

Carolside Primary School

Handbook 2021-22



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Welcome to Carolside Primary

Dear Parents/Carers

As a new parent or school visitor, you will be made most welcome to Carolside Primary School. This handbook will hopefully help you to understand more about our school and how we provide the very best experiences for all of our children and young people. We have a very warm and welcoming ethos here at Carolside.

The process of education starts before children come to school and is continuous. While children are at school our aim is to organise, in partnership with parents, a more structured system of learning and teaching which allows children and young people to progress and meet their potential. Many children come to school with valuable pre-school experience which is a foundation that we value and build upon. We cater for the needs of all of our children and young people by providing a differentiated broad general education. Pupils with additional learning needs are fully supported. We encourage all children towards independent learning, equipping them with the necessary skills to develop good learning habits. We aim to motivate all pupils and through personalisation and choice within subjects, pupils have a say in what they learn.

Curriculum for Excellence encourages all teachers to engage all pupils in Active Learning. Learning should be enjoyable, challenging and fun. Teachers help children develop important life skills and to foster inquisitive minds. Our school encourages a broad range of achievements for all pupils. Our new curriculum has four purposes – to enable all pupils to become successful learners, confident individuals, effective contributors and responsible citizens.

In Carolside we expect our pupils to work hard and to try to do their best in class while reinforcing the importance of what happens outside the classroom too. We encourage our pupils to take a pride in their surroundings, to look after the school environment, to respect other people's property, to be helpful and polite and to consider those less fortunate than themselves. All our pupils have a voice and, along with various committees and groups, share ideas to enable them to contribute to the running of the school. They help us improve the school environment and contribute to school policy changes where appropriate.

We hope that your child will be very happy with us and will respond to the many opportunities for learning which we offer through the wide range of activities and experiences in the primary school.

It is our aim to offer education of the highest quality and we use East Renfrewshire Council's Mission Statement as our guideline. A copy of this is contained in this handbook.

We look forward to working in partnership with you. We hope to involve you as fully as possible in your child's learning, school activities and school improvements.

Please do not hesitate to contact the school with any concerns you may have regarding your child.

Yours sincerely

Mr Bryan McLachlan
Head Teacher

SCHOOL INFORMATION



Carolside Primary School

email: schoolmail@carolside.e-renfrew

Ashfield Road

website: <https://blogs.glowscotland.org.uk/er/Carolside/>

Clarkston

telephone: 0141 570 7100 East

Renfrewshire

G76 7TX

Carolside Primary is a co-educational school catering for children from Nursery to Primary 7. It is also multi-denominational which means that children of any or no religious persuasion may enrol.

Present Roll: School 690 Nursery 80

Total Capacity: School 780

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. When the Head Teacher deems it necessary to form composite classes, the parents concerned will be informed.

School Hours

MORNING	9.00am to 12.30/12.35pm
INTERVAL	10.35am/10.40 am to 10.50/10.55 am
LUNCH BREAK	12.30/12.35 pm to 1.30/1.35pm
AFTERNOON	1.30/1.35pm to 3.10/3.15pm

Arrangements for Visiting the School

Any parent wishing to visit the school should contact the school office to make an appointment with the appropriate member of staff. New pupils to the school are welcome to visit for a tour and to meet their new class. Please contact our office staff who will be happy to arrange this for you.

Community Facilities

The school building is used most weekday evenings. Lets can be arranged with Corporate and Community Services, tel. 0141 577 3900 or e-mail community.facilities@eastrenfrewshire.gov.uk.

After School Care

After school care is provided at Carolside by:

MACS 0141 887 0002 [Mearns After School Care Website](#)

OFF GRID KIDS 07874 899 942

CASS 07710 618 891

OSCARE 07508 206 491



Sharing the Vision, Values and Aims of Carolside Primary

VISION

A happy and safe school, providing rich learning opportunities, where everyone is treated with respect and kindness.

VALUES

Respect, friendship and honesty are important qualities we endeavour to develop in all of our pupils.

AIMS

We aim to provide children with a variety of rich learning experiences which meet the needs of the whole child.

We aim to encourage all children to take responsibility for upholding their own and others' rights.

We aim to foster resilience within all of our pupils.

CURRICULUM RATIONALE

In Carolside our curriculum is designed to offer a wide range of learning experiences that provide breadth, depth, challenge and opportunities for children to lead their learning.

Vision Statement for East Renfrewshire Education Department

Everyone Attaining, Everyone Achieving through Excellent Experiences



Our vision for Carolside Primary School is to provide a safe, secure, welcoming and nurturing environment where everyone is valued equally. Carolside will be an integral part of the community, inspiring our children to be successful lifelong learners, effective contributors, confident individuals and responsible citizens. This will be done in partnership with home, community and other stakeholders. Carolside Primary School will provide an inclusive learning environment, which will be a positive stimulus for personal achievement and through the broadening of experiences of the world, we will encourage everyone towards informed and responsible citizenship.

Successful Learners

Carolside Primary School will undertake:-

- To provide opportunities and motivation for personal achievement
- To engage children in independent learning
- To encourage the setting of attainable but challenging goals



Confident Individuals

Carolside Primary School will undertake:-

- To promote a positive ethos for all members of the school community
- To encourage self-esteem and self-respect
- To encourage personal aspiration and ambition
- To celebrate success

Responsible Citizens

Carolside Primary School will undertake:-

- To ensure everyone is aware of their responsibility within the community
- To ensure everyone knows and understands Scotland's place in the world
- To ensure everyone develops the capacity to understand different beliefs and cultures
- To ensure everyone can make informed choices



Effective Contributors

Carolside Primary School will undertake:-

- To provide opportunities for everyone to contribute to the life of the school and the wider community
- To enable everyone to gain experience and skills necessary for lifelong learning
- To provide opportunities for everyone to work in partnership and in teams
- To provide opportunities for creativity and innovation.



GIRFEC

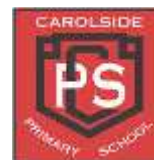
In supporting our children and young people to grow and develop into successful learners, confident individuals, effective contributors and responsible citizens, we ensure the GIRFEC (Getting It Right For Every Child) approaches permeate the whole school community. We believe all our children and young people in Carolside should be safe, healthy, achieving, nurtured, active, respected, responsible and included.



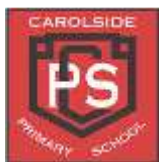
Management Team

Head Teacher: Mr B McLachlan	
Depute Head Teachers: Mrs G McDonald Mrs J McGregor Mrs S Hughes (Acting)	
Principal Teachers: Mrs F Giles Mrs S Little Mrs L Gillian (Acting) Miss S Craig (Acting)	
Class Teachers	Additional Teaching Staff:
P1a Miss L Jaconelli / Miss Craig	Mr C Stewart
P1b Mrs K Richardson / Mrs S Watson	Miss C McNulty
P1c Mrs M Palmer / Miss P McSkimming	Miss Lynsey Greenshields
	Support for Learning
P2a Mrs L Johannesen	Mr M Doyle
P2b Miss L McBride	Mr C Hunter
P2c Miss G Liddle	Mrs V Armet
	Mrs J Wilson
P3a Miss C Timoney	Mrs K Rennie
P3b Miss J Edgar	Nursery Teacher
P3c Miss N Lees / Mr C Hunter	Mrs P Nelson
P4a Miss E Proctor	Child Development Officers
P4b Mrs W Scott	Mrs Z Holmes (senior)
P4c Mrs H Calderhead	Mrs J Kerrigan
	Mrs F Holmes
P5a Mrs J Brown / Miss J Rutherford	Mrs P O'Hara
P5b Miss H Wilson	Mrs S Buchanan
P5c Mrs S Bruce / Mrs C Robertson	Miss L Kerr
P5d Miss E Donnelly	Mrs N Warnock
	Miss E Ireland
P6a Mrs R Beggs	Mrs A Scott
P6b Mrs L McCandlish	Mrs T Hendon
P6c Miss S McCarthy / Mrs K Rennie	Mrs I McCallum
P6d Miss C Connelly	Mrs K McGowan
	Mrs K Stoddart
P7a Miss J Harte	Mrs F Tod
P7b Mrs B Herriot / Mrs L Douglas	
P7c Miss Glasgow	Playworkers
P7d Mrs P Ross	Mrs K Irvine
	Mrs I Dooner
	Mrs A Mason

STAFF continued



Pupil Support Assistants:	Office Staff:
Mrs C Barber	Mrs M McFarlane (senior)
Mrs T Javed	Miss K Gardner
Mrs H James	Mrs S McCallion
Mrs M Forrester	Mrs C McFadden
Miss D Stevenson	Mrs J Lees
Mr C Lindsay	Mrs V Miller
Miss J Reilly	
Janitor:	Supervisor Cleaner:
Mr J Kerr	Mrs A McGill
Catering Manager:	Day Cleaners:
Mrs A Whitehill	Mrs A Campbell
	Mrs K Irvine
Music Specialists:	Campus Police Officer:
Mrs C McTaggart (violin, viola)	Mrs A Mitchell
Mr K Blacwood (brass)	
Ms R Townhil (cello)	Educational Psychologist:
Mr C Edwards (percussion)	Mrs Vicky Flores
	Oral Health Educator:
	Mrs Yvonne McLaughlin

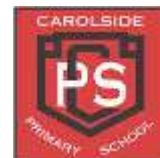


Duties of the Leadership Team

Bryan McLachlan Head Teacher	Stephanie Hughes Acting Depute Head Teacher	Jo McGregor Depute Head Teacher	Gayle McDonald Depute Head Teacher
Whole school management - Pastoral care - Line management - Progress, achievement and attainment Child Protection Co-ordinator Health & Safety Budget Management Cluster Management Group Pupil Parliament Staff Development, PU and CLPL Parent Council Adviser Parental Involvement Self-Evaluation	Stage Management P5-P7 - Pastoral care - Line management - Progress, achievement and attainment - Child Plans Broad General Education Health & Wellbeing Cluster 3-18 Standing Committee Lead Moderation Facilitator Departmental Events NQT Mentor	Stage Management ELCC to P1 - Pastoral care - Line management - Progress, achievement and attainment - Child Plans Broad General Education Numeracy & Maths ICT Coordinator STEAM Co-ordinator Departmental Events Staff Development, PU and CLPL	Stage Management P2 to P4 - Pastoral care - Line management - Progress, achievement and attainment - Child Plans Broad General Education Literacy & English ASN Co-ordinator Departmental Events Moderation Facilitator Promoting Positive Behaviour & Relationships

Sara Craig Acting Principal Teacher	Fiona Giles 0.5 Principal Teacher	Susan Little 0.5 Principal Teacher	Lindsay Gillian Acting Principal Teacher
Stage Management P2-P4 - Pastoral care - Line management - Progress, achievement and attainment Broad General Education Probationer Mentor Moderation Facilitator ASN Support (dyslexia screening, visual stress screening, transitions support, spelling support) Departmental Events	Stage Management P5-P7 - Pastoral care - Line management - Progress, achievement and attainment Broad General Education ICT Coordinator Probationer Mentor Moderation Facilitator PSA Line Management Students, Volunteers and Work Experience Departmental Events	Stage Management P5-P7 - Pastoral care - Line management - Progress, achievement and attainment Broad General Education STEAM Subjects Expressive Arts Probationer Mentor Departments Events PSA Line Management	Stage Management ELC to P1 - Pastoral care - Line management - Progress, achievement and attainment Broad General Education RRS & Equalities Moderation Facilitator Departmental Events

EQUALITY and SOCIAL JUSTICE



East Renfrewshire Council Education Department is committed to ensuring equality and fairness for all.

In accordance with the requirements set out by the Equalities and Human Rights Commission, the Education Department seeks to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2012
- Advance equality of opportunity between people who share a relevant protected characteristic and those who do not
- Foster good relations between people who share a protected characteristic and those who do not

Carolside Primary offers a broad curriculum to children regardless of sex, creed or ethnic background. Relationships, procedures, methodologies and resources create and reflect a non-discriminatory ethos.

Carolside has clear guidelines and procedures for dealing with incidents of inequality, as advised by the Education Department. The School's Equalities Co-ordinator is Mrs L Gillian, PT, who can be contacted by email or by telephoning the school.

The Education Department now has a specific duty to gather information on the effect of policies and practices on the education opportunities available to disabled pupils and on their achievements. It also has a duty in relation to race and gender. It is for this reason that pupils and their parents and carers may be asked to respond to questions which require them to share information that may be personal and sensitive.



SCHOOL HOLIDAYS 2021/2022

FIRST TERM

Teachers return	Monday 16 August 2021
In-Service	Monday 16 August 2021
In-Service	Tuesday 17 August 2021
Pupils return	Wednesday 18 August 2021
Last day of School	Thursday 23 September 2021
September Weekend	Friday 24 September 2021
September Weekend	Monday 27 September 2021
Re-open	Tuesday 28 September 2020
Last day of School	Friday 8 October 2021
In-Service	Monday 18 October 2021
Re-open	Tuesday 19 October 2021
Last day of School	Wednesday 22 December 2021

SECOND TERM

Re-open	Wednesday 5 January 2022
Last day of School	Thursday 3 February 2022
In-Service	Friday 4 February 2022
Mid Term	Monday 7 February 2022
Mid Term	Tuesday 8 February 2022
Re-open	Wednesday 9 February 2022
Last day of School	Friday 1 April 2022

THIRD TERM

Re-open	Tuesday 19 April 2022
Last day of School	Friday 29 April 2022
May Day Holiday	Monday 2 May 2022
Re-open	Tuesday 3 May 2022
In-Service	Thursday 5 May 2022
Re-open	Friday 6 May 2022
Last day of School	Thursday 26 May 2022
May Weekend	Friday 27 May 2022
Re-open	Monday 30 May 2022
Last day of School	Wednesday 1 June 2022
May Weekend	Thursday 2 June 2022
Queen's Platinum Jubilee	Friday 3 June 2022
Re-open	Monday 6 June 2022
Last Day of School	Tuesday 28 June 2022

School Holidays for 2020/2021 can be found on the East Renfrewshire Council website when they have been agreed:

[School holiday dates - East Renfrewshire Council](#)

Given that there is substantial parental and public approval of uniform, schools in East Renfrewshire are free to encourage the wearing of school uniform. By encouraging the wearing of school uniform, account must be taken in any proposals to prevent any direct or indirect discrimination on the grounds of race or gender. Any proposals should 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 not to insist on pupils wearing uniform or having specialist items of clothing as a pre-requisite to their attending and engaging in all of the activities of the curriculum.

There are forms of dress that 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 clothing, dangling earrings, shell suits of flammable material in practical classes.
- Could cause damage to flooring.
- Carry advertising, particularly for alcohol or tobacco.
- Could be used to inflict damage on other pupils or be used by others to do so.

Under no circumstances will pupils be deprived of any educational benefit as a result of not wearing uniform.

In Carolside, the basic colour is grey for blazers, trousers, skirts and woollens. Sweatshirts are red. Children wear grey or white shirts or blouses or white polo shirts. The school tie is red, grey and black. Gym kit consists of shorts, a polo shirt and suitable indoor footwear. (Earrings should be removed prior to PE lessons for health and safety reasons). Uniforms can be bought from the Stevensons store, 192 Fenwick Road, Giffnock. Carolside PTA and Stevensons are pleased to work together to raise funds for the school.



Parents of children receiving family 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, made by parents in different circumstances, is at the discretion of the Director of Education. Information and application forms may be obtained from schools and from area and education offices.

East Renfrewshire Council is concerned at the level of claims being received in respect of 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 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 clothing **must be labelled** or **marked with your child's name and class**.



East Renfrewshire has a clear policy on attendance:

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 in one of four different ways:

- ❖ as authorised, i.e. approved by the authority and this includes sickness, religious observance and bereavement
- ❖ as extended leave with parental consent, i.e. when the family moves abroad for a short time
- ❖ as unauthorised, i.e. unexplained by the parent (truancy) or most family holidays during term time
- ❖ as temporarily excluded from school

For more information relating to school attendance, click here:

<http://www.scotland.gov.uk/Publications/2009/12/04134640/0>

Reporting Absences

Parents are asked to inform the school by 9.15am on the first day of a child's absence (0141 570 7100). Parents should state the child's name, class, reason for absence and expected duration. Any absence not notified to the school by either a telephone call, email or a note will be considered as truancy, and a member of our office staff will contact you by telephone in this instance. Representatives from the Parent Council will also play an advisory role in the investigation of cases of non-attendance.

Afternoon Absences

Carolside teachers make a practice of reporting the afternoon absence of any child whose attendance was expected. It is essential therefore, that a telephone call be received as soon as possible after 1.35pm notifying the school that the child is safe at home, before a call is made in the reverse direction. It is presumed that any pupil using the lunch hall will not leave the school precincts. A promoted member of staff will be on duty during the lunch hour.

Term Time Holidays

Every effort should be made to avoid family holidays during term time as this both disrupts the child's education and reduces learning time. Parents should inform the school of the dates by letter, before going on holiday. **Such absence will be recorded as 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 continued education will be granted with the pupil being noted as an authorised absentee in the register. **Clearly, with no explanation, the absence is unauthorised.**

School Meals

Carolside operates a Cashless Catering System. Payment is made online via ParentPay. Parents of new children receive a letter which explains how the system works and contains the number for parents to use in order to make online payments.

Information for online payment can be found on the parent pages on the school website.

Link to ParentPay: [ParentPay](#)

Parents of pupils requiring a special diet should contact the Catering Manager, Mrs A Whitehill.

Menus and price lists are posted on the school website and on East Renfrewshire Council's website. Children inform their teachers of their choices each morning. The current cost of a hot or cold lunch is £2.10.

Children may also bring packed lunches to eat in the Dining Hall. When packed lunches have to be eaten in classrooms, supervision is provided by senior pupil monitors, the Janitor, Pupil Support Assistants and the School Management Team

Free School Meals

Every P1-4 pupil is entitled to free school meals. Children of parents in receipt of Income Support are also entitled to a free midday meal. Information and application forms for free school meals may be obtained from schools and from area and education offices. From January 2022, all P5 pupils will also be entitled to a free midday meal.

[Free Meals and Clothing Grants - East Renfrewshire Council](#)

Milk

Plain milk is available at lunchtime as part of your child's meal. Plain and flavoured milk can be purchased at tuck during morning break.

Tuck

Tuck is available for P3-7 pupils at morning break. There will be a limit of £1.20 per day.

Insufficient Funds

A school lunch will be provided even if a child has insufficient funds in his/her account to pay for a meal and a reminder email will be sent asking the parent/carer to top up the account. It will not be possible to buy tuck if there are insufficient funds in your child's account.





School Admission Arrangements

Before a child enrolls in Carolside Primary School, the Education Department will seek documentary evidence to validate a child's entitlement to a catchment place at this school. If appropriate evidence is not submitted the Education Department will withdraw the offer of a place. Documentary evidence can be submitted to the Education Department via the school office. Further detail on required documentary evidence and change of circumstances is available in the Education Department's school admission policy which is accessible on the Council's website via the link below:

[East Renfrewshire Council Education Department Admissions Policy](#)
[School admissions information - East Renfrewshire Council](#)

When a child who was enrolled in the school as a catchment pupil ceases to reside within the Carolside Primary delineated catchment area and his/her parents wish the child to continue to attend the school the parent must submit a placing request to remain. Where it is found that a child is no longer entitled to a catchment place in Carolside Primary since they no longer reside in a property in the delineated catchment area associated with the school, and a placing request to remain has not been submitted and approved, the Council may seek to exclude that child from the school.

A child's parents(s)/carer(s) is/are responsible for providing the Education Department with full and correct information about their child(ren) and any changes to that information which may affect their status as a catchment child. In the event that parent(s)/carer(s) fail to do this, the Education Department will view this as a refusal to comply with the rules and regulations of the school; this lack of cooperation will result in the Council seeking to exclude the child(ren) from Carolside Primary School.

If information that is submitted is found to be fraudulent the Council may pass the matter to the Procurator Fiscal's Office. The Council will use all means available to it in order to investigate suspicions or allegations of fraud, including but not limited to, surveillance in cases where it is necessary and proportionate to do so.

Information on free school transport can be found at: [ERC Free School Transport](#)

Transitions

Transition for pupils takes place between Nursery and P1, from stage to stage within the school and from P7 to S1. Careful consideration is given to each individual pupil at all stages of the transition process. Information is collated on pupils' strengths, care and welfare, additional learning needs, wider achievements, attainment and achievement and progress through CfE levels. All information is shared with receiving members of staff. Visits to new classes are arranged in the final term of each year.

Some children may benefit from extended transition and this is planned in consultation with parents, school staff and secondary school staff as required. Parents will be kept fully informed of the transition processes within the school and nursery through newsletters and meetings. If your child should require extended transition parents will be invited to attend extended transition meetings either at school or secondary as appropriate.

The catchment secondary school is Williamwood High School. Contact details can be found [here](#).

Homework



Parents are the most important influence in a child's life. The interest and encouragement shown by parents greatly influences children's attitudes to work in school and at home. Homework is an opportunity for pupils to use some of the skills and knowledge they learn in school.

In response to requests from parents and pupils and a full consultation process, the homework programme has developed to embrace all curricular areas. The focus is on developing children and young people as motivated learners and encouraging them to identify the learning opportunities around them.

Children and young people should practise their core numeracy and literacy skills regularly at home. They should also engage with a variety of other activities. We have developed a more flexible homework programme for many families trying to balance very busy lifestyles. Homework should always be a positive experience and we will endeavour to support all children with their learning at home.

Extra-Curricular Activities

Sports Clubs

School staff, parent volunteers, the Active Schools Team and Sports Development Coaches organise and deliver a variety of sports clubs at lunchtimes and after school. These can include:

American Sports Basketball Football Netball Senior School Sports Leaders

The [Carolside Sports Club](#) is run by parents and offers football, basketball and softball to all age groups. Where extra-curricular activities are provided by an external group, parents should note that there is sometimes a charge levied by the provider.

Other activities

Pupils often have the opportunity to take part in the following clubs and committees:

Eco Committee	P7 Yearbook Committee	Pupil Council	Equalities Committee
Young Leaders	Health and Sports Committee	Samba Band	
Literacy Club	Peer Mediators	Mindfulness	

The programme for extra-curricular clubs and activities is reviewed and refreshed on a termly basis to optimise pupil involvement. Further club information can be found on the school website.

Social Studies – Residential Visits

It is school policy to give Primary 7 children the experience of a residential field week with outdoor activities. This visit to Lockerbie Manor usually takes place in September.

[Activity Centre Scotland Lockerbie Manor](#)





In Carolside we believe that for our children to become successful learners and take their full place in society as responsible citizens, they need to be part of a supportive caring ethos in which behaviour is managed positively and consistently. It provides children with a secure framework in which they will develop skills and strategies to help them take responsibility for their own behaviour. The relationship between teacher and pupil should be similar to that between parent and child requiring mutual trust, respect and consideration.

In managing behaviour, we recognise the importance of all adults as good role models. In promoting positive relationships we will, as a school community, share the values of caring, respect, honesty, responsibility, patience and equality.

We recognise that all adults in the school should share responsibility for the good discipline within Carolside.

Aims

- To show respect for self, for others and for property
- Be responsible for your own and the safety of others
- Be honest, respectful and a good friend

Approaches

- Pupils are encouraged to achieve these aims through the school's House Competition. Pupils can earn house points by upholding the school values of respect, honesty and friendship.
- All pupils participate in designing their class rules based on the rights of the child
- During break times pupils are clear on the adults supervising them and where to report to should there be an incident
- Principal teachers and Depute Head teachers are always available to support any pupil who has concerns or worries
- Pupils are expected to have a high standard of behaviour and will be challenged where necessary
- All managers endeavour to build positive relationships with parents. This helps to support all children to behave appropriately in school.

For more information, please read our [Positive Behaviour and Anti-Bullying Policies](#)

COMPLAINTS & CONCERNS PROCEDURE

Carolside has a procedure in place for any complaints about the school or concerns about pupils. Please contact the Head Teacher if you have any concerns. Your complaint will be listened to, recorded and dealt with as soon as possible. We are very keen to resolve any issues which give cause for concern.

East Renfrewshire has a complaints procedure in place for any parent who has a complaint about any aspect of the authority: [Make a complaint form](#)



THE CURRICULUM

Curriculum for Excellence is a 3 - 18 curriculum which is divided into the following main areas:

- Expressive Arts
- Health and Wellbeing
- Languages
- Mathematics
- Religious and Moral Education
- The Sciences
- Social Studies
- Technologies



The school follows national and local authority policy and frameworks when assessing pupil progress, reporting to parents and transition from nursery to primary and primary to secondary.

In Carolside, we offer a broad, progressive and coherent curriculum ensuring challenge and enjoyment for all our pupils. Children will be given a solid foundation in numeracy and literacy skills whilst being equipped to deal with the demands of a modern society, with skills in ICT.

In all curricular areas, considerable importance is assigned to placing, learning and teaching in relevant contexts. A variety of teaching styles are employed, incorporating cross curricular learning which helps to make learning relevant to the world beyond and outside of the school.

The Carolside School Improvement Plan - 2021 can be read on the school website for anyone wishing further information or it can be read at this link: [Improvement Plans | Carolside Primary School](#)

The East Renfrewshire Local Improvement Plan can be found at:
[Local Improvement Plan 2021–2024](#)

In general, in enrolling a child at this school, a parent accepts that the child will receive the curriculum offered, which meets the national guidelines. This means that, with very limited exceptions, pupils cannot be withdrawn from particular subjects/parts of the curriculum or specific activities forming part of the curriculum at the school. The limited exceptions, when a pupil may be withdrawn by parental request, exist in relation to (1) religious observance and instruction and (2) relationships and

sexual health programmes. Other than these two excepted areas, however, pupils are required to participate in all parts of the approved curriculum.

Parents may wish to note that in the event of the school seeking to make major changes to the curriculum on offer, consultation will be carried out with them and other stakeholders through the Parent Council, Pupil Council and by other appropriate means.

Curriculum for Excellence information can be read at: [The Curriculum in Scotland](#)

Literacy and English

Literacy is fundamental to all areas of learning and is the key to accessing the wider curriculum. Through their use of language your children will express their emotions, their thoughts, develop their sense of identity and understand themselves as learners.

The Literacy and English framework provides a context within which children will develop critical and creative thinking and competence in listening and talking, reading and writing. Through the framework, pupils will develop skills to prepare them for lifelong learning and the world of work. Literacy across learning is a vital aspect of Curriculum for Excellence as it ensures that pupils have the opportunity to transfer their skills.

The Literacy framework is designed to provide a range of active experiences for pupils to develop their skills. The three components are:

- Listening and Talking
- Reading
- Writing

Listening and Talking

Effective communication is core to Carolside Primary School. From early years pupils are given many opportunities to develop talking and listening skills. They experience this through all curricular areas and through extracurricular and playground activities. Through critical literacy pupils are invited to analyse text verbally thus developing their skills further.

Reading

There is a range of reading resources within Carolside Primary school. These are designed to foster a variety of reading skills including critical analysis, questioning, evaluating texts and fostering technical skills. From early years pupils are immersed in reading and how it shapes and affects their interaction with their environment. Pupils are exposed to reading for information and research purposes. Real opportunities to practise these skills are presented in most other curricular areas.

Pupils build up their early reading and writing skills by immersion in phonics, exposure to a variety of texts, purposeful talk and play. Throughout the school Heinemann's Rhyme, Story and Literacy World are used as core reading texts. However pupils are also exposed to a programme of critical literacy and teaching comprehension skills to further improve their analysis of the text.

Writing

At Carolside Primary School we encourage and support all pupils to express themselves through their own writing. Through producing imaginative, creative and informative texts pupils learn what it means to be a writer. They are encouraged to actively engage with their work and are involved in assessing themselves and their peers. Pupils are supported through a structured programme of grammar and punctuation lessons to develop their technical skills.



Digital Technologies

Children and young people at Carolside follow a progressive programme of work from Nursery to P7 which develops digital technology skills. Practitioners can contribute to and reinforce these skills in other aspects of the curriculum such as Social Studies.

The school is well resourced with digital equipment which is used in classrooms to enhance learning and teaching experiences. This includes class sets of Chromebooks, class sets of laptops, Ipads, Promethean Panels, Spheros and VR headsets. Classes are also timetabled for fortnightly visits to the Digi Hub where they further develop their digital technology skills.

Numeracy and Mathematics

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

A balanced framework is presented to the children in line with Curriculum for Excellence, covering the three main organisers of:

- Number, money and measure
- Shape, position and movement
- Information handling

Problem-solving activities are a regular feature of the maths programme, and give scope for the children to apply the basic facts learned to the solution of either real or imaginary problems. They are challenged to think about what they are doing, to question and to explain.

Interactive, active teaching and practical activities are carried out at all levels with great emphasis being placed on the pupils' understanding and application of each process including real life situations and transference of skills learned into unfamiliar contexts.

Opportunities for outdoor learning, extension/reinforcement and continual problem solving opportunities are used as appropriate at all levels. Interactive promethean whiteboards, computer software/internet sites and putting learning into real life situations are strategies used to provide depth and challenge in mathematical skills.

Each child's progress is maintained at his/her own level by a variety of teaching approaches and assessments, both formative and summative, which are recorded and reviewed regularly in order to provide high quality learning experiences meeting the needs of every child.

Health and Wellbeing

Carolside Primary School strives to develop the physical, emotional, mental and social wellbeing of all pupils. We are a health promoting school, with health and wellbeing embedding all elements of the curriculum. The school ethos, high quality teaching and learning experiences, school policies and procedures and extra-curricular activities promote healthy lifestyles for all. We believe that good relationships between staff and children, parents/carers, the wider community, health services and other agencies are essential in meeting the health and wellbeing needs of all pupils. In line with Curriculum for Excellence, Carolside adopts a holistic view of health and wellbeing ensuring that learning is coherent, progressive and meaningful. All staff must ensure children are treated fairly, equally and with respect.

To enhance the opportunities children are given to make healthy lifestyle choices, all children and young people participate in 'Wellbeing Week', which is a whole school initiative allowing pupils to discuss and develop their mental, social, emotional and physical wellbeing. This happens on the last week of every month. In addition, our Primary 1 and 2 pupils participate in tooth brushing after lunch and we have a number of committees, including Peer Mediators and Junior Road Safety Officers, which allows children and young people to lead and develop all aspects of Health and Wellbeing. The mental and emotional wellbeing of the children at Carolside is pivotal to the approaches we adopt. We deliver whole school support and targeted interventions for mental and emotional wellbeing including programmes such as 'We Eat Elephants' and 'BounceBack'.

Expressive Arts

Expressive Arts encompass the following subjects: **Art and Design, Drama, Music and Dance.**

The inspiration and power of the arts play a vital role in enabling our children and young people to enhance their creative talent and develop their artistic skills.

Expressive Arts connecting with other areas of the curriculum

Learning in the expressive arts offers rich and exciting opportunities for interdisciplinary work across art and design, dance, drama and music and with other areas of the curriculum. Ready examples include the opportunities for collaboration with technologies afforded by the study of design in a variety of contexts. As participation in dance activities contributes to children and young people's physical activity, experiences and outcomes in dance can be readily linked with those for physical education. Moving image media provides opportunities to explore dance, drama, music, art and design within another narrative medium and to combine these traditional expressive arts in film-making work.

Children and young people will develop, enhance and apply skills gained in the expressive arts in a very broad range of activities including role play, participation in whole school events, community events and outdoor learning. Such activities promote the development of skills in areas such as talking and working with others, and contribute greatly to children and young people's mental, emotional, social and physical wellbeing.

Art and Design

In art we use a range of materials and techniques to allow the children to develop their skills through a variety of approaches and materials.

Progression is ensured through the use of the Curriculum for Excellence Guidelines covering the skills from P1 to P7. These skills are often practised in other areas of the primary curriculum, areas such as Mathematics or Environmental Studies.

Drama

At every stage in the primary school, the Curriculum for Excellence Drama Guidelines are used to allow pupils to explore their world and emotions.

Pupils are encouraged to dramatise situations from books and take part in assemblies and, on occasions, school productions.





Music

Music making, using a range of tuned and untuned instruments, is a regular part of classwork. From P4 upwards, pupils who play instruments are given opportunities to perform in class, at assemblies and end of term services or concerts.

The use of Curriculum for Excellence Music Guidelines ensures a progression of skills.

The children join regularly to participate in singing a range of songs and hymns in preparation for the school assemblies and events such as Easter and Christmas. School choirs are formed throughout the year and take part in the main end of term services and school productions.

On a weekly basis, visiting specialists in string, brass and percussion provide instruction for the children from P3/4 upwards.

Physical Education

Physical education provides learners with a platform from which they can build physical competences, improve aspects of fitness, and develop personal and interpersonal skills and attributes. It enables learners to develop the concepts and skills necessary for participation in a wide range of physical activity, sport, dance and outdoor learning, and enhances their physical wellbeing in preparation for leading a fulfilling, active and healthy lifestyle. They encounter a variety of practical learning experiences, including working on their own, with a partner and in small and large groups, and using small and large equipment and apparatus, both outdoors and indoors. At Carolside, pupils participate in at least 2 hours of physical education a week. We also have a Multi Use Games Area where each class is timetabled for weekly visits.

The Sciences

The science curriculum has undergone a period of significant change this year. Pupils will now undertake a programme of science topics designed to be interdisciplinary in nature and develop skills which are transferrable to other curricular areas such as literacy, numeracy and health and wellbeing. Topics are split into four categories:

- Planet Earth – Pupils learn about plants, animals, day and night and space and begin to build a picture of the delicate balance of life all around us.
- Forces, Electricity and Waves – Pupils explore magnets, gravity, circuits, light and sound to build their understanding of everyday occurrences.
- Biological Systems – Pupils develop their understanding of the human body and some of the external influences which affect how it functions.
- Materials – Pupils investigate changes in materials, kitchen chemistry and begin to learn about their role in conserving some of the earth's precious, finite materials.

Building fundamental scientific skills lies at the heart of the science programme; pupils will learn to question, theorise, predict, test, review and conclude. The topics studied at Second Level have been developed in close consultation with our cluster primaries and colleagues at Williamwood High School. These form the basis of our comprehensive transition programme which includes opportunities to attend a Science club and to take part in an exciting biotechnology based transition project.

The school has a new outdoor learning area, the Nature Lab, which is used by pupils throughout the year. The Nature Lab has a bug and weather station, large planters and an octagonal seated shelter.

Modern Languages

Pupils at Carolside have the opportunity to learn French from nursery to Primary 7. In the early years pupils develop their knowledge of everyday French vocabulary using songs, rhymes and games to make learning fun and active. In Primary 3 pupils begin to write in French whilst continuing to build

their vocabulary, a process which continues throughout the remainder of their time at Carolside. In Primary 6 and 7 pupils take part in a series of transition lessons with the staff from Williamwood High School. An important element of our modern language provision is to build pupils knowledge and understanding of French culture and customs. We are fortunate to have a native speaking French Language Assistant working with classes every week to enhance pupils' understanding of both French language and French culture.



Social Studies

The social studies curriculum focuses on developing children's understanding of the world by learning about other people and their values in different times, places and circumstances. Children across the P1-P7 stage will be encouraged to learn about their environment and develop an understanding of how it was formed. Pupils will experience learning opportunities within Scottish, British and European contexts of learning. Teachers will also engage children in lessons which explore how historical, social, geographic, economic and political changes have influenced Scotland.

The social studies experiences and outcomes have been structured under three main categories. These are:

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

Learning and teaching approaches

Children will work with their teachers to create a Context for Learning through which skills can be developed across all areas of the curriculum. This focus on children leading their learning allows us to develop approaches to skills development within a context that is motivating and meaningful to the children. Teachers and pupils will explore ways in which the experiences and outcomes across all curricular areas can be linked to provide more coherent and meaningful learning experiences that develop the skills necessary for learning, life and work.

Effective learning and teaching should include:

- Opportunities for children to lead their own learning
- Opportunities for pupils to learning through play and enquiry
- Interdisciplinary learning
- Collaborative and independent work
- Outdoor learning opportunities
- Discussion and informed debate
- Use of technology
- Active learning which promotes observation, exploration, experimentation and play
- Contexts and experiences which are familiar to children



Religious and Moral Education

Religious Education takes its place in an integrated curriculum with classes in line with Curriculum for Excellence Guidelines. Religious and Moral Education is divided into three outcomes:-

- Christianity
- Other World Religions
- Development of belief and values

The curriculum provides opportunities for the children to develop an awareness of the multicultural nature of society and an appreciation of the richness and diversity of their cultural heritage. The promotion of anti-racist attitudes in young people is undertaken, wherever appropriate, across the curriculum and procedures are in place to address any racist incidents, should they occur.

Religious Observance

It is the view of Scottish Ministers that religious observance complements religious education and is an important part of a pupil's development. It also has a role in bringing pupils together and creating a community spirit. Experiences should be valuable and inclusive. Religious Observance should take place regularly in school and should be varied to suit the diversity in cultures and beliefs in Scotland today. It should be sensitive to our traditions and origins but should also be equally sensitive to individual spiritual needs and beliefs.

Parents have a statutory right to withdraw children from Religious Observance if they so wish and all in school will respect parental choice. Pupils will be given appropriate and worthwhile alternative tasks and in no circumstances will be disadvantaged as a result of withdrawing from religious observance.

Mr Iain McCallum, Mrs Jeanne Roddick and Ms Jan Mathieson our school chaplains, and other invited religious leaders make valuable contributions to all religious observance in school but should never be asked to compromise their religious beliefs.

Weekly assemblies are held when year groups come together, celebrating achievement and pupils' success in and out of school.

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.



There are five levels within Curriculum for Excellence. The table below highlights the levels which the children will progress through from nursery to the end of secondary school.

Curriculum Level	Stage
Early	The pre-school years and P1 or later for some
First	To the end of P4 earlier or later for some
Second	To the end of P7 earlier or later for some
Third, Fourth	S1-S3 (Fourth level broadly aligns to SCQF level 4)
Senior Phase	S4-S6 or other means of study

Curriculum for excellence focuses on breadth, challenge, depth and enjoyment in the children's learning. Some children may need more time to work through the levels, others may progress at a quicker pace. Teachers will regularly review the children's levels and plan for next steps in their learning.

Assessing Children

Collecting evidence of the children's learning will be ongoing to support the level they are working on or have achieved. Teachers will moderate children's work across the levels to ensure accuracy in their judgements at a particular level. Assessment is a continuous process and teachers will assess children regularly throughout the year maintaining evidence of their learning.

Evidence of pupil learning to be assessed should be planned under the headings of *Say, Write, Make* and *Do*. Sources of evidence can include:

- observations of learners carrying out tasks and activities, including practical investigations, performances, oral presentations and discussions
- records (oral, written, audio-visual) created by children and young people which may include self assessment and / or peer assessment or may be assessed by the teacher
- information obtained through questioning in high quality interactions and dialogue
- written responses
- a product, for example, piece of artwork, report, project
- accounts provided by others (parents, other children or young people, or other staff) about what learners have achieved
- accounts provided by external partners e.g. Duke of Edinburgh Award

Formative Assessment Approaches

Teachers will be required to use a range of approaches to assessment that allows learners to demonstrate what they know, understand and can do. From Primary 1 to Primary 7, pupils will be given opportunities to use a range of 'assessment is for learning' strategies. Using such assessment strategies and techniques will hopefully improve and raise attainment.

Scottish National Standardised Assessments

Every academic session our Primary 1, Primary 4 and Primary 7 pupils participate in the Scottish National Standardised Assessment process. Each pupil in Primary 1 is assessed in Literacy and Numeracy, while our Primary 4 and 7 pupils are assessed in Reading, Writing and Numeracy.

These assessments are typically carried out during the month of March and the outcome helps us to deepen our understanding of pupil progress at an individual, stage and school level.

More information about the SNSA can be found [here](#).

Authority Tracking Database

The Education Department has developed a tracking database for use by primary and secondary schools to record pupil progress within the levels of *Curriculum for Excellence*.

Primary and secondary schools should record teachers' judgements as to the level at which pupils are working in reading, writing and numeracy and mathematics. Pre-five establishments are expected to transfer the same information to primary schools. In all sectors, professional judgement should be based on a wide range of evidence focusing on breadth, challenge and application of learning. Before entering data in the tracking database, teacher judgements should be moderated at stage level and quality assured at school level to improve consistency of judgement.

The database has the facility to track progress in three periods over the school session, that is, October, January (prior to standardised testing) and early June. Each session, teachers should record their judgements of pupils' progress in reading, writing and mathematics for all pupils. Schools may extend this arrangement to meet their own needs. When the information is entered, the progress of particular groups of pupils can be analysed and evaluated.

Standardised Tests

Children will be required to sit standardised assessments at various stages in the primary school. Primary 3, Primary 5 and Primary 7 will be involved in these assessments. This involves external testing of pupils in reading and maths as well as baseline in number and language.

Pupil Profiles

Pupil Profiles are records or statements of learning and achievements both within and outwith school.



Pupils, teachers and parents will work together to develop planning for next steps in learning. Teachers will engage the children in dialogues about their learning in literacy, numeracy and maths. Children are encouraged to share their strengths in these areas and suggest what they would like to improve upon. Children's achievements both within and outwith school are also logged. This is recorded by the children then sent home to parents for discussion.



Every child within our school has a right to be included and supported in the knowledge that there is equality of opportunity for all. The school's vision is *'A happy and safe school, providing rich learning opportunities, where everyone is treated with respect and kindness.'*

It is important that we have in place secure identification and support strategies to ensure attainment and achievement for all our pupils. Our practice is rooted in the nurture principles, including the understanding that learning happens developmentally. We will always make provisions based solely on the needs of a child, and not on the basis of any diagnosis or identified condition.

The identification of learners who need additional support is the responsibility of all staff, parents and our partner agencies, including psychological services and social work. Children and their parents should be assisted through the processes of identification, planning, implementation and review.

Staged Intervention Process

Intervention under the GIRFEC Framework (previously referred to as Staged Intervention or STINT) is the broad strategy adopted by all schools in East Renfrewshire to enable children and young people to achieve their full potential and break down barriers to success.

The GIRFEC Framework reflects the level of intervention and coordination required to meet identified pupil needs at any given time. It should be used to support pupils at the appropriate level and should not be considered as a linear process. Placement can be at any stage depending on the presenting need and will range from classroom based strategies at the Universal level to more complex multi-agency strategies at Stage 3 (CMAP or CSP).

Child's Wellbeing Plans and ASL Profiles are reviewed as often as required, based on the needs of the child. This can range from every 6 weeks to 6 months.

Universal/ ASL Profile

This document (appendix 2) is used when a pupil has ongoing, effective long-term strategies in place. It is a useful record of what strategies work for the individual, and is an invaluable document at times of transition. ASL Profiles are reviewed as often as required for the individual child (minimum once a year). ASL profiles are updated by the class teacher/ ASL co-ordinator and discussed with their line manager.

Child's Wellbeing Plan Stage 1

When a teacher is planning individually for a child within the class, a Stage 1 Child's Wellbeing Plan is put in place. Using this document, specific targets should be planned and regularly evaluated. Strategies should be recorded here and kept up to date. Stage 1 plans are updated by the class teacher/ ASL co-ordinator and regularly discussed with their line manager. These will be evaluated every term (3 times a year).

Child's Wellbeing Plan Stage 2

If other agencies within education services are involved in meeting a child's needs, such as Educational Psychology, a child will be placed at Stage 2. The Joint Support Team (JST) within schools should review these pupils. The frequency of Stage 2 reviews should be agreed by the planning team, and will depend

on the level of need. These plans should be written by the teacher with support from the ASL co-ordinator. Targets will be evaluated every term (3 times a year).

Child's Multi- Agency Plan (CMAP) Stage 3

When many agencies are contributing to meeting the learner's needs, the pupil will have a CMAP. The partner agencies should decide and clearly record who will be the lead professional in charge of facilitating and maintaining the CMAP document and organising multi-agency reviews.

Support for Pupils

Support for Learning Teachers provide targeted support to pupils who require it throughout the year. This ranges from academic support such as Reading Recovery or additional spelling support, to emotional support such as Seasons for Growth and small group interventions. The support offered by the team evolves throughout the session in response to need.

The ASL Coordinator has responsibility for the coordination of provision of support for children with additional support needs. She will work with colleagues to monitor pupils' progress, provide advice and guidance, resources where required and facilitate a review calendar for Child's Wellbeing Plans and ASL profiles. The Coordinator works to facilitate liaison with parents and partners within both education services and external agencies. They establish and attend review meetings and make appropriate referrals to other agencies. The SfL teachers, PSAs, Bilingual Support Workers and support teachers are managed and deployed to best support pupils. The leadership team members with this responsibility at Carolside Primary are Gayle McDonald and Sara Craig.

The Educational Psychologist is linked with the school each session and works at allocated times to provide support and assessment for individual pupils, advice for staff and to undertake school wide project work under the direction of the ASL coordinator. Transition work is an important aspect of the role, as is working closely with parents and families. The Educational Psychologist for Carolside Primary School this session is Vicky Flores.

Parents and Pupils are encouraged to play an active role in developing targets for learning through reviews with the ASL coordinator, class teacher and other agencies as appropriate. Parents should be made aware of concerns about pupil progress and updated on supports put in place and their effectiveness. Staff will share and agree with pupils the planned targets for their learning.

Joint Support Team meets monthly and the core group is currently formed by the Head Teacher, ASL coordinator, teachers and educational psychologist. Social Work contribute to the information shared at the JST, although at this time they are unable to attend in person. Other professionals will be invited to attend when appropriate. All referrals must have parental consent and parents and pupils are fully involved in decision making.

ENABLE Scotland is a dynamic charity which supports people who have learning disabilities and their families to live, work and take part in their communities: [Enable](#)



USEFUL CONTACTS

Useful Contacts

For more advice and information from the Education Department:

East Renfrewshire website for parents: <http://www.ea.e-renfrew.sch.uk/parents/asn/>

East Renfrewshire Council Psychological Services Tel: 0141 577 8510 [Psychological Service](#)

Information on Inclusion: [ERC Inclusion](#)

Information on Dyslexia: [Addressing Dyslexia](#)

Outside contacts for advice and information are:

Enquire - the Scottish advice service for additional support for learning

Operated by Children in Scotland, Enquire offers independent, confidential advice and information on additional support for learning through:

a telephone helpline - 0845 123 2303

an email enquiry service - info@enquire.org.uk

two websites - <http://www.enquire.org.uk/> (for parents/carers and practitioners)

<http://www.enquire.org.uk/yp> (for children and young people)

Enquire also provide a range of clear and easy-to-read guides and fact sheets explaining everything from 'additional support in the early years' to 'what planning should take place for moving on from school'.

Mediation

RESOLVE: ASL has been set up by Children in Scotland to assist Scottish education authorities to meet the mediation requirements in the new Education (Additional Support for Learning)(Scotland) Act 2004/2009. [Resolve - mediation](#)

East Renfrewshire Council's Education Department works in partnership with RESOLVE: ASL for the provision of independent mediation services.

In the first instance of any disagreement all attempts should be made at school then local authority level to resolve the issue/s however if the situation is still 'stuck' it may be necessary to consider independent mediation.

It should be stressed that third-party mediation is required in only a few circumstances where a resolution cannot be reached at school level.

Should it be felt that significant time is passing without a resolution, mediation may be suggested to you by the school or the education authority. In the first instance you should contact the education department and ask to speak to the officer with responsibility for additional support for learning who will advise you of the process.

Wet Weather Procedures

Children should come to school appropriately dressed for the weather. We recognise that it is healthier for children to go out to play as much as possible for fresh air and exercise and this is encouraged in Carolside. In extremely adverse weather conditions children are allowed to remain in their classrooms. The class teacher will make sure that the children are engaged in an appropriate activity before he/she leaves the classroom. The children may move seats but are required to remain seated throughout wet weather breaks for health and safety purposes. During such intervals staff monitor classrooms and corridors.

All pupils are expected to behave in a safe and orderly fashion when they are kept indoors. Children who behave in an unsafe manner will forfeit the right to remain indoors.

In “wet weather” conditions it is not possible to allow pupils to enter school **before** 8.50 am for health and safety reasons.

A member of the management team will be on corridor duty during all wet weather breaks.

Playground Supervision

An adult presence is provided in playgrounds at break times in terms of the Schools (Safety and Supervision of Pupils) (Scotland) Regulations 1990. At Carolside, our janitor, Mr Kerr, pupil support staff and the leadership team supervise our playground, both at intervals and lunchtimes.

There is adult supervision from 8.50am as this is when the children are able to enter the school building.



Within Carolside Primary, we would like to encourage the involvement and participation of parents in their children’s experiences at school. Parental contribution is valuable and the school would warmly welcome volunteers to take part in a variety of initiatives. Listed below is a selection of events and groups that parents may be interested in.

Open Afternoons

Under normal circumstances and when guidance allows, parents are invited to attend an open afternoon twice a year. This is an opportunity for parents to take part in some of the children’s learning experiences within the classroom.

Meet Your Child's Teacher

During the first term of each session, the school hosts an after-hours 'Meet the Teacher' event for parents. This gives parents the opportunity to find out more about essential routines and procedures for their child's new class, as well as an insight into forthcoming learning contexts and approaches. Teachers will make a presentation and additional handout materials will be provided.

Parent Consultations

Parent consultations are organised twice each year and are intended to be an opportunity for teachers and parents to talk about their children's progress and next steps in learning. The parental meetings take place in October and March. If there are any worries or concerns regarding your child's welfare or aspects of their learning, then please contact the school immediately and we will be happy to help.

Parent Council Committee

There is an established Parent Council Committee within the school who are committed to discussing and implementing new initiatives within Carolside Primary. If you are interested in joining the Parent Council, then please contact the school directly.

Volunteers

The school prides itself on involving parents to enhance learning experiences within and outwith the classroom. In particular, many educational outings rely on the support of parent volunteers.

If you hold a current PVG certificate or Enhanced Disclosure with East Renfrewshire Council and are able to help with outings, extra-curricular clubs or curricular activities, please contact the school for further details.

[Parentzone Scotland Home](#): information about education in Scotland and ideas to help parents support their children's learning.

Newsletters are emailed to parents. Text messages will be used to inform parents of emergencies regarding school closures.

Reporting to parents about pupil progress takes place regularly throughout the year, formally at Parent Consultation Evenings and informally throughout the term.

Parents will receive information about their children's progress through the Curriculum for Excellence levels in key areas of learning, such as literacy and numeracy, as well as performance across the curriculum. To help parents support their children's learning, teachers will share full and open accounts of each learner's progress. Parents will receive regular information about their children's strengths, progress and achievements.

In June every year a written report is sent home outlining pupil progress, effort, behaviour targets and next steps. Parents and pupils can respond to the report. Jotters are sent home twice each session with an invitation for parents to comment.

Parents are welcome to contact the school with any concerns, suggestions and ideas.



COMMUNITY INVOLVEMENT

Carolside Primary School enjoys an excellent reputation in the local community. All staff, pupils and parents seek to identify learning contexts within the local community and in partnership with local community groups. These learning partnerships will help equip young people with the knowledge and skills for learning, life and work that they require to take their place in modern society and contribute to a modern Scotland.

Parents, local businesses and local professionals are invited to share their knowledge, skills and experience with the pupils in a variety of ways while our pupils, in turn, learn about the community, provide entertainment and offer a service to sections of the community such as senior citizens.

As a community venue the school is an excellent meeting place for parents and pupils. Carolside School and Nursery Class run parent workshops and parent forums throughout the year as an opportunity for parents to make contact through learning. Pupils also enjoy many out of school hours clubs that are based within the school building.

Many of our pupils are actively involved in local youth and sporting organisations and achievements there are celebrated in school.

We have close links with Greenbank Church and work closely with chaplains from three local churches.

All staff use the local community as a rich and varied resource within which children can learn. There are trips to local shops, the library, local parks and gardens and local businesses. We constantly seek to build on our relationships within the community and welcome any ideas and suggestions that will contribute to richer and stronger links.

Scottish Schools (Parental Involvement) Act 2006

School Boards were replaced in August 2007 by a new system of Parent Councils. The Act makes provision for all parents to be members of the Parent Forum at a school, and to have their views represented to the school, Education Authority and others, through a representative Parent Council for the school.

The legislation supports parental involvement in a much wider sense than before. It aims to help all parents to be:

- Involved with their child's education and learning
- Welcomed as active participants in the life of the school
- Encouraged to express their views on school education generally and work in partnership with the school

The Parent Council also has a role in the appointment of Head Teachers and Depute Head Teachers.

Carolside Primary School Parent Council

The Carolside Primary Parent Council is an active group within the school, supporting the pupils, representing the views of the parents and encouraging links between the school, parents, pupils and the wider community.

The Parent Council consists of two parents representing each year group, one parent from the nursery, two teachers and co-opted members. The Head Teacher and local councillors may attend all meetings as advisors to the Parent Council and have the right to speak although, not being members of the Parent Council, no right to vote.

There are seven meetings held throughout term time, in addition to the AGM in May where new members are usually elected. As members of the Parent Forum, parents are welcome to attend meetings as observers. Parent Council information and minutes from meetings are available on the school website: [Parent Council » Carolside Primary](#). A list of current members can generally be found appended to minutes. The chairperson this year is Mrs Rebecca Nicholson.

If you have an item that you would like the Parent Council to address, or are interested in future membership, please feel free to contact the Council at: carolsideparentcouncil@gmail.com

PTA

Carolside relies greatly on the support of the PTA who plan and organise social and fund-raising events for the school year. The association exists for the benefit of the school, the pupils and the parents. New members are always being recruited so if you would like to be more involved with this side of school life, please contact the PTA via email carolsidepta@gmail.com

The PTA endeavour to meet monthly to arrange the forthcoming events in their busy activities calendar. The meetings are held in the school staffroom and all interested parties are welcome to attend.

The PTA can be found on the Carolside website, [PTA » Carolside Primary](#) , and can be followed on Facebook.

Chair: Mrs Roslyn Walsh

Child Protection Policy And Procedures

At Carolside Primary we take the care, welfare and protection of our children very seriously. We believe all children have a right to feel safe within the school, home and community.

Within our school we strive to provide a safe, secure and nurturing environment for our pupils, which promotes inclusion and achievement.

All staff in Education have a statutory and professional responsibility to take action if we have reason to believe a child is suffering, or is at risk of abuse.

Our child protection policy and procedure sets out what we will do if we have reason to believe a child is being abused or is at risk of abuse, either within the home or the community. These procedures are designed to ensure that children receive the help they need, when they need it.

Every staff member undergoes a minimum of one child protection training activity every session. Many of our staff are more extensively trained in specific areas of child protection to support and identify potential child protection concerns.

All schools in East Renfrewshire have comprehensive Pupil Support systems in place and we work closely with our partners in Social Work, Health and the Police. The school operates a multi agency Joint Support Team to ensure that the best possible supports are available to pupils when they need them.

The Child Protection Co-ordinator for the school is Mr McLachlan (HT). If you wish any further information or a copy of the school policy, please contact the school office. If you wish to discuss this important matter further, please make an appointment to see Mr McLachlan.

If you are worried or know of a child who could be at risk of abuse or neglect please speak to the Child Protection Coordinator or to a member of staff at one of the following numbers:

Barrhead Social Work Office:	0141 577 8300
Clarkston Social Work Office:	0141 577 4000
Strathclyde Police Family Protection Unit:	0141 532 4900
Standby Social Work Out of Hours	0800 811 505

[Child Protection - East Renfrewshire Council](#)



ECO & PUPIL COUNCIL

Eco-Schools

The school runs an eco committee which is made up of elected pupils from P3-P7 and some teachers in the school. A new committee has been formed this year and they have conducted an environmental review of the school. Through doing this review, the group will form an action plan which will focus on developing 3 main eco themes within the school.

Below is a list of the eco themes, litter is compulsory.

- Litter
- Waste minimisation
- Energy
- Water
- Health and Wellbeing
- Transport
- Biodiversity
- School grounds
- Food and the environment



The eco group will continue to manage litter, encourage recycling and save energy. It enables the school and pupils to work more closely with the community and improve the school environment.

Pupil Council

The Pupil Council has representatives of pupils from Primary 3 - Primary 7 classes. Representatives are elected by their classmates and the Council meets fortnightly to discuss issues relevant to the school community. Council members canvas opinion on various issues such as bullying, school meals, litter, etc. and report back to their classmates. Over the past few years, the Pupil Council has helped to lead our innovative playground developments.

Equalities Committee

We are a Gold Level Rights Respecting School. The Equalities Committee represents Representatives are elected by their classmates and the committee meets fortnightly. The Equality Committee, along with some members of staff, are responsible for leading the Rights Respecting School Award within Carolside Primary School. A Rights Respecting School not only teaches children about their rights but also models rights and respect in all its relationships: between adults and pupils, between adults and between pupils. We make sure that our school is a fair and inclusive place to be. The Equality Committee has been involved in planning and leading a number of developments. The Equality Committee welcomes the continued support of all pupils and parents in working towards maintaining our status as a Rights Respecting Gold Award School.

JRSO

Pupils in Primary 5 and 6 have the opportunity to become a Junior Road Safety Officer for our school. Over the session, they work together to raise awareness for Road Safety and also work with representatives from the Roads Department or Parent Council. JRSOs run school wide events and competitions throughout the year and welcome the continued support of all pupils and parents in order to make the roads around Carolside safer.

HEALTH & MEDICAL CARE, EMERGENCIES



Health and Medical Care

First Aid is carried out in school by named, trained first aiders. Any member of staff or any class teacher may also carry out First Aid under the direction of the Head Teacher. Any action taken is recorded in the First Aid record book and children receive slips/forms to take home.

Should children injure themselves in the playground they will either visit the Rainbow Room where appropriate action will be taken by the school's first aiders or, in the case of minor cuts and grazes, they will be treated in the playground.

Hypoallergenic plasters/adhesive dressings are sometimes applied to cuts in order to keep the area sterile until the child returns home. However if parents/carers do not wish their child to have one of these, they should notify the school. We attempt to clean a wound as best we can but children can be reluctant to let a first aider to this. Please remove plasters after school to ensure that wounds are thoroughly cleaned.

In the event of a child becoming ill at school, every effort is made to contact a parent. Failing that, other local emergency contact numbers will be utilised, so please ensure that the school has an **up-to-date Home Contact** number, **Local Emergency** number and **GP information**.

Parents/carers should inform the school of any problem which might affect their children in school e.g. asthma, allergies, diabetes etc.

Spare inhalers, relevant diabetic foods and Epipens can be stored by both the class teacher and the Rainbow Room staff in a convenient, appropriate place.

Should children need to take medication during the school day, this will be supervised by staff in the Rainbow Room. Before medicines can be administered, parents/carers are required to complete a consent form detailing amounts to be taken and times to be given. This form is available from the school office or can be found on the school website. All medicines must be clearly marked with the child's name, class and dosage. Medication must be brought to/collected from the school office by a parent/carer and will not be given to pupils to take home under any circumstances.

As we have a number of children with severe allergies to nuts and kiwi fruit, no kiwi fruit, nuts or products containing nuts should be brought into the school.

Information in Emergencies

We make every effort to provide a full education service but, on some occasions, circumstances arise which lead to disruption.

Schools may be affected by severe weather, temporary interruption of transport or power failures etc. In such cases we shall do all we can to let you know about details of closure or re-opening. Please check the East Renfrewshire Council website/twitter page and the school website for daily updates. [ERC Severe Weather Information](#) [ERC Twitter](#)

Every effort will be made to ensure the school remains open and, in the event of closure, that no child is left alone at home, waiting for a parent. Please, where possible, have contingency plans with a local emergency contact for your children in the event of the school closing during school hours in times of inclement weather.



CAROLSIDE EARLY LEARNING AND CHILDCARE

Carolside Early Learning and Childcare has provided 1140 hours entitlement since August 2020. An extension added to the main ELCC building allows us to take capacity of up to 92 places.

Nursery staff seek to work in partnership with parents, carers, children and other stakeholders to ensure a positive learning environment within which children can grow and learn. Staff hope to ensure that all children and families within the nursery community are safe, healthy, well cared for and have access to the highest quality learning experiences. The main aim is to develop in young children the ability to see themselves as successful learners and to understand how to access the learning potential in the environment around them. Staff actively promote nurture and believe that for learning to happen children must be safe, valued, included and respected. The nursery celebrates diversity and encourages positive relationships for all its pupils.



The Nursery offers a balanced and varied curriculum and seeks to:

- Provide a safe and stimulating environment in which children can feel safe and secure
- Encourage the emotional, social, physical, creative and intellectual development of the children
- Encourage positive attitudes to self and others and develop confidence and self-esteem and provide opportunities to stimulate the children's interest and imagination
- Extend the children's abilities to communicate ideas and feelings in a variety of ways

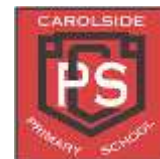
All pupils have opportunities to use the school facilities throughout the year.

Further information can be found on the Nursery page and handbook linked in the school website.

[Nursery-Handbook](#)



PRIVACY NOTICE - EDUCATION



Who will process your information?

The personal information you give to us through any of our forms relating to Education and any other pupil administrative information we hold about you in this context will be processed by East Renfrewshire Council, Eastwood Park Giffnock, G46 6UG for the administration of Education and any additional support you or your child may require.

Why do we process your information?

Your information is processed to help us administer education provision and related functions within East Renfrewshire. Your information may be shared with other departments within the council and other organisations for the same purposes and also to check the information we have is accurate; prevent and/or detect crime; and protect public funds. Other organisations may include bodies responsible for auditing or administering public funds, other councils, public sector agencies, government departments, exam bodies and other private companies or partners we use to process information and distribution services for the issue of correspondence.

What is the legal basis for us to process your information?

The council processes your information in order to perform a task carried out in the public interest and also to fulfil its legal obligations to ensure proper administration of the council's financial affairs in terms of the Local Government (Scotland) Act 1973. The law gives certain types of information special significance because of its sensitivity eg health information. If we process this type of information about you in relation to Education we do so on the basis that it is necessary for reasons of substantial public interest.

Do you have to provide your information?

Education needs your information to allow us to carry out public tasks in the public interest that is set out in law such as teaching in primary and secondary schools. It allows us to organise and administer classes, lunches, exams etc.



How do we collect information about you?

Most of the information the council holds about you will come from you as an individual and it provided at your first encounter with education whether it is applying for a place in an early learning and childcare establishment, support in the early years or applying for a place in one of our schools.

Such information includes:-

- Child's Forename
- Child's Surname
- Child's gender
- School Stage
- Details of child's medical condition
- Any other name child is known by
- Child's date of birth
- Address including postcode
- Mother's/Carer's Name
- Father's/Carer's Name
- Mother's/Carer's address including postcode
- Father's/Carer's address including postcode
- Mother's/Carer's telephone number
- Father's/Carer's telephone number
- Mother's/Carer's email address
- Father's/Carer's email address

- Single Parent/Carer family
- Name of Brother/Sister
- Date of Birth of Brother/Sister
- School stage of Brother/Sister
- Additional Information Support Application
- School applying for
- Preferred Alternative School
- Early Learning and Childcare place applied for
- Council Tax Evidence
- Mortgage Statement Rental Agreement
- Rental Agreement End Date
- Landlord Registration Number
- Birth Certificate
- Baptism Certificate
- Date of Baptism
- Name of Church venue
- Child Benefit Statement
- Utility Statements
- Other Catchment Evidence

How long will we keep your information?

The council will hold your information from when your child first has contact with one of our services through to five year beyond them leaving school.

Who is your information shared with?

Your information will be accessed by council staff who need to do so to administer education and the many services that run alongside it. If such administration is provided on the council's behalf by an external agency, that agency will also have access to your information. The information will be shared with SEEMiS, CRB, ParentPay, the Diocese of Paisley (in Roman Catholic schools), Scottish Government including their Analytical Services, Education Scotland, Glow (Scotland's national education network), SQA, 2Cqr, BAM FM (Carlibar Primary, Barrhead Mearns Castle, Williamwood, Woodfarm High Schools), Bellrock FM (Mearns Primary and St Ninian's High), Skills Development Scotland, Scholar (Heriot Watt University) and East Renfrewshire Culture and Leisure Trust.

The council also needs to ensure proper administration of its funds so details will be checked internally for fraud prevention and verification purposes. Information is also analysed internally in order to provide management information and inform future service delivery. Your information may also be shared with other departments within the Council. The council also generally complies with requests for specific information from other regulatory and law enforcement bodies where this is necessary and appropriate.

Do we transfer your information outside the UK?

In general we do not transfer personal information outside the UK but on the rare occasions we do we will inform you. We will only transfer information outside the UK when we are satisfied that the party that will handle the data and the country it is being processed in have adequate safeguards for personal privacy comparable to those which are in place in the UK. Profiling and automated decision-making.

The Education Department does not use profiling or automated decision-making for administration.



Your rights

You have the right to be informed of the council's use of your information. This notice is intended to give you relevant information to meet this right. Access personal data held about you. You have the right to access personal information the council holds about you by making what is known as a subject access request. You can receive a copy of your personal data held by the council, details on why it is being held, who it has been or will be shared with, how long it will be held for, the source of the information and if the council uses computer systems to profile or take decisions about you.

1. Request rectification of your personal data

You have the right to request that the council corrects any personal data held about you that is inaccurate.

2. Request that the council restricts processing of your personal data

You have the right to request that the council restricts processing your personal data if you think the personal data is inaccurate, the processing is unlawful, the council no longer need the personal data but you may need it for a legal purpose or you object to the council processing for the performance of a public interest task.

3. To object to the processing of your data

You have the right to object to the council's use of your personal data. The council will have to demonstrate why it is appropriate to continue to use your data.

Complaints

If you have an issue with the way the council handles your information or wish to exercise any of the above rights in respect of your information you can contact the council's data protection officer by post at:

The Data Protection Officer East Renfrewshire Council
Council headquarters
Eastwood Park
Giffnock
G46 6UG

or by email at DPO@eastrenfrewshire.gov.uk

You have the right to complain directly to the Information Commissioner's office (ICO). The address of their head office is:

Wycliffe House,
Water Lane,
Wilmslow,
Cheshire,
SK9 5EF

Telephone: 0303 123 1113

Alternatively, you can report a concern via their website at www.ico.org.uk The ICO also have a regional office at:

45 Melville Street,
Edinburgh
EH3 7HI

Telephone: 0303 123 1115
e-mail: scotland@ico.org.uk

While you can go directly to the ICO, the council would welcome an opportunity to address any issues you have in the first instance.