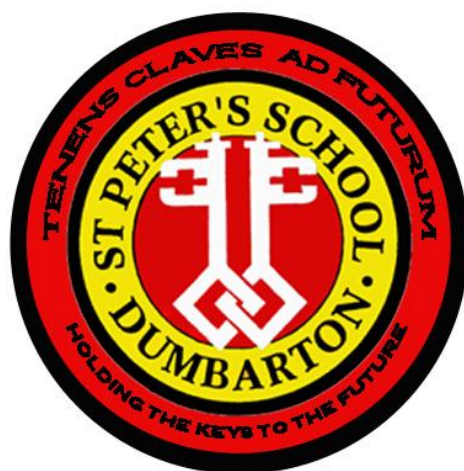


*Welcome*  
*St Peter's Primary School*  
*Howatshaws Road*  
*Dumbarton*



*School Handbook*

*2023/2024*



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# Department of Educational and Leisure Services

## Statement of Commitment

### ‘Opportunity Through Learning’

Every person has a right to be educated in a climate in which individuality is recognised and in which everyone feels valued. We are committed to working in partnership with you to provide education of the highest quality.

### Learning for Life

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

### Vision:

To enable everyone in West Dunbartonshire to become:

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

### To achieve our vision, we will:

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



## A CHARTER for CATHOLIC SCHOOLS in SCOTLAND

The mission of the Catholic school is to develop as a community of faith and learning, providing the highest quality of education, and offering information through the promotion of Gospel values, through celebration and worship, and through service to the common good.

**All Catholic schools in Scotland, in honouring Jesus Christ as the Way, the Truth and the Life, will feature the following characteristics:**

- ❖ a commitment to the integrated education and formation of the whole person, in close partnership with parents as the first educators of their children;
- ❖ an inclusive ethos which aims to honour the life, dignity and voice of each person, made in the image of God;
- ❖ a commitment to the search for wisdom in life and to the pursuit of excellence, through the development of each person's unique God-given talents;
- ❖ a commitment to the spiritual formation of the school community, through the shared experience of prayer and liturgy, and in partnership with local parishes;
- ❖ the provision of religious education programmes which will enable young people to develop their understanding of Gospel values and of how to apply them to life;
- ❖ a commitment to uphold the moral teaching, faith tradition and sacramental life of the Catholic Church;
- ❖ a commitment to communicate Catholic social teaching and thereby to promote social justice and opportunity for all;
- ❖ a commitment to ecumenical action and the unity of Christians; the promotion of respect for different beliefs and cultures and for inter-faith dialogue;
- ❖ a commitment to support the continuing professional and spiritual development of staff.

**All staff appointed to a Catholic school** are expected to support and promote the aims, mission, values and ethos of the school, as illustrated in this Charter.



Dear Parents/Carers,

It is my pleasure to welcoming you and your child to St. Peter's Primary School.

We are very proud of our school and of the shared Gospel values that we promote. We are committed to providing the best possible education for all.

Our shared vision is to create a safe, welcoming, happy Christ-centred learning community which strives to ensure that all our children are included, nurtured and have high aspirations and expectations in order to reach their potential.

We strive to develop a highly effective and skilled team that will endeavour to work together to achieve the best outcomes for all children, giving them the knowledge, understanding and skills to successfully take their place in the wider community. As a Christ-centred community we aim to support and show compassion to all.

St. Peter's Primary is situated in the Bellsmyre area of Dumbarton. At present, the school roll is approximately 160.

Over the years St Peter's School has enjoyed an excellent reputation in terms of academic success, religious education and sporting prowess.

The staff at St Peter's continuously strive to improve so that our school is the best it can be, where all children feel wanted, excited about learning and have a voice in their school.

If there is anything else you would like to know or discuss with me further please don't hesitate to contact the school office on 01389773909.

I look forward to working with you and your child during their time at St. Peter's.

Yours faithfully

*Louise Kelly*

Head Teacher

## **St Peter's Primary School Vision, Values and Aims**

### **St Peter's School Vision**

Our shared vision is to create a safe, welcoming, happy Christ-centred learning community which strives to ensure that all our children are included, nurtured and have high aspirations and expectations in order to reach their potential. We strive to develop a highly effective and skilled team that will endeavour to work together to achieve the best outcomes for all children, giving them the knowledge, understanding and skills to successfully take their place in the wider community. As a Christ-centred community we aim to support and show compassion to all.

### **Staff/Parent Values**

We aim to create a safe, welcoming, happy learning community which strives to ensure that all our children reach their potential and can successfully take their place in the wider community.

We will encourage children to:

- ❖ Do their best
- ❖ Foster a love of learning
- ❖ Value themselves as well as one another
- ❖ Become independent

Staff and parents will work in partnership to achieve our common goals. We will develop trusting and respectful relationships whilst working with our parish and partner agencies across our community.

### **Pupil Values**

- ❖ Be friendly
- ❖ Treat others with respect
- ❖ Be helpful
- ❖ Be co-operative
- ❖ Be a role model
- ❖ Treat people the way you want to be treated
- ❖ Share
- ❖ Be truthful and honest
- ❖ Make everyone feel welcome
- ❖ Always try your best



## **Staff Aims**

We aim to create a safe, welcoming, happy and learning community which strives to ensure children are prepared to take their place in the world, by being respectful, confident, successful, effective and responsible.

We will encourage children to:

- ❖ Do their best
- ❖ Achieve their full potential
- ❖ Foster a love of learning
- ❖ Value one another
- ❖ Become independent
- ❖ Staff will work together as a team to achieve our common goals.
- ❖ We will develop trusting and respectful relationships whilst working with our parents, parish and partner agencies across our community.

We aim to make the community of St Peter's proud of its achievements.

We aim to achieve this by:

- ❖ Teamwork
- ❖ Hard work
- ❖ Being creative
- ❖ Recognising and using our talents and developing our skills.
- ❖ Being honest and realistic.
- ❖ We aim to foster the above values in our children.

## **Pupil Statement**

- ❖ We want all pupils to co-operate with staff and each other.
- ❖ We want to learn in a friendly environment.
- ❖ We want everybody to share our values
- ❖ We will give our best to everything we do.
- ❖ We want to have fun.

**To enable us to achieve this we aim to develop citizens who can contribute fully to our school community and country by:**

- Expecting high standards of achievement especially in numeracy and literacy.
- Ensuring equality and fairness for everyone.
- Thinking creatively, using individual talents and solving problems individually and together.
- Demonstrating enterprise, initiative, ambition and personal success and participating in the political and economic life of our community and country.
- Leading a healthy, active lifestyle while being able to assess risks.

**To promote excellent behaviour by:**

- Developing trusting and positive relationships; participating socially in our community.
- Being honest and truthful at all times.
- Making wise decisions.
- Showing value and respect for oneself and others at all times.
- Showing personal responsibility and leadership qualities.
- Showing compassion and support for others.

**To stimulate creative thinking, active and co-operative learning and enquiring minds in a learning environment that:**

- Is enthusiastic, stimulating, happy, nurturing, safe, fun and enjoyable.
- Uses technology creatively and is open to new thinking and ideas.
- Can link previous and new ideas.
- Encourages everyone to evaluate their learning and actions accurately.
- Encourages everyone to participate in the cultural life of our community and country.
- Provides a broad, balanced and progressive curriculum.
- Has excellent resources, training and facilities and is well managed.

**Developing confident, independent and successful learners, who have:**

- A strong sense of self-esteem, good self-awareness and self-reliance.
- Good communication skills.
- A clear sense of identity, personal values and beliefs.
- Personal resilience and physical, mental and emotional well-being.

**You will always be made welcome in the school whenever you wish to discuss any matter pertaining to the education and development of your child.**

*St Peter's Primary is located in the co-located Bellsmyre campus which we share with Aitkenbar Primary School and Bellsmyre ELCC.*

## School Information

St Peter's Primary School  
Bellsmyre Campus  
Howatshaws Road  
Dumbarton G82 3DR

Telephone - (01389) 773909

Email - [StPetersOffice@west-dunbarton.gov.uk](mailto:StPetersOffice@west-dunbarton.gov.uk)



At present we have 160 children on the school roll. 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. We can accommodate all children from P1 to P7 level. St Peter's is a Roman Catholic co-educational school.

Our assembly hall and kitchen can be used by the community. There is access by ramp for disabled pupils.

Lets can be applied for at:

Department of Educational Services  
West Dunbartonshire Council Offices  
16 Church Street  
Dumbarton G82 1QL

On site is Bellsmyre Early Learning and Childcare Centre which has pre-school places available. The contact telephone number is (01389 773919). St Peter's Primary promotes an open school ethos in that we strive to ensure that we are available to meet parents and carers. If it is not possible to meet parents/carers at very short notice then arrangements will be made for an appointment as soon as possible. Our staff are very willing to talk to parents/carers at the end of the day if this is convenient. Regular communication via newsletters is sent home at least once per term. St Peter's is fully committed to working in partnership with parents and consulting their views.

General information relating to schools can be found at  
<http://www.west-dunbarton.gov.uk/schools-and-learning/schools/>

## Local Learning Communities

All educational establishments within West Dunbartonshire Council are members of a Local Learning Community (LLC). These LLCs 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. St Peter's Primary is a member of the Our Lady & St Patrick's 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 Kelly represents St Peter's Primary School on the Our Lady & St Patrick's

Local Learning Community, however other members of staff may attend meetings in support of improvement work. The Our Lady & St Patrick's Local Learning Community is led by Julie McGrogan, Senior Educational Officer who is assisted by the school's Education Officer Susan Gray.

Updates on the work of the Local Learning Communities will be made available through Parent Council meetings and through Standards and Quality reporting.

## Staffing

### Teaching Staff

<b>Head Teacher</b>	Mrs Louise Kelly
<b>Principal Teacher</b>	Mr John Murphy

The number of teachers on the staff of the school is adjusted each session according to the size of the school roll. At present we have 9.8 full time teachers.

### Teachers

Mrs Monica Tyson	P1
Mrs Nicola McKenna	P2
Mrs Kirsty McCallion (4 days)/ Mrs Monica Upward	P3
Mrs Margaret Cotter	P4
Miss Naomi Medland (Probationer Teacher)	P5
Mr Andrew McFall	P6
Mrs Louise McCormick	P7

Mrs Jeanne Muirhead	Non-class contact time teacher
Mr Iain Archibald	Visiting Brass Instructor (0.1)

### Support Staff

Ms Paula Richardson	Clerical Assistant (Devolved Management of Resources)
Mrs Moya O'Meara	Learning Assistant
Ms Tracey Hopkirk	Learning Assistant
Mrs Nicola Pilkington	Pupil and Family Support Worker
Mrs Moya Hall	Learning Assistant /additional clerical duties
Mrs Liz Aitken	Facilities Assistant
Canon Conroy	School Chaplain

## Head Teacher- Mrs Louise Kelly

The head teacher is required to manage the affairs of the school to the benefit of the pupils and wider community in compliance with the requirements of the statutes relating to the provision of education and the general duty of care owed to staff and pupils.

## Relationships

The head teacher shall seek to form and maintain effective working relationships with all users of the school, the school staff, the office bearers, members of the parent council, other educational establishments, officers of the authority and other departments of West Dunbartonshire Council, representatives of the wider community and representatives of external agencies with rights to operate in relation to the school.

## Principal Teacher – Mr John Murphy

Key purpose - is a member of the leadership team and is responsible for those duties allocated to the post of Principal Teacher, Primary Schools.

## School Hours and the School Year

### School Hours

Open	9.00 am	-	3.00 pm
Lunch	12.15 pm	-	1.00 pm
Interval	10.30 am	-	10.45 am

**NB** Primary 1 children will commence full time (i.e. until 3.00 pm) from Wednesday 16<sup>th</sup> August 2023 onwards.

Parents are asked to give an address to which their child may be sent in the event of an emergency closure of school when they themselves might not be at home.

# The School Year 2023/24

## **Autumn Term 2023**

- Teachers Return (In-service day): Monday 14 August 2023
- In-service Day: Tuesday 15 August 2023
- Pupils Return: Wednesday 16 August 2023
- September week-end: Friday 22 September 2023 and Monday 25 September 2023
- Half-term: Monday 16 October 2023- Friday 20 October 2023 (inclusive)
- In-service Day: Monday 13 November 2023
- Schools close at 2.30 p.m. on Friday 22 December 2023
- Christmas/New Year Break: Monday 25 December 2023 - Friday 5 January 2024 (inclusive)
- Schools re-open Monday 8 January 2024
- 

## **Spring Term 2024**

- Half-term: Monday 12 February 2024 and Tuesday 13 February 2024
- In-service Day: Wednesday 14 February 2024
- Schools close at 2.30 p.m. on Thursday 28 March 2024
- Spring Break: Friday 29 March 2024 to Friday 12 April 2024 (inclusive)
- Schools return: Monday 15 April 2024
- Summer Term 2024
- In-service day: Thursday 2 May 2024
- May Day: Monday 6 May 2024
- Half-term: Friday 24 May 2024 and Monday 27 May 2024
- Schools close at 1.00 p.m. Wednesday 26 June 2024

## **Summer Term 2024**

- In-service day: Thursday 2 May 2024
- May Day: Monday 6 May 2024
- Half-term: Friday 24 May 2024 and Monday 27 May 2024
- Schools close at 1.00 p.m. Wednesday 26 June 2024

Pupils' attendance will be 190 days after taking 5 in-service days into consideration.

## What our pupils think.

We have the opportunity to learn within the classroom and in the second part of this year, we have had more opportunities to work with other classes during IDL.

The school has a good reputation in the community and the behaviour and respect is often acknowledged by the parish members when we attend mass.

Our school is welcoming and the staff and children feel like they belong and are included.

We have Google Classrooms for each of our classes for homework activities and this can also help our parents to see what we are learning.



## Enrolment

### Primary 1 - New Intake



Enrolments take place in January for children who will be starting school for the first time. Dates are announced in the local papers, church bulletin, child care centres and local shops. You must register your child in the school which serves your catchment area by completing the online enrolment form.

When enrolling please bring your child's birth and baptismal certificates plus proof of residency, e.g. a utility bill or official document with your home address.

Our programme for transition from nursery to P1 begins in September. Throughout the year nursery children and their buddies from P1 are involved in a range of learning experiences to help ensure a smooth move from nursery to P1. This culminates in June with an induction session when parents and carers are invited to an information afternoon.

To enrol a child of any age during term time please contact the school office on 01389773909.

If you wish to visit the school, please telephone for an appointment.

### Policies for Parents/Carers

The local education authority have produced policies for parents. These will provide information for new parents at school. Copies are readily available from school or accessed from the council website. [www.west-dunbarton.gov.uk/education-and-learning/schools](http://www.west-dunbarton.gov.uk/education-and-learning/schools)

In St Peter's we have produced policies for different aspects of school life. These are available from school and will be made available on request.

### Communication with Parents

We seek to ensure that we communicate effectively with parents. Parents are contacted via texts and email. Please ensure that you update us with any change of phone number.

Groupcall Xpressions is available for parents to ensure communication between the school and you is easier and more effective. The app is completely free of charge to you and can be installed on your mobile phone or tablet. More information can be found at <https://xpressions.groupcall.com> If you need help setting it up please contact the school.





## SCHOOL IMPROVEMENT, ACHIEVEMENT, CURRICULUM, ASSESSMENT AND ARRANGEMENTS FOR REPORTING TO PARENTS

### School Improvement and Achievement

The key improvement priorities, which we are focusing on, are:

- To improve and support the health and wellbeing of our learners
- To achieve excellence and equity and close the poverty related attainment gap – and help young people to achieve positive destinations beyond school
- To improve learning, teaching and assessment – includes how and what we teach and learn
- To build leadership capacity through a self-improving system and collaboration with others
- To develop and embed a refreshed curriculum design to reflect the current context

We regularly work with colleagues in our learning community to share good practice.

We invested in a wide range of resources to support activities. We have worked closely with Our Lady and St. Patrick's learning community to provide staff development in undertaking training in Talk for Writing and moderation in numeracy.

We continue to provide opportunities for pupils to participate in our very successful Seasons for Growth programme which supports children who have suffered through bereavement, loss or separation.

Once again our pupils demonstrated their performance skills at Christmas, with classes performing the nativity, dance routines and singing Christmas Carols.

Our netball, basketball and football teams regularly participated in inter-school tournaments.



## Curriculum Rationale

Our rationale for the curriculum is designed to meet the individual needs of all our pupils. At its core is our shared vision and values reflective of a Christ-centred community: nurture, respect, compassion, tolerance, catholic ethos and being non-judgemental. We consider ourselves a family in St. Peter's and care for and respect our children 'in loco parentis'. We want our pupils to be happy and ready to learn so that they can achieve their potential, with a belief that they are the 'keys to their future'. We want the best for our children and aim to provide the highest quality learning experiences that will help them to grow and flourish and be equipped with the skills and values to be young citizens of Bellsmyre, Scotland and the wider world who are confident, successful, responsible and can effectively contribute to an ever changing society.

Our curriculum has been created to ensure we meet the entitlements and needs of all our young people. At its heart is a commitment to the health and wellbeing of our children, which is our main strategy to raise attainment. We work closely with parents, carers, families and other partners to achieve this aim. Our curriculum is reflective of the context of our local community here in Bellsmyre. It is designed to close the attainment gap ensuring equity for all. We aim for it to be well planned, exciting, relevant, challenging, supportive and flexible, whilst ensuring continuity, progression and coherence. It is informed by a range of evidence including assessment data and the views of parents and staff. We encourage and value the contribution our children make to school improvement through pupil leadership.

## Curriculum

At the heart of Curriculum for Excellence lies the aspiration that all children should develop their capacity as successful learners, confident individuals, responsible citizens and effective contributors.

West Dunbartonshire Council's priority for Curriculum for Excellence is to ensure effective teaching and learning.

The development of our curriculum in St Peter's has offered many opportunities for staff to provide learning experiences in new, exciting and innovative ways. It has also provided opportunities for staff to work closely together to



plan experiences and share expertise and knowledge. While there are specific programmes for each area of the curriculum much of the curriculum can now be delivered through cross-cutting themes such as enterprise, citizenship, sustainability, creativity and interdisciplinary studies and projects.

Curriculum for Excellence balances the importance of **knowledge** and **skills**. It ensures that pupils have opportunities for choice and that they are active participants in their own learning. There is personal support to help young people fulfil their potential and make the most of their opportunities with additional support wherever that is needed.

All children, young people and staff in WDC engage in digital learning experiences via google classrooms and our campus@WDC. This enables us to provide continuity in learning in the event of school closures and to support those children and young people unable to attend school on health grounds.

St Peter's provides contexts for learning throughout the year.

These include:

- Health and Well Being
- People in the Past
- Technology
- Scotland
- Financial Education
- Enterprise
- People in Society

## Health and Wellbeing

There are strong connections between successful learning and health. Health and wellbeing includes experiences and outcomes for personal, social development, health, fitness and physical education. We are a health promoting school and encourage children to develop and apply their knowledge to make informed decisions and choices in order to improve their physical, emotional and social wellbeing and pursue healthy lifestyles.

Each session we have a particular focus on an aspect of health and wellbeing. We also ensure that health and wellbeing outcomes are incorporated into all our interdisciplinary topics. Staff identify health and wellbeing skills that have to be taught and track pupil progress. It is through this curricular area PE is taken. Children from P1 – P7 have two hours PE time aimed at active involvement.

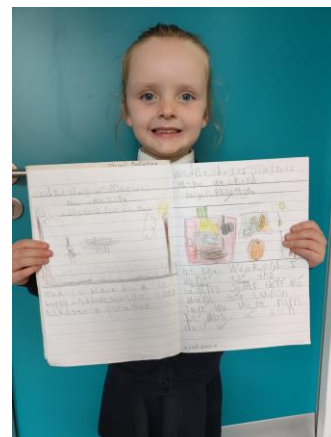
With the assistance of our West Dunbartonshire Active Schools Sports Coordinator we try to have as many opportunities as possible to develop individual and team sports, in school and beyond the school day. During previous sessions we have had the following clubs: multi sports, infant club, dodgeball, football and netball. We also provide an opportunity for children to take part in Seasons for Growth, Roots of Empathy and Forest Schools.

## English Language and Literacy

Literacy offers children the access to learning across the curriculum providing children with the necessary skills for life, learning and work. Learning through language develops children's ability to communicate their thoughts and feelings. Children develop skills in listening, talking, reading and writing.

**Listening and talking** - covers all areas of the curriculum and includes both informal language and planned activities designed to meet a particular stage of development. The HEARSAY programme has been used to develop listening and talking skills.

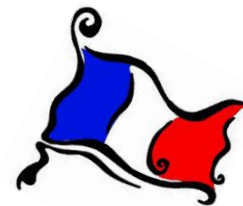
**Reading** – covers Tools for Reading, Enjoyment and Choice, Finding and Using Information and Understanding, Analysing and Evaluating. We aim to instil a love of books and make the child proficient in basic and ultimately higher reading skills. This will enable pupils to enjoy books, find information for themselves, study and become independent learners. The core reading scheme for P1 – P3 is Storyworlds. Children throughout the school are given a wide range of reading materials from a variety of resources. Jolly Phonics is used in the early stages to develop children's knowledge and understanding of letter sounds. Challenge and support materials are available according to the individual needs of the child. The Reading Routes resource is used to develop all aspects of reading.



**Writing** includes handwriting, spelling, punctuation and structure, imaginative writing, personal writing e.g. story writing and poetry; and functional writing i.e. form filling, instructions, advertisements etc. We use "Talk for Writing" – A strategy for improving standards in writing. Staff plan reading and writing experiences focussing on the development of skills in order that these can be applied to other curricular areas. We have a well-established spelling programme from P1 – P7.

## 1 + 2 Languages

As part of national policy all children are taught an additional language. In St Peter's we teach French. We will introduce Italian from P5 onwards.



## Mathematics & Numeracy

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.

*(Principles and Practice – Mathematics, Curriculum for Excellence)*

Mathematics includes number, money, measure, shape, position and movement, information handling and problem solving. The essential element is the development of understanding through activity and experience. To achieve this, investigative and active methods are used by teachers. Challenge and support materials are available should the child's individual needs show this is necessary. All children spend some time each day developing their mental mathematics skills using interactive materials. Mathematics is also integrated in to our interdisciplinary projects. We have a mathematics led interdisciplinary project focussing on financial education. We ensure there is progression of skills through planning learning experiences and assessments collaboratively with colleagues.



## Social Studies

Engaging in social studies allows children to develop an understanding of their world by learning about other people, their values and cultures, in different times, places and circumstances and how their environment has been shaped. (People in place, people in the past and people in society). Children learn about human achievements, conflicts and environmental issues, both in a local and global context. In St Peter's we engage in social studies within our inter-disciplinary themes.

## **Expressive Arts**

Expressive arts include art and design, drama, dance and music. Through the expressive arts curriculum children are given a variety of opportunities to enjoy creative and imaginative activities and to express themselves in different ways. Expressive arts can also be a forum for children to bring enjoyment and entertainment to others through shows, concerts and assemblies. The main aims are: to develop your child's imagination through the expressions of ideas, thoughts and feelings. Expressive arts are taught as discrete subjects and also delivered through an interdisciplinary learning approach. Throughout the year children in St Peter's are given opportunities to showcase their learning and perform before their parents.

## **Sciences**

Sciences include experiences and outcomes in biological, chemical, physical and environmental contexts. Learning through science enables children to investigate their environment, develop an understanding of scientific contexts and achievements as well as recognise the impact science makes on our lives. Science is also delivered through interdisciplinary projects.



## **Technologies**

The use of ICT is an integral part of education.

All classes have a range of software covering many of the curricular areas and these are used to enhance teaching and learning. All classes have an interactive Promethean board fitted and chromebooks which can be used throughout the day and across the curriculum. All children, young people and staff in WDC engage in digital learning experiences via google classrooms and our campus@WDC. To participate fully in modern society children need to be skilled and knowledgeable users of technology as well as be able to assess their impact in society.

## Religious & Moral Education

This includes learning about Christianity and our catholic faith as well as other world religions.

We are developing our approach to teaching and learning within the religious education curriculum. Religious education in catholic schools is designed to nurture faith and assist children to make an informed response to God in Faith. Children are taught sex education in the context of the catholic schools' programme for moral and relationship education 'God's Loving Plan'. Further information can be obtained from the school.

We have very strong and positive links with St Peter's parish and work together especially in preparing children to receive the sacraments.

Canon Conroy is our school Chaplain. He helps the children prepare for the sacraments and is a frequent visitor to the school.





# ASSESSMENT, TRACKING AND REPORTING ON PUPIL PROGRESS

## Assessment

Continuous assessment of the curriculum is carried out by the head teacher and staff. Each teacher is constantly monitoring and assessing the progress of the pupils. This is done through:

- a) observation
- b) oral feedback
- c) written feedback
- d) class progress records
- e) standardised and national tests

A key feature of assessment is formative assessment. Formative assessment is the teacher and child working together to support learning. It is about teachers giving effective feedback to pupils and the active involvement of children in their learning.

Oral progress reports, including test results are given to each parent at the parent-teacher interviews. However, parents are most welcome to call at the school or to telephone the head teacher at any time to arrange an appointment to discuss their child's assessment information/ progress with the head teacher and class teacher.

## Tracking

Self-evaluation is a key feature in teaching and learning. Both staff and children engage in self and peer evaluations throughout the term to continually inform and improve standards across the school. Pupil performance is tracked regularly by class teacher and head teacher. Teachers meet with head teacher to ensure pupils are on track within and between levels. Pupils are encouraged to have knowledge of the level that they are working on. Class teachers and head teacher keep records of pupil competency within levels. Pupils talk about their learning journey. They have knowledge of learning intentions; success criteria and personal targets.

## Reporting

There are two official parent/carers evenings in St Peter's and an annual written report. Curriculum for Excellence is organised into different levels and your child's report will tell you about their progress in the levels throughout the year. The written report will include information and teacher comments about:

- (a) the breadth of learning your child has experienced within curricular areas
- (b) the level of challenge planned for your child to ensure he/she is achieving his/her full potential and being supported appropriately
- (c) how well your child can apply learning in new and unfamiliar contexts

In the course of a school year we offer parent meetings with your child's teacher to report to you on your child's progress however in the event of any disruption to the normal school year we may have to report to you by telephone, remotely or through a written update of progress.

## **Personal Targets**

Pupils agree and review personal learning targets with their class teacher.

A copy of these are sent home to parents and invite a response.

### **R E & Religious Education**

As a denominational school our Christian ethos will be the guiding principles in the teaching and learning of spiritual, social, and moral & cultural education. Through the religious education in St Peter's we aim to lead the children to a Christian awareness of each other, family life, the Church, the community and thereby open their consciousness of being part of a world community in which they have responsibilities and about which they are required to make decisions. Religious education is taught implicitly and explicitly throughout the school and everyone in the establishment, whether staff, pupils or parents work at making it a happy, caring community in which each person is accepted for what they are a member of God's family.

### **Religious Observance in the Catholic School**

The Education (Scotland) Act 1980 imposes a statutory duty on local authorities to provide "Religious Observance" in Scottish schools. This is defined in a national R.O. Review Group report published in 2004 as comprising: "community acts which aim to promote the spiritual development of all members of the school's community and express and celebrate the shared values of the school community".

In a letter of guidance issued by the Scottish Government in February 2011, it is acknowledged that Catholic schools take a distinctive approach to the provision of Religious Observance:

Scottish Government Ministers welcome the tradition that, in Roman Catholic denominational schools, Catholic Liturgy will largely shape the nature and frequency of religious observance activities in the classroom and in the wider school community. So, at times, children and young people will be invited to participate in, and sometimes to lead, prayer and reflection in classrooms and at assemblies. At other times, to honour *particular occasions or feasts*, *chaplains will lead school communities in the celebration of Mass and other forms of liturgical celebration.*

Catholic schools follow the customs and practices of the Church in order to nourish the spirituality and faith of pupils and staff. Our Catholic tradition is enriched by ancient rites, prayers and devotions which help young people to become aware of, and show reverence to, the sacred presence of the living God, Father, Son and Holy Spirit. Guided by this tradition, we celebrate various seasons and special feast days to honour God, Mary his Mother and the Saints.

Pupils are invited to pray with their teachers at times in classrooms and assemblies, as well as in liturgical services. Usually a classroom will display a Crucifix on the wall; in some classrooms and other areas of the school, a sacred space will feature a copy of the Bible and will be decorated with signs and symbols that reflect the changing seasons of the Church Calendar Year i.e., Advent, Christmas, Lent, Easter and Pentecost.

This regular practice of Prayer is complemented by religious services conducted, sometimes as part of an Assembly, to mark special occasions – e.g. the distribution of ashes on Ash Wednesday, the seasons of Advent or Lent. To mark special Feast Days and Holy Days of Obligation, Holy Mass will be celebrated by the school chaplain, with the school community, in school buildings or in local parishes. Some pupils, at certain stages, may be able to

participate in retreats and pilgrimages to places of special significance within the Catholic tradition.

While Religious Education is governed by separate Church guidance, it is complemented by Religious Observance practices and, together, these experiences help pupils to develop their understanding of the Catholic faith, to experience opportunities for spiritual growth and to commit to beliefs, values and actions in a positive response to God's invitation to faith.

In terms of pupil participation in R.E. Scottish Government guidance makes it clear that it makes an important contribution to pupils' development and that it promotes the ethos of a school by bringing pupils together and creating a sense of community. However, it also makes clear that parents have the right to withdraw children from participation in religious observance and that this right should always be made known to parents and their wishes respected. The Scottish Government also recognises that:

Where a parent chooses a denominational school for their child's education, they choose to opt in to the school's ethos and practice which is imbued with religious faith and religious observance. In denominational schools, it is therefore more difficult to extricate a pupil from all experiences which are influenced by the school's faith character.

Parents do have the right to withdraw their child from religious education. Please speak to the head teacher if you wish this to happen. 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.



## Additional Support Needs

The Additional Support for Learning Act (ASL) 2004 introduced a new framework for providing for children and young people who require additional help with their learning. Under this Act the Record of Needs procedures ceased and alternative arrangements came into play. The Additional Support for Learning Act (ASL) 2009 requires that from 14 November 2010 schools improve on how we communicate with parents/carers on all aspects of the ASL Act. Detailed information on the changes resulting from the legislation is available to all parents and recent publications on supporting learning needs are available from the school office.

## Supporting Learners Requiring Additional Support

In St Peter's Primary School we are determined that the support needs of all children and their families should be met. Staff monitor the progress of children requiring support and provide learning materials suitable to their level of development. All schools in West Dunbartonshire have a staged intervention process for identifying pupils with support needs. Some pupils have support plans to help them with particular aspects of their learning. Parents will always be informed about this and will be invited to discuss support needs and plans with the head or depute head teacher at key times during the year, especially when transferring both into primary and onto secondary school.

Any parent/carer concerned about their child's learning is most welcome to visit the school and discuss the matter with the head teacher or depute head teacher, and subsequently with class teacher or network support teacher.

Please note that there are new leaflets available about additional support on the council website. There are samples of these in the school reception area. Further support can be obtained from the Psychological Services.

The role of the educational psychologist is to lend support by interviewing, assessing and suggesting suitable work and materials for children whose learning or behaviour is causing concern. Parents will always be advised in advance of any referral made to the psychologist. Our approach to embrace the GIRFEC national policy of *Getting It Right For Every Child* is to ensure that we work effectively, and communicate successfully with parents and different agencies to ensure maximum benefits for pupils.

## Staged Intervention

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
- Regular reviews and assessments of achievements and progress

In West Dunbartonshire we have four stages of staged intervention. Children may move between the stages as appropriate. There are leaflets in the school foyer explaining the stages of intervention and the personnel involved at each stage. Parents/Carers 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.

To ensure all children's needs are met there is an audit undertaken and reviewed each year and children requiring help are identified, reviewed, graded and support planned according to level of need. Some children require a co-ordinated support plan where other agencies are involved.

Others are given a support plan, while other children are monitored carefully following class plans. Consultation with head teacher or depute head teacher during reviews of learning plans often leads to support being accessed from particular groups or agencies out with the school such as speech and language specialists; Cedar/Cara project support groups for victims of domestic abuse; social work services; community learning and development; psychological services; occupational health; pupil and family support; Central Support Service (CSS) and other personnel/resources identified to support pupils learning, social and emotional difficulties

Any child who needs support at any time in the year for any reason will have a support plan. Regular meetings are held with staff to ensure these plans and programmes are meeting children's needs.

Parents/Carers will be informed and will be able to contribute how they can support the child's learning out-with school. Further information can be obtained on all aspects of additional support needs from West Dunbartonshire Council website at [www.west-dunbarton.gov.uk](http://www.west-dunbarton.gov.uk)

## Pupil Support Structure

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 principal teacher is of the view that there may be grounds for concern they will immediately contact the duty senior social worker and advise them of the circumstances.

In St Peter's we aim to get it right for every child (GIRFEC). Our policy is to support pupils with all aspects of their learning and to ensure that parents and pupils access support from different agencies out with education such as health, social work and the wider community groups associated with supporting vulnerable pupils.

We try to ensure that our pupils are safe, healthy, achieving, attaining, nurtured, included and fulfilling their potential. We work in partnership with parents and carers and ensure that our pupils have an identified person that they can speak to, relate to and be supported by. We try to remove barriers to learning and at all times consider how we can best include and support individual pupils so that they continue to achieve.

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 St. Peter's Primary School your child's Named Person can be contacted on 01389 773909 and the allocation will be as follows;

Class	Named Person	HT & Named Person Absence Cover
All classes	Louise Kelly (HT)	John Murphy (PT)



## Anti-Bullying Policy

We aim to help the children develop all skills required to enable them to participate effectively and safely in society and to take increasing responsibility for their own lives. Bullying in St Peter's Primary will not be condoned and the advice in West Dunbartonshire Council's Policies and Procedures on bullying will be adhered to. Our policy on promoting positive behaviour gives children and adults advice and strategies on how to deal with bullying and encourages children to speak out. Information and advice for parents may be accessed from school. Anti-bullying is part of our health and wellbeing pupil voice group, where a committee of pupils promote anti-bullying behaviour within the school.

### Procedures to Deal Effectively with Bullying

- Regular talks and updates on bullying and its effects at weekly school assemblies
- Focus on bullying and its effects as integral part of PSD
- The display of anti-bullying posters within the school
- Anti-bullying monitors in the playground
- Continuation of building up promoting positive behaviour within school, including all reward systems already in place
- Encouraging children to speak to an adult in school

### Homework

Homework plays a very important part in a child's learning. It encourages children to take responsibility and pride in their work, providing them with skills for life, learning and work. It also gives children extra practice in what they have learned in school.



**It is vital that both teachers and parents/carers work in partnership to encourage children to take on this responsibility.**

### Frequency

Homework is given Monday to Thursday. Homework tasks include spelling, phonics, reading, maths and work related to projects.

### Monitoring of Homework

Class teachers will inform you if your child is not completing homework regularly or if there is a pattern to homework that is incomplete or not being returned.

# Role of Parent

## Suggestions

- Make sure you know exactly what homework your child has been given. If you are in any doubt, please contact the school.
- Please make sure that a suitable place and time are set aside at home for your child to do their homework. It is better for the child to do his/her homework early rather than late, and in an atmosphere of peace and quiet.
- The atmosphere should be supportive, calling sometimes for great patience on your part.
- In reading a passage of text ask what your child liked about it and share your thoughts.
- In written work ask if there is anything puzzling and offer explanations.
- Do express an interest in the books your child reads for enjoyment and reference.
- If you want to do extra work with your child at home consider the merits of informed extension activities: playing a word game; choosing books together; developing sporting skills and musical/art interests - the artist and composer of the month. These are valuable aspects of education, and can properly be called "homework". It is often better to select such aspects than to try to "cram" your child's head with extra academic work e.g. ever harder sums or written exercises.
- Gently encourage the reading habit. If your child is not an enthusiastic reader, please consult the teacher.
- If your child is experiencing regular serious difficulty in some areas of work please note these to the teacher.

**These hints are offered in the spirit of co-operation. The school does value your support in this as in other aspects of provision.**

## Parental Involvement

We feel that co-operation between the home and the school is essential for the whole wellbeing of the child. Parents are most welcome in school to discuss any aspect of their child's development or progress. It is advisable to telephone first to make an appointment to see the head teacher.

There are various opportunities throughout the year when parents can discuss their child's progress with the class teacher and view children's work. All information on these and other activities is conveyed to parents in newsletters or by a note taken home by the children. Open evenings for parents tend to be in October and in March. Alternative arrangements can be made for parents who are not available to attend on the agreed parent information evening.

At particular times parental opinion or comments will be sought and responses are most welcome. Please try to respond at these times so that your requests can be part of any changes introduced to practice or procedures.

Parents are welcome to help in classes with a variety of activities. Please contact the school office or head teacher if you can offer help in this way.

Throughout the year, parents are invited to take part in different activities or attend school functions. In the past a small group of parents have promoted the enjoyment of reading with our Primary 1s through story telling in a small group setting. Accessible and readily available information on local clubs, events and school events, etc. is contained on the notice boards within the school

We have a series of parental prompts. In addition to sending them home they are available from the school office.

We have a highly successful parent council who meet regularly to support the life and work of the school. New members are very welcome to join. Parents are encouraged to become members.

## 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 Placing Information (Scotland) Amendment, etc. Regulations 1993 requires each child's absence from school to be recorded in the school register as authorised - that is, approved by the authority, or unauthorised - that is, unexplained by the parent (truancy) or temporarily excluded from school.

Parents are asked to inform the school by letter or telephone if their child is likely to be absent for some time, and to give the child a note on his or her return to school confirming the reason for absence. If your child is absent from school, a member of the clerical staff will telephone you to ask why your child is not at school. We sometimes use pupil and family support workers to visit families at home if no contact has been made.

The Policies for Parents document "Achievement Through Attendance", available to all parents from their children's school, outlines the importance of good attendance. If your child does not arrive at school in the morning you will receive a phone call to yourself or next point of contact. If no contact is made then a pupil and family support worker may be sent to the family home. The reasons for this are to ensure pupil welfare.

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 (curricular no. 5/03)

Clearly with no explanation from the parent the absence is unauthorised.

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.

No child is allowed to leave school during school hours without the permission of the head teacher. Therefore, if it is essential for a child to leave class, for example for doctor, hospital or dental appointment, an explanatory letter or the appropriate card should be sent in and the child collected from school.

In the interests of safety no child will be allowed to leave the school unaccompanied to keep an appointment or to meet a parent. The parent or guardian must come to the school for the child.

No child will be allowed to be sent home in a taxi within the school day for any reason.

The school will monitor children's absences, telephone parents to ask for explanation of absence or send pupil and family support workers if a child not at school and when necessary i.e. when absences are below an acceptable level without reasonable explanation, will employ steps outlined in the Attendance Policy. Excess absence means that the child/family will be referred to the local education authority Attendance Review Committee.

West Dunbartonshire's Policies for Parents document 'Achievement through Attendance' highlights the importance of good attendance. This available from the school office or at the council website [www.west-dunbarton.gov.uk/education-and-learning/schools](http://www.west-dunbarton.gov.uk/education-and-learning/schools)

## School/Community Links

The school is an integral part of the community of Bellsmyre and we encourage all children to realise that he/she is a member of that community and has a duty towards it. The school is open each Wednesday night for various community activities. The children are encouraged to join appropriate activities and contribute as best they can e.g. through participation in local projects and competitions.

We have a strong partnership with the parish of St Peter's, working closely with Canon Conroy to strengthen links between the church home and school.

The school has frequent visits from road safety personnel, police, local and various other members of the community who explain and promote their function to the children and on occasions appeal for assistance. The children respond to various appeals by local and national charities e.g. West Dunbartonshire Foodshare, SCIAF and the St Nicholas Care Trust.

During the period of Lent the children normally collect Lenten Alms which is handed over after the six weeks of Lent to an appointed charity. SCIAF has benefited from the generosity of our children.

All pupils participate in school committees, making a valuable contribution to both the school and community.





## Extra-Curricular Activities

P7 children have a residential stay in Outdoor Education each year. This session usually takes place at Auchengillan Outdoor Centre in May.

Children at St. Peter's are offered a range of after school clubs operated by West Dunbartonshire's Sports Development team. This varies throughout the year.

These include rugby, football, netball and activity clubs.

The school also has facilities for other indoor games, such as badminton, volley ball and gymnastics.

We offer homework clubs to help support children's learning.

## School Discipline

The starting point for learning is a positive ethos and climate of mutual respect and trust,' (*Curriculum for Excellence*, 2010).

Promoting positive behaviour will help create a positive learning environment for pupils to learn. Children are rewarded for their efforts and achievements.

There are a variety of ways in which pupils are rewarded. This year we introduced the house points system with each child allocated to one of our school houses.

- St. Vincent de Paul
- St Teresa of Calcutta
- St. Francis of Assisi
- St. Thomas Aquinas

## Clothing and Uniform

Pupils attending schools within West Dunbartonshire Council are strongly encouraged to wear a school uniform. The wearing of school uniform helps promote the identity of the school in the local community and helps create an ethos of sharing and pride in the school.



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

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

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

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



Parents receiving income support, job seekers allowance (income based), housing benefit or council tax rebate will normally be entitled to monetary grants to assist with clothing and uniform. Approval of any requests for such grants made by parents in different circumstances are at the discretion of the Director of Educational Services. Application forms may be obtained from schools and from the benefits section of the council offices at Church Street Dumbarton. Their contact number is 01389 738282

Further information can be accessed from

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

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 to 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.

## St Peter's Primary School Uniform

Our school uniform is:-

### Girls

White shirt  
Navy Pinafore/skirt  
Navy Jumper/cardigan/tank top  
Gold/navy & red tie  
Blue Summer dress

### Boys

White Shirt  
Grey Trousers  
Navy Jumper /tank top  
Gold/navy & red tie



We will not be stocking polo shirts or sweatshirts as the result of a survey indicated that shirt and tie was the preferred uniform.

We ask for your support in promoting our school uniform. We also ask that all items of uniform be clearly marked/labelled with your child's name and class to ensure that it does not get lost.



## Photography/Video

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

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



## School Meals

As part of “The Hungry for Success” initiative on school meals the Scottish Government set up an expert panel to report on the provision of meals within all Scottish schools and to advise on a revitalised school meals service in Scotland, which was aimed at improving the health of pupils.

We in St Peter’s have implemented the recommendations of the expert panel. Guidance has been provided for caterers to ensure that all school meals are nutrient based and that children will receive the best nutrition from their school meal.

Under this system to provide nutritional guidelines as laid down by the expert panel, children in St Peter’s are given the opportunity to have a two course meal each day. The serving of this two course meal is the best way to ensure each child gets the correct nutrients from their school lunch. Pupils are required to pay £2.95 each day for the school meal, unless they are entitled to a free school meal. Payment can be made either by cash or via an online payment system called Parent Pay. For this you can be assured that your child will receive a fully balanced two course meal. Further information about Parent Pay can be found here:

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

West Dunbartonshire Council’s menus, which operate on a four week basis, include the choice of a starter or dessert, hot meal, a salad bar, potatoes and vegetables, side dish, plus fresh fruit or yoghurt each day. Bread, water or milk are supplied at no extra cost as part of the meal.

Menus are available on the council website.

All children are offered a carton of milk at break time. We encourage all parents to support this by encouraging their children to drink milk.

All P1 – P5 children are currently entitled to a free school meal.

There are facilities for children who bring a packed lunch.

Children of parents receiving income support, job seekers allowance (income based) or child tax credit only (but not working tax credit) with income **less than £18,400** are also entitled to a free midday meal. Information and application forms for free school meals may be obtained from the benefits section at the council offices at 16 Church Street, Dumbarton. Their contact number is 01389 737690. Further information can be accessed from

<http://www.west-dunbarton.gov.uk/schools-and-learning/school-and-educational-grants/free-school-meals-and-clothing-grant/>

Should any child require a special diet, please contact the head teacher to discuss this matter. Children may bring a packed lunch to school. **IN THE INTEREST OF SAFETY, CANS AND GLASS BOTTLES MAY NOT BE BROUGHT INTO SCHOOL.** Children who wish a drink with their lunch can either bring one in a plastic container or purchase one in school. We have two water coolers in school which enable all children to access chilled drinking water every day. Each day our clerical staff sell a range of items at the healthy tuck.



## Transport

West Dunbartonshire Council has a policy of providing free transport to all primary pupils who live more than one mile by the recognised shortest walking route from their zoned local school. 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 education department. These forms should be completed and returned before the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made. Applications may be submitted at any time throughout the year but may be subject to delay whilst arrangements are made. The appropriate 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 authority's limits (see above paragraph). It is the parent's responsibility to ensure that their child arrives at the pick-up point on time.

It is also the parent's responsibility to ensure the child behaves in a safe and acceptable manner while boarding, travelling in and alighting from the vehicle. Misbehaviour could result in your child losing the right to free transport.

## Placing Requests

The Education Authority does not provide transport for those pupils in receipt of a placing request other than in exceptional circumstances. 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.

## Medical and Health Care

The school nurse, and school nurse support worker, visit the school regularly and are involved with all aspects of health screening, and Health and Wellbeing.

They will inform parents if a problem is found during any screening procedure.

Should a parent wish to discuss a health matter with the school nurse, the school should be informed and a suitable time can be arranged.

Parents of P1 receive a medical questionnaire in which they are asked to detail information about their son/daughter's health. Following this, a selective interview with the school nurse is arranged for pupils with identified medical problems or no previous health records. At this time the child's general development and health is discussed.

Only in selective cases is it necessary to arrange a full medical examination by the School Medical Officer.

Regular dental screening takes place throughout the time your child attends primary school. You will be informed prior to this screening by letter. The Dental Hygienists visit the school to give talks to the children about caring for their teeth. P1 and P2 are involved in promoting good oral hygiene by participating in daily tooth brushing.

While school provides minor First Aid, parents should provide school with an **emergency contact** so that children can be taken home if illness occurs. The school should be contacted immediately if this emergency contact changes. All parents should inform the school of any particular medical requirements for their child.

## Medicines - Important

If you are sending any kind of medicine into the school for your child to take, we require a form to be completed by the parent of the child before we can do anything. Please contact the school if there is anything about your child's health or necessary medication that is different from what you have already informed us. This requires to be updated regularly. If in the course of the school day your child takes ill, contact will be made either to parent or emergency contact, so that the child can be safely collected by a responsible adult. Emergency contact numbers also require to be updated regularly.

## Information in Emergencies

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, temporary interruption of transport, power failures or difficulties of fuel supply. In such cases we shall do all we can to let you know about the details of closure or re-opening. We shall keep in touch by using letters, notices in local shops and community centres, announcements in local churches and announcements in the press and on local radio. 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

“Parents” are referred to throughout the 2012 Regulations and the School Handbook Guidance whereby the definition of “parent” includes guardian and any person who is liable to maintain or has parental responsibilities (within the meaning of Section 1 of the Children (Scotland) Act 1995 in relation to, or has care of a child or young person).



St Peter's Primary has an active Parent Council which is committed to supporting the life and work of the school. As a new parent you will be invited to join the Parent Council or take part in fundraising initiatives during the school year.

St Peter's Parent Council members give generously of their time for a meeting each term to discuss how they can best support the school with different projects. They plan and organise specific fund raisers.

Parents on the parent council represent the wider parent group and often represent viewpoints leading to changes in procedures and routines in the school. New members are very welcome.

The chairperson for our parent council is **Mrs Keira Docherty**.

## Transfer from Primary to Secondary School

Pupils are normally transferred between the ages of eleven and a half and twelve and a half, so that they will have the opportunity to complete at least four 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.

Children will normally transfer to:

Our Lady and St Patrick's High School  
Howatshaws Road  
Dumbarton



Telephone Number: 773 920

## Data Protection Act 1984

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

## Important Addresses

Miss Laura Mason  
Strategic Lead  
Education, Learning & Attainment  
West Dunbartonshire Council  
16 Church Street  
Dumbarton  
01389 737304

Mrs Susan Gray  
Education Officer  
Education, Learning & Attainment  
West Dunbartonshire Council  
16 Church Street  
Dumbarton G82 1QL  
01389 737355

Mr Ian Dickson  
Local Councillor  
West Dunbartonshire Council  
16 Church Street  
Dumbarton  
07766511410

Mr John Millar  
Local Councillor  
West Dunbartonshire Council  
16 Church Street  
Dumbarton  
07961 713 003

Ms Michelle McGinty  
Local Councillor  
West Dunbartonshire Council  
16 Church Street  
Dumbarton  
07721599270

Mr James Bollan  
Local Councillor  
West Dunbartonshire Council  
16 Church Street  
Dumbarton  
07803 668 766

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.

# Parental Complaints Procedure

Complaints may be made in the following ways:

- by phone at 01389 773909
- by appointment at the school
- by e-mail on [StPetersOffice@west-dunbarton.gov.uk](mailto:StPetersOffice@west-dunbarton.gov.uk)

If a parent turns up at the school without an appointment every effort will be made to see them but this cannot be guaranteed.

Procedures for dealing with complaints:

The complaint will be recorded by the head teacher or the member of staff you spoke to.

If the complaint was taken by a member of staff you will be contacted within 24 hours by the head teacher or principal teacher.

If appropriate a meeting will be called at an agreed time to suit both school and complainant.

This should normally be within 4-5 working days.

A record of the interviews will be kept and an agreed time set to resolve the complaint. This will normally be within 5 working days, but may take longer depending on the nature of the complaint.

If the complaint is such that an immediate resolution is not possible the head teacher will keep you informed on a weekly basis of the progress.

All complaints about members of staff will be dealt with by the head teacher.

If a complaint cannot be resolved within school the West Dunbartonshire Council complaints leaflet can be obtained in the school or from any West Dunbartonshire Council premises and sent to the Education, Learning & Attainment Department.

If you are still unhappy with the reply from the Education Department you can contact:  
The Chief Executive at Council Offices, Church Street, Dumbarton G82 1QL

You also have the option of contacting:

Your local Councillor.

Your Member of Parliament

The Commissioner for Local Administration (The Ombudsman)

Separate leaflets identifying councilors and on the Ombudsman are available in all council offices or will be sent to you on request.

## Appendix 1



**Free nursery/school meals and the footwear and clothing Grant are available for parents on low income in West Dunbartonshire.**

The Benefits Section within West Dunbartonshire Council deal with the award of school clothing grants and free school meals, including nursery school meals.

**NOTE:** Clothing grants are not available for nursery children.

## **Children in Primary 1 - 5**

Children in Primary 1-5 are automatically entitled to free school meals.

Applications must still be made for the School Clothing Grant. Also, to be entitled to receive any Scottish Government Bridging Grants you must meet the qualifying criteria for Free School Meals detailed below. These will not be paid for children whose parents or guardians do not meet this criteria.

## **Eligibility**

You are eligible for **free nursery/school meals and a school clothing grant** if you receive the following benefits:

- Income Support
- Universal Credit with an annual earned income of £8920
- Jobseekers Allowance (income based)
- Pension Credit
- Employment and Support Allowance (income related)
- Working Tax Credit with income less than £10,420
- Support under Part VI of the Immigration & Asylum Act 1999
- The subject of a kinship care order or a child falling within section 71(3)(f) of the Act (referred to here as a child having a parent appointed guardian)

You are eligible for a **school clothing grant only** if you receive:

- Housing Benefit and/or Council Tax Reduction
- Working Tax Credit with a gross annual income of £16,860

You are eligible for **free nursery/school meals only** if you receive:

- Child Tax Credit ONLY (but not Working Tax Credit) with income less than £18,400

or young children who are:

- Looked after by the authority concerned or any local authority

School Clothing Grants will not be paid for children of school leaving age, that is who will be 16 years old between 1 March and 30 September, until they return to school in the new session. However, you should include these children on your application.

For school year 2022/23 the clothing grant payment is being increased to £300 per child. This will be paid in two £150 instalments over the academic year with the first payment being made once your application has been processed and a second payment being made around the end of December 2022.

## Application

We will automatically consider you for free nursery/school meals and / or school clothing grant if you received one last year and you get Housing Benefit and/or Council Tax Reduction. If you received a grant last year and you are not in receipt of Housing Benefit and/or Council Tax Reduction, we will require you to provide your new tax credit award letter for us to allow us make a decision.

Payment will be made by BACS (directly into your bank account). The first payments should be made in July and you should receive your payment within 2 weeks of your application being processed. **If your child is of school leaving age, payment will be made when they return to school in the new session.**

### You will need to contact us if:

- you have changed your bank account since your last award - please contact us on 01389 737000 or by email at [benefits2@west-dunbarton.gov.uk](mailto:benefits2@west-dunbarton.gov.uk) to provide us with your new bank details.

### You will need to complete a new application if:

- you live out side the West Dunbartonshire Council area as we will be unable to automatically confirm your entitlement
- you have never applied before
- you have another child starting school.

### What we require

- If you currently live within the West Dunbartonshire area and receive Housing and/or Council Tax Reduction, you do not have to provide us with any information. We have the information required and we will write to you when we have assessed your entitlement
- If you live outwith the West Dunbartonshire area or do not receive Housing and/or Council Tax Reduction we will require your Child Benefit award letter and the award letter showing proof of the relevant benefit/tax credit. This information can be posted to or handed in at any of the offices below.

### How to apply

- [apply online](#) (this should take around 5 minutes)
- Download the [application form](#) and return by email to the below.

Completed application forms and any proof should be emailed to [benefits2@west-dunbarton.gov.uk](mailto:benefits2@west-dunbarton.gov.uk).

Please ensure that your name and current address are provided on the email and also that it is clearly marked as evidence for your clothing grant and/or free school meals application.