

CARLEITH PRIMARY SCHOOL



**SCHOOL HANDBOOK
2020-2021**

CARLEITH PRIMARY SCHOOL



Our Handbook is available online at;

<http://www.west-dunbarton.gov.uk/schools-and-learning/schools/school-search/carleith-primary-school/>

and is available in other forms by request.

Our website is at;

www.carleithprimaryschool.co.uk

Follow us on Twitter at;

<https://twitter.com/CarleithPrimary>

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**WEST DUNBARTONSHIRE COUNCIL
DEPARTMENT OF EDUCATIONAL SERVICES**

STATEMENT OF 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

now and throughout their future lives.

To achieve our vision, we will:

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

WELCOME TO CARLEITH PRIMARY SCHOOL

Dear Parents/Carers

May we take this opportunity to welcome you and your child to Carleith Primary School whether your child is joining us in Primary 1 or at another point in their primary school education.

We aim to provide a safe and caring school environment where your child feels that he/she belongs and has the opportunity to develop to his/her full potential. We strive to promote positive attitudes to learning, work, self, others and the environment in all that we do.

You will always be welcome at Carleith Primary and we hope that you will feel a part of our school. If you ever have any concerns or issues, please do not hesitate to contact us.

Further information regarding local schools can be found online at <https://www.west-dunbarton.gov.uk/schools-and-learning/>

I look forward to working with you in the years that your child is a Carleith Primary pupil.

Yours sincerely

Mrs Roselyn McGregor

Head Teacher

OUR SCHOOL VISION

Our school vision puts our children at the very heart of everything we do. Therefore, we are: ***Learning Together to Be Our Best.***

OUR AIMS

In Carleith Primary we aim to consistently apply the GIRFEC approach, 'getting it right for every child' by ensuring that all children are:

- Safe
- Healthy
- Achieving
- Nurtured
- Active
- Respected
- Responsible
- Included

OUR SHARED VALUES

Carleith Primary School's work centres around a series of Shared Values which were agreed by Pupils, Staff and Parents:

- Be Ready
- Be Respectful
- Be Safe



SCHOOL INFORMATION

INTRODUCTION

Carleith Primary School
Stark Avenue Duntocher
Clydebank G81
6EF

TEL: 01389 875632

E-mail: schooloffice.carleith@west-dunbarton.gov.uk

Head Teacher: Mrs Roselyn McGregor

SCHOOL PROFILE

Carleith Primary School is a non-denominational school situated in Duntocher. The catchment area is a mixture of private and local authority housing. The school is a single-storey building situated in attractive landscaped gardens with hard surfaced and grassed play areas and a football pitch. The playground is accessible by ramp by any child with a physical disability. The layout is semi-open plan and facilities include a large hall/gym with a stage, open areas, a library and a STEM (Science, Technology, Engineering and Mathematics) room. The building is shared with West Dunbartonshire Council's Psychological Services Department.

The present roll is 86 from P1-7 in mixed female/male classes. The capacity of the school is 462. Parents should note that the working capacity of the school may vary dependent upon the number of pupils at each stage and the way in which the classes are organised.

The current teaching staff consists of the Head Teacher, 2 Depute Head Teachers a Principal Teacher and 6 FTE class teachers. The senior management team have responsibility for the leadership and management of both Carleith Primary School and Goldenhill Primary School. In Carleith primary School, we have one clerical assistant and three learning assistants (2x1.0FTE, 1x 0.5FTE). At present we have weekly visits from a strings instrumental instructor and are also supported by staff from West Dunbartonshire Council's Central Support Service for specific pupils.

We have policies for different aspects of school life and copies of these are available from the school. Parents can find a range of Council Policies and other relevant information about the school on the Council Website, <https://www.west-dunbarton.gov.uk/schools-and-learning/schools>

VEHICLE ACCESS

In the interests of pupil safety, vehicle access is for school staff and deliveries only. Parents should drive with caution in areas surrounding the school observing the zig zag lines. Parents and pupils should also be aware of the small zebra crossing which services Psychological Services. This is in use at all times.

USE OF THE SCHOOL PREMISES

School lets can be arranged by contacting:

School Letting Section
Department of Educational Services
West Dunbartonshire Council
Garshake Road
Dumbarton
G82 3PU

A minimum of ten working days notice is required when applying for an occasional let. The hall is available to community groups out with school hours for sports activities and events e.g. dancing displays.

LOCAL LEARNING COMMUNITY

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

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

Mrs R McGregor (Head Teacher) and Mrs H Campbell (Acting Depute Head Teacher) represent Carleith Primary School on the Clydebank LLC, however, other members of staff may attend meetings in support of improvement work. The Clydebank LLC is led by Mr Andrew Brown, Educational Services Manager, who is assisted by the school's Quality Improvement Officer, Mrs Denise McKinnon.

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

STAFF

INTRODUCTION

In all schools the number of teachers is adjusted each session according to the roll of the school.

TEACHING STAFF

Head Teacher	Mrs Roselyn McGregor
Depute Head Teacher	Mrs Sharon Lappin
Acting Depute Head Teacher	Mrs Hazel Campbell
Principal Teacher	Mrs Lauren Inglis
Acting Principal Teacher	Mr Neil Johnston
P2/1	Mrs Virginia MacKay
P4/3	Mrs Leanne Torney and Mrs Ann-Marie Hunter
P5/4	Miss Cheryl Haig and Miss Kathleen Orr
P6	Mrs Carla McLaren
P7	Mrs Kathleen Poole
Senior Clerical Assistant	Mrs Mandy Craig
Learning Assistant	Mrs Mary Scullion
Learning Assistant	Mrs Daniella Butler
Learning Assistant	Mrs Eleanor Currie (0.5)
Central Support Service Teacher	Mrs Yvonne Shaw
Central Support Service-Learning Assistant	Mrs Sharon Halleran
Instrumental Instructor	Mrs Sara Swift
School Cook	Mrs Sandra Pringle
Catering Assistant	Mrs Tracey Dock
Catering Assistant	Mrs Patricia Allison
Facilities Assistant	Mr Brendan Anderson

SCHOOL HOURS

The school day for all stages is:

Class	9.00 – 10.30am
Interval	10.30– 10.45am
Class	10.45– 12.15am
Lunch	12.15– 1.00pm
Class	1.00– 3.00pm

Autumn Term 2020

- Teachers Return: Thursday 13 August (In-Service Day)
- Friday 14 August (In-Service Day)
- Pupils Return: Monday 17 August
- September week-end: Friday 25 and Monday 28 September
- In-service Day: Friday 9 October
- Half Term: Monday 12 to Friday 16 October (inclusive)
- Schools close: Tuesday 22 December (2.30 p.m.)
- Christmas/New Year Break: Wednesday 23 December to Tuesday 5 January (inclusive)
- Schools return: Wednesday 6 January

Spring Term 2021

- Half term: Monday 8 and Tuesday 9 February
- In-service Day: Wednesday 10 February
- Schools close: Thursday 1 April (2.30 p.m.)
- Spring Break: Friday 2 April (Good Friday) to Friday 16 April (inclusive)
- Schools return: Monday 19 April

Summer Term 2021

- May Day: Monday 3 May
- In-service Day: Thursday 6 May
- Half Term: Friday 28 and Monday 31 May (inclusive)
- Schools close: Monday 28 June (1.00 p.m.)

TRANSITION

ENROLMENT AND REGISTRATION:

Registration of children starting Primary One in August takes place in January. Dates and times are given in the local press and we also place notices in local shops, churches and nurseries.

If you are considering enrolling your child at Carleith Primary, you and your child are very welcome to have a look around the school by contacting us to arrange a suitable time.

Carleith forms part of a local school and nursery transition group which meets throughout the school session to plan children's transition to primary school. The nursery children are invited to attend a number of school events throughout the year and are involved in a series of planned visits from January through to June. We have found this joint transition work with the nurseries to be very successful in enabling the children to settle easily and confidently into school life.

The children are assigned a buddy at their initial transition visit. Buddies are P6 and P7 pupils. The buddies help the children to settle into school and are there to help your child in any way that they can.

In May/June at our open afternoon, staff have an opportunity to meet with the children and their parents and there is a focus on preparing for starting school. Planned curriculum information sessions provide more detailed information about Curriculum for Excellence with a particular focus on the Primary One Curriculum. Enquiries out with specified enrolment dates about enrolling your child at Carleith can be made at any time by contacting the school office.

TRANSFER 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. The secondary school to which our pupils normally transfer is:

Clydebank High School
Janetta Street Clydebank
G81 3EJ

Tel: 0141 533 3000

CURRICULUM, ASSESSMENT AND ARRANGEMENTS FOR REPORTING TO PARENTS

THE CURRICULUM:

The *Curriculum for Excellence* which has been developed for Scottish Schools states that the purposes of education are to enable all children to become:

- Successful learners
- Confident individuals
- Responsible citizens
- Effective contributors

The curriculum is designed to enable this purpose to be fulfilled by learning through 4 main contexts. The main contexts for learning are:

- The ethos and life of the school as a community
- Curriculum areas and subjects
- Interdisciplinary learning
- Opportunities for personal achievement

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

Curriculum for Excellence balances the importance of knowledge and skills and in order to achieve this, we use a variety of approaches to learning and teaching in

Carleith Primary School including the use of co- operative learning, outdoor learning and ICT as an integral part of learning and teaching. Personal support within schools helps children to fulfil their potential and make the most of opportunities, with additional support wherever it is needed.

The Curriculum Areas and Subjects are:

- Science
- Languages
- Mathematics
- Expressive Arts
- Social Studies
- Technologies
- Health and Wellbeing
- Religious and Moral Education
- Learning and teaching experiences in all areas of the curriculum are expressed in outcomes. The outcomes are grouped in levels with approximate age ranges which are as follows:

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	<p>S1 to S3, but earlier for some. The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4.</p> <p>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.</p>
Senior phase	S4 to S6, and college or other means of study.

LANGUAGES

Literacy and English:

Literacy skills are fundamental to all areas of learning as they enable access to the wider curriculum. Being literate increases opportunities in all aspects of life, lays the foundations for lifelong learning and work and contributes to the development of all four capacities of Curriculum for Excellence (Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens).

The main areas are:

- Reading
- Writing
- Listening and Talking



Reading:

A wide variety of resources are used within the school to teach reading. At the early stages, Heinemann “Storyworlds” is the main reading resource used supported by class sets of picture books, big books, Oxford Reading Tree and a range of non-fiction materials. WDCs Phonic Programme which is based on Jolly Phonics is also widely used from P1 -3. From P4 -7, Literacy Links is used as the main resource. This is supplemented by Rapid Reading and Wellington Square.

Throughout the school, a Reciprocal Teaching approach is used to develop children’s ability to understand, analyse and evaluate texts. The main focus of Reciprocal Teaching is on developing skills in predicting, clarifying, questioning and summarising. The WDC resource “Reading Routes” supplements the work on reading within the school.

Reading for enjoyment is also a main focus. Children’s interest in reading is encouraged and developed through library visits, the use of Reading Buddies, whole school literacy celebrations and our annual Book Fair.

Writing:

All children are taught functional forms of written language e.g. letter writing, writing instructions and imaginative writing which is usually in the form of stories. Personal writing opportunities also develop children’s ability to express their thoughts clearly and extend their ability to communicate in written form.

Spelling, punctuation and grammar are taught regularly and systematically. High standards of presentation and a high level of accuracy are set as expectations.

Listening and Talking:

Our children are encouraged to listen well and concentrate, to take part in discussions with confidence and are given the opportunity to develop debating and reasoning skills.

Modern Languages:

Children from P1 –7 are taught conversational Spanish. Spanish phrases are incorporated into classroom routines. Children in Primary 6 and 7 also learn French through specific class lessons.

NUMERACY AND MATHEMATICS:

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

Mathematics plays an important role in areas such as science or technologies and is vital to research and development in fields such as engineering, computing science, medicine and finance. Learning mathematics gives children and young people access to the wider curriculum and the opportunity to pursue further studies and interests.

Mathematics is organised into the following areas:

- Number, Money and Measure
- Shape, Position and Movement
- Information Handling

A variety of resources are used to teach Mathematics including:

- Scottish Heinemann Maths Programme
- Teejay Maths
- Problem Solving Materials
- A variety of computer programmes and online resources
- Practical materials



In addition to the above, numeracy skills are developed across the curriculum as part of day-to-day learning and teaching programmes e.g. children may use measuring skills to make an object in Art and Design or gather information and use graphs as part of a Health Topic.



SOCIAL STUDIES:

Through Social Studies, children and young people develop their understanding of the world by learning about other people and their values, in different times, places and circumstances; they also develop their understanding of their environment and of how it has been shaped. The social studies experiences and outcomes have been structured under the three main organisers:

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

Every class studies a number of topics each year which develop children's knowledge and understanding in this area. Field Studies and excursions are organised for various aspects of Social Studies.

The main resources used are:

- Topic Boxes
- Computers and books for research
- Places of interest in, and around, the local area
- Visits/talks from relevant groups

SCIENCES:

The key concepts in Science are organised into the following categories:

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



Learning through Science helps children to investigate the environment, develop an understanding of scientific concepts and achievements as well as developing the ability to recognise the impact that Science makes in our lives.

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TECHNOLOGIES:

Learning in the technologies provides a strong foundation for the development of skills and knowledge which are, and will continue to be, essential in maintaining Scotland's economic prosperity.

The technologies framework has six organisers, namely:

- Digital Literacy
- Food and Textile
- Technological Developments in Society and Business
- Craft, Design, Engineering and Graphics
- Computing Science



STEM EDUCATION:

Improving Science, Technology, Engineering and Mathematics (STEM) education is a key priority for Curriculum for Excellence. Through changes in learning and teaching and support for leadership, Curriculum for Excellence is enabling new and exciting opportunities to make STEM based education stimulating and exciting for all pupils.



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EXPRESSIVE ARTS:

Expressive Arts is organised into the following areas:

- Art and Design
- Music
- Drama
- Dance



Through the programmes in Expressive Arts children will:

- Learn to express themselves and develop their ability to design and create
- Experience enjoyment through creative and expressive performance and presentation
- Develop an appreciation of aesthetic and cultural values

Children are given the following opportunities at Carleith:

- Children at the junior and senior stages of the school have an opportunity to learn to play a stringed instrument. This is taught by a West Dunbartonshire Council Music Instructor who visits the school on a weekly basis.
- Every two years the older children participate in the Music Motivator Programme run by West Dunbartonshire Council. This involves weekly visits from music specialists culminating in a Showcase in which the children perform to an audience of parents.
- Every second year the school puts on a School Show in which all children participate.
- After school clubs are held in the school for all stages.

HEALTH AND WELL-BEING

Health Education is taught as a separate subject and also throughout the curriculum. We encourage the children to develop the skills they need to look after their personal needs, work independently, participate effectively in groups and to develop life skills which will enable them to participate effectively and safely in society. Circle Time is used frequently across the school to discuss feelings and emotions. PATHS (Promoting Alternative Thinking Strategies) is also used across the school to develop children's awareness of themselves, including their strengths and capabilities.

Education in Health and Wellbeing is made up of three main areas:

- Physical Health
- Social Health
- Emotional Health

Learning through health and well-being promotes:

- Confidence
- Independent thinking
- Positive attitudes and actions
- Healthy lifestyle
- Preparation for successful independent living

What resources do we use?

We use a revised school Health programme which over the seven years at Primary School covers the following areas:

- Healthy eating
- Substance misuse
- Relationships and sexual health
- Disability
- Planning for choices and change
- Physical, emotional and social well being
- Road Safety
- PE Programme



Carleith Primary works in partnership with WDC Active Schools to promote Physical Health through sport with pupils receiving a minimum of 2 hours of PE per week in addition to having opportunities to take part in after school clubs and sport related activities. We are part of the WDC School Games League, details of which can be found at;

<https://www.west-dunbarton.gov.uk/leisure-parks-events/west-dunbartonshire-leisure/active-schools/wd-school-games/>



RELIGIOUS AND MORAL EDUCATION

Religious and Moral Education is organised into the following areas:

- * Christianity and other world religions
- * Beliefs, values and attitudes
- * Personal Search

Learning about Religious and Moral Education helps children to:

- Develop a knowledge and understanding of Christianity and other world religions
- Explore and establish their own values and beliefs
- Recognise religion as an important expression of human experience
- Develop respect for others and their beliefs
- Develop skills for life

A variety of resources are used to support teaching and learning in this area including:

- A devised whole school programme in Religious and Moral Education
- Books and artefacts
- Visits to religious buildings
- Regular assemblies
- Our school chaplain

Parents who for any reason do not want their children to participate in religious education or observance have the right to withdraw their children and should intimate this to the Head Teacher.

The Council's adopted policies have regard to national advice set out in SOED Circular 6/91 and the Education (Scotland) Act 1980.

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.

INTERDISCIPLINARY LEARNING

Through Interdisciplinary Learning the children work on topics and challenges which focus on three or four curricular areas e.g. Religious and Moral Education, Expressive Arts and Literacy or Social Studies, Science and Health and Wellbeing. Examples of Interdisciplinary Topics include: The Health Centre, Disasters, The Rainforest and The Circus. An example of a challenge question would be "What was learning in our school like 40 years ago?".

We have established links with a number of local businesses and agencies who provide support and enhance teaching and learning experiences as part of Interdisciplinary Learning. This has enabled children to be more challenged and actively engaged in their own learning and has made learning more relevant and meaningful.

LEARNING HUBS:

At Carleith Primary, pupils from P4-7 are members of a Learning Hub. Learning Hubs work on challenges as a focus for Interdisciplinary Learning and each Learning Hub is responsible for raising awareness of their work within school and in the local community. In addition to this, Learning Hubs provide opportunities for pupil leadership roles where our pupils' voices are valued and contribute to school improvement.

FAMILY LEARNING AND PARTNERSHIPS:

We promote family learning within the school and have many well developed partnerships with a range of agencies. Examples include;

Masterclasses:

Children are given the opportunity to choose from a range of different skill based classes provided by staff and supported by parents and members of the community. This allows for the development and application of skills which is a central part of a Curriculum for Excellence. The development of skills is essential to learning and education to help young people to become successful learners, confident individuals, responsible citizens and effective contributors. Classes this session have included; Knitting, Cooking and Arts & Crafts.



Super Savers:

Pupils at Carleith Primary School work with a local Credit Union organisation and Parent Helpers to deliver a Super Saver scheme with senior pupils working as “tellers”. The children have the opportunity to manage all aspects of cash handling and gain experience in dealing with customers on a weekly basis. Their work is overseen by parent helpers.



Local Businesses:

We have received support from local businesses who have responded positively to requests from pupils for support with providing resources for masterclasses and the development of playground and garden areas. Other businesses regularly support the school's fundraising activities through providing donations and raffle prizes.

ASSESSMENT AND REPORTING

The purposes of assessment include:

- Ensuring appropriate support for all of our learners
- To motivate learners by providing feedback
- Helping to plan next steps in learning
- Involving learners in their own assessment
- Informing learners and parents of their progress
- Summarising achievements (sometimes through qualifications)
- Monitoring the education system and influencing future developments

Assessment is based on:

- what the children say
- what the children do
- what the children write
- what the children make

Children are assessed as part of on-going learning and teaching as well as at specific times such as at transition e.g. in Primary 7. We use a variety of approaches and range of evidence to capture evidence of learning. Curriculum for Excellence views education in very broad terms and as well as learning within the curriculum, opportunities for learning through the ethos and life of the school as a community and through the outside world are seen as equally important and are being developed in all schools. An example of this would be an achievement through being a member of one of our School Councils.

Children are assessed by the teacher, both formally and informally, all year round. As work is completed in the classroom the teacher will discuss it with the child. The children are also involved in the assessment process through self and peer assessment. They are made aware of the purpose of the lesson through sharing learning intentions at the start of a lesson and will sometimes be asked to assess their own or partner's work against success criteria. Children enjoy this activity and it helps them to focus on the purpose of the lesson more clearly. Children will also have agreed personal targets on how they can improve an area of their work. These targets in Literacy, Mathematics and Health and Well-being are displayed in the classrooms. The children also record their personal achievements and keep examples of work in their folders.

Assessment information allows teachers to provide feedback to pupils and to report to parents on progress. The Head Teacher also monitors children's

progress in a number of ways, for example through talking to children about their work and making classroom observations.

ANNUAL REPORTS:

Your child's report, which is issued annually in May, 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 is being supported appropriately
- how well your child can apply learning in new and unfamiliar contexts

Parents' evenings are held twice each year in November and May to discuss pupils' progress. In May your child's report will also provide information on the next steps to ensure progression.

THE SCHOOL IMPROVEMENT PLAN

(2019-20)

Priorities:

- Raising attainment in Numeracy in order to narrow the poverty related attainment gap
- Raise attainment in Literacy by further strengthening professional knowledge surrounding the development of reading skills, teacher feedback and questioning to provide specific next steps in learning
- Further improve Health and Wellbeing learning experiences for pupils

HOMEWORK:

At the start of each session each child is given a homework information leaflet which describes the type and frequency of the homework for the coming session. As a rough guide children are expected to spend the following amounts of time on homework activities:

P1 - 3	15 - 20 minutes each night
P4 - 6	20 minutes at the beginning of P4 and should begin to extend. No longer than 30 minutes
P7	The equivalent of 30 minutes each night - homework may be set for the week for some curricular areas.

Completing homework with children enables parents to support their child's education now and in the future. Any concerns or issues relating to homework may be raised with the Head Teacher.

EQUAL OPPORTUNITIES AND SOCIAL JUSTICE

In Carleith Primary we are firmly committed to the promotion and development of equal opportunities. This means that we promote equality and fairness and combat discrimination and prejudice.

We will ensure the following:

- Teaching methods and styles will take full account of the needs of children's background and experiences of life
- A positive ethos of mutual respect and trust is fostered among children and staff
- Displays of work will present positive, challenging images that are non-stereo-typical and will represent our multi-cultural society

All staff and teachers will ensure that the curriculum content, resources and classroom environments present West Dunbartonshire as a culturally diverse society and develop pupils understanding of the world. No discrimination on grounds of race, gender, religion or disability is acceptable. Any incident of discrimination should be reported to the Head Teacher.

ADDITIONAL SUPPORT NEEDS

ADDITIONAL SUPPORT NEEDS:

Schools are required by law to make suitable provision for children and young people who require additional help with their learning. Additional support needs can arise from any factor which causes a barrier to learning.

In West Dunbartonshire a process called staged intervention is used to identify and support children and young people (hereafter referred to as children) who have additional support needs.

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.

In West Dunbartonshire there are four stages of staged intervention. Children may move between the stages as appropriate. Parents can ask at any time if their child has additional support needs and can be expected to be involved at all stages of the staged intervention process.

Whatever the need, the child will receive support and help from the school. During the course of everyday teaching, the class teacher will recognise pupils who are experiencing difficulty and will be able either to provide further support her/himself or raise a concern with the Pupil Support Co-ordinator who will have a close look at the needs of the child and provide advice and support to the teacher. If necessary, suitable programmes of study will be devised.

Educational Support Plans (ESPs) are required for some children. The plan consists of personal targets. Other children who need a range of additional support from additional services may require a Co-ordinated Support Plan with individualised targets. Staff in Carleith work closely and in partnership with parents, psychological services, speech and language therapists, health specialists and outreach staff from specialist provisions for the benefit of all pupils.

Getting it Right for Every Child (**GIRFEC**) is the Scottish Government's approach to promoting and safeguarding the wellbeing of children in Scotland. Duties attached to the Children and Young People Act 2014 means there will be a single planning framework for children who need support from services (called a Child's Plan). The Named Person will continue to be offered in West Dunbartonshire on a policy basis. In most cases the families around each child will be able to offer all the help and support that is needed. However, there are times when a child may need a bit of extra help. The GIRFEC approach is there to make it as easy as possible to get that help when it is needed and wanted by families.

The GIRFEC policy approach is to ensure that every child and young person and their family have access to help and support from a key member of staff in order to support the wellbeing and additional support needs of children and young people. The role of the Named Person is integrated into the current role of key promoted members of staff in schools and serves to strengthen the support they currently provide as a central point of contact for children, parents and other people working with them.

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

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

Holiday Cover

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

Central Services Named Person Service:

Joanne Scott (Education Support Officer) 01389 737000

@west-dunbarton.gov.uk

Tracy King (Education Support Officer) 01389 737000

@west-dunbarton.gov.uk

Claire Cusick (Senior Education Officer) 01389 737000

@west-dunbarton.gov.uk

Below, you will find the names of the members of staff with key support responsibilities for each age group of children along with the arrangements for cover in the event of absence. It is our intention to support the wellbeing and safeguarding of all of our young people to ensure that they have access to positive outcomes, choices and destinations; however, parents are reminded that the Named Person will only offer advice or support in response to a request from a child or parent, or when a wellbeing need has been identified. There is no obligation to accept the offer of advice or support from a Named Person.

At Carleith Primary School your child's Named Person can be contacted on 01389 875632, and the allocation will be as follows;

Class	Named Person	HT & Named Person Absence Cover
P.1/2	Hazel Campbell	Roselyn McGregor
P.2/3	Hazel Campbell	Roselyn McGregor
P.3/4	Hazel Campbell	Roselyn McGregor
P.5/6	Hazel Campbell	Roselyn McGregor
P.6/7	Hazel Campbell	Roselyn McGregor

If your child has a support plan the above is still unchanged.

PUPIL SUPPORT STRUCTURE:

At Carleith Primary we provide a caring and supportive environment for our pupils. We aim to get it right for every child in line with GIRFEC. Our policy is to support pupils with all aspects of their learning. We strive to ensure that all of our pupils are safe, healthy, achieving, attaining, nurtured, included and fulfilling their potential. All pupils are encouraged to discuss any problems or difficulties first with their class teacher, who will either help or refer the problem to the Head Teacher. Learning assistants also listen to children and offer help if appropriate. Any problems would be referred to the Head Teacher. Primary 6 and 7 pupils buddy Primary 1 pupils to help them settle into school and care for them at intervals. Staff from the Pupil and Family Support Unit at Clydebank High School support pupils and assist some pupils with the transition to Clydebank High School. Multi-Agency Support Group Meetings have been introduced in the Clydebank Cluster to help vulnerable pupils or those with behavioural issues.

CHILD PROTECTION:

All staff in the school are required to be aware of child protection issues and are provided with regular information on Child Protection Policy and Procedures. The school maintains close working relationships with all other relevant agencies to ensure appropriate information is shared and that professionals from various agencies work collaboratively for the wellbeing 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, s/he will immediately contact the duty senior social worker and advise them of the circumstances.

PROMOTING POSITIVE BEHAVIOUR AND REDUCING BULLYING BEHAVIOUR

PROMOTING POSITIVE BEHAVIOUR:

In Carleith Primary we believe that effective learning and teaching can only take place in an environment where a positive ethos and culture with high standards of expectation in relation to behaviour exists. Our Promoting Positive Relationships and Reducing Bullying Behaviour Policy is known as Better Relationships, Better Behaviour, Better Learning. We encourage positive behaviour through well-judged praise and recognition of achievement and by looking for and focusing on children's strengths. We believe that by working in partnership with pupils, parents and all staff

we can achieve this. The relationship between pupils and teacher is similar to that between the child and his/her own parents/carers, requiring mutual consideration on both sides.

Our Better Relationships Policy is based on shared values which have been agreed by pupils, parents and all staff. These values are:

- Be Ready ready to learn, listen and work hard
- Be Respectful respect each other and adults
- Be Safe use gentle words, gentle hands and feet

These values are built into our Health and Wellbeing Programme and are regularly discussed at Circle Time sessions and at assemblies. In addition to this, each class agrees a Class Charter based on Children's Rights from the UN Convention on the Rights of the Child and the school's shared values at the start of each new session which is clearly displayed in the classroom and discussed regularly with the children. Pupils' adherence to keeping to the key messages outlined on the charter and the shared values are recognised through Pupil of the Week awards at assemblies and through individual class reward and incentive schemes.

It is recognised that not all behaviour is positive. All classes have access to our self-reflection system when behaviour does not reach our high expectations. We take a restorative approach giving pupils time to identify what went wrong and reflect and plan for improvements. Where we are concerned about negative behaviour, we contact parents to work together to bring about a more positive pattern of behaviour. In accordance with West Dunbartonshire Council's policy, exclusion from school may be an option in cases of extreme behaviour and indiscipline.

ANTI-BULLYING:

It is the policy of Carleith Primary School, in line with West Dunbartonshire Council, that all forms of bullying are unacceptable.

It is the right of all children to have a safe and secure environment in which to learn where they will be treated with respect and behave in a responsible way.

Any matter of bullying is taken seriously and issues and incidents are addressed and recorded as necessary. It should be noted that children and young people will fall out and disagree with each other as they form and build relationships. This is a normal part of growing up and most children and young people have the ability to bounce back from this type of behaviour. It is important to discuss how they feel and help them to develop resilience to manage their relationships.

What is bullying?

Bullying is both behaviour and impact; what someone does and the impact it has on a person's capacity to feel in control of themselves.

Bullying takes place in the context of relationships. It is behaviour that can make people feel hurt, threatened, frightened and left out and it can happen face to face and online.

This behaviour can include:

- Being called names, teased, put down or threatened face to face and/or online
- Being hit, tripped, pushed or kicked
- Having belongings taken or damaged
- Being ignored, left out or having rumours spread about you (face to face and/or online)
- Sending abusive messages, pictures or images on social media, online gaming platforms or phone
- Behaviour which makes people feel like they are not in control of themselves or their lives
- Being targeted because of who you are or who you are perceived to be (face to face and/or online)

Parents/carers may ask for a copy of the school's Better Relationships Policy.

Further information on all aspects of bullying can be found at: <https://respectme.org.uk/>

HOME AND SCHOOL LINKS

INTRODUCTION:

We find that a child's time at primary school is most successful when parents/carers are fully involved. Your child will feel valued and secure if s/he knows that you are interested in what s/he is doing at school. At Carleith we believe that co-operation between parents and teachers is vital and that through this partnership we can provide the best possible education for all of our children. For this reason we actively encourage parents/carers to be involved in a variety of ways including consultation on a wide range of topics.

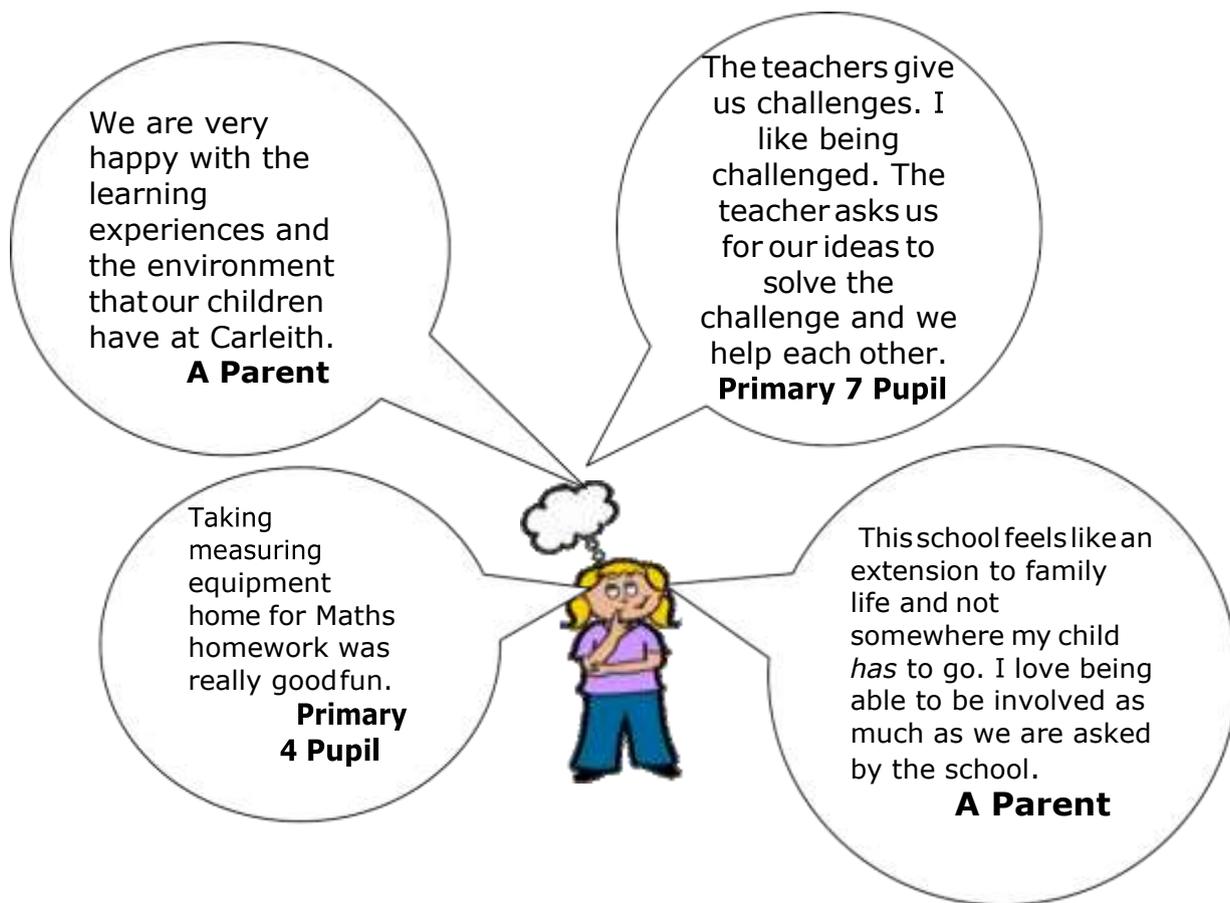
We have a warm and friendly relationship with our parents and greatly appreciate the help and support given to us. A number of parents help with Book Fairs and the Christmas Fair. Others attend and support charity events or help with costumes for concerts. Parents are invited to a number of events in the school including assemblies. Every parent/carer is a member of our Parent Forum and we have an active Parent Council, known as the Parent Hub, who meet regularly. The Carleith Parent Hub supports the work of the school as well as organising social events for children and parents throughout the session to raise funds. We encourage parents to contact the school with any issues or concerns they have no matter how small. Every effort is made to meet with a parent or to report back as soon as possible.

We have well established links with the community. Examples of this include links with other schools, fundraising for local charities, carol singing within the local community and litter picking in the local area.

PUPIL AND PARENT VOICE:

We are committed to gathering the views of all of our stakeholders and use a variety of methods to obtain information to evaluate the work of the school including questionnaires and meetings.

Recent Parent and Pupil Quotes:



CURRICULUM EVENTS:

An annual Curriculum Evening helps us to demonstrate how we are developing our current Improvement Plan priorities. Parents are also invited to join us for assemblies, topic celebrations and open afternoons. This enables parents to find out first-hand what the children have been learning about in school. These events are always extremely well supported by parents and extended families at Carleith.

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.

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.

We ask that parents notify the school on the first morning of a child's absence. If we are not notified of a child's absence, we will contact the parent by phone. It is extremely important that we are provided with up to date contact information. If a child is likely to be absent for some time, parents are asked to inform the school and to give the child a note on his or her return to school, confirming the reason for absence.

The Policies for Parents document “Achievement through Attendance” is available to all parents from their child’s school or from the Council Website, www.west-dunbarton.gov.uk/education-and-learning/schools outlines the importance of good attendance. The Scottish Government has now issued guidance to all local authorities indicating that family holidays taken during term-time should be categorised as unauthorised absence (Circular no5/03).

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. Every effort should be made to avoid family holidays during term time as this both disrupts the child's education and reduces learning time.

Carleith Primary School follows West Dunbartonshire Council’s Policy and Procedures on attendance.

If a child’s attendance is cause for concern and falls below 90% within 6 weeks, parents/carers will be contacted and given information about the child’s attendance record. An interview will be arranged with the parent / carer to discuss the reason for the child’s poor attendance.

If there is no sustained improvement in attendance within the next four weeks the parent / carer will be invited to a maximising attendance meeting within the school. Support or advice will be offered to any family experiencing temporary difficulties. This may include support from the Pupil and Family Support Unit Team based at Clydebank High School.

If there is no sustained improvement in attendance within the next four weeks parents/carers will be contacted and a Multi-Agency Case Conference held to discuss the case. Should the parent/ carer withhold consent for this meeting, a referral will be made to the Children’s Reporter.

Failure to cooperate with the multi-agency recommendations within the agreed timescale and a lack of improvement in the child’s attendance will result in the parent / carer being called to an Attendance Review Committee (ARC). Through the ARC the authority may interview or prosecute parents or refer pupils to the Reporter of the Children’s Hearings if necessary.

AUTHORISED ABSENCE PASSES:

West Dunbartonshire Department of Educational Services has introduced an authorised absence pass scheme to discourage truancy and help ensure the safety of our young children in the community. If your child requires to be out of school during school hours, we will issue you with an authorised absence pass detailing the reason for absence, departure time and expected return time. The pass should be returned to school after use. Any pupils who use local shops and amenities or visit public areas during normal school hours may be asked to show their pass. Both the police and local businesses have agreed to support the scheme. All children who require being out of school during school hours should be collected from the school office.

PHOTOGRAPHY

TAKING OF PHOTOGRAPHS ON COUNCIL PREMISES:

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

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

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

EXTRA – CURRICULAR ACTIVITIES:

West Dunbartonshire Council supports the school in a range of activities through its Sports Development Unit. Primary 7 children enjoy swimming lessons and children from Primary 5 to 7 take part in a range of activities including Sports Hall Athletics, Hockey, Cross Country and Football. Children take part in Sports Festivals along with children from primary schools in the Clydebank High Cluster.

Children actively learn through visits to places of interest e.g. The Science Centre, Dalmuir Park, the local Health Centre etc. Guest speakers and Theatre Groups also visit the school to talk to the children and to demonstrate particular skills. Children at all stages participate in a variety of competitions. Primary 6 children take part in the Cycle Proficiency Programme annually and are presented for the Cycling Proficiency award. Children from Primary 7 residential experiences annually. The location of future residential sessions may vary according to availability. After school clubs for all ages run throughout the school year. This session these include: Netball, Basketball and Football. Lunchtime clubs may also run from time to time in agreement with staff and Active Schools.

SUPERVISION OF PLAYGROUNDS

SUPERVISION OF PLAYGROUNDS:

An adult presence is provided in playgrounds at break times in terms of the schools (Safety and Supervision of Pupils) (Scotland) Regulations 1990. In addition to

this there is an adult presence in the playground between 8.45 and 9.00 each morning.

To ensure pupil safety and for security reasons parents are not permitted in the playground before, during and after school. Pupils enter for Breakfast Club in the mornings through the main door.

The Out of School Care "FAST" collect children directly from the playground.

CLOTHING AND UNIFORM

UNIFORM AND CLOTHING:

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 uniform helps to 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 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 piercings/jewellery for PE and sport
- could cause damage to flooring
- carry advertising, particularly for alcohol or tobacco
- could be used to inflict damage on other pupils or be used by others to do so
- are valuable or expensive items of clothing or jewellery which presents a security issue for the school

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. Approvals 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 and from the benefits section on the 1st floor of the council offices at Garshake Road, Dumbarton. Their contact number is 01389 738282.

West Dunbartonshire Council is concerned at the level of claims being received regarding the loss of pupils' 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 agreed school uniform for Carleith Primary School is:

- Grey skirt or trousers
- White shirt or blouse with school tie
- Gold polo -shirt
- Purple sweatshirt /cardigan
- Traditional sand shoes for wearing in class



In summer the girls may wear a gingham dress. Both purple and yellow are acceptable.

For Physical Education sessions, children are required to wear: -

- Shorts and t-shirt
 - Soft-soled gym shoes and socks
- NB. Gym shoes must be reserved for indoor use and not be worn outside
- Earrings are not permitted during PE sessions. We would advise parents to consider having any form of ear piercing carried out at the beginning of the summer holidays to ensure that children can participate fully in the PE programme.

UNIFORM SALES:

Sweatshirts, polo shirts, gym kits, fleece and rain jackets, may be ordered from Trutex School wear – Border Embroideries online (www.trutex.com) or alternatively you can go into the shop which is located near the St. Enoch Centre in Glasgow (35B Argyle Street Station, Glasgow, G28AH, Tel: 0141 221 4472).

Unfortunately the prices in the shop are slightly higher if you are purchasing directly from them. If you wish to change sizes of garments you have received online there is a facility to change sizes within the shop.

A small supply of polo shirts, sweatshirts and jackets is kept in school and items can be purchased from the school office in emergency situations.

SCHOOL MEALS:

Some children will be entitled to a free school meal at lunchtime and parents can access information on this either from the school office or from the Council Website,

<http://www.west-dunbarton.gov.uk/schools-and-learning/schools/>

Most children stay for lunch. Both school meals and packed lunches are taken in the main hall. Meals are cooked on the premises. The meal consists of one hot option or one cold option. Vegetarian food is available if required.

We issue Primary 1 parents with a set of menus at the start of the session. Copies of the menus can be found on West Dunbartonshire's website.

Children put their lunch money in their folder in the morning and the catering staff place their change in the folder later in the morning.

For obvious reasons of safety, parents should not send drinks in glass bottles or cans. Also for reasons of safety, children who eat lunch in school are not allowed to leave the school grounds.

Parents of P1 children are invited to come to the lunch hall with them during transition so that they can see the range of food on offer and advise the children on their choices.

We have a Breakfast Club in the morning from 8.20 – 9.00 a.m. which children may attend. Please let a member of the office staff know if you would like your child to attend.

TRANSPORT

West Dunbartonshire Council has a policy of providing free transport to all primary pupils who live more than one mile from their zoned local school by the recognised shortest safe walking route. This policy is more generous than the law requires. This means that the provision of transport could be reviewed at any time. Parents who consider they are eligible should obtain an application form from the school or Education Department. These forms should be completed and returned before the end of February for those pupils beginning the school in August to enable the appropriate arrangements to be made. Applications may be submitted at any time throughout the year but may be subject to delay whilst arrangements are made. The appropriate Head of Service is authorised to grant privilege places for pupils to travel in transport provided by the authority where spare places are available, and no additional costs are incurred.

PICK-UP POINTS:

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

Parents should ensure that their child knows what to do in the event of the transport not arriving at the pick-up point, if the child is not accompanied by an adult. Transport may be cancelled for example due to adverse weather conditions.

PLACING REQUESTS:

The education authority does not provide transport for those pupils in receipt of a placing request.

In the case of underage placing requests if the child is offered a place in his catchment area school, transport will be provided in accordance with Council policy stated above.

SCHOOL CROSSING PATROL:

The safe passage of children to and from school is the responsibility of parents but this is shared by the School Crossing Patrol Service wherever possible. Our crossing patroller is at the junction of Dumbarton Road and Auchentoshan Avenue and at the junction at Beeches Road, Craigielea Road and Dalgleish Avenue from 08.15 - 09.15, 12.00 – 13.15 and 14.45 - 15.30.

MEDICAL AND HEALTH CARE

MEDICAL AND HEALTH CARE:

Medical and dental examinations are carried out by the school nurse and school dentist throughout primary school.

Eyesight	in P7 and at other times if there is a concern
Hearing	if there is a concern
Height	in P1 and at other times if required
Weight	in P1 and at other times if required

Selective Health Interviews in Primary 1

If any issues are identified, a member of the medical team involved will be in contact.

ADMINISTRATION OF MEDICINES:

If your child has any particular medical problem, which is important for the school to

know about, then please make this known to the Head Teacher. Administration of medicines is at the discretion of the Head Teacher.

There is a code of practice for administering medicines. Any parent whose child requires medication should come to the office to fill out the necessary forms. For children on regular medication these should be updated at least annually.

Please do not send any medicine to school with your child unless you have completed the necessary forms. We cannot administer medication to your child without your written consent.

EMERGENCY CONTACTS:

If your child becomes ill or has an accident in school we will contact the parent or designated emergency contact. All parents are asked to provide the name of an emergency contact so that arrangements can be made as quickly as possible. Named emergency contacts must be able to provide a telephone number that they can be contacted on. Minor injuries will usually be treated in school. In an emergency, a child would be taken to hospital or health centre by car, taxi or ambulance, accompanied by a member of staff. Please remember to let us know of any change in your own or your emergency contact's address or phone number. If a child has been unwell or treated for a minor injury, which caused concern, and we have been unable to contact you, we will send a note home.

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, and temporary interruption of transport, power failures or difficulties of fuel supply. In such cases we shall do all we can to let you know about the details of closure or re-opening. We shall keep you in touch by using letters, notices in local shops and community centres, announcements in local churches and announcements in the press, local radio and West Dunbartonshire Council's website. 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.

THE PARENT COUNCIL

The Scottish Schools (parental involvement) Act 2006 requires that:

- a) Every parent is automatically a member of the Parent Forum for his/her child's school and, may be represented by a Parent Council.
- b) The members of the Parent Forum decide the structure, membership, aims, objectives and constitution of the Parent Council they wish to form.
- c) Other members of the Parent Council may be co-opted.
- d) Parent Councils are to be involved in the appointment of a Head and Depute Head Teacher.
- e) Parent Councils, the Local Authority and Schools should play an active role in supporting parental involvement in the school.
- f) Parent Councils have the right to represent the view of parents.
- g) Parent Councils are accountable to the members of the Parent Forum and should establish arrangements for reporting to the Parent Forum.
- h) The needs of and arrangements for all children and young people involving

parents, carers and those who look after children are met.

- i) The school improvement plan takes account of the Local Authority's strategy and parental involvement as appropriate.
- j) A complaints procedure which covers how the Local Authority carries out its functions under the Act is in place.
- k) Local Authorities must provide reasonable funding to enable the Parent Council to carry out its functions.
- l) A combined Parent Council may be established to cover two or more schools.

In response to the act, a West Dunbartonshire Council parental involvement strategy group was established. This group meets regularly throughout the school session and includes parents and officers from Educational Services.

Also, in response to the act, the Scottish Government has now set up a national parent body. Each local authority in Scotland is represented by one parent.

Carleith Primary School has an active Parent Council called the Carleith Parent Hub which supports the work of the school and organises social events.

If you are interested in becoming involved in the Carleith Parent Hub you may contact Miss C Robertson (Chairperson) through the school or come along to the next scheduled meeting. Details of future meetings are included in the School Newsletter and in the minutes of Parent Hub Meetings.

THE PUPIL COUNCIL:

There is an active Pupil Council in the school. This council is a classroom elected body of pupils whose purpose is to represent their class and be a forum for active and constructive pupil input into the daily life of the school community.

There are representatives from P1 – 7 on the council. The council meets with the Head Teacher to discuss a wide range of issues regularly. This ensures that "Pupil Voice" is taken account of in the decision-making processes within the school.

SOCIAL MEDIA:

Social Media has become an extremely valuable communication tool for many parents to quickly share information and updates with fellow school parents and friends. It can have important benefits to promote the activity of our schools and we support its increased use.

We would however ask for parents to be responsible and restrained when discussing school matters on platforms such as Facebook and Twitter. Some negative comments can cause distress to school communities, alarm parents and pupils or unfairly tarnish employees. Whatever the circumstances, we believe it is completely unacceptable for anyone to use social media to make remarks about named or identifiable staff, parents or pupils.

If you have an individual complaint about a school matter, we would call upon parents to raise these directly with the school or through the Council's complaints process rather than social media.

DATA PROTECTION

How we use your personal information:

It is important for the school to hold personal information about pupils as it allows us to contact a suitable adult in cases of emergency. The information held also helps West Dunbartonshire Council to provide education services now and to plan for the future. Information provided to us in relation to children's disability, language, religion, ethnic background or national identity is used to ensure that children's legal rights in school are recognised. Children's general legal rights are listed in the Children (Scotland) Act 1995, the Equality Act 2010 and in the European Convention on Human Rights.

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

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

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

You can find out more about the Subject Access Request procedure by visiting the following web address: <http://www.west-dunbarton.gov.uk/council/data-protection-ripsa-and-freedom-of-information/data-protection/>

If you would like further information on how your information is used and how we keep your information safe please contact: Data Protection/Information Protection Officer at the above address.

IMPORTANT ADDRESSES

CHIEF EDUCATION OFFICER:

Laura Mason
Executive Director of Educational Services
Council Offices
Garshake Road
Dumbarton G82
3PU
Tel 01389 737000

WEST DUNBARTONSHIRE COUNCILLORS:

WARD 4 Kilpatrick

Douglas McAllister 3
Thomson Place
Hardgate
Clydebank G81 5QA
Tel: 01389 890623

Jim Finn
c/o Council Offices
Rosebery Place
Clydebank G81 1TG
Tel: 01389 738520
Mob: 07961 713007

Lawrence O'Neill 7
Heather Avenue
Clydebank
G81 6LH
Mob: 07909 890842

DISCLAIMER STATEMENT

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

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