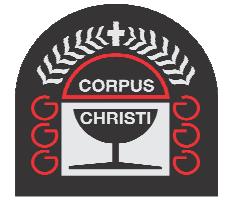


## Notes



Corpus Christi Primary School,  
179 Pikeman Road,  
Glasgow, G13 3BH.

Dear Parent / Carer,

Welcome to Corpus Christi Primary.

On behalf of the staff of Corpus Christi Primary I would like to welcome you and your child to our school community.

We work very closely as a team ensuring a caring environment where your child will feel valued and will develop all of their skills and talents.

We provide a range of activities throughout the school year which give parents and carers the opportunity to meet and work closely with us and our Parish community. We really enjoy being able to showcase our pupils' wonderful achievements to you.

The purpose of this handbook is to give you as much information about our school as we can. Should you require any additional information please do not hesitate to contact me.

I look forward to working with you in the years ahead.

Yours sincerely,

A handwritten signature in blue ink that reads 'Mary Kelly'.

Mary Kelly  
Head Teacher



## Notes



## Community Facilities

The school facilities are used extensively in the evening by various football and youth clubs.

Any organisation wishing to apply for use of our facilities should contact:

School Attendance and Accommodation Department,  
G.C.C. Cultural & Leisure Services,  
20 Trongate  
Glasgow G1 1LX

## Important Addresses

**Service Director  
For Education**

Maureen McKenna  
Education Offices  
Wheatley House  
25 Cochrane Street  
Merchant City  
Glasgow G1 1HL

**St. Thomas Aquinas'  
New Learning Community**

St. Thomas Aquinas Secondary School  
Principal Mary Kelly  
Corpus Christi Pr.  
179 Pikeman Road  
Glasgow G13

**Area Manager**

Gordon Morton  
Education Offices  
Wheatley House  
25 Cochrane Street  
Merchant City  
Glasgow G1 1HL

**Local Councillor**

Baillie Elizabeth Cameron,  
City Chambers  
George Square  
Glasgow G1



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## **The Freedom of Information (Scotland) Act 2002**

The Freedom of Information (Scotland) Act 2002 enables any person to obtain information from Scottish public authorities. The Act applies to all Scottish public authorities including; The Scottish Government and its agencies; local authorities; NHS Scotland; universities and further education colleges; and the police.

Public authorities have to allow access to the following information;

- The provision, cost and standard of its service;
- Factual information or decision making;
- The reasons for decisions made by it.

The legal right of access includes all types of '*recorded*' information of any data held by the Scottish public authorities. From 1<sup>st</sup> January 2005, any person who makes a request for information must be provided with it, subject to certain conditions. Further information is provided on the Glasgow City Council web-site;

[www.glasgow.gov.uk/en/yourcouncil/freedomofinformation](http://www.glasgow.gov.uk/en/yourcouncil/freedomofinformation)

Internet facilities are provided at all Glasgow City Council Public Libraries and Real Learning Centres.

## **Dealing with Racial Harassment**

The Race Relations Act of 1976 makes it unlawful to discriminate against someone because of his / her colour, race, nationality, ethnic or national background. The Act makes it the duty of Glasgow City Council to eliminate unlawful racial discrimination. In 1999 the guidelines, "Dealing with Racial Harassment" were issued to assist all teaching staff in dealing with such incidents. The adoption of a multicultural and anti racist approach should be seen as one part of the continuing attempt to improve the quality of education. Glasgow City Council recognises that support from the home is essential if these aims are to be achieved. Every child in Glasgow has the right to be happy and secure at school.

**Data Policy**

Information about pupil's education is collected in partnership between the Scottish Government and Local Authorities through the ScotXed programme which aims to help schools and Local Authorities by supporting efficient collection, processing and dissemination of statistical information. The Scottish Government then provides analysis of the data to support research, planning, management and monitoring of education services as well as to produce National Statistics publications.

Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. Data is held securely and no information on individual pupils can or would be made publicly available by Scottish Government.

**The individual data collected by Scottish Government is used for statistical and research purposes only.**

**Your data protection rights**

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This note can give only a brief description of how we use data. Fuller details of each individual ScotXed survey, including the purpose of each and the published data, can be found on the ScotXed website ([www.scotxed.net](http://www.scotxed.net)).

Scottish Government works with a range of partners including HM Inspectorate of Education, Careers Scotland and the SQA. On occasion, we will make individual data available to partners and also academic institutions and organisations to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing of data will be done under the strict control of Scottish Government, which will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government.

**Concerns**

If you have any concerns about the ScotXed data collections you can email the Senior Statistician, Peter Whitehouse, at [Peter.Whitehouse@scotland.gsi.gov.uk](mailto:Peter.Whitehouse@scotland.gsi.gov.uk) or write to The ScotXed Support Office, Area 1B, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print.

**SCHOOL INFORMATION**

Address:

179 Pikeman Road,  
Knightswood,  
Glasgow. G13 3BH.

Telephone:

0141 - 954 - 5380

Fax:

0141 - 959 - 5390

Web:

[www.corpuschristips.ik.org](http://www.corpuschristips.ik.org)

Glasgow City Council

Going to School Website: [www.glasgow.gov.uk/en/residents/goingtoschool](http://www.glasgow.gov.uk/en/residents/goingtoschool)

Head Teacher:

Mary Kelly

Present Roll:

365

Planning Capacity:

449

Working Capacity:

449

Parents should note that the working capacity of the school may vary dependent on the number of pupils at each stage and the way in which classes are organised.

Corpus Christi is a Roman Catholic for girls and boys from 4 to 12 years of age. The school aims to provide the children with a good all round education suited to their individual abilities and needs, within the framework of the moral and spiritual standards expected by their parents, while developing appropriate skills and attitudes which will enable them to be responsible and caring members of society.

**ROLL ANALYSIS**

Class	P1	P2	P3	P4	P5	P6	P7
1	25	0	0	0	0	0	0
1a	28	0	0	0	0	0	0
2	0	25	0	0	0	0	0
2a	0	24	0	0	0	0	0
3	0	0	28	0	0	0	0
3a	0	0	25	0	0	0	0
4	0	0	0	21	0	0	0
4a	0	0	0	24	0	0	0
5	0	0	0	0	29	0	0
5a	0	0	0	0	27	0	0
6	0	0	0	0	0	21	0
6a	0	0	0	0	0	23	0
7	0	0	0	0	0	0	31
7a	0	0	0	0	0	0	30
Total	53	49	53	45	56	44	61



# Vision Statement

**As a Catholic school we aspire to develop as a community of faith and learning centered on Christ. We aim to provide the highest quality of education through the promotion of gospel values, celebration and worship and a commitment to serving Christ in others.**

## Aims

We aim to offer education of the highest quality and are committed to:

- Create a distinctive Catholic ethos based upon Gospel Values;
- Promote the development of all members of our Catholic school community, spiritually, morally and academically.
- Create an environment founded on effective learning and teaching;
- Nurture and develop partnerships with parents, parish and the wider community.
- Developing positive attitudes to learning by encouraging our pupils towards personal responsibility, healthy lifestyles and independence as global citizens in an ever changing world.



## Transfer from Primary to Secondary Education

Pupils are normally transferred between the ages of 11 years six months and 12 years 6 months, 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.

At the end of Primary 7 our pupils normally transfer to St. Thomas Aquinas Secondary School.

St. Thomas Aquinas Secondary School  
112 Mitre Road  
Glasgow G14 7JW  
Telephone: 0141 582 0280

## Data Protection Act 1998

Information on pupils, parents and guardians is stored on a computer system and may be used for teaching, registration, assessment and other administrative duties. This information is protected by the Data Protection Act 1998 and may only be disclosed in accordance with the codes of practice. For further information please contact the school.

### Transferring Educational Data about Pupils

The Scottish Government and its partners collect and use the information about pupils to help to improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us.

### Why do we need your Data?

In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as the SQA and Careers Scotland need accurate, up to date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results. Accurate and up to date data allows us to;

- Plan and deliver better policies for the benefit of pupils
- Plan and deliver better policies for the benefit of specific groups of pupils
- Better understand some of the factors which influence pupil attainment and achievement
- Share good practice
- Target resources better.



## Road Safety

Corpus Christi promotes Road Safety through their Road Safety Education programme. Parents and teachers have complementary roles in road safety education. While teaching staff can inform children about road safety, it is parents who have most contact with their children and can revise points made in class and set them a good example.

You can help avoid accidents by driving slowly near schools and by parking away from the zig-zag markings. These have been put down to provide a clear area for children to cross, and parking a car, even for a few minutes, can have fatal consequences.

Corpus Christi participates in the National Cycling Proficiency Scheme. Children are tested at the end of training, and those who meet the standards are awarded a badge and certificate. The training is restricted to children in P6 and P7 as before these stages they will not have the skills to cope with the traffic.

## Medical and Health Care

All pupils have a routine medical examination during their first year in school. Parents are notified of the time and date for this.

Hearing and eyesight tests take place periodically throughout primary schooling.

Parents wishing to see the School Medical Officer should call the school where arrangements will be made.

A dental survey of all pupils in the school is carried out periodically. Any child found to be in need of treatment is given a card to take home on which parents state whether they wish to have the treatment done privately or through the School Health Service.

A daily tooth brushing service is available for all Primary 1 pupils with parental consent.

If a child requires medication during school time a parent must complete the necessary form for the administration of medicines. This can be obtained from the school office.



## TEACHING STAFF

Head Teacher:

Mrs Mary Kelly

Depute Head:

Mrs Jane Cossar

Depute Head:

Mrs Catherine Gallagher

Principal Teachers / Class Teachers

Mrs Ann Nellaney P1  
Miss Rosemary McCann P5a  
Mr Ian Tunney P7a

Class Teachers:

Miss Geraldine Bell P1a  
Mrs Christina McElhaney P2  
Mrs Geraldine McCarron P2a  
Mrs Jane Jardine P2a  
Mrs Marie Biagi P3  
Mrs Catherine Boyle P3  
Mrs Angela McLennan P3a  
Miss Maire O'Sullivan P4  
Mrs Louise White P4a  
Mr Thomas Hynes P5  
Mr Paul Connolly P6  
Mr Brendan Kearns P6  
Mrs Moira O'Grady P6a  
Mrs Maureen Scott P7  
Mrs Marie McGill P.E  
Mrs Claire McGowan Drama

English as an Additional Language Teachers:

Miss Beth Cockburn  
Mrs Alison Sharp  
Miss Maureen McKenzie

Peripatetic Music Teacher:

Miss Nicola Craig

Choir and Guitar Teacher:

Mr Scott McManus

## SUPPORT STAFF

Janitor:

Mr John Sliman

Senior Clerical Assistant:  
Clerical Assistants:

Mrs Elsie Scanlan  
Mrs Marie Collins  
Mrs Helen Mungall  
Mrs Kate Ferrier  
Mrs Diane Brown  
Mrs Denise McGunnigle  
Mrs Janice Christie  
Mrs Helen Gillon  
Mrs Susan McAllister  
Mrs Barbara McMillan  
Mrs Linda Mullen  
Mrs Clare O'Neil  
Mrs Bernadette Tierney  
Mrs Jean Wilson  
Rev. Tony Bancewicz  
Rev. Tommy Kelly  
Ms Christine McDonald

Pupil Support Assistants:

School Chaplain:  
Deacon:  
Catering Supervisor:



## Pre – Entrant Enrolment

For new primary one pupils' due to start in August, registration will take place during the month of January.

Details of registration dates will be set by the local authority and announced in the press. These dates will also be displayed in your child's nursery and in the church bulletin.

When you bring your child for registration we would ask that you also bring their Birth certificate, Baptismal certificate (where appropriate) and proof of address.

Once the enrolment process is completed new entrants and their parents / carers will be given the opportunity to take part in our Early Years Transition Programme. During the months of May and June the children will be invited to the school to meet and work with their primary one teacher. At this time, parents / carers will be given the opportunity to attend information sessions detailing how their child will be supported in all aspects of their learning within Corpus Christi.

## Other enrolments

Parents / carers who wish to enrol their child / children in the school should contact the Head Teacher to arrange a suitable appointment.



## Transport

The Education Authority 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 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 that they are eligible should obtain an application form from the school or education office. 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 officer has discretion in special circumstances to grant permission 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 pickup 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 parents' responsibility to ensure the child behaves in a safe and acceptable manner while boarding, travelling in or alighting from the vehicle. Misbehaviour could result in a child losing the right to free transport.

## Placing Requests

The education authority does not provide free transport for those pupils in receipt of a placing request other than in individual, exceptional circumstances and where appropriate legislation applies.

In the case of under-age placing requests, if the child is offered a place in his / her catchment area, school transport will be provided in accordance with council policy stated above.

Parents who wish their children to attend a school outwith their catchment area should make their request through the school's business manager. In the case of Corpus Christi this should be directed to Cat Smith at St. Thomas Aquinas Secondary School.

Application forms can be obtained from the school office.



## Clothing and Uniform

Given that there is a substantial parental and public approval of a dress code, schools in this authority are encouraged to develop a school dress code. In encouraging a dress code policy, account must be taken in any proposals to prevent any direct or indirect discrimination on the grounds of race or gender. Any proposals will be the subject of widespread consultation with parents and pupils.

Against this background it should be noted that it is the policy of the education committee to encourage schools to develop an appropriate dress code policy.

There are forms of dress which are unacceptable in school, such as 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 clothes, dangling earrings

Are made from flammable material e.g. shell suits in practical classes

Could cause damage to flooring

Carry advertising, particularly for alcohol or tobacco

Could be used to inflict injury on other pupils or be used by others to do so.

Under no circumstances will pupils be deprived of any educational benefit as a result of not wearing clothing conforming to the school's dress code policy.

Parents of children receiving income support, family credit, housing benefit, or council tax rebate will normally be entitled to monetary grants for footwear and clothing for their children. Approval of any requests for such grants which are made by parents in different circumstances are at the discretion of the Director of Education. Information and application forms may be obtained from schools and from the education offices.

The council is concerned at the level of claims being received regarding the loss of pupil's clothing and / or personal belongings. Parents are asked to assist in this area by ensuring that valuable items and unnecessarily expensive items of clothing are not brought to school. Parents should note that the authority does not carry insurance to cover the loss of such items and any claims submitted are likely to be met only where the authority can be shown to have been negligent.

All items of school uniform can be purchased from a John Lewis department store in Buchanan Galleries in Glasgow City Centre. We are currently looking at sourcing other providers of uniform.

A school fleece / rain jacket is available to order from a school parent representative.

We also stock schoolbags and homework bags for sale.



## The School Year; Session 2010 – 2011

**Return Date for Teachers;** Thursday 12<sup>th</sup> August 2010 – In service training day for teachers only.

Friday 13<sup>th</sup> August 2010 – In service training day for teachers only.

**Return Date for pupils;** Monday 16<sup>th</sup> August 2010

**School Closed;** Thursday 23<sup>rd</sup> September – In service training day for teachers  
September Weekend; School closed Friday 24<sup>th</sup> and Monday 27<sup>th</sup> September 2010  
**School will re open on Tuesday 28<sup>th</sup> September 2010**

**First Mid Term;** School closed from Monday 11<sup>th</sup> to Friday 15<sup>th</sup> October 2010  
**School will re open on Monday 18<sup>th</sup> October 2010**

**Christmas / New Year;** School closed from Friday 24<sup>th</sup> December 2010 to Tuesday 4<sup>th</sup> January 2011.  
**School will re open on Wednesday 5<sup>th</sup> January 2011**

**School Closed;** Thursday 11<sup>th</sup> February 2011 – In service training day for Teachers

**Second Mid Term;** School closed on Monday 14<sup>th</sup> February and Tuesday 15<sup>th</sup> February 2011  
**School Closed;** Wednesday 16<sup>th</sup> February 2011 – in service day for teachers.  
**School will re open on Thursday 17<sup>th</sup> February 2011**

**Spring Holiday;** School will close from Monday 4<sup>th</sup> to Friday 15<sup>th</sup> April 2011  
**School will re open on Monday 18<sup>th</sup> April 2011**

**Easter Weekend;** School closed on Friday 22<sup>nd</sup> and Monday 25<sup>th</sup> April 2011  
**School will re open on Tuesday 26<sup>th</sup> April 2011**

**School closed;** Friday 29<sup>th</sup> April 2011 – Royal Wedding  
**May Day;** School closed on Monday 2<sup>nd</sup> May 2011  
**School will re open on Tuesday 3<sup>rd</sup> May 2011**

**May Weekend;** School closed on Friday 27<sup>th</sup> and Monday 30<sup>th</sup> May 2011  
**School Closed;** Tuesday 31<sup>st</sup> May 2011 – In service training day for teachers  
**School will re open on Wednesday 1<sup>st</sup> June 2011**

**School Closes on** Friday 24<sup>th</sup> June 2011 at 1.00 p.m.



## THE CURRICULUM

This school session all schools in Scotland will be implementing 'A CURRICULUM FOR EXCELLENCE' which is a reform of the current curriculum guidelines from the Scottish Government. Through a 'Curriculum for Excellence' pupils will experience an education which encourages them to become;

**Successful Learners** with enthusiasm and motivation for learning and openness to new ideas and determined to reach high standards of achievement.

**Responsible Citizens** with respect for others and a commitment to participate responsibly in political, economic, social and cultural life whilst developing knowledge of the world and Scotland's place in it.

**Confident Individuals** with physical, mental and emotional wellbeing and self respect and ambition.

**Effective Contributors** with resilience and self reliance who can communicate, work in partnership and apply critical thinking, solve problems and be enterprising and creative.

### Bringing learning to life and life to learning

Curriculum for Excellence is now being introduced across Scotland for all 3 – 18 year olds – wherever they learn. It aims to raise standards, prepare our children for a future they do not yet know and equip them for jobs of tomorrow in a fast changing world.

Curriculum for Excellence enables professionals to teach subjects creatively, to work together across the school and with other schools, to share best practice and explore learning together. Glow, Scotland's unique, world leading, online network supports learners and teachers in this and plans are already in place for parents/carers across the country to have access to Glow.

Teachers and practitioners will share information to plan a child's '*learning journey*' from 3 – 18 to help their progression from nursery to primary, primary to secondary and beyond in a smooth and professional manner. In doing so staff will ensure that all pupils will continue to work at a pace that they can cope with and with challenge they can thrive in.

Curriculum for Excellence balances the importance of knowledge and skills. Every child is entitled to a broad and deep general education, whatever their level and ability. Every single teacher and practitioner will be responsible for literacy and numeracy – the language and number skills that unlock other subjects and are vital to everyday life.

It develops skills for learning life and work to help young people go on to further study, secure work and navigate life. It brings real life into the classroom, making learning relevant and helps young people apply lessons to their life beyond the classroom. It links knowledge in one subject area to another helping children understand the world and make connections. It develops skills so that children can think for themselves, make sound judgements, challenge, enquire and find solutions.



## 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 you in touch by using letters, notices in local shops and community centres, announcements in local churches and announcements in the press and on local radio.

### Emergency Contact

The school must be able to get in touch with parents or a relative in case of accident or sudden illness of a child. Parents are therefore requested to give a contact address and telephone number, other than their own, to the school should it be required. We ask you to ensure that the contact persons is aware that their details have been given to the school and that they will be contacted if the parent is unavailable.

Please ensure that if these contact details change that you notify a member of our clerical team immediately.





## Discipline and Regulations

Parents are asked to co-operate with the school in maintaining good standards of discipline. The relationship between pupils and teachers is similar to that between a child and his / her parents and requires mutual consideration and respect on both sides.

- Children are expected to conform to normal standards of behaviour, in the classroom and in the playground
- Children should attend school regularly. If they are absent from school for any reason parents are asked to telephone us before 9.00a.m if possible
- In case of persistent mis-behaviour parents will be informed and requested to call to the school to meet with a member of Senior Management Team.

## Bullying Policy

Promoting Positive Behaviour and good relationships between children is the school policy in Corpus Christi. Any allegation of bullying is taken seriously and investigated thoroughly by a Depute Head Teacher.

The parents of any child found to be bullying will be informed immediately and their co-operation sought in helping their child to understand that this type of behaviour is unacceptable and will not be tolerated. Appropriate action will then be taken to ensure pupils involved are given appropriate support and advice.

We also include 'anti bullying' class programmes so that all children are fully informed around these matters.

## Comments and Complaints

If you have a comment or a complaint please approach the Head of Establishment in the first instance.

If the Head of Establishment does not resolve the issue to your satisfaction, you should contact our Customer Liaison Unit who will;

Take a totally neutral stance in fully investigating your complaint;

Acknowledge receipt of your complaint within five working days;

Give a full written response within a further ten working days, unless another timescale has been agreed.

The Customer Liaison Unit can be contacted by phone or e-mail;

Phone 0141 287 3655 / 4688

E-mail [education@glasgow.gov.uk](mailto:education@glasgow.gov.uk)

Customer Liaison Unit  
Education Services  
Glasgow City Council  
Wheatley House  
25 Cochrane Street  
Merchant City  
Glasgow G1 1HL

## Supervision of Playground

An adult presence is provided in playgrounds at breaktimes in terms of the schools (Safety and Supervision of Pupils) (Scotland) Regulations, 1990



There will be new ways of assessing progress and ensuring children achieve their potential. There will be new qualifications for literacy and numeracy and from 2012 / 2013, new National 4 and 5 qualifications and from 2013 / 2014. Our well regarded Access, Highers and Advanced Highers will be updated to take account of and support the new approaches to learning and teaching.

Personal support will be available to help young people fulfil their potential and make the most of their opportunities with additional support wherever that may be appropriate. There will be a new emphasis by all staff on looking after our children's health and wellbeing – to ensure that the school is a place where children can feel safe and secure.

Ultimately, Curriculum for Excellence aims to improve our children's life chances, to nurture successful learners, confident individuals, effective contributors and responsible citizens, building on Scotland's reputation for great education.

**There are eight areas within the curriculum;**

<b>Language and Literacy</b>	Reading, writing, talking and listening and Spanish in P5,P6 and P7.
<b>Mathematics</b>	Number, money, measure/shape/position/movement/information handling/problem solving and enquiry skills.
<b>Expressive Arts</b>	Art and Design, Dance, Drama and Music
<b>Religious &amp; Moral Education</b>	We follow the guidelines for Religious Education in Roman Catholic Schools. Other World religions are incorporated.
<b>The Sciences</b>	Planet earth, forces, electricity, biological systems, materials.
<b>Social Studies</b>	People, past events and societies; people, place and environment; people and society; economy and business.
<b>Health and Wellbeing</b>	Personal, social, emotional health and physical education.
<b>Technologies</b>	Technological developments in society; ICT to enhance learning; business contexts for developing technological skills and knowledge; computing science; food and textiles; craft, design, engineering and graphics.

The experiences and outcomes are set out in lines of development which describe progress in learning. Progression is indicated through curriculum levels, which are explained in the table below.

LEVEL	STAGE
Early	The pre school years and P1 or later for some
First	To the end of P4, but earlier or later for some
Second	To the end of P7, but earlier or later for some
Third & Fourth	S1 to S3, but earlier for some, the Fourth level broadly equates to SCQF Level 4



## Language and Literacy

We aim to develop all four aspects of Language i.e. Listening, Talking, Reading and Writing and each aspect is given equal emphasis.

Story World reading scheme is used in the Infant Department and the aim is to develop the skills of reading so that each child will read with ease, understanding and confidence, and develop a life long enjoyment and appreciation of literature.

Children progress from Story World to the Literacy World Language Programme.

Language skills are further developed through the use of Computer, Environmental Studies related Topic Work, Book Studies and 'Storyline' Topics.

There are Listening Centres in most of the classrooms in the school and these are used to further develop the children's listening skills.

Each class has a Fiction Library which the children are encouraged to use frequently. There is a whole school Library programme organised in conjunction with the Children's Services Team with each class in the school visiting Knightswood Library at some point in the school year.



## Attendance at School

Section 30 of the 1980 Education Act lays a duty on every parent of a child of 'school age' to ensure that their child attends school regularly. Attendance must be recorded twice a day, morning and afternoon.

Regulation 7 of The Education (School and Placing Information) (Scotland) Amendment, etc. Regulations 1993 requires each child's absence from school to be recorded in the school register as authorised; i.e. approved by the authority, or unauthorised; i.e. unexplained by the parent (truancy) or temporarily excluded from school.

**Parents should inform the school if their child is likely to be absent for some time, and give a note on his / her return to school, with a reason for absence.**

Every effort should be made to avoid family holidays during term time as this disrupts the child's education and reduces learning time. Parents should inform the school by letter, before going on holiday, of the dates. Such absence will be authorised only where attendance is otherwise satisfactory. Clearly where attendance is unsatisfactory, absence is unauthorised.

Parents may request that their children be permitted to be absent from school to make an extended visit to relatives. Only written requests detailing the destination, the duration and the provision that will be made for their continuing education will be granted and the pupil noted as an authorised absentee in the register. Clearly with no explanation from the parent, the absence is unauthorised.

The Education Liaison Officer investigates unexplained absence and the authority has the power to write to, interview or prosecute parents, or to refer pupils to the Attendance Council or Reporter to the Children's Hearings, if necessary.

Children who have to attend the Doctor / Dentist etc. during school time require a note requesting permission to leave the school, and should be collected by a responsible adult.

## Attendance and Absence Data

Absence rates are calculated as a percentage of the total number of possible attendances for all pupils of the school in the stage shown, each morning and afternoon of each school day being a separate possible attendance. Where figures or percentages based on a number of pupils under any particular heading is between 1 and 4 no information is given and \*\*\*\* is inserted in place of the figures. The authority's and Scotland's figures include all education authority and grant aided primary schools, but exclude all special schools. Adults attending day classes are excluded.



## School Meals

Children and young people of parents / carers receiving Income Support, Job Seekers Allowance (Income Based) and Child Tax Credit only (where income is less than £16,040\*) are entitled to a free midday meal. Information and application forms for free school meals may be obtained from schools and from the Grants Section at Education Services headquarters.

**N.B. Parents / Carers who are in receipt of Child Tax Credit and Working Tax Credit are not entitled to a free midday meal.**

\* Income amount effective from 1 April 2009 and may be changed by the Department for Work and Pensions.

All children are entitled to free milk in school.

Meals are also available to any child who wishes to purchase them at the current cost. We operate a swipe card system. This ensures that there is no stigma attached to those in receipt of a free school meal.

Any pupil requiring a special diet because of a medical condition should be brought to the notice of the Head Teacher.

There are three sittings in the Dining Hall;

1<sup>st</sup> sitting - 12.10 - P1 - P3

2<sup>nd</sup> sitting - 12.15 - P4 - P7- on a rota basis

3<sup>rd</sup> sitting - 12.30 - P4 - P7- on a rota basis

Provision is made for those children who wish to bring packed lunches to school.

### Breakfast Club

We have a Breakfast Club available for all pupils from 8.15a.m to 8.45a.m every morning. Pupils leave the Breakfast Club at 8.45a.m and go into the playground where there is adult supervision. Pupils who do not receive a free school meal will be charged a fee of 50 pence daily for the Breakfast Club.



## Mathematics

Heinemann mathematics is the programme used to introduce and help to assess progress of our pupils' understanding of mathematical concepts however this is also complemented by Tee-Jay Maths and Maths Into Action programmes alongside very interactive computer games and activities. Mathematical activities arising from their work in other areas of the curriculum help to communicate to the children the idea that Mathematics, like English Language, is relevant to everyday living. Children are given the opportunities to apply and practise their skills in realistic and problem solving situations through an active approach to learning. A balance of Number/Money/ Measure/Shape/ Position/Movement/Information Handling/Problem Solving and Enquiry Skills, will be experienced by all pupils.



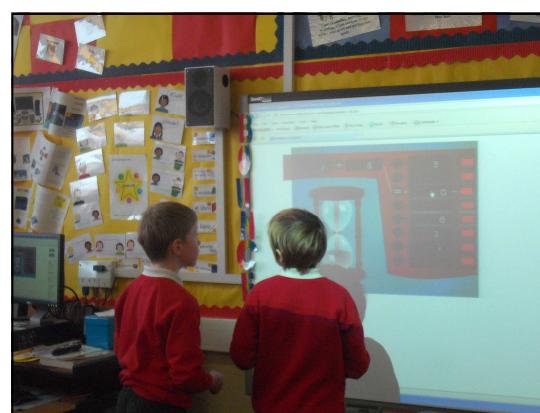
## Social Studies

This area of the curriculum aims to develop an understanding in History, Geography and Modern Studies that incorporates social, economic, cultural, physical and technological aspects of everyday living. The local area and immediate environment are used to provide a starting point for our pupils to begin investigating and exploring their surroundings and experiences. This is further developed to include an understanding of our own cultural heritage and of global citizenship. We aim to foster recognition and respect for cultural diversity through units of work and topic projects that provide multi-cultural dimensions and develop caring attitudes towards others and their environment.



## Technologies

A wide range of technologies are used to deliver experiences to our pupils in information processing and electronic communications through the use of the internet, electronic mail and video conferencing. This aims to develop the children's abilities to become skilled, confident and informed users of ICT across the curriculum and in particular in the skills of word processing, data bases, spreadsheets and graphics through a programme of activities in designing, building and evaluating within a variety of contexts.





## The Sciences

Through our science programmes and topics our pupils develop their interest in, and understanding of, the living, material and physical world where they are encouraged to engage in a wide variety of collaborative investigative tasks, which allow them to develop important skills. In particular these are developed progressively through investigations in, and the research of Space and Planet Earth, Forces, Electricity and Waves, Biological Systems, Materials and Topical Science. In order to provide motivating and interesting contexts for learning, links to other curriculum areas are encouraged and this provides an appropriate method to further reinforce understanding and skills.



## Expressive Arts

Art, Drama, Music and Physical Education are all components of our Expressive Arts programme and are taught by class teachers to allow for the development of personal creativity of all of our pupils at each level. Programmes of work that offer continuity and progression in each area are used however contexts for learning that are both stimulating and interesting are planned by teaching staff to allow for close links with other areas of the curriculum and in particular when studying topic or book study projects.



## Parent Teacher Association

Corpus Christi Primary has a very active and supportive parent teacher association who work tirelessly to promote a sense of partnership between the parents and staff for the benefit of our pupils.

These fundraising efforts have in the past allowed us to provide the following resources and activities to enhance the learning experiences for pupils;

Playground games, toys and markings, trips for house treats to such places as Amazonia, Pizza Express, Balloch Country Park, the Cinema, The Science Centre and many more. The installation of interactive whiteboards, wet play box resources, listening centres and a variety of other resources.

### Parent Teacher Association:

Chairperson	Mrs Kathleen McCormack
Secretary	Mrs Claire Rice
Joint Treasurers	Mr and Mrs Butler

Below is a recent letter of information that was distributed to parents on behalf of our former PTA.

### Corpus Christi PTA

#### ANNUAL EVENTS FUNDED BY PTA FUNDS;

*House trips*

*Easter eggs for every pupil at Easter*

*Provide prizes for the Easter Bonnet Parade for the Infants*

*Provide prizes for the Hallowe'en Dressing Up Parade for the whole school*

*Provide a Christmas present for all Infant School pupils*

*Provide food and drinks for the classroom Christmas parties*

#### SOME OF THE OTHER 'ONE OFFS' WE HAVE CONTRIBUTED INCLUDE;

*Playground games*

*Kelvin Frame used in the gym*

*A contribution towards purchasing a Smart Board for classroom use*

*A memorial bench*

*Musical instruments*

*Plants and supplies for the for the Eco group*

*Benches for the playground*

*Bibles and Crucifix's for P6 and P7 classes*

#### EVENTS THE PTA ORGANISE;

*School discos for upper school - usually at Halloween and at Easter*

*The hugely enjoyable Christmas Fair and Summer Fair*

*The Book Fair and tuck shop offered during parents' interviews - twice a year*

*Offer school bags and jackets for sale*

#### FUNDRAISING ACTIVITIES

*Christmas Fair and Summer Fair*

*Tuck shop at events*

#### WE HAVE ALSO ORGANISED 'ONE OFF' FUNDRAISERS IN THE PAST;

*A Ladies Pamper Night*

*A Ceilidh Evening*

*A Race Night*

*The continued success of the PTA and what we provide for our children, the treats and experiences that are outwith what the school can provide for them, depends upon the hard work of the PTA. The PTA comprises both parents/carers of pupils and teaching staff. However, the PTA's success depends upon support and help from ALL parents. Your help, in any way, big or small, would be greatly appreciated. Please pass on your contact details to the PTA or School Office if you are able to help in any way.*

*Thank You*



## Corpus Christi Parent Council Constitution

### Constitution

1. This is the constitution for Corpus Christi Parent Council.

### Aims

2. The Parent Council's aims are to bring commitment to improving our pupil's potential through the delivery of the following.

- i. To promote investment in building, enhancing, managing and maintaining Education services, infrastructure and facilities;
- ii. To protect and improve on our pupils' safety, environment and health; and
- iii. To promote social inclusion by representing the community

### Objectives

3. The objectives of the Parent council are;

- i. To develop and engage in activities which support the education and welfare of the pupils
- ii. To identify and positively represent the views of parents and guardians on the education provided by the school and other matters affecting the education and welfare of the pupils
- iii. To promote contact between the school, parents, pupils, providers of nursery and secondary education and the community
- iv. To promote partnership between the school, its pupils and all its parents and guardians and the Catholic Church to ensure that all pupils develop their full potential leading to their lifelong activities being guided by the Holy Spirit and presence of Christ in the service of God and others
- v. To regularly report to the Parent Forum
- vi. To support the school in its work with pupils
- vii. To work in partnership with the school to create a welcoming school which is inclusive for all parents and guardians.

### Membership

4. The membership will be a minimum of four parents, carers or guardians of children attending the school. The maximum size is fourteen.

5. The Parent council will attempt to have up to two parents or guardians from each year group.

### Members;

The members of our current 'Parent Council':

Chairperson	Mrs Sharon Kerr
Secretary	Mr John Meechan
Church Representative	Rev Tommy Kelly
Staff Representative	Mr Ian Tunney



## Religious and Moral Education

The Religious and Moral Education of children is a partnership between the home, the school and the parish. The role of parents is the most important of the partnership because it is their example that will have the most lasting effect on children.

Aspects of Religious and Moral Education are taught every day, and it is our endeavour to reinforce this through attitude and example in our daily lives. We encourage children to care, share and show consideration for others and to be aware of their needs.

The Alive O programme of work for Religious and Moral Education is currently being revised by the Archdiocese however we continue to make use of some of these resources at each stage of the school and complement these with interactive activities and resources from the Scottish Catholic Education Service (S.C.E.S) We look forward to embracing an updated RE programme from The Archdiocese of Glasgow to be known as 'This is Our Faith'.

Our local parish of Corpus Christi Church is located nearby in Lincoln Avenue and is led by Father Tony Bancewicz. The Reverend Tommy Kelly also supports the school and parish in his duty as parish Deacon and is the parish representative in our school Pastoral Care group and on our Parent Council.

The school works in partnership with parents and the Parish Community of Corpus Christi and parents are invited to meetings, Prayer Services and Mass held in the school. On holidays of obligation, Mass is attended by all pupils in the church, normally the 9.30 parish morning mass.

School staff, Father Bancewicz , as the school Chaplin, and the parish Catechists' group work together to prepare our pupils to receive the Sacrament of Reconciliation in Primary 3 and Confirmation and Holy Eucharist in Primary 4.

*'Not notwithstanding the foregoing, it is manifest in the history of denominational education in Scotland, and particularly from the continuing guarantees given at the time of passing of the Education (Scotland) Act 1918, and indeed enshrined therein and in the current legislation with regards to religious instruction and observance, that such religious instruction and observance form part of the religious tradition and ethos of catholic schools.'*

This plays an important part of the education provided in this school and parents who elect to send their children to this school, therefore, are expected to accept the traditions and that their children will attend all religious instruction and observance.

Parents of pupils from other world religions who do not wish their children to attend Mass in church should arrange for their children to attend school by 10.30 on that day. Notification of attendance at church will be given in the monthly school newsletter. Parents from minority ethnic 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 this will be noted as an authorised absence in the register.



Liberia



Bangkok



Haiti



Malawi

**Corpus Christi Primary School**  
**demonstrates**  
**"GLOBAL CITIZENSHIP"**  
**helping children around the globe**  
**by supporting the**  
**MARY'S MEALS PROJECT.**



## Health and Wellbeing

In Corpus Christi Primary we are a health promoting School that encourages the physical, emotional and spiritual wellbeing of the whole school community whilst endeavouring to offer a wide range of experiences to develop and enhance health promotion.

Key experiences include:

Opportunities to participate in physical exercise, sporting and outdoor activities that occur within the local community.

Opportunities to develop healthy relationships, attitudes and values through participation in Circle Time, Golden Time, House System and Positive Futures programme (Bounce Back) within a caring positive ethos.

Learn about and adopt healthy eating options.

Sharing health promoting values with parents/carers and the whole school and learning community through school events, in particular our annual health week, and communication with parents.

Awareness raising opportunities, through class programmes, of the dangers to physical and mental wellbeing through the misuse of substances.

Opportunities to realise the need for personal safety and security within a caring environment.

Opportunities to celebrate success and achievement within school and at after school events.

Primary Six pupils trained in leadership skills that allow them to fulfil their duties as playground Buddies.

Primary Seven pupils to further enhance their leadership skills within their role as Class Captains, Play Leaders and Class Monitors.



## Cross Curricular and Extra Curricular activities.

Our Learning Community Active Sports co-ordinator supports Corpus Christi staff in delivering a variety of experiences and activities during class, lunch time and after school sessions that include:

Training for Primary Seven in Play Leading skills.

Badminton, Table Tennis, Tennis, Gymnastics, Mini Movers, Basketball, Football, Cheerleading and Dance.

Class teachers and specialist teachers/coaches also help to deliver extra-curricular activities in:

Guitar Club, Choir, ICT, Cycling Proficiency, Fairtrade, Enterprise, Eco and Arts\Crafts.

Primary Seven pupils are given the opportunity to develop their swimming skills during a block of ten afternoon sessions at Drumchapel Swimming Pool



## The Parent Forum and the Parent Council

(1) The Scottish Schools (Parental Involvement) Act 2006 has changed the arrangements for parental representation in all schools. Since August 2007, all parents are automatically members of the Parent Forum for their school and they have a right to establish a Parent Council to represent them.

### Parent Forum

The membership of the Parent Forum is made up of all parents who have a child at an education authority school. Membership of the Parent Forum allows parents to have a say in the local arrangements to enable their collective view to be represented on matters such as the quality and standards of education at the school and other matters of interest to parents. One of the ways parents in the Parent Forum will be able to express their views will be through the Parent Council.

### Parent Council

The Parent Council is a group of parents selected by members of the Parent Forum to represent all the parents of children at the school. Parent Councils are very flexible groups and the Parent Forum can decide on the type of group it wants to represent their views. Parent Council could get involved in;

- Supporting the work of the school
- Gathering and representing parents views to the Headteacher, education authority and HMIE
- Fundraising
- Involvement in the appointment of senior school staff

Parent Councils are recognised in law from August 2007. As a statutory body, the Parent Council has the right to information and advice on matters which affect children's education. So, the school and the local authority must listen to what the Parent Council says and give it a proper response. Every school's Parent Council will be different because it will be parents in each school who make the key decisions. The Parent Council is also entitled to support from the education authority in fulfilling its role.

### (2) Membership of the Parent Council

Generally, members of the Parent Council must be parents of children who attend the school and the chairperson must have a child in the school. However, the Parent Council can decide to co-opt other members from teachers and the community who will have the knowledge and skills to help them.

In denominational schools, the Parent Council must invite the relevant church or denominational body to nominate a representative to be a co-opted member.

A brief summary of the Parent Council constitution should be provided e.g. number of parent members, number of co-opted members, method of selecting Parent Council members, term of office etc.

(3) Information must be provided on whether or not a Parent Council has been established and the reason(s) given for non-establishment or disestablishment of a Parent Council.

(4) The name of current Parent Council members should be provided, with an indication of whether they are a parent member or a co-opted member. It should be indicated that the Headteacher has a right and a duty to attend all meetings of the Parent Council but does not have a right to vote. The preferred method for contacting the Parent Council should be outlined e.g. contact details for the clerk or chairperson.



## Homework

Homework is given in order to:

Establish good habits of home study and self-discipline.

Allow children to reinforce what they have learned in school.

Allow children to prepare for future work in school.

Provide information for parents.

Give parents the opportunity to become involved in and support their children's learning.

A flexible approach to home learning is encouraged through our 'Shared Home Learning' programme that has recently been introduced by class teachers and acknowledges the experiences the children have out of school as well as those in school.

Parents are asked to foster an enjoyment of reading in their children and this can be done by spending ten or fifteen minutes, two or three times per week, reading to your children or getting your child to read to you. Parents or interested adults who can make this commitment will be doing a great deal to enhance their children's learning.

As a guide, primary 1-3 pupils should spend no more than twenty minutes per evening on homework tasks. Primary 4-7 pupils approximately thirty minutes per evening and all pupils only from Monday-Thursday.



Pupils' experiences in line with Curriculum for Excellence include their involvement in the Pupil Council and Pastoral Care Team, as Junior Road Safety Officers and House Captains and their participation in school, House and class trips. Primary Seven are also given the opportunity to take part in a week long Residential Visit that aims to develop their social interaction with others and skills of independence.

In order to further enhance our pupils' learning in class, trips are organised with the support of Glasgow City Council Class Connections programme, the financial help of the school fund and Corpus Christi's Parent Teacher Association. Before any trip, or activity consent will be sought from parents who should contact the school with any queries well before the excursion occurs. However they will be informed in writing about the learning outcome or reason for the visit explaining any cost implications, time of departure and return of the pupils and requesting parental help on the trip if required.

There is a school football team that trains every Tuesday evening at 6.30 in the school.

The school has an after school facility that is run independently of the school

Contact-

**Audrey Edmonds,**

Phone no-0141 950 6537

E-mail- [audreyedmunds78@yahoo.com](mailto:audreyedmunds78@yahoo.com)





## Additional Support for Learning

Parents of children who are experiencing difficulty or who present as a 'more able' child will be contacted to discuss progress with their class teacher and if appropriate the Deputy Head and Educational Psychologist who is employed by the authority and is linked to the school.

Children who are then identified in terms of the Additional Support for learning (Scotland) Act 2004 as having Additional Support Needs are provided with individual support programmes which allow them to progress in whatever area, at their own pace and to achieve realistic targets.

Where possible identified pupils and groups of pupils are given additional support by the class teacher and a Pupil Support Assistant.

Corpus Christi Primary school have funded the provision of a Nurture facility known as 'The Pad' however it is becoming increasingly difficult to staff this since we have a depleting number of Pupil Support Assistants to help deliver appropriate activities here.

Glasgow City Council in supporting inclusion in its schools provides a number of Support for Learning services. These include:

Additional Support for Learning service/English as an Additional Language Service  
 Sensory Service  
 Pr-school Home Visiting Service  
 Glasgow Dyslexia Support Service  
 Audiology Service  
 ASL Technology Service  
 Psychological Service  
 Hospital Education Service  
 Speech and Language

All of these services can be accessed in order to support our pupils and staff through consultancy, partnership working, curriculum development, co-operative, teaching and continuing professional development. Further information with regard to these and all of Glasgow City Council Services can be found on the council's website.

Our link educational psychologist supports the school community in identifying and assessing pupils with additional support needs at individual, family, whole school and authority level.

## Equal Opportunities and Social Justice

In Corpus Christi primary we aim to ensure that equal opportunities exist in all areas of the curriculum for all children, to provide an education that will enable all children to develop their full potential and raise their personal aspirations. We seek to extend choice and opportunity for all pupils without discrimination of any kind. In order to assist us to do this, our priorities for action will be:

To meet the needs of all pupils through differentiation and in the promotion of an inclusive ethos.

To purchase additional resources to enhance the quality of education for all pupils.

To further develop external links with other service agencies as necessary.

To liaise closely with local early years establishments and St Thomas Aquinas Secondary to ensure smooth transition from early years to primary and primary to secondary education.

To work closely with our partner schools to share and develop our mutual professional abilities and to further enhance our community links.



## Home/School links including Homework Policy.

### Liaising with and involving parents in their child's education.

The education service is keen to ensure that it involve all parents appropriately and sensitively in their child's education.

Under education law 'parents' include;

Non-resident parents who are liable to maintain or have parental responsibilities in respect of a child.

Carers who can be parents

Foster carer, relatives and friends who are caring for children under supervision arrangements.

Close relatives, such as siblings or grandparents caring for children who are not 'looked after and accommodated' by the local authority or are under home supervision (looked after) arrangements.

Everyone who is a 'parent' under education law has the right to receive advice and information about their child's education and take part in activities.

The staff of Corpus Christi endeavour to foster a climate of mutual respect through the establishment of positive and supportive relationships with pupils and in particular with parents as joint carers of their children in order to ensure success in learning. Parents are always given a warm welcome and encouraged to be active participants in their child's learning. We encourage parents to share their expertise for the benefit of all pupils particularly during the school's Health Week, World of Work Day and with the research of topic projects.

Information about school activities and events is relayed to parents through a variety of media including whole school monthly newsletters, class newsletters (often produced with input from pupils) school website, mobile texts, e-mail, Parent Council and Parent Teacher Association letters.

Our 'open door' policy encourages close communication should any concern or issues arise however we have a planned annual calendar for parent information sessions and interviews as follows:

During the first term parents are invited to an information/meet the teacher session to discuss curriculum delivery and the expectations of pupils at each stage. This will often involve presentations by staff and pupils within their own class environment.

In November and May parents are given the opportunity to discuss their children's progress with class teachers to view children's work. An interim report that pupils are encouraged to participate in, in order to develop their skills in self-evaluation, will be sent home at the end of terms two. At the end of the session an annual progress report will be sent home to parents so that attainment and achievement can be celebrated.





## Assessment

Assessment is the means of obtaining information which allows teachers, pupils and parents to make judgements about progress. The essence of assessment is determining what a pupil is actually achieving in relation to expectations of attainment within the framework of a curriculum for excellence learning outcomes.

Pupils from the earliest stages in school are encouraged to make judgements about their own progress and to recognise, with help, what their next steps in learning should be.

Teachers will use assessment information through observation, discussion with pupils and standardised testing to identify teaching targets and to report on pupils' progress and attainment across the whole school curriculum.

The national assessment resource (NAR) is available to support teachers to gather evidence of progress through a variety of media.

Parents are always welcome to discuss concerns about their children's progress however please contact the school to arrange a mutually convenient appointment with the appropriate member of staff beforehand.

## Key Priorities for Whole School Target Setting

Glasgow City Council promotes the process of setting targets for all schools as part of its self-evaluation and improvement process. It is considered however that school improvement can only be reached through detailed planning that sets out achievable targets. Having used the authority's guidelines for this, and through the use of its, *Taking A Closer Look At Excellence* framework Corpus Christi teaching staff have agreed on the following Improvement Plan Priorities for session 210-2011:

*Curriculum for Excellence – Literacy / Numeracy and Health and Well-being*

*Meeting learning needs – The Motivated School*

*Learners' Experiences—ECO / Forest Schools / Fairtrade / Enterprise*

*Assessment for learning/ Building the curriculum 5*

*Improvement through self-evaluation*



## Child Safety / Child Protection Policy

All educational establishments and services must take positive steps to help children protect themselves by ensuring that programmes of health and personal safety are central to the curriculum and should have in place a curriculum that ensures that children have a clear understanding of the difference between appropriate and inappropriate behaviour on the part of another person, no matter who.

As with other areas of the curriculum, parents will be kept informed of the health and personal safety programme for their children's establishment.

Schools, establishments and services must create and maintain a positive ethos and climate which actively promotes child welfare and a safe environment by;

Ensuring that children are respected and listened to

Ensuring that programmes of health and personal safety are central to the curriculum

Ensuring that staff are aware of child protection issues and procedures

Establishing and maintaining close working relationships and arrangements with all other agencies to make sure that professionals collaborate effectively in protecting children

Should any member of staff have concerns regarding the welfare or safety of any child they must report these concerns to the head of establishment.

The head or the person deputising for the head after judging that there may be grounds for concern regarding the welfare or safety of any pupil must then immediately advise the duty senior social worker at the local social work services area office of the circumstances.

## Accessibility Strategy

The school has a duty to ensure that all our pupils have equal access to the curriculum, supported as appropriate to their individual needs. This covers not only the content of lessons and teaching strategies but also minor adaptations to the physical environment of our building to address the needs of pupils with physical or sensory impairments, including the relocation of classes to the ground floor where feasible. We also need to ensure that parents who have a disability have equal access to information about their children. This could involve for example, relocating the venue for parents meetings to facilitate physical access at parents evenings or individual interviews; provision of an interpreter for the deaf; agreeing a telephone contact system to provide direct feedback to parents.

We can currently provide wheelchair access through our main link corridor and ramps at each of our access points.

We do not have a lift to access upper levels within our building however we can relocate classes to ground floor level where necessary.

We have a disabled toilet facility

Through continuous Staff Development we try to ensure that the staff of Corpus Christi Primary are fully briefed on issues such as Disability Awareness and Supporting Inclusion.

