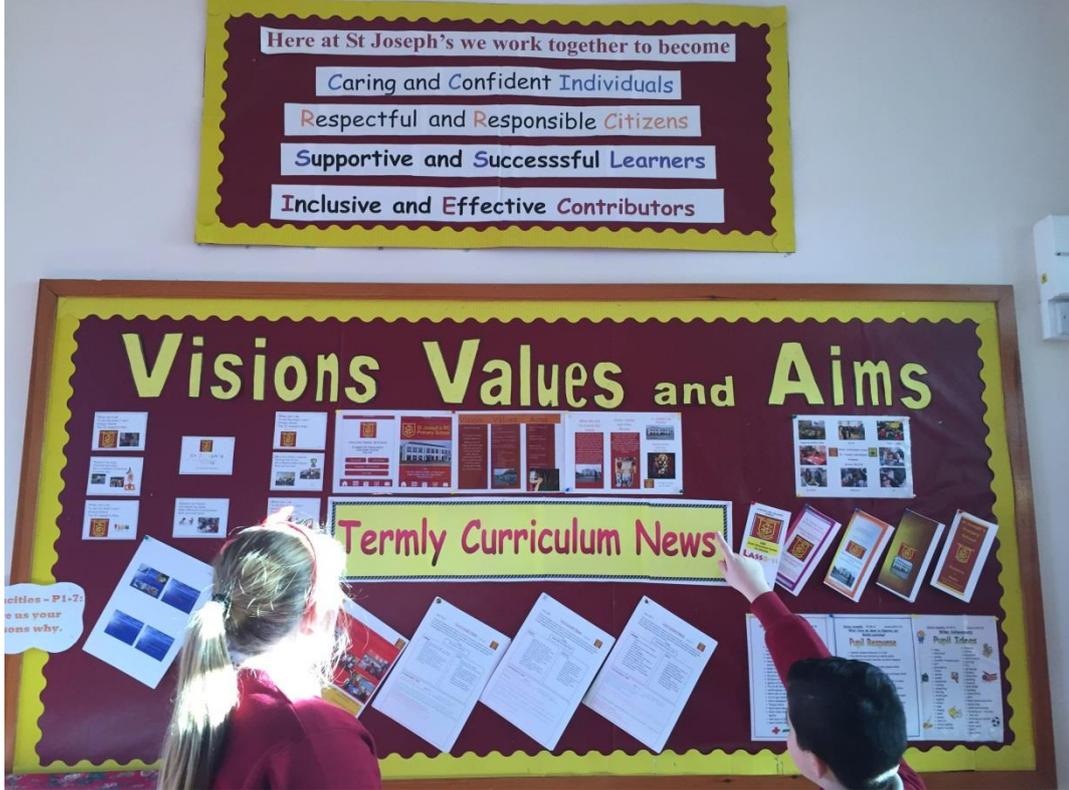




St Joseph's R.C. Primary School



Handbook

Session 2019/20

The natural place to learn.





Dumfries and Galloway Education Services

St Joseph's R.C. Primary School



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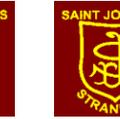
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1. Letter from the Head of Education



Dear Parents,



Dumfries and Galloway Education Services is committed to delivering a high quality education for your child/ren. As part of Dumfries and Galloway Council's overall vision we aim to provide all children and young people with a good start in life and prepare them for adulthood and employment.



Education Services cannot deliver this alone for children and young people but work together with others and, as parents, you are one of our key partners. The research tells us that when



parents are involved in their child's education the child will do better. The school handbook is one of the ways in which we inform parents, not just about how the school



works, but also about how you can help us help your children to succeed in school and life.



It gives me pleasure as Head of Education to commend this handbook to you as an



invaluable source of information about your school and Education Services.



Yours sincerely



Gillian Brydson

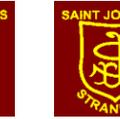


Head of Education



2. Welcome to St Joseph's Primary School





Staff and pupils of St. Joseph's R.C. Primary School would like to welcome you to our school and hope you will find this Handbook both useful and of interest.



It was written in order to provide you with important information about our school, our aims, the curriculum offered and many other aspects of school life. As you get to know the school and all who work here we hope that you will enjoy close contact with the school in the many ways described in the following pages.



In an ever-changing society we are aware of our responsibility to prepare our youngsters for the future. Our vision is to:



Make sure all are happy and healthy and feel safe and secure within our Catholic family. We will endeavour to be our best, to learn actively, to achieve great things and make our community proud.



In St Joseph's:
Respect, Friendship and Community Rule.
Working together is our learning tool.



The things we value at St Joseph's RC Primary are:



To know we are loved by God and to share that love with others, through:

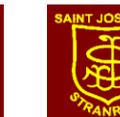


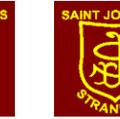
- Friendship
- Looking after each other
- Respect
- Honesty
- Cooperation
- Taking responsibility for our own actions
- Being healthy
- Aiming High











In line with the Scottish Government we aim to enable young people to become:



Supportive and Successful Learners



Respectful and Responsible Citizens



Inclusive and Effective Contributors



Caring and Confident Individuals



If our vision is to be realised we require to develop a close partnership between home and school in order to ensure that your children have the best educational experience possible.



This school, as a community, endeavours to provide a welcoming and secure learning environment in which individuals can fully realise their potential in a climate of mutual respect.



3. Education Services Aims



To raise attainment in all children and young people to improve their life chances through collaboration and innovation



Our Objectives



1. We will ensure that children and young people will be at the centre of our plans.



This means planning by schools and support from Education Services will be focussed on delivering to all our children and young people the entitlements embedded in Curriculum for Excellence and Getting It Right for Every Child.



2. We will improve our partnership working

This means an emphasis on Cluster Working, training on Getting It Right For Every Child themes, parental involvement, multi-agency working, partnership with Community Learning and Development (CLD); Professional Learning Communities and collaboration with Education Scotland, the Care Inspectorate and Further Education Colleges.

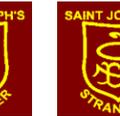
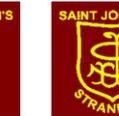


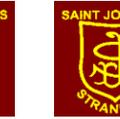
3. We will encourage innovation, creativity, collaboration and a culture of sharing and learning in all our staff

This means a focus on transformational leadership, professional autonomy and local solutions and building capacity in all our staff.



4. We will streamline our business processes





This means empowering our schools and staff to find better ways of working, with an emphasis on professional autonomy, local solutions, developing leadership, capacity building, effective Continuing Professional Development and implementing Getting It Right for Every Child processes.



4. School Aims



The staff of St. Joseph's R.C. Primary School aim to ensure the highest possible levels of attainment, achievement and participation for our children. By fostering partnerships with parents/carers, the local community, our Faith Community and support networks in the wider community we endeavour to ensure the educational inclusion of all of our children. We work closely with our Education Authority to develop our aim to be an integrated community school which meets our children's educational, religious, social, emotional and health needs. In our school entrance hall we display our four key aims which are to enable our young people to become:



- Supportive and Successful Learners
- Caring and Confident Individuals
- Respectful and Responsible Citizens
- Inclusive and Effective Contributors



To this end we endeavour to:



1. Ensure a broad and balanced curriculum that provides young people with the best possible learning opportunities and experiences



2. Ensure that the teachings of the Roman Catholic Church form the basis of our learning and teaching in the delivery of our Religious Education Curriculum.



3. Ensure that all learners are able to realise their potential through the promotion and recognition of achievement and excellence.



4. Provide the highest quality of learning and teaching experiences that enable young people to enjoy their education and develop positive attitudes towards learning.



5. Provide effective support systems for all learners which promote personal and social development and underpin academic achievement.



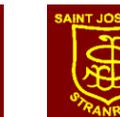
6. Provide a welcoming, safe and caring environment in which each learner is valued and supported.



7. Improve the quality of learning and teaching through the effective organisation and management of the school's resources.



8. Ensure that the school's promoted staff provide high quality leadership, management and support.





9. Improve the quality of educational experiences for learners through a programme of continuing professional development for all staff.



10. Ensure that every young person enjoys equality of access to educational opportunities, regardless of social or economic background.



11. Build and maintain effective partnerships between the school and our parental body, external support agencies, our Faith Community and our wider community.



12. Prepare young people for responsible citizenship by developing values, beliefs and attitudes compatible with living in a modern, democratic and multicultural society.



13. Ensure that all learners are able to experience a calm, positive and safe environment that promotes good behaviour, self-discipline and respect for others.



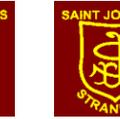
5. School Ethos

We are all committed to ensuring that the St Joseph's R.C. Primary School Community is one in which we aim to:



- Support children to achieve their potential in all aspects of their education and skills for life.
- Encourage children to be motivated, independent and successful learners.
- Establish an open, supportive learning community where all children, staff and parents/carers work effectively as part of a team.
- Provide equal opportunities for all and celebrate diversity.
- Build positive and productive relationships within the school, the Faith Community and the wider community valuing the participation, contribution and commitment of all.
- Ensure that our school community has the capacity and desire to improve and keep pace within an ever-changing world.
- Afford our youngsters opportunities to contribute towards and engage in high quality learning activities.
- Promote high standards of tolerance and respect for others.





6. School Information



Address



St. Joseph's Primary School



Lewis Street



Stranraer DG9 7AR



Tel. No. Stranraer (01776) 703460



E-mail: soffice714@ea.dumgal.sch.uk

Website: St Joseph's School App (Jigsaw Apps)

Present Roll – 52



Stages provided for: P1– P7



Teaching Staff (including Headteacher):



Headteacher **Mr Bill Burns**



Principal Teacher Miss Clare Kane



Teaching Staff.



Mrs Rachael Coulter



Miss Katie Griffin



Miss MacDonald



Miss Anne Cairns



School Chaplain/Parish Priest Fr Neil O'Donnell



Visiting Specialists:



Physical Education Mrs Blain Mrs McNeil



Support Staff



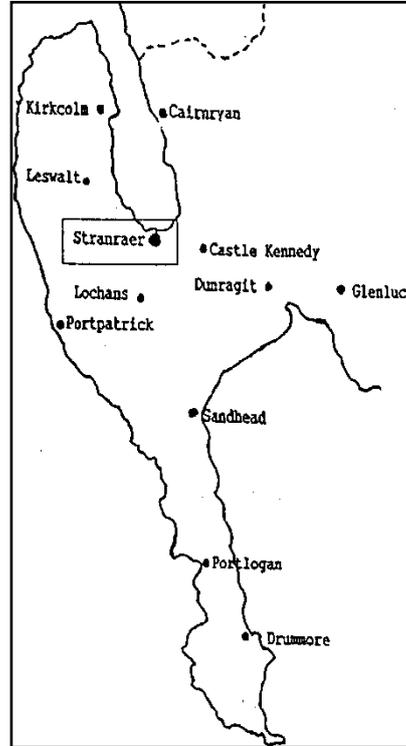
Support for Learning Teachers Miss Jill McLean

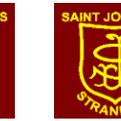


Learning Assistant Mrs Angela Hughes



Learning Assistant Mrs Jackie Millar





Ancillary Staff:



School Secretary

Mrs Aileen Donnelly

Janitor

Mr Gerard McGuigan



Crossing Patrollers

Mr Robert Nesbitt



Cleaning Supervisors

Mrs Cathy Chalmers and Mrs Kate Lindsay



Catering Manager

Mrs Elizabeth Jones



Director for Education and Community Services:

Mr Colin Grant



Head of Education:

Mrs Gillian Brydson

Dumfries and Galloway Council



Children, Young People and Lifelong Learning



122-124 Irish Street



Dumfries



DG1 2PB

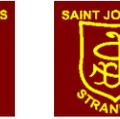


Tel. No. (01387) 273600



Education Link Officer: Mrs Leona Waugh





SCHOOL HOLIDAY AND SESSION DATES 2019/20



Term 1



Teacher training - Monday 19 and Tuesday 20 August 2019
First day - Wednesday 21 August 2019
Last day - Friday 11 October 2019



Autumn holiday - Monday 14 to Friday 25 October 2019



Term 2



First day - Monday 28 October 2019
Last day - Friday 20 December 2019



Christmas holiday - Monday 23 December 2019 to Monday 6 January 2020



Term 3



Teacher training - Monday 6 January 2020
First day - Tuesday 7 January 2020
Mid-term holiday - Monday 17 to Friday 21 February 2020
(Teacher training - Thursday 20 and Friday 21 February 2020)
Last day - Friday 3 April 2020



Spring holiday - Monday 6 to Friday 17 April 2020



Term 4



First day - Monday 20 April 2020
May Day holiday - Monday 4 May 2020
Last day - Thursday 2 July 2020



Summer holiday - Friday 3 July 2020 to Wednesday 19 August 2020





7. Contact Us

7.1

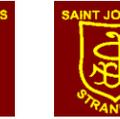
The school recognises the importance of developing strong links with parents/carers. To this end parents/carers are kept well informed as to what is happening in the school by means of regular updates / letters, termly information sheets, seasonal factsheets, etc. In addition parents/carers are involved in the life of the school through attendance at Parent Council Meetings, acting as guest speakers, assisting on school outings / fundraising ventures, etc. There is considerable evidence to suggest that the better the quality of parent/carer/teacher support for the child the more that child will gain from the experience of being at school.

Parents/carers can visit the school at any time in the school day. If parents/carers are collecting pupils for an appointment for the doctor, etc. a note should be sent to the teacher so that the pupil can be got ready in time. All phone call messages will be written on special notelets and passed on to the appropriate member of staff. Parents/carers will be invited to come into school to parents' afternoons/evenings, concerts, meetings, social events, etc. **All daytime visitors to the school are asked to call at the office on their arrival in the building / playground.** Visitors should ring the bell at the main door entry system and await the arrival of a member of staff who will arrange entry into the school building. Please be patient if no one is immediately available. The security door system has been installed in order to protect the school community.

In order to make more efficient use of available time parents/carers are asked to make an appointment if they would like to speak to the Headteacher or a member of staff. Parents/carers are always welcome in school but needless to say there are times in the day when due to their teaching commitments staff are not readily available to meet with parents/carers. However, when an appointment is made, a time which is suitable for both parent/carer and teacher will be arranged and this should make for improved communication between home and school. **Please note that parents/carers are required to call at the school office in the first instance and not go directly to class bases.**

Should a parent/carer have any concerns regarding their child's welfare or education they should, in the first instance, contact the school and arrangements will be made to discuss the matter with the Headteacher. It is hoped that any matter can be resolved at school level by parent/carer and Headteacher. Education Services operate within the complaints handling





procedures for Dumfries and Galloway Council. Information on this can be found at <http://www.dumgal.gov.uk/article/15382/Complaints-procedure>

Education Services aims for enquiries, concerns and complaints to be dealt with at as local a level as possible, preferably at individual school level. Individual schools are supported to ensure that matters of complaint are recorded, acknowledged and responded to within normal complaints handling timescales, normally responding within 10 working days. Issues arising at a school level should be brought to the attention of the class teacher and/or the Acting Headteacher as appropriate. Further support and advice can be provided to individual complainants or teaching staff through contacting either the complaints handler within Education Services or to the Council's Corporate Complaints Unit.

7.2 If you need to find out something or have concern

Routine enquiries relating to the operation of the school or matters affecting your child which are causing you concern should normally be made to the class teacher or failing this through the school office. An appropriate member of school staff will then aim to respond to your enquiry directly

7.3 If you have a complaint

Normally issues arising at a school level should be brought to the attention of the class teacher and senior school staff, such as Head or Depute Headteachers as appropriate. Complaints received directly by Education Services will, where possible, be dealt with at as local a level as possible, i.e. at individual level.

Education Services operate within the complaints handling procedures for Dumfries and Galloway Council. Information on this can be found at <http://www.dumgal.gov.uk/article/15382/Complaints-procedure>

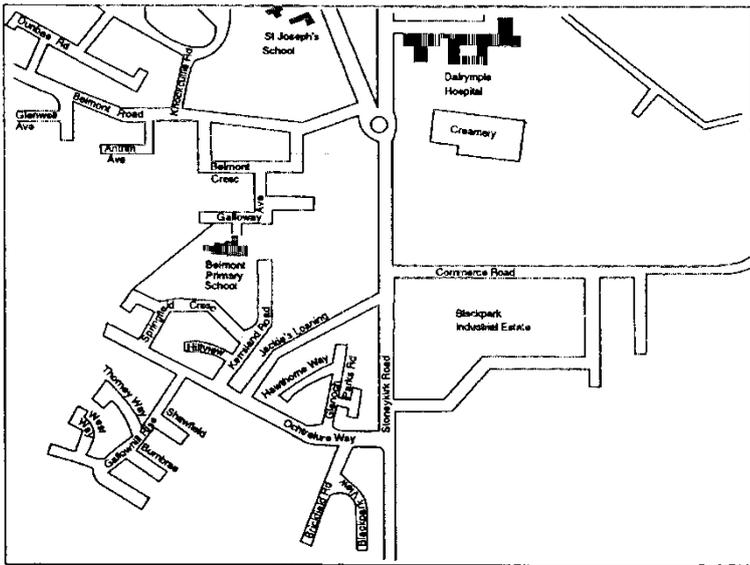
. Further support and advice can be provided to individual complainants through contacting either the complaints handler within Education Services or to the Council's Corporate Complaints Unit.

8. How the School Works

8.1 Enrolment

Parents/Carers may opt for a place in any school they wish, at any time, but priority for a place will be granted to Roman Catholic children from the recognised or 'delineated' catchment area. St. Joseph's R.C. Primary serves the town of Stranraer and the surrounding area known as the Rhins. Information regarding catchment areas can be found on the Council's website by accessing "Find My Nearest" <http://www.dumgal.gov.uk/article/15086/Find-my-nearest>. Full details on how to enrol or move school are available from the school or on the Council's website (see Section 16).





8.2 Moving From Nursery

Primary staff work closely with nursery staff from the various town nurseries and parents/carers to ensure that information about each child's learning and achievements is passed on. This will help ensure that their learning and development continues without interruption. Staff will also share other information which will help the teacher to support each child's learning – for example relevant health issues, friendship groups and preferred ways of working. St Joseph's innovative Transition Initiative has proved extremely successful in supporting the move from pre-school education to Primary 1. It was praised in the school's H.M.I Follow Through Report: **'The School has developed a very comprehensive transition for children transferring to P.1. They enjoy high quality experiences with their future teacher'**. (Her Majesty's Inspectors of Schools)

8.3 The School Day

School starts at	9.15a.m.		
Morning interval	10.45a.m.	to	11.00a.m.
Lunch	12.30p.m.	to	1.15p.m.
School closes	3.15p.m. for whole school		

8.4 Clothing

All Dumfries and Galloway schools must have a dress code which encourages pupils to dress in a way appropriate to attendance at school. This code must not lead to direct or indirect discrimination on the grounds of race, religion, gender, or disability. Clothing which is unacceptable in school under any circumstances would include items which:

- Could potentially encourage factions (e.g. football colours).





- Could cause offence (e.g. anti-religious or political slogans).
- Could cause health and safety difficulties such as loose fitting clothing, dangling earrings.
- Are of flammable materials which may be a danger in certain classes.
- Could cause damage to floors.
- Carry advertising, in particular for alcohol or tobacco.
- Could be used to inflict damage on other pupils.



Parents in receipt of a grant for footwear and clothing from the authority will be encouraged to purchase items which are in accordance with the school dress code.



Guidance is available on Clothing Grants from the Pupil / Parent Support Unit on

<http://www.dumgal.gov.uk/article/15246/School-clothing-grants>



While it would not normally be the policy of the authority to exclude a pupil from school solely on the basis of his/her dress, persistent refusal to respond to a reasonable dress code could be deemed to be a challenge to the Headteacher's authority and thus be detrimental to the well-being of the whole school community. In such circumstances, a headteacher could justify the use of the school disciplinary procedures.



The uniform is:

- Grey skirt/trousers
- Maroon sweatshirt/cardigan (gold school logo)
- White shirt/blouse/polo shirt
- Maroon and gold tie
- Red gingham dress for summer wear



Parents / Carers are welcome to call into the school to have a look at the school uniform. Parents/Carers are asked to label all items of clothing and footwear with a permanent marker.



8.5 School Meals



For the past 8 years Dumfries and Galloway Council's school meal service has taken steps to improve the nutritional quality of school meals.



This has been influenced by the introduction of both "Hungry for Success" and "The Schools (Health Promotion and Nutrition) (Scotland) Act 2007" which:

- Places health promotion at the heart of school activities
- Ensures that food and drink served in schools meets nutritional requirements





- Ensures local authorities promote the uptake and benefits of school meals and, in particular, free school meals

This has resulted in a service which provides and promotes healthy food choices with a restriction of certain foods high in fat, salt and sugar.

Dumfries and Galloway Council's current uptake of school meals is at a six year high. We would like to thank you for your continued support in encouraging your child to have a school lunch.

For more information call on 030 33 33 3000 and ask for DGFirst, Facilities Management (catering)

In St Joseph's R.C. School meals are available for children who wish them and are eaten in the dining area. Lunch money for the week should ideally be sent to school in a marked envelope on Monday mornings. For lunch our pupils have a choice of a hot meal consisting of 2 courses or the Take 4 Health option offering baked potatoes, rolls, fruit, yogurt, milk and a selection of cakes, etc. Pupils are actively encouraged to eat fruit. Those children who bring packed lunches to school are provided with facilities in the school dining area. Dumfries and Galloway Council is implementing the Scottish Executive's recommendations as contained in the document: Hungry for Success. This links into the wider Scottish Diet Action Plan that aims to increase the consumption of fruit, vegetables, fish and reduce the consumption of foods which are high in fat, salt and sugar. The School Meals Service is now implementing menus to support these initiatives in all primary schools.

Free School Meals

Free school meals are available to support families who live and attend a school in Dumfries and Galloway and who are in receipt of qualifying benefits. All Primary 1, 2 and 3 pupils currently receive free school meals. Any questions about Free School Meals can be directed to the Pupil/Parent Support Unit (See Section 16) or <http://www.dumgal.gov.uk/schoolmeals>

8.6 School Transport

Who is entitled to school transport?

- Pupils who live 2 miles away from their catchment school if they are under 8 years old
- Pupils who live 3 miles away from their catchment school if they are 8 years and over
- Roman Catholic children attending the denominational school for their address and live above the statutory distances from that school.

How do I find out if my child will receive school transport?





When school transport is required for a pupil, the school will contact the Parent/Pupil Support Unit. If your child is eligible, details of the transport arrangements will be communicated to you in time for the new academic year. You can check whether your child is entitled to school transport using 'Find My Nearest' on the Council's website <http://www.dumgal.gov.uk/article/15086/Find-my-nearest>



Any alterations to transport arrangements that occur during the school year will be communicated prior to any changes being made. If school bus passes are required these are issued at school.



There is a Policy on School Transport and a Guide for Parents, and also Guidance for transport of children and young people with Additional Support Needs. These are



available from your school or on the Council's website or from the Pupil/Parent Support Unit (see Section 16) <http://www.dumgal.gov.uk/article/15245/Free-school-transport>



8.7 Class Organisation



At St Joseph's R.C. Primary we currently have three mainstream classes which incorporate all children from P1-P7. Legislation presently states that multi-composite classes may have no more than 25 pupils in each class. When individual primary age groups require to be split we do this through taking account of chronological age (i.e. dates of birth). Our class make up will vary from year to year depending on the number of pupils that we have enrolled within the school.

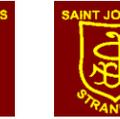


8.8 Playground Supervision



At St Joseph's R.C. Primary we ensure that pupils are well supervised within the playground at all times. Each session we agree a timetable identifying a number of staff who will be in the playground during morning interval and lunchtimes. Those supervising keep a close eye on the children being watchful and alert to a variety of issues ranging from accidents to inappropriate behaviour and will intervene when necessary. Staff will, however, consistently encourage children to develop independence and resilience. If it is felt appropriate issues are reported to a member of the teaching staff or a member of the management team and are dealt with accordingly.





8.9 Positive Behaviour and Celebrating Success

The school community encourages and develops positive approaches to behaviour. Our general principals are:

- Pupils are expected to conduct themselves in an orderly and polite manner at all times during the school day both inside school and in the playground.
- Pupils should observe the instructions given to them by **all** staff in order to ensure their own safety and that of others in addition to ensuring care and respect for their own property and that of others.
- Pupils are expected to work diligently in class at all tasks set for them by staff members.

CLASSROOM CODE

At St Joseph's R.C. Primary we always strive to:

Respect everyone

Listen carefully

Talk politely

Try our very best!

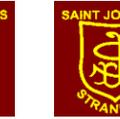
'All children are treated equally, fairly and with respect by all teachers and other adults. They in turn treat all staff with respect'. (Her Majesty's Inspectors of Schools)

School Rules

It is of considerable help to the school if parents/carers are aware of school rules and assist school staff in seeing that they are understood and followed by their children.

1. No pupil or class may be released from school earlier than the usual time without the Headteacher's permission.
2. Pupils with dental or medical appointments may be released by the Class Teacher only after contact has been made by parent / carer (letter / telephone) and after the Headteacher is consulted.
3. Parents/Carers of pupils of ten years of age or younger are required to call for pupils for such appointments.
4. Children should not come to school before 8.50 a.m. unless prior arrangements have been made with school staff.





5. Children will be taken into school on very wet days at 9.00a.m. at the interval and at lunchtime. The Headteacher, Classroom Assistant, Additional Support for Learning Assistant and Primary 7 monitors will supervise the pupils.



6. Football supporter scarves, strips and hats should not be worn at school.



7. Children are asked not to cross in front of the gate cars use. They should go in the nearest pedestrian gate and walk round the back of the school to their playground, and exit the same way.



8. Parents/Carers are asked not to bring cars into the school environment but to collect and deliver children to the school gates. There is ample parking in The Ryan Centre which may be safely used by parents/carers.



9. Pupils will respect school property: furniture, fittings, grassy areas, etc.



10. Pupils will not drop litter. Pupils should use the bins provided both inside and outside the building for litter.



11. Chewing gum is not permitted on school premises.



12. The carrying of glass receptacles and aerosols is forbidden in school.



13. Bad language will not be tolerated.



14. Pupils will obey and respect the instructions of all school staff.



15. Pupils who misbehave when partaking of a school meal may be asked to dine elsewhere.



16. Mobile phones should be handed into class teachers/office at the start of the school day and picked up prior to the dismissal bell at 3.15p.m.

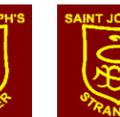


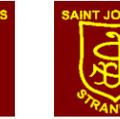
9. The Curriculum



9.1 Curriculum for Excellence

Curriculum for Excellence (CfE) is bringing learning to life in the way education is delivered for all 3-18 year olds – in nursery, primary, secondary, at college, workplace or community learning. It takes a fresh approach to what, how and where young people learn. It aims to raise standards, improve knowledge and develop skills, closing the gap between the lowest and highest performers. Ultimately it aims to nurture young people as successful learners, confident individuals, effective contributors and responsible citizens.





How does Curriculum for Excellence work?

- The 'learner journey' will be joined up from 3-18 to avoid gaps and overlaps in learning and to make the most of achievements outside school.
- Learners will work at a pace that suits, with enough challenge and support to stretch them.
- Lessons will be more engaging, inspiring and relevant to everyday life.
- Teachers will make connections between subjects, helping children make sense of the world.
- Children will learn *how* to learn and how to use their learning, not just memorise information to pass tests. This will help them adapt in an uncertain future with the ability to think for themselves, make sound judgements, challenge, enquire and find solutions.
- There's more focus on knowledge *and* skills – including vital skills: literacy and numeracy, which underpin all learning and are critical in life.
- There are changes to assessment and how progress is reported to give learners, parents /carers and employers better information on potential and achievement.

9.2 Subject Information

The curriculum areas are:-

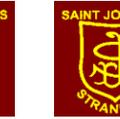
Languages

There are two aspects of the languages area of the curriculum. The first covers experiences and outcomes in the language a young person needs in order to engage fully in society and in learning: English Language. For some young people with additional support for learning needs this may be the means of communication which enables them to communicate most effectively, e.g. sign language. The second aspect covers experiences and outcomes in additional languages: French in St Joseph's Primary.

Learning through the language component of the curriculum enables children and young people to:

- Develop their ability to communicate their thoughts and feelings and respond to those of other people.
- Develop the high level of skills in listening, talking, reading and writing which are essential for learning, work and life.
- Use different media effectively for learning and communication.
- Develop a secure understanding of how language works, and use language well to communicate ideas and information in English and other languages.





- Exercise their intellectual curiosity by questioning and developing their understanding, and use creative and critical thinking to support ideas and arguments.
- Enhance their enjoyment and their understanding of their own and other cultures through literature and other forms of language.
- Develop competence in different languages so that they can understand and communicate including, for some, in work settings.



In line with advice from the Scottish Government our Education Authority has introduced the teaching of modern languages into the Primary School Curriculum. The modern language taught in this school is French which is taught in Primary 6 and Primary 7.



Mathematics



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



Learning through mathematics enables children and young people to:



- Develop essential numeracy skills, including arithmetical skills which allow them to participate fully in society.
- Develop a secure understanding of the concepts, principles and processes of mathematics and apply these in different contexts, including the world of work.
- Have an understanding of the application of mathematics, its impact on our society past and present, and its potential for the future.
- Establish firm foundations for further specialist learning, including for those who will be the mathematicians of the future.



Social Studies



Social Studies includes experiences and outcomes in historical and geographical, social, political, economic and business contexts.

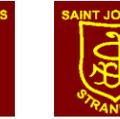


Learning through social studies enables children and young people to:



- Broaden their understanding of the world by learning about human activities and achievements in the past and present, political, social and environmental issues, and the values underpinning their own society and other societies.
- Develop the capacity for critical thinking through accessing, analysing and using information.
- Form their own beliefs and view of the world and develop their understanding of different values, beliefs and cultures.
- Establish firm foundations for lifelong learning and, for some, for further specialised study and careers.





Technologies

This curricular area includes creative, practical and work-related experiences and outcomes in craft, design, engineering, graphics, food, textile and information technologies.

Learning through technologies enables children and young people to:

- Develop an understanding of technologies and their impact on society-in the past, present and future.
- Apply knowledge, understanding and practical skills to design and create products, processes and solutions that meet needs in play, work and daily life.
- Gain the confidence and skills to embrace and use technologies now and in the future.
- Evaluate technological processes and products critically and constructively, taking account of cultural, ethical, environmental and economic factors.
- Experience work related learning and for some, establish the foundations for more advanced learning and careers in the technologies.

Expressive Arts

The Expressive Arts include experiences and outcomes in Art and Design, Drama, Dance and Music.

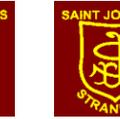
Learning through the expressive arts enables children and young people to:

- Express themselves in different ways and be creative.
- Experience enjoyment (and contribute to other people's enjoyment) through creative and expressive performance and presentation.
- Develop important skills specific to expressive arts and also transferable skills.
- Develop an appreciation of artistic and cultural values and ideas.
- For some, prepare for advanced learning and future careers by building foundations for excellence in the expressive arts.

Religious Education

Class teachers in St Joseph's R.C Primary School have the approval of the Roman Catholic Church to work in our school. This approval is given to practising Roman Catholics who have undergone/are undergoing recognised and accredited training in the delivery of religious education as approved by the Roman Catholic Church. Our Parish Priest, Father Neil O'Donnell, is a weekly visitor to the school and provision is regularly made for our children and staff to attend liturgical services in St Joseph's R.C. Church. In addition our children are prepared for the Sacraments of Reconciliation, First Holy Communion and Confirmation whilst in attendance at St Joseph's. All families are encouraged to support and help children





participate in Church Services. The school attends St Joseph's Church, along with our Faith Community, for the celebration of Mass on a monthly basis.

Pupils at St Joseph's R.C. Primary also study other world religions developing an aware of and respect for the religious beliefs held by others and recognising that religion is an important expression of human experience.

Please note that parents/carers have the right to withdraw their child from participation in the delivery of the RE curriculum. Should this be exercised the school will endeavour, within the constraints posed by staff availability, to ensure that alternative arrangements are made for their child.

9.3 Health and Wellbeing Education

Health and Wellbeing includes experiences and outcomes for Personal and Social Development, understanding of Health, Physical Education and Physical Activity, and contributions from Home Economics. It also includes approaches and activities such as physical activity and nutrition, planned by pre-school settings and schools to promote the health and wellbeing of their learners and the wider community.

Learning through Health and Wellbeing enables children and young people to:

- Experience positive aspects of healthy living and activity for themselves.
- Develop the knowledge and understanding, skills, abilities and attitudes necessary for their physical, emotional and social wellbeing now and in their future lives.
- Make informed decisions in order to improve their physical, emotional and social wellbeing.
- Apply their physical, emotional and social skills to pursue a healthy lifestyle.
- Make a successful move to the next stage of education.
- For some, open up opportunities to excel in sport

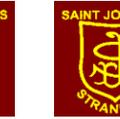
The Health and Wellbeing Curriculum includes components that could be deemed to be of a sensitive nature e.g. sexual health. Parents'/Carers' permission, as considered appropriate, will be sought prior to their delivery.

Personal Effects – Health and Wellbeing

Whilst participating in the Physical Education/Physical Activity aspect of Health and Wellbeing children should wear gym shoes (which should not be those worn outside). We request that P.E. kit is left in school from Monday until Friday each week when it should be taken home for washing.

Pupils on occasion wear personal items which may constitute a hazard if worn during physical activity. Watches, rings, chains, bracelets and earrings should be removed before physical activity as part of the regular routine of changing. Clearly, however, if the wearing of such personal effects is kept to a minimum this will have the effect of reducing the problems which may otherwise arise. It





is accepted that there may be occasions where a personal adornment cannot reasonably be removed and in such circumstances the wearing of the item may be made safer, both for the wearer and for other participants, by for example placing tape over earring studs. This will be the responsibility of support staff in the lower school: Primary 1-3 with older pupils encouraged to take responsibility themselves.

10. The Wider Curriculum

10.1 Extra Curricular Activities

Sports and Outdoor Activities.

The school has internal space for physical education activity and has a range of equipment for the teaching of body movement skills and simple games skills. As our games/dining hall is relatively small the adjacent Ryan Leisure Centre is booked for one full morning/week to support our delivery of physical education. The school playground (hard surface) allows such activities to be carried on outdoors should the weather permit. Basketball, hockey, athletics, badminton and short tennis are taught. Curling is taught to Primary 7. Swimming tuition is available in blocks of 12 sessions for children in P4, P5, P6 and P7 who have by this stage not achieved the Authority criteria of being able to swim 25m. The school has an extra-curricular, Hymn Practice Club and Homework Club.

Parents/carers wishing to be of assistance in delivering extra-curricular activities are asked to contact the school at the commencement of the new session in August.

Bicycles and Bikeability Scotland

During Term 3 or 4 senior pupils who wish to engage in Bikeability (formerly Cycling Proficiency) receive coaching from School Staff. A test is given with badges and certificates presented to the successful candidates at the School Assembly/Primary 7 Leaving Presentation. Parents / Carers wishing to be of assistance in our Bikeability Programme are asked to contact the school.

Burns Federation Competition

The school based competition takes place in January/February. All stages P3-7 select a Scottish poem and / or a Scottish song. After they are learned and performed, a winner from each class is chosen and presented with a certificate. The overall winners go forward to participate in a local competition organised by the "Stranraer Burns Club" in February or March.

School Concerts

School staff endeavour to organise concerts for pupils normally on an annual basis. In recent years the school has put on a Christmas Concert. This arrangement is dependent upon the availability of appropriate specialist time. Parents/carers are cordially invited to attend all school concerts.





Christmas

Parties are organised for each class in December. Santa visits all pupils and gives them a present. In addition our Pupil Council organises a Christmas Disco to which all pupils are invited to attend.



Halloween



Children traditionally attend school in fancy dress for Halloween. Prizes are presented to children selected as winners by a guest judge.



10.2 Pupil Councils



Our Pupil Councils are made up from pupils from P3 to P7 who have been elected by their year groups to represent their peers with regard to a wide variety of issues relating to school life. They voice their thoughts, suggestions and opinions on key events and improvement priorities within the school. The Pupil Councils brought forward by pupil input this session are:



- Pupil Council
- Enterprise Council
- News Council
- Eco Council



From Primary 1 Pupils are allocated roles within their class and whole school such as Pupil Councillor, Events Co-ordinators, Monitors, Gardeners etc. The children are often elected for roles by their peers or on a rota basis. The children take real ownership over aspects of our daily school life. Additional responsibilities enhance and highlight the need for developing skills for learning, life and work.



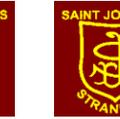
'Children are now being given more responsibility for aspects of school life such as being involved in the pupil council, eco and sports committees. Children are beginning to take a greater role in improving their school'. (Her Majesty's Inspectors of Schools)



10.3 School Trips

In the summer term opportunities are given to all pupils to go on an educational excursion. At other times of the year, when required, further excursions are organised. We on occasion ask parents/carers to contribute towards transport costs, entry fees, etc. Excursions, performances by outside groups, etc. are subsidised from School Funds. A blanket consent form will be distributed to





parents/carers at the beginning of each session to cover, for insurance purposes, permission for children to attend school events out with the school environment. Consent slips will, however, also be sent to parents/carers for individual trips in order to ensure parental awareness of their children's attendance at these events and of any specific clothing, packed lunches, etc. required.

10.4 The Community

The school aims to play an important participative role in our Faith Community and in the local community. Our staff and pupils are involved in the performance of music for senior citizens, sponsored activities in support of charities, sporting events, religious services, etc. The building itself serves the community being used by organisations in the evenings. The school is extremely grateful to our Faith Community and the local community for its continued assistance and encouragement.

'The school, in consultation with stakeholders, including the Faith Community, established a Vision, Values and Aims Statement. This has brought the school community together and is leading to improvements' (Her Majesty's Inspectors of Schools September 2012)

10.5 Eco Schools

At St Joseph's R.C. Primary School we have an active Eco- Committee. Members take on a variety of roles to enhance our aim of being an Eco friendly school. Our Eco Committee is responsible for raising pupil awareness of the key ecological issues such as recycling and energy monitoring, and works in close partnership with our gardeners. They provide feedback to the whole school at assemblies and have worked with our Parent and Pupil Councils. We are working towards gaining Eco- Schools Green Flag status.

11. Home/School Partnership

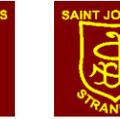
11.1 St Joseph's R.C. Primary Parent Council

By law schools have a duty to promote parents'/carers' involvement in children's education. We are very keen that parents/carers feel able to be involved in their child's education and learning, that they are active participants in the life of the school and they feel able to express their views on school education generally.

Every parent/carer who has a child at our school is a member of the Parent Forum. The Parent Council is a group of parents/carers who have chosen to represent the Parent Forum. As a member of the Parent Forum, each parent/carer can expect to:-

- Receive information about the school and its activities;
- Hear about what partnership with parents/carers means in our school;
- Be invited to be involved in ways and times that suit you;





updates / letters, group call text messages, termly information sheets, seasonal factsheets, the School App, etc. Parents/carers are invited to attend school in September/October, January/February and in March/April to discuss the progress made by their child/children and to agree learning targets. An Interim Report, with agreed learning targets, is distributed to parents/carers during Term 1 with a final report issued to families in Term 4. Parent/Carer Drop-In Sessions are arranged for Term 1 for parents/carers of children in Primary 1. There is considerable evidence to suggest that the better the quality of parent/carer/teacher support for the child the more that child will gain from the experience of being at school.

St Joseph's School App

During Session 2014/15 we introduced a School App, to further develop and improve our communication with parents/carers, family members and the wider school community. Search for us in your phone's App Store. When using Google Play Store, type "St Joseph's Primary School" (with quotations). If searching on an Ipad, change the search settings in the top left corner to 'iPhone Only'.

11.3 Attendance

It is your responsibility as parents/carers to ensure that your child/children attends school regularly. For the safety of all children it is important for you to telephone the school office prior to/at the beginning of any absence. Absences are recorded in class registers and frequent or irregular absences not supported by a reasonable excuse, will be notified to parents/carers and the matter may be referred to the Attendance Officer. If possible please try to make dental/medical appointments outwith school hours. However if this is not possible please inform us in writing or by telephone of the appointment and arrange to collect your child from school.

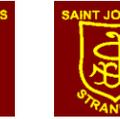
Unexplained Absences / Lateness

In light of the tragic case in West Lothian in 2005 we have been advised to put procedures in place to ensure the safety of all the children in our care. In order that our procedures work efficiently and effectively we require your cooperation in the following matters:

Parents/carers are asked to ensure that:

1. The school is informed as early as possible if the family is running late for school.
2. Any legitimate absence is notified to the school by telephone before 9am on the first day of the absence without fail, and that further calls, before 9am, are made on every subsequent day of the absence.
3. Contact telephone numbers, whether for home, for parents/carers at work or for other emergency contacts, are kept up to date and are genuinely numbers where a response will be received. This is particularly important with mobile phone numbers.
4. The school is kept informed of any absence and the likely return date.
5. Any planned absences are officially notified to the school, in writing, in advance.
6. School is informed before 1.30pm if a child is not returning to school after lunch as a result of becoming unwell over that period.





7. Latecomers report to the school office on arrival at school.

Staff will ensure that absences are checked every day and follow up the whereabouts of any child for whom we have no explanation. Due to the extra work involved and necessity of having the correct information I would ask you to make note of the above requirements and ensure that you follow through the procedures to ensure the safety of all our children.

Holidays

The Government has highlighted the importance of school attendance to a child's development and has required schools to set targets for improved attendance. Against this background, there is considerable concern at the increasing number of term-time holidays being taken by children at the request of their parents/carers. The Headteacher is not in a position to refuse permission to parents/carers for such holidays but it is the view of Education Services that these holidays should be officially recognised as "unauthorised".

Education Services recognises that some parents/carers have difficulties in arranging their own holidays to suit school holiday periods and parents/carers remain free, within reason, to remove their children for holidays during term time. They should, however, appreciate that prolonged absence from school at any stage is harmful to a child's education and it is not possible – nor fair to other children – to direct teaching time to assist a child who has been on holiday to catch up on what they have missed. This means that, whilst parents/carers are at liberty to remove children from school for the purposes of family holidays, such absences will be recorded as 'unauthorised'. Parents/carers should continue to inform the school, in writing, of any such holiday plans.

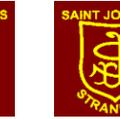
The exception to this is when a family holiday is judged to be important to the well-being and cohesion of the family following serious or terminal illness, bereavement or other traumatic events.

11.4 Homework

Homework has an important place in supporting the curriculum offered by St Joseph's R.C. Primary School. It should be seen as an integral part of learning rather than something separate so that working at home is a meaningful extension of what is done at school.

Homework can help pupils in their learning by:

- Providing a link between home and school in order that parents/carers may become familiar with the range and variety of resources and learning and teaching experienced by their children.



- Providing parents/carers with regular opportunities to assist in their children's education.
- Providing pupils with appropriate opportunities to consolidate prior learning and benefit from extra practice.



With this in mind parents/carers are asked to practise certain exercises at home e.g. colour recognition, counting, spelling, nursery rhymes, etc. Parents/carers are further asked to provide material, time and opportunity for reading: in the case of infants it is particularly helpful if parents/carers can listen to and be familiar with their children's reading. A note of homework set will be recorded by the teacher or, in the case of older pupils, by the pupils themselves in a homework diary/jotter. Parents/Carers are asked to sign the homework diary/jotter when their children have completed the homework set. If homework is not completed an explanation from the parent/carer should be written in the homework diary/jotter. If homework is causing difficulty or anxiety for a child parents/carers should contact the class teacher in the first instance. Please find enclosed the 'Helping with Homework Guide'



11.5 How is my Child Doing? – Reporting and Assessing



The school assesses pupil progress and learning on an ongoing basis with teaching staff utilising their developing knowledge of the Curriculum for Excellence and through professional dialogue with colleagues e.g. Additional Support for Learning Teachers. This in turn is supported through the use of standardised assessments at P1 (PIPS), P3, P5 and P7. These assessments: AfE (Assessment for Excellence) are now being used in all primary schools in Dumfries and Galloway. Children complete these assessments at the computer. Tasks completed take a different approach to routine assessment as they are adaptive – they treat every child as an individual by selecting the difficulty of the question given.



To further complement this range of Authority wide assessments school staff utilise COPS/LASS assessments, with identified pupils, to ensure appropriate support is directed towards individuals as required.

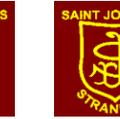


Parents' afternoons/evenings are normally held in school in September/October, January/February and March/April for P1-7.



An appointment system operates during our Parents' Afternoons/Evenings and the school actively encourages all parents/carers to be in attendance. Where the time allocated does not suit parents/carers should contact the school to make alternative arrangements. It is our aim to meet with all parents/carers to discuss individual pupil targets/progress. During the Parents' Afternoons/Evenings parents/carers may view their children's work and discuss targets and progress made. Prior to the September/October Parents' Afternoon/Evening a Parent, Pupil and Teacher Consultation Report will be issued for each child with a full progress report distributed to parents/carers in May.





We see your child's education as a partnership between home and school. We appreciate that with the continual development of educational practices more and more parents/carers are keen to find out in greater detail what their children learn in school and how. To this end we will endeavour to build upon our programme of information sessions when parents/carers are provided with opportunities to learn of teaching methods, resources used and to ask questions. There are of course many other occasions such as fundraising events, social activities such as concerts, sports day, etc. when it is hoped you will choose to participate in the life of the school.

'The school has significantly developed communication with, and involvement of, parents in terms of curriculum innovation and sharing learning with their children at home' (Her Majesty's Inspectors of Schools September 2012)

11.6 Pupil Profiles

A profile is a snapshot of a child's or young person's best achievements at a given point in time. Profiles are primarily aimed at children and their parents/carers and draw together a range of information about a child or young person's learning. It is one of the ways in which a child's achievements can be recognised. Nationally it has been agreed that profiles will be produced at the P7 and S3 stage. The profiling process gives your child the opportunity to talk about his/her learning and achievements with yourself and others and can challenge, motivate and support all learners. The intention is to give a rounded picture of your child, their achievements and progress in learning to date.

11.7 Helping the School

At St Joseph's Primary School we actively encourage parents/carers to be involved in the work and life of the school. There are a variety of opportunities that arise throughout the year. Some examples are:-

- Joining our Parent Council
- Accompanying classes on outdoor excursions
- Volunteering to assist with school activities e.g. football, netball, craft, cooking, costume making for concerts etc.
- Assisting with Eco projects – gardening etc.
- Visiting classes to talk about a particular hobby or your career

11.8 Helping your child

At St Joseph's R.C. Primary School we actively encourage parents/carers to be involved in the work and life of the school. There are a variety of opportunities that arise throughout the year. Some examples are:-

- **Listen, talk, and encourage** – this can have a big influence on children's learning





- **Encourage your child to talk** to you about their learning, what learning is happening at school and do what you can at home to build on that
- **Talk to your child** about their strengths and interests and how they are progressing
- **Encourage your child to talk** to you about their next steps in learning and find out how you can work with the school to support this
- **Ask for help** if you think your child needs it for any reason.
- **Praise your child** if he/she is working hard at something or has achieved something within or out of school
- **Encourage any reading**
- **Look for opportunities at home** to develop literacy and numeracy skills: money, number problems, time, measuring, matching, size, reading, writing, understanding instructions, questioning information
- **Encourage your child to take part in activities** e.g. hobbies, clubs which will provide opportunities to develop a range of skills
- **Help them work on tasks on their own** and then talk about it with you afterwards
- **Do things together where appropriate** – learn together e.g. if your child has a project or task to do, take an interest and discuss with them what he/she is doing or offer support if this is needed.
- **Help prepare for change** particularly at [key transitions](#) – talk about the change together.
- **Talk to them** about how they are feeling
- **Work together with the school** by taking part in discussions about your child’s learning and progress e.g. at parents nights, reviews

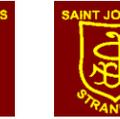


Information provided by Education Scotland – Parent zone

11.9 Useful Information

For more information on parental involvement or to find out more about parents/carers as partners in their child’s learning, please contact the school or visit the Education Scotland website – www.educationscotland.gov.uk/parentzone





12. Support for All

12.1 Pupil Support

At St. Joseph's R.C. Primary School we strive to meet the needs of all of our youngsters. Most children at some point in their educational career will require some extra support. Our staff are pro-active in identifying individual needs as and when they arise. Regular discussions take place between the Headteacher, Principal Teacher, class teachers and support staff in order to ensure that appropriate levels of support are agreed and put in place to assist identified pupils. This may come in many forms ranging from behaviour issues to curricular issues. Action will always be taken as soon as possible and parents/carers will be kept informed at all stages.

12.2 Pastoral Care

Our school has an ethos of caring for all which was reflected in the very positive feedback from our last HMI Inspection. There will be events in life which require school staff to provide extra care for our youngsters. These may be issues that stem from outside of school, such as bereavement, family separation, illness etc. We will work in close partnerships with families to ensure the best for our children. Attendance, punctuality and homework are all integral parts of this. Honest and open discussions with parents/carers are essential and, at times, partnerships with appropriate outside agencies may prove beneficial.

'The school has a number of vulnerable children. Their needs are being met very well. They were fully integrated into the school. Parents interviewed expressed their delight at how well their children are developing and significantly how their confidence has grown' (Her Majesty's Inspectors of Schools September 2012)

Dumfries and Galloway Council is committed to the well-being and educational development of all learners. The process of inclusion requires all involved in the business of learning and teaching to demonstrate commitment, innovation and flexibility in order to ensure that all children and young people have access to quality learning opportunities and experiences.

The Authority aims to meet the needs of all children with additional support needs through a range of provision from mainstream classes (with or without support) to part-time or full-time provision in a school with a learning centre or base.

This commitment to meeting the needs of all children is based upon the requirements of the Education (Additional Support for Learning) (Scotland) Act 2004 amended in 2009 and is





translated into procedure and practice by Dumfries and Galloway Education Services' The Framework for Support 2006. This Framework is currently under review.

12.3 Additional Support for Learning

Dumfries and Galloway Council is committed to the well-being and educational development of all learners. The process of inclusion requires all involved in the business of learning and teaching to demonstrate commitment, innovation and flexibility in order to ensure that all children and young people have access to quality learning opportunities and experiences.

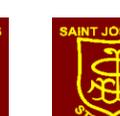
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This commitment to meeting the needs of all children is based upon the requirements of the Education - Additional Support for Learning (Scotland) Act 2004 amended in 2009 **and is translated into procedure and practice by Dumfries and Galloway Education Services' Support Manual. This Support Manual is available online for all staff within schools and is able to be updated and kept live.**

What is Additional Support for Learning (ASL)?

If your child needs extra help or support in addition to that which is usually provided in school they can be said to have 'Additional Support Needs'. Children may need additional support for short or long periods of time and for a variety of reasons. The reasons can include:

- Social or emotional difficulties
- Problems at home
- Being particularly able
- A physical disability
- Moving home frequently
- Behavioural difficulties
- Bullying
- A sensory impairment
- Communication problems
- Being a young carer
- Being a young parent
- Having English as a second language
- A learning disability
- Autism
- Attention Deficit Hyperactivity Disorder





If you have any concerns about your child you should speak to a member of staff in the school in the first instance. There are a number of ways in which concerns can be followed up. This may involve the input of other educational professionals such as Specialist teachers (Additional Support for Learning teacher, Educational Visitor and Educational Psychologists). It may also involve your child being referred onto staff in external agencies such as health staff (Speech and Language Therapist, Occupational Therapist, Physiotherapist etc.). As a parent/carer you will be closely involved in the whole process and your views sought throughout. If, after discussion with all concerned, it is felt appropriate, your child will have an educational plan agreed which will identify how they are to be supported.



Your child's progress will be kept under review and any plans and support will be changed as necessary. As a parent/carer you will be closely involved in any review process. There will be several opportunities for you to discuss your child's progress. This may be through informal discussion with the teacher or at Parents' Nights or it may also be through more formal, focussed meetings with all agencies involved. You should discuss and agree with the school how you would like to be involved.



At times a small number of children will require a more detailed planning process which co-ordinates the input of education and other agencies to fully support the child. This plan is called a Co-ordinated Support Plan. The Co-ordinated Support Plan process is managed by Education Officers with responsibility for Additional Support for Learning.



Further information on all of the above is available from the school or on the Council website <http://www.dumgal.gov.uk/article/16163/Additional-support-for-learning>



or from the following sources:



- Enquire – the Scottish advice and information service for additional support for learning, a charitable body registered in Scotland under registration number SC003527 <http://enquire.org.uk/>
- Scottish Independence Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576 <http://www.google.co.uk/search?hl=en&source=hp&q=Scottish%20Independent%20Advocacy%20alliance>; or
- Scottish Child Law Centre, a charitable body registered in Scotland under registration number SC012741 <http://www.sclc.org.uk/>



Parents/carers may also access further support through mediation services provided by Common Ground Mediation <http://www.commongroundmediation.co.uk/> or advocacy support through People's Advocacy Support Service (P.A.S.S. Direct) or Parents Inclusion Network (PIN) <http://www.parentsinclusionnetwork.org.uk/> .





12.4 Getting it Right for Every Child (GIRFEC)



Getting it right for every child (GIRFEC) is an approach from The Scottish Government that sets out how schools and other services should work with children and their families. GIRFEC is all about ensuring that children get the help they need when they need it – the right help at the right time. For you and your child, GIRFEC means that:



- You are the expert on your child and what you think matters. Getting it right for every child means that the School will always seek to involve you, to listen to your opinions and take them seriously.
- Your child has a Named Person in the School. If you or your child need any advice or any support, the Named Person is your first point of contact and will make sure you get the help or advice that you need. Having a Named Person means that if there is anything that could affect your child's wellbeing, he or she will receive support as quickly as possible so that problems do not develop.
- If your child has complex needs and needs help from several different services, GIRFEC means that all these services must work together for you and your child. You should never have to keep telling your story to lots of different staff in the School or the Education Department or the NHS. Your child will have a single plan that everyone works to and ensures everyone is clear about what they are doing. When your child moves to secondary school there will be a Transition Plan in place for them in good time.
- The Named Person for Belmont Primary School is Mr William J Burns (Headteacher)



For more information on *getting it right for every child* email GIRFEC@dumgal.gov.uk.



12.5 Child Protection



All children have the right to be protected from harm, abuse and neglect. Every adult in Scotland has a role in ensuring all our children and young people live safely and have the opportunity to reach their full potential. The vision for all children and young people in Dumfries and Galloway is that they should be: **safe, nurtured, healthy, achieving, active, respected, responsible** and **included**. Schools and front-line education and child care services will play an important role in ensuring all children and young people are safe and well. Further information is contained within the Child Protection Policy for Schools, Pre-School and Child Care Services which is available from the school and on the Council website.



Staff in St. Joseph's R.C. Primary have undertaken the Authority training on Child Protection and, taking full account of local Authority Guidelines, we have generated a policy statement relating to the principles and procedures contained therein. The Headteacher is the





School's Child Protection Coordinator. In the event of the Headteacher's absence from the school Clare Kane, Principal Teacher, will assume the role of Child Protection Coordinator.

12.6 Anti-Bullying

All who work in schools have obligations to a code of conduct which includes professional responsibilities and behaviour towards colleagues, parents/carers and pupils. In modelling these, we aspire to instil similar behaviours in our pupils. These responsibilities are not an 'add on' to the daily business of teaching. They are an essential part of our daily business.

Children will tease, fall in and out with each other, have arguments, stop talking to each other and disagree about what is cool and what is not. This is a normal part of growing up and should be distinguished from bullying. However, in an environment where this behaviour is left unchecked, it can lead to bullying, making those being bullied feel afraid, uncomfortable and unsafe in their environment.

(Respect For All, Anti-Bullying Guidelines -Dumfries and Galloway Council)

At St. Joseph's Primary we strive to ensure that all members of the school community feel valued and safe. The entire school community - teaching and non-teaching staff, pupils and parents/carers – are involved and committed to this. Through delivery of Health and Wellbeing every pupil is made aware of behaviour that would constitute bullying, we encourage pupils to speak up about incidents of alleged bullying and involve key members of staff, parents/carers and in some cases outside agencies to support and intervene as necessary.

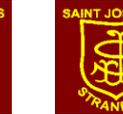
Should parents/carers have any concerns with regard to bullying behaviour they are urged to contact the school as quickly as possible so that the matter can be dealt with using the most appropriate course of action.

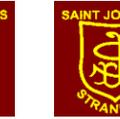
12.7 Educational Psychology Service

Educational Psychologists aim to improve the life chances of all children and young people. Working in partnership with families and other services, we use applied psychology and knowledge of child development to address inequalities, support vulnerability and enhance inclusion. We seek to ensure that young people realise their potential to become successful learners, confident individuals, effective contributors and responsible citizens.

We do this by:

- Working with others in a consultative way to help them make sense of difficulties and make informed choices and decisions
- Sharing knowledge about 'what works' and promoting evidence informed approaches to develop the policy and practice of literacy, numeracy and health and wellbeing in our educational establishments and communities





- Raising awareness of the crucial role of communication, relationships and nurture in children's lives
- Training and developing the skills of other professionals to improve children's attainment and achievement
- Highlighting the interactive nature of assessment, teaching and learning
- Designing and implementing interventions in partnership with others which support individuals and communities to develop resilience and ensure that children are safe, healthy, active, nurtured, achieving, respected, responsible and included.
- Supporting effective transitions (early years into primary, primary to secondary and secondary to post school) to improve the life chances of young people



The Psychological Service is based in offices in Newton Stewart, Dumfries and Annan, and each school has an identified Educational Psychologist. Further information about the service is available from the school.



12.8 Opportunities for All



An Opportunities for All officer may meet with parents/carers, children or young people to offer advice or help with the sorts of things that can affect a child's learning. These could be connected to a child or young person's home or school life. The service aims to provide help and advice early and prevent something small from growing into a problem. The Headteacher can ask for this support on a parent's/carer's behalf.



13 Moving to Secondary School



13.1 Catchment Secondary School

Transfer from primary to secondary school will be dealt with by direct approach to parents/carers from individual primary schools. Our catchment secondary school is Stranraer Academy. Information regarding catchment areas can be found on the Council's website by accessing "Find My Nearest" <http://www.dumgal.gov.uk/article/15086/Find-my-nearest>. Parents/carers can opt for any secondary school and full details on how to enrol or move school are available from the school or on the Council's website.



13.2 Transition Activities

The transition between primary and secondary school can initially be quite a daunting thought. At St Joseph's R.C. Primary we want to make this process as smooth as possible. A variety of initiatives are in place to ensure this.



- All Primary 7 pupils will have the opportunity to spend a whole school day at Stranraer Academy. This normally takes place in the month of May. They will be





accompanied by their primary class teacher. Within this day they will have a tour of the building, meet a variety of secondary teachers and have their lunch in the Academy's canteen.

- Stranraer Academy arrange a "Christmas Disco/Mini Snowball" for P7 pupils to attend. This normally takes place on an evening in the month of December. It is a good opportunity for pupils to mix with their peers from other schools.
- The Active Schools Team run a variety of sporting/social activities to allow upper primary pupils to work together – Fit for Girls, Athletics, Fitness Clubs etc.
- Our Home link worker, Mr Gary Burns, delivers a project entitled "Aiming for High." This is for P7 pupils and again focuses on the thoughts and questions that youngsters may have on their move to secondary school.
- Finally, there are the two formal induction days which are for P7 pupils in the month of June. A parents' information evening is held at Stranraer Academy prior to these visits. Class lists are available then, as are school uniforms. The pupils attend Stranraer Academy for the two days and follow their timetable as they will do in S1.

If for any reason we have additional concerns regarding individual pupils, appropriate intervention will be put in place. This may take the form of extra school visits as part of an enhanced transition programme or transition meetings with parents/carers and teachers from both the primary and secondary sector.

14 School Improvements

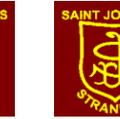
In May each year, the school publishes a Standards & Quality Report providing all stakeholders with a comprehensive summary of the school's work and learners' achievements over the past year. The first part of this report provides an overview of the school's progress in addressing its key priorities, while the second part gives information about, for example, how well pupils are learning and achieving; how well the school is supporting children/young people to develop and learn. In June, we publish a School Improvement Plan which outlines the key priorities for the school during the year ahead, following due consultation with staff, pupils and parents/carers. The plan indicates the expected impact of priorities on pupil learning, as well as providing brief information about the key tasks to be taken forward. Both the report and the plan are available in hard copy, on request.

In Session 2016/17, St Joseph's Primary School's key priorities will be as follows:

Priority 1 - Assessment and Moderation of Language and Literacy and Numeracy and Mathematics to continue to meet the Raising Attainment Agenda

- Reviewing the Standard
- Evaluating assessment procedures
- Streamlining approaches to recording and reporting (Tackling Bureaucracy).





Priority 2 - Assessing and evaluating progress in Health and Wellbeing, with learners increasingly able to evaluate their own progress in this curricular area

Priority 3 - Engagement with STEM (Sciences, Technologies, Engineering and Mathematics) at a Cluster level.

15. Health and Safety

15.1 Emergency Arrangements

If your child feels ill during the school day and we feel that he/she would be better at home, we will telephone you or your emergency contact. Minor accidents, e.g. cuts, bruises, etc.. are dealt with by school staff. Serious accidents are few, but should one occur your child will be immediately taken either to your doctor or to hospital, if necessary, and you or your emergency contact will be notified. We cannot stress enough the importance of supplying the school with the relevant information we require in such a situation, i.e. your own home and work number and a telephone number of an emergency contact.

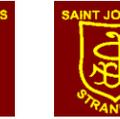
We will request such information at the beginning of each new school year. Please update this as necessary

15.2 Severe Weather and School Closure Arrangements

Headteachers are authorised to make an emergency closure when the state of the weather or any other exceptional circumstance make it absolutely necessary in the best interests of the pupils. In these circumstances parents/carers will be communicated with in a variety of ways including text messages/ phone calls and emergency contact arrangements. All school closures will be notified on the Council Website.

15.3 Health Care

Education Services is committed to ensuring that all children are able to fully participate in the life of the school. Many children will require their health care needs to be met at some time within the school environment. For most children this will be for short periods of time only, but for some children this may require more long term planning and support. If your child has any health care needs please contact the school to discuss arrangements. Full details of the support available and your role as a parent/carer and the role of your child are



contained within The Nursery and School Policy on Health Care Procedures Sept 2012 which is available from the school or on the Council website.



15.4 Data Protection



Your child's personal data will be held by the school. All personal data is held on our secure school management information system. We will ensure that the information we hold is accurate and up to date and each year you will be sent an Update Form detailing the information held by the school for you to check and update as required. Access to the school management information system is by individual user and is password protected. Furthermore, access to confidential data is restricted to staff in school as appropriate.



15.5 Images of Pupils



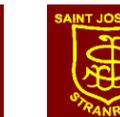
We at times keep a photographic record of events at the school and this is used for a number of purposes. From time to time we also feature in the local press and we have also appeared on television. The authority has a policy on the use of images of pupils. You will be asked to read this when your child enrolls and to clarify your consent with regard to the publication of images of your child. This permission will be obtained when your child starts school or at a new school, but you can amend your permission at any time by contacting the school office.



15.6 Use of the Internet



As part of the process of learning we allow our children supervised access to the Internet and e-mail. The authority runs its own filter system to ensure that young people are not at risk from exposure to inappropriate material. This filtering system is regularly being upgraded. We have a policy for use of the Internet and a contract for responsible use, which we ask parents/carers and young people to sign up to.





- Parental Involvement Strategy (2006) – *this is under review*



- Primary School Class Organisation (2011)



- Protection of Vulnerable Groups (PVG) Scheme (2011)



- Providing Intimate Care for Children and Young People with Disabilities – National Guidelines for Schools



- Providing Intimate Care for Children – Procedures for Schools and Nurseries (2011)



- Health Care in Schools 3-18 (2013)



- Nursery and Schools Policy on Health Care Procedures (2012)



- Respect for All – Anti-Bullying Procedures (2011)



- School Transport Policy



- Use of Mobile Phones and/or Internet Bullying – Procedures for Schools when drawing up policies (2007)



- Volunteer Policy and Procedures for Schools (2012) Further information on all aspects of education is available on www.educationscotland.gov.uk/parentzone.



Please Note

Whilst the information included within this Handbook was considered to be correct at the time of printing it is subject to change prior to the time when it is made available to parents/carers. The school will endeavour to provide parents/carers with accurate and updated information on an ongoing basis.

