges and change. Work also take place to help pupils assess and manage risk and to reflect on their strengths and skills so that they can make informed choices when planning next steps.

We teach sexual health, relationships and drug awareness using WDC programmes. Information about the content of the programmes can be given to parents as requested. Before we teach sexual health we provide parents with information and ask them to give permission for their child to take part.

Our timetables make sure that all pupils take part in 2 hours of physical education each week. This is a legal requirement which every school in Scotland must meet. Please make sure that your child has a PE kit with them so that the 2 hour requirement is met by all pupils in Braehead.

Our catering staff support the school to increase knowledge and understanding of health eating. Our pupils are given opportunities to cook in the kitchen as part of topics and events this provides rich, practical experiences for our pupil.

Braehead Primary school is constantly striving to progress forwards as a school and as a community. Everyone enjoys the journey as everyone is included, listened to and encouraged to take part. Linda McCowat (Parent)
Social Studies

Each class covers a number of topics throughout the year in line with the experiences and outcomes for Social Studies. These topics are ‘Interdisciplinary’ which means that class teachers develop learning from a variety of areas in each topic. During the year two or more classes work together on a topic, this gives pupils greater opportunities to increase the breadth and depth of their knowledge. It also provides opportunity for the pupils to choose which aspects of the topic they would like to develop.

We encourage all pupils to take part in the planning of topics as this increases the relevance and progression of the work covered throughout the school. We also recognise the importance of parents becoming involved in the school and so we welcome any parent who feels able to help with the work of any topic to work with classes. Please contact the school if you have skills or knowledge which could be used.

Expressive Arts
Through the expressive arts, our pupils take part in rich opportunities to be creative and imaginative and to experience inspiration and enjoyment. Each part of the expressive arts, (Music, Dance, Drama, Art and Design) involves the pupils in exploring, handling and using a variety of materials and techniques.

Sciences
The experiences and outcomes for science provide opportunity for pupils to learn about planet earth, forces, electricity and waves, biological systems, materials and topical science. Our pupils develop curiosity and understanding about the living, material and physical world. They develop skills of scientific inquiry and investigation and recognise the impact science makes on their everyday lives.

Braehead Primary is a school that has a friendly and familiar feel about it. They teach the children to be confident individuals and try to include the parents with all events at the school. My children had a positive educational experience. The infant section within the school is wonderful. (Parent)
Technologies
Work in technologies involves creative, practical and work-related experiences and outcomes in business, computing science, food, textiles, craft, design, engineering, graphics and applied technologies. The pupils work through a programme of ICT work which includes, basic computing and internet skills.

Religious and Moral Education
Our pupils learn about Christianity and other world religions. This helps our pupils develop knowledge and understanding of beliefs and values. We support our pupils to develop skills in critical thinking and decision making for making moral decisions both now and in adult life.

Spiritual, Social, Moral and Cultural Values
We meet regularly in assembly when matters of interest to the wider group are addressed and where we share special events, both in the life of the school and for the individual.

Parents have the right to withdraw their child from religious education and if this right is exercised, individual arrangements will be made for the child while the religious activity is in progress.

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.

Homework
Homework should be completed every night. Pupils will receive a variety of homework tasks including: Reading, Spelling and Maths. Homework tasks should be written in the Homework Diary and signed by a parent/guardian when completed. For tips and ideas to help your child with their homework go to the 'Parents Place' section of our website and look for the Parent Guides. A paper copy can also be collected from the school office. Section 22 of this handbook also provides some useful tips for homework.
Assessment and Moderation

Assessment takes place across all the experiences and outcomes and through a range of contexts. It will focus on learners’ progress in knowledge, understanding and skills in all curricular areas. Assessment takes place daily as teachers make professional judgements and look for evidence which shows how pupils are coping with daily activities. Tracking of pupil work takes place throughout the school year and provides evidence of pupil achievement and attainment. Evidence of progress must come from a broad range of sources which should include written, verbal and practical tasks.

All pupils are involved in self evaluation in which they assess their own work. This helps increase personal responsibility for improving learning and develops the pupils understanding of their progression and achievement.

Reporting to Parents

Parents’ interviews are usually held in November when parents have the opportunity to discuss their child’s progress with the class teacher. A further opportunity is available in May/June.

Your child’s report is issued in May and will tell you about your child’s progress throughout the year. It will include information and teacher comments about:
- The breadth of learning your child has experienced within curricular areas
- The level of challenge planned for your child to ensure he/she is achieving his/her full potential and being supported appropriately
- How well your child can apply learning in new and unfamiliar contexts

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

Progress within a curriculum level will be described as developing, consolidating or secure.

If you require some time to talk with your child’s teacher or the Head Teacher out with the structured interview times please contact the school and we will make arrangements for the most suitable person to meet with you.
8. **Additional Support Needs**

Pupils with Additional Support Needs (ASN) are given additional help which is deemed necessary to enable them to access the curriculum through a process called Staged Intervention. Our Pupil Support Co-ordinator is Mrs King.

Staged Intervention is based on:

- strong partnership working within education, with partner agencies and with parents;
- early identification of additional support needs by assessing needs carefully and well;
- targeting of resources for maximum effectiveness through careful planning and joint working, and
- regular reviews and assessment of achievements and progress

At stage 1 the class teacher identifies the need for support and alters the teaching programme accordingly providing a degree of differentiated teaching. Stage 2 is necessary if steps taken at Stage 1 do not meet the child’s needs. The class teacher would then, in writing, refer the pupil to the School Pupil Support Co-ordinator and together they would draw up a programme of support and monitor the situation. For many pupils this level of support is all that is required to overcome any difficulties in accessing the curriculum. Following review, the pupil may move to Stage 3, remain on Stage 2, or go back to Stage 1.

For pupils moved on to Stage 3a the additional support needs may be of a more enduring nature and specialist help may be required. At this stage a formal written referral to support services out with the school will be made following parental consultation. A support plan in one or more areas of the curriculum will be collaboratively planned, implemented and reviewed by the class teacher, the pupil support co-ordinator and the learning support teacher. Following review, the pupil may remain at stage 3a, move to stage 3b/4, or go back to stage 2. Pupils who have moved on to stage 3b/4 will have additional support needs of a more enduring and prolonged nature and all such pupils will have an Individual Education Programme (IEP) drawn up in consultation between all agencies concerned. Pupils with a Co-ordinated Support Plan within the Additional Support for Learning Bill will be classed as Stage 4. In all cases parents will be informed, involved and their co-operation sought in helping with any learning support.

Additional information relating to any aspect of support for learning can be given at any time. Please contact the school or visit [www.west-dunbarton.gov.uk/education-and-learning/schools/additional-support-needs/](http://www.west-dunbarton.gov.uk/education-and-learning/schools/additional-support-needs/) should you require more information.
9. **Pastoral Care**

Pastoral care of our pupils is the responsibility of every member of staff. Class Teachers are concerned with pastoral care within the class and would involve members of the management team if they had any concerns about a child. In the playground our learning assistants supervise at intervals and lunchtimes. We also have a buddy system where Primary 7 pupils are paired up with a Primary 1 to help them settle in to school in the first few weeks. These buddies also do duties such as monitoring in the playground. Through our Personal and Social Development curriculum we teach our pupils elements which help them to be caring and helpful to each other.

**Child Protection**

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

We take Child Protection very seriously and all staff work hard to get to know pupils very well so that important decisions can be taken appropriately in order to support children and families. We follow clear guidelines from West Dunbartonshire Council and the Social Work department. The West Dunbartonshire Child Protection co-ordinator is Mrs Gerry Neal.

If you have concerns about a child's safety log onto the WDC website for help and advice.


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Braehead is a brilliant school because all of the staff are really nice and keep you safe and happy. The school also has fun events all around the school year. You learn loads with fun learning activities and topics. Elle (Pupil)
**GIRFEC** is a National approach to supporting children, young people and their families. The approach centres round the following indicators and states that all children and young people should be...

<table>
<thead>
<tr>
<th>Safe...</th>
<th>protected from abuse, neglect or harm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Healthy...</td>
<td>experiencing the highest standards of physical and mental health, and supported to make healthy, safe choices</td>
</tr>
<tr>
<td>Achieving...</td>
<td>receiving support and guidance in their learning - boosting their skills, confidence and self-esteem</td>
</tr>
<tr>
<td>Nurtured...</td>
<td>having a nurturing and stimulating place to live and grow</td>
</tr>
<tr>
<td>Active...</td>
<td>having opportunities to take part in a wide range of activities - helping them to build a fulfilling and happy future</td>
</tr>
<tr>
<td>Respected...</td>
<td>to be given a voice and involved in the decisions that affect their wellbeing</td>
</tr>
<tr>
<td>Responsible...</td>
<td>taking an active role within their schools and communities</td>
</tr>
<tr>
<td>Included...</td>
<td>getting help and guidance to overcome social, educational, physical and economic inequalities; accepted as full members of the communities in which they live and learn</td>
</tr>
</tbody>
</table>

As children and young people progress on their journey through life, some may have temporary difficulties, some may live with challenges and some may experience more complex issues.

Sometimes they - and their families - are going to need help and support. No matter where they live or whatever their needs, children, young people and their families should always know where they can find help, what support might be available and whether that help is right for them.

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Braehead is a very inclusive school and I love that all the staff are caring for my child. I know if I need to I can go in to see staff and it is not a problem, everyone is so friendly and helpful. I am completely satisfied I chose the right school for my son.  
LM Gray (Parent)
“The Getting it Right for Every Child approach ensures that anyone providing that support puts the child or young person - and their family - at the centre. Getting it right for every child is important for everyone who works with children and young people - as well as many people who work with adults who look after children. Practitioners need to work together to support families, and where appropriate, take early action at the first signs of any difficulty - rather than only getting involved when a situation has already reached crisis point.” (Quote taken from the GIRFEC guidelines.)

All children in Braehead Primary have a ‘Key Adult’, normally this person is the class teacher. If difficulties or challenges begin to affect a pupil then the Head Teacher or the Depute Head Teacher will take on the role of Key Adult. This role is important because it provides continuity for the pupil and their family. If your child is allocated a key adult you will be informed of who that key adult is. You can contact the key adult at any time through the school office. One of the jobs of a key adult is to ensure that any barriers to learning are overcome. The 'My World Triangle' helps to identify what the barriers to learning may be.

Further information about GIRFEC can be found at www.scotland.gov.uk/Topics/People/Young-People/gettingitright.

Braehead is great! The teachers are all lovely. We always do fun activities. Right now we’re practicing our songs for the Christmas concert. We are also doing maths and language in class. Our topic is WW2. Megan (Pupil)
10. **Anti-Bullying Policy**

All staff and pupils are aware of the negative effects of bullying through the work we do towards the Rights Respecting School Award. Our pupils are taught about the UNICEF Rights of the Child. Bullying is unacceptable and we will work hard with parents and pupils to ensure that any bullying within the school is dealt with quickly. We appreciate it may be hard to hear that your child is being bullied or is bullying others but parental support is essential if the situation is to be stopped.

**What is bullying behaviour?**

We consider certain types of behaviour as bullying. Bullying behaviour includes:

- name calling and/or mimicking
- hitting, tripping or kicking
- stealing or damaging another child’s belongings
- ignoring or leaving out another child, spreading rumours about them
- sending abusive text messages, e-mails or on social networking sites, e.g. Bebo or Facebook
- negative peer pressure
- targeting another child because of who they are or who they are perceived to be. (for example racism)

**What signs you should look for?**

Your child will show signs if they are being bullied. Your child may:

- become withdrawn
- have scratches and bruises they cannot really explain
- not want to go to school or have trouble with school work
- not want to go out and play with friends
- change their route to school
- complain of headaches, stomach aches and other pains
- become upset easily, tearful, ill-tempered or display other unusual behaviour

**What to do if your child is being bullied**

If your child tells you they are being bullied then your response is very important. Please do not panic, keep an open mind. You must listen to what they say. Try to find out what has happened, where it happened and when, who was involved and what type of bullying they experienced. Ask your child what they would like to happen and agree a way forward.
Talk to your child if you have any concerns. If they do not wish to talk to you then encourage them to speak to another adult, e.g. teacher or other family member.

The school’s Anti-Bullying Policy can be accessed through the School Information section of our website; www.scottishschools.info/braeheadprimary
For any advice or just to chat a situation over with a member of staff you can contact the Head Teacher or Depute Head Teacher at any time.

The website, ‘Respect Me’ (http://www.respectme.org.uk/) is a great resource for helping parents and pupils to better understand bullying and to get advice on how to deal with difficult situations.

I really like Braehead Primary school because it is fun and all the teachers are lovely. There are lots of fun things you get to do when you come to Braehead. Freya (Pupil)
11. The Community

Home-School Links
A good relationship between home and school is essential and the support of parents is a major factor in children's learning. Parents' information meetings are also held to inform parents of various aspects of school life, for new P1s prior to their starting school, and to explain various curricular issues.

We have many opportunities within Braehead Primary for parents to volunteer and in fact we have some parents who are regulars throughout the week.

Some parents help with:
- Soft Start in Primary 1
- Topic work or curricular areas
- Golden Time activities
- After School clubs

If you would like to get involved we would love to have you. Please speak to your child’s teacher, Mrs King or Mrs Paton for further information or better still to arrange a time for you to start!

Each year we ask all parents to complete the Annual Data check. This information provides us with contact details of parents and emergency contacts in case parents cannot be contacted. It is very important that this information is kept up to date and so if anything changes during the year please let us know immediately.

Parents are welcome to contact the school at any time to discuss particular matters with the class teacher or Head Teacher, but a prior telephone call is advisable to ensure the teacher or Head Teacher is available.

The school has a supportive Parents' Group called 'Friends of Braehead' who make a tremendous contribution to the life of the school. If you would like to come along to the Friends of Braehead, please contact the school for further details. For further information you can log onto the Friends of Braehead section of the school website (www.scottishschool.info/braeheadprimary) which is found in the 'Parents Place' menu.

I like Braehead because it is fun. The teachers are nice and the learning assistants and other staff are nice. I like being in the Fundraising committee and the ECO community group. I like adding and multiplying in maths. I have enjoyed our space topic, it is so much fun! Amy (Pupil)
Attendance at School
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. For reasons of safety a child will not be allowed to leave school during school hours (for any reason) unless collected by an adult.

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 that this is approved by the authority, or unauthorised that is unexplained by the parent (truancy) or temporarily excluded from school.

Parents are asked to inform the school before 9.30am on the first morning of absence. The school will contact parents if no message is received by that time. If the school is unable to contact a parent about an absence then our Pupil and Family Support Worker may be sent to the house to check on the pupil. Once you have informed the school about an absence there is no need to call everyday but it is important that you let us know that your child is coming back to school on the first day they return so that we know to expect them at school. Again, it is vital that the school is kept informed of any changes to contact telephone numbers.

A guide for parents about school attendance and parental responsibility can be found at [www.scotland.gov.uk/publications/2009/12/04134640/0](http://www.scotland.gov.uk/publications/2009/12/04134640/0). Please ask at the school office if you need a paper copy. The Scottish Government has now issued guidance to all local authorities indicating that family holidays taken during term-time should be categorised as unauthorised absence (Circular no 5/03). Only in very exceptional circumstances will it be possible for the Head Teacher, with the approval of the local authority, to authorise a family holiday during term-time. Clearly with no explanation from the parent, the absence is unauthorised.

In the event of an unsatisfactory record of attendance the Education Authority has the power to write to, interview or prosecute parents or refer children to the Reporter to the Children's Panel. There is support available from the Pupil and Family Support team deployed across the school cluster.

The authority has the power to write to, interview or prosecute parents, or to refer pupils to the reporter of the children's hearings, if necessary.

Further information about West Dunbartonshire Council's policy on attendance can be accessed at [www.west-dunbarton.gov.uk/education-and-learning/schools](http://www.west-dunbarton.gov.uk/education-and-learning/schools)
School Community
As part of our policy of making children more aware of the wider community in which we live the school arranges a number of visits to local places of interest including the local churches; the library; the Meadow Centre; the Denny Tank Museum; local shops; Police Headquarters; the Council Offices; Dumbarton Castle and Levengrove Park. We also entertain the residents at the local care homes around the school.

Through our ECO work and the work linked to the Rights Respecting Schools Award we create community and partnership links to schools out with Dumbarton. Some of our links are with national and international schools.

Visits are made to the school by a number of different people including the police, the lollipop persons, the countryside ranger, the school Chaplains, the Road Safety training staff and others as is appropriate to particular studies.

Pupil Committees
All pupils from P5 - P7 are included in community groups which involve working with local, national and international groups.

Pupils are also given the opportunity to take part in one of the Pupil Committees which meet fortnightly. These committees are: The Pupil Council; The ECO group; Cookies and Cream the Fundraising Team; Junior Road Safety Officers and The All Stars (Health committee).

Our two children are keen learners and we are delighted with the support given to our children by all the teaching staff, administrative staff, catering staff and all those working as part of the Braehead Community. Shona Gordon (Parent)
12. **PHOTOGRAPHY**

In line with council policy no photography of individuals is permitted on council premises where there is a reasonable expectation of privacy without their consent, or in the case of children under 12 years, the consent of their parents or guardians.

Parents or guardians will be asked to give written permission on an annual basis for their child to be photographed or videoed, for specified purposes related to the life and work of the school and the education service.

Photography by parents and family members will normally be permitted at school events like concerts, sports days and drama productions. Parents may be asked to restrict their use of photographic equipment to minimise the impact on the smooth running of the event.

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In Braehead the teachers are very kind and listen to you. We have Golden Time when we get to play for 30 minutes if we have been good. If you don't feel safe you can tell the teachers and they will understand and help you. Aidan (Pupil)
13. **EXTRA-CURRICULAR ACTIVITIES**

West-Dunbartonshire’s Active School’s team are heavily involved in supporting such clubs and we are very fortunate that parents volunteered to help run them. All of our parent helpers have been Disclosure checked and approved to work with pupils. We currently have the following clubs running:

- Breakfast Club (with Wii Games) for P1-P7 (Runs from 8:15am)
- Football Club for and P5-7
- Multi-Sports Club for P1-P3
- Netball Club for P5-7
- Art Club for P4-P7
- Homework Club for P4-P7

Other clubs take place throughout the year to provide a wide variety of Extra Curricular Activities for our pupils.

A Scripture Union meets on Thursday lunchtime for P6 and P7 pupils.

I like Braehead because we have Golden Time, Star Achiever, Maths and Reading. You meet good friends and you have good teachers. Braehead is good fun and I like being able to blog in the website community group. Charlie (Pupil)
Our P7 pupils also have an outdoor education trip to Ardlui outdoor centre. Here they get to take part in various activities such as; abseiling, orienteering, mountain biking etc.

The best thing I like about Braehead Primary School is PE. I think Braehead is a good school. The after school clubs are really good. My favourite subject is science it is really interesting. (Pupil)
14. **SCHOOL DISCIPLINE**

We use a positive approach to discipline called ‘Golden Time’. At the start of each week all children are given 30 minutes of Golden Time which will allow them 30 minutes of fun, social activities on a Friday afternoon. They will also be awarded 30 House Points. Should a pupil misbehave in school they will have 5 minutes of Golden Time taken away. They would then get 25 minutes of Golden Time and 25 points for their House. The maximum number of minutes a pupil can have taken from their Golden Time is 25. Should a pupil have 25 minutes taken away on more than one occasion I contact parents to discuss the situation. Pupils who are missing some of their Golden Time will stay with Mrs King until they are able to join in their chosen activity. Each week there will be a note in your child’s diary letting you know how many minutes of Golden Time they had. It would be helpful if the diary could be signed each week to let the teacher know that you have seen the record of your child’s behaviour. Some of the activities that will be on offer for Golden Time are:

- Technology
- Nail Bar
- ICT/Computer Games
- Film Fun
- Wii Games
- Face Painting
- Gardening
- Football

We hope that the activities on offer will encourage the pupils to work hard and reach the standards of behaviour that are expected in Braehead Primary. House Points will continue to be added up and the winning House will be rewarded at the end of each term.

_Braehead is the BEST! I really like the committees and community groups. I like Golden Time, I go to the Chit Chat Cafe. All the teachers are very nice._ Ismael (Pupil)
15. **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.

All playground attendants are identified by a bright yellow jacket.

There is an adult presence in the playground from 8.50am.

In inclement weather pupils are brought in to school from 8.50am and supervised by the Depute Head Teacher until 9.00am when the class teacher assumes responsibility for the class. We would ask that during such weather pupils do not arrive much before this time.

Pupils should always have appropriate clothing for the Scottish weather and may be in the playground when it is raining, windy, snowing etc. If the weather is very bad the pupils will be kept inside.

I really like being in Braehead Primary, ever since I started school I've loved it. I really enjoy being in the All Stars committee. The All Stars focus on exercise, eating healthily and sports.

Robert (Pupil)
16. CLOTHING AND UNIFORM.

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

Most people tend to form opinions about a school by the appearance and behaviour of the pupils. West Dunbartonshire Council supports the wearing of the uniform in all of its schools because it:

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

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

- potentially encourage faction (such as football colours)
- could cause offence (such as anti-religious symbolism or political slogans)
- could cause health and safety difficulties, such as loose fitting clothing, sportswear made of flammable material and body piercing/jewellery for PE and sport
- could cause damage to flooring
- carry advertising, particularly for alcohol or tobacco
- could be used to inflict damage on other pupils or to be used by others to do so
- are valuable or expensive items of clothing or jewellery, which presents a security issue for the school.

Parents receiving income support, job-seekers allowance (income-based), housing benefit or council tax rebate will normally be entitled to monetary grants to assist with clothing and uniform. Approval of any requests for such grants made by parents in different circumstances are at the discretion of the Director of Educational Services. Application forms may be obtained from schools or online at [http://www.west-dunbarton.gov.uk/education-and-learning/childcare,-school-and-educational-grants/free-school-meals-and-clothing-grant/](http://www.west-dunbarton.gov.uk/education-and-learning/childcare,-school-and-educational-grants/free-school-meals-and-clothing-grant/) and from the benefits section on the 1st floor of the council offices at Garshake Road, Dumbarton. Their contact number is 01389 738282.

Braehead provides a fun, challenging environment for children. It meets the needs of the young learners through a range of classroom activities and promotes child involvement in after-school clubs such as art, football and netball. Michael and Lynsey Dickie (Parents)
West Dunbartonshire Council is concerned at the level of claims being received regarding the loss of pupil's clothing and/or personal belongings. Parents are asked to assist in this area by ensuring that valuable items and unnecessarily expensive articles of clothing are not brought to school. Parents should note that the council does not carry insurance to cover the loss of such items and any claims submitted are likely to be met only where the council can be shown to have been negligent.

The colour scheme and certain items of dress that comprise an individual school's uniform should be determined, through a consultation process which is appropriate to each school. This consultation process should involve pupils, parents and staff. A range of options for this uniform may be considered including, for example, different items of clothing for summer.

The school uniform for Braehead School is:
- grey skirt or trousers
- grey or white shirt or blouse or yellow polo shirt
- grey cardigan/pullover or school sweatshirt or cardigan
- school tie
- grey/black or maroon fleeces
- maroon blazers may also be worn

All clothing must be clearly marked with the child’s name so that it can be returned if it gets lost.

School polo shirts, sweatshirts, fleeces, ties and badges are on sale through the school office. A small stock is held in the school and parents can purchase these if available. In order to show the additional responsibilities of P7 they are provided with a 'senior' tie and allowed to wear black uniform. This is, however, a privilege and any pupil not showing the Braehead Standard will be asked to wear the general uniform and tie.

I love writing in school and making up crazy, wacky stories. We also get taught how to use adjectives in specific ways to make everything sound great. Also in maths our teachers will help us if we are stuck. (Pupil)
17. **MEALS**

In line with West Dunbartonshire policy on 'Hungry for Success' our school cafeteria offers a two course meal for £1.85. Guidance has been provided for caterers to ensure that all meals are nutrient based and children will receive the best nutrition from their school meal. This menu includes the choice of soup, two or three main courses, a salad bar, potatoes and vegetables, one prepared fruit based dessert, plus fresh fruit or yoghurt each day. There will also be bread and drinks supplied, at no extra cost as part of the meal. The drinks available will be water, milk or flavoured milk. Arrangements can be made through the Head Teacher for children who require a special diet. Children who bring a packed lunch eat this in the school dining hall.

Some pupils will be entitled to a free school meal at lunchtime. Information on free school meals can be accessed through the school office or on the council website: [www.west-dunbarton.gov.uk/education-and-learning/schools](http://www.west-dunbarton.gov.uk/education-and-learning/schools).

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**TUCK SHOP**

In keeping with the Healthy Eating in Schools Act our tuck shop sells pancakes, scones, healthy biscuits and orange and apple juice just before the morning interval. There are two mains cold water dispensers from which the children are able to get cold drinking water which we encourage them to drink during class time in keeping with findings of recent research.

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I have good fun and good friends. Overall Braehead is a good school. Ewan (Pupil)
18. **MEDICAL AND HEALTH CARE**

Primary 1 and Primary 7 will have a medical interview and screening by the School Nurse with the parent being invited to be present. The School Nurse Support Worker visits the school regularly, carrying out ongoing health surveillance and health education. Vision screening and hearing screening are also in the remit. She will make herself available to parents should they require advice/information with regard to their child's health. She also liaises with the School Doctor, Head Teacher and other medical services. Dental inspections are given regularly. Appointments can be made for dental treatment by telephoning Hartfield Clinic on Dumbarton 761424. It is essential that parents inform the school of any particular medical requirements.

While the school can give minor first aid it is essential for parents to provide an up to date emergency contact telephone number so that arrangements can be made for the child to be taken home or to inform parents should their child require an ambulance if the injury is more serious or if illness occurs. The school should be informed of any changes in the emergency contact details, particularly telephone numbers.

19. **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 reopening. We shall keep you in touch by using, letters, notices in local shops and community centres, announcements in local churches and announcements in the press and on local radio. The front page of the school website will always show emergency information and can be found at [www.scottishschools.info/braeheadprimary](http://www.scottishschools.info/braeheadprimary). It is normal practice within West Dunbartonshire Council to operate a help line when emergencies arise. Details will be made available when an occasion arises.
20. **TRANSFER FROM PRIMARY SCHOOL TO SECONDARY SCHOOL**

Pupils are normally transferred between the ages of 11½ and 12½, so that they will have the opportunity to complete at least 4 years of secondary education. Parents will be informed of the arrangements no later than December of the year preceding the date of transfer at the start of the new session. Pupils of Braehead Primary School normally transfer to:

**Dumbarton Academy**
- Crosslet Road
- Dumbarton
- Telephone No. 01389 763373

We have good transition arrangements in place with Dumbarton Academy which create a positive ethos for the young people moving on. Staff from Braehead and Dumbarton Academy work together and pass on all relevant information so that the move to secondary school does not slow pace of learning. The balance between social and academic transition is effective however we continue to evaluate the work in this area in order to get it right for every child.

Not only do our P7 pupils spend time working in Dumbarton Academy but an information evening is arranged for all parents so that their questions can be answered so that they feel reassured and confident about the move.

If a pupil has Additional Support Needs then review meetings during the P7 year will include staff from Dumbarton Academy. In this way support can be continued in an effective and appropriate way.

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I think Braehead is a brilliant school because I have become more responsible becoming a Vice Captain, House Captain and member of the pupil council. Mrs Paton is a kind and fun Head Teacher who gets along with everyone. My favourite teacher was Mrs Stewart because when I get stuck at any subjects she helped me learn them. I love going to after school clubs like dancing and netball. This is why I think Braehead is the best school. Morgan (Pupil)
21. **DATA PROTECTION ACT 1984**

Information on parents and guardians is stored on a computer system and may be used for teaching, registration, assessment and other administration duties. The information is protected by the Data Protection Act 1984 and may only be disclosed in accordance with Codes of Practice. For further information please contact the school.
22. PARENTAL INVOLVEMENT

Supporting learning at home
Parents and children working together at home is a great way to increase learning, develop confidence and build positive relationships. Becoming involved in your child's learning is really quite easy to begin with. Small steps are the best way to create a positive home environment for supporting learning.

Step 1: Just talk! Talk about the school day. Use questions like:
- What did you learn today?
- What did you find easy?
- What did you find difficult?
- What would you like to learn next?
Focus on the positive but take note of concerns/worries.
Not all children will respond to questions about the school day but don't give up. Tell them a little about your day thinking about the questions above. Hopefully your child will join in and share their learning with you.

Step 2: Read the homework diary. Any work that needs to be completed will be written there. Contact the school if you are unsure of anything that has been sent home and we can help you out!

Step 3: Make sure you have a calm, quiet place and time for homework to be completed. Some children will be happy for you to sit with them, others will want to work on their own. Go with it!

Step 4: Check over homework and talk to your child about any mistakes and praise good work. Sign the homework diary to show that you have seen the homework.

Step 5: Be interested in topic work. Share your knowledge, look on the internet or go to the library to find out extra information about the topic being taught.

Improving home-school partnership
A positive home-school partnership is an important part in creating a happy learning environment for your child. Showing an interest in the work of the school and coming along to school events are the first ways to build an effective home-school partnership. Building good relationships with your child’s teacher helps to show your child that everyone is working together. Come along to assemblies, open days, parent evenings, end of term services. Be part of the Braehead Community.
Parental Representation

All parents and carers who have a child enrolled at a local authority school are automatically a member of what is called the Parent Forum. As a member you have:

- a right to advice and information about your child’s education at the school
- the opportunity to be more involved with what the school is doing
- the opportunity, along with all the other parents to have your views represented through a Parent Council at your school.

Braehead Primary has a Parent Council group called ‘Friends of Braehead’. This group is made up of parents from the school who work closely with the school to take forward school improvements. All parents are welcome to come along to a Friends of Braehead meeting. At the AGM each year all posts are up for election. If you feel you would like to play a part in the Parent Council then come along to one of our meetings to find out more. All the post holders are parents, however the Head Teacher, or their representative, has a duty to attend all meetings.

For further information about getting involved in the life of the Braehead Community log onto www.educationscotland.gov.uk/parentzone.

The thing I love about Braehead Primary is the learning. It may be hard but sometimes you will love it. If you are struggling with maths or your topic we always have the teachers to teach us (I mean it’s in the name!). I am positive that it is a great school. Joanne (Pupil)
23. **SCHOOL IMPROVEMENT INFORMATION**

The school has started work towards the Rights Respecting School Award and we were very pleased to receive our Recognition of Achievement within two weeks of submission. The UNICEF coordinator said that in particular the work and information we have included on the school website was very specific.

Focus meetings were held with pupils from every class in the school. These focus meetings helped us to gather the pupils point of view.

Various assemblies took place which allowed the pupils to hear about and then demonstrate their understanding of the Rights of the Child (UNCRC).

An information display was also created for our parents during an Open Evening. This included a questionnaire asking parents to evaluate the school and their own knowledge of the UNCRC. The feedback to this questionnaire was very positive.

Our school website contains an area specifically for the UNCRC and provides links to information on RRSA, Scotland’s Commissioner for Children and Young People, and the current work being delivered within the school. We are hopeful that we will achieve our Level 1 award towards the end of next session.

Our tracking tool provides a clear plan of progression for all pupils. Tracking is monitored each term and discussion takes place with class teachers to evaluate the progress made by each pupil.

We gathered evidence of an increase in attainment. This year part of the analysis of the results was based on class averages. P3 had the majority of pupils above the class average in Maths and Reading. This was similar in P5. In P7 maths results were also positive in terms of class average.

All pupils from P4-P7 are members of various committees which work to improve the school. The ECO group made a big impact on the school and we achieved our second Green Flag. Focus groups from all classes were created when our RRSA work began and pupil opinion was gathered and used to create a whole school action plan. Pupils in all classes are given regular opportunities to talk with their teacher about their learning and set targets as next steps. Pupils are engaged in talking about and sometimes writing Learning Intentions and Success Criteria for lessons. Learning Journeys are created and displayed at Parents Night which allow the pupils and parents to view the progression of specific learning throughout the whole school.
Pupils with individual plans are involved in the development of those plans and their evaluation. Parents are kept informed of all developments in their child’s plan and are encouraged to talk to staff throughout the year and not just at key points such as Parents Nights or review meetings.

Those pupils who have needs relating to family, health or emotional difficulties are given a named person (either the HT or DHT) as required by GIRFEC legislation (Getting It Right For Every Child). The named person will develop relationships with the pupil and the family in order to ensure that learning is not disrupted.

Our topics are refreshed on a regular basis. Pupils are given opportunities to select the direction of topic work. Throughout the year classes are involved in joint topics. This provides opportunities for the pupils to work within mixed groups and helps teachers to assess the development of skills throughout the school.

Whole school IDL topics are planned as a staff and Learning Journeys are displayed to show the development of skills and knowledge across the whole school.

Our transition from nursery into P1 is very good and ensures that all new pupils feel relaxed and confident when they start school in P1.

The ethos in Braehead Primary is extremely strong. All teaching staff know their pupils very well. Pupils are happy coming to school and enjoy positive relationships with staff. Coaching sessions are used to support pupils who may find school difficult. The HT spends time reflecting on pupil individual needs and finds ways to support individual pupils. The self esteem of those pupils has improved.

The UNCRC is used throughout the school so that pupils are fully aware of the rights they have within and out with school. We celebrate wider achievement during weekly assemblies and at the end of year service.

School Policies
A copy of all school policies can be found on the school website (www.scottishschools.info/braeheadprimary) and West Dunbartonshire Council policies can be found at www.west-dunbarton.gov.uk/education-and-learning/schools.

The school can provide paper copies of any policy-just ask at the school office. If you cannot find a specific policy please contact the office or the council to make enquiries.
24. USEFUL ADDRESSES

West Dunbartonshire Council
Department of Education and Cultural Services
Garshake Road
Dumbarton
G82 3PU

Local Councillors:  Mr George Black  761 449
Mr David McBride  737 367
Mr Ian Murray  737 237
Mr Thomas Rainey  07538846410

All councillors can also be reached through the following address:

c/o Council Offices
Garshake Road
Dumbarton
G82 3PU

Web Addresses

Enquire ([www.enquire.org.uk](http://www.enquire.org.uk)) is funded by the Scottish Government to provide information on the framework for supporting children who require additional support for learning and to encourage positive partnerships between families, schools and local authorities to ensure children get the right support. Enquire provides a range of clear and easy-to-read guides and factsheets including, 'The parents’ guide to additional support for learning'.

**Contact details:**
08451232303
info@enquire.org.uk

Parentzone ([http://www.educationscotland.gov.uk/parentzone/index.asp](http://www.educationscotland.gov.uk/parentzone/index.asp)) is a site which provides information and resources for parents and Parent Councils.

Scottish Child Law Centre ([www.sclc.org.uk](http://www.sclc.org.uk)) provides support for children and young people, their families and carers, and professionals working for and with children by providing free expert legal advice and information through our advice line, email and text services.

Scottish Independent Advocacy Alliance ([www.siaa.org.uk](http://www.siaa.org.uk)) safeguards people who are vulnerable and discriminated against or whom services find difficult to serve, empowering people who need a stronger voice by enabling them to express their own needs and make their own decisions.
Although this information is correct at time of printing, there could be changes affecting any of the matters dealt with in the document:

- before the commencement or during the course of the school year in question
- in relation to subsequent school year
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