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WELCOME FROM THE HEAD TEACHER

Dear Parent/Carer

This handbook is written for all parents of children at, or about to enrol as a pupil in, Mearns Primary School. It contains information about the school itself and the varied aspects of primary education. We hope you will find it useful and informative.

We look forward to welcoming our new pupils and parents and can assure you that we will all do our best to make sure that you and your children will enjoy being part of our school in the years to come. If you have not already visited the school, please contact us and we will be delighted to show you round.

Mearns Primary is an excellent school where pupils are encouraged and supported to achieve their potential and to develop skills for learning, life and work. Pupils have opportunities to discuss their learning with their Class Teacher and with members of the Senior Management Team. They are encouraged to take responsibility for their learning.

In our school aim we state that we will work in partnership and we actively encourage you to take a positive role in the education of your children. With your support, we can work together to make sure your child experiences an excellent education. We maintain good practice in use of strategies to support children.

You are welcome to visit the school at any time and we aim to ensure that any enquiries are responded to within 24 hours. Should you wish to speak with any member of staff please call at the school and every effort will be made to allow you to speak to the appropriate person, or telephone 0141 570 7220 to make an appointment for a mutually suitable time. Further information about our school is available on our website: www.ea.e-renfrew.sch.uk/mearns

Welcome to Mearns Primary.

Yours sincerely

Sharon E Hunter

Sharon E Hunter
Head Teacher

MEARNS PRIMARY SCHOOL

VALUES

Ambition

Honesty

Respect

Creative

Responsible

Trust



Vision

To be a happy, caring and inclusive school where everyone is valued and encouraged to reach their full potential

In Mearns Primary School and Nursery we aim to:

- Promote the **health & wellbeing** of Mearns Primary School and Nursery and its Community
- Provide an **inclusive, nurturing environment** for everyone in the school community
- To **work as a team** to recognise and celebrate achievement
- Follow the code of conduct to contribute to the **positive school ethos**
- To provide **high quality learning experiences** within a bright and stimulating environment
- Provide a broad, balanced and innovative curriculum with **high expectations** of achievement and **equal opportunities** for all pupils

SCHOOL CHARTER

Pupils	UNCRC Article	Staff
Treat each other with respect and manners at all times.	<i>We are a Rights Respecting School</i>	Treat each other with respect and manners at all times.
Pupils will come to school prepared, on time and ready to listen and learn.	Article 28 <i>The right to an Education</i>	Staff will prepare differentiated, fun teaching and learning opportunities that meet the needs of our learners.
Pupils will respect other people's beliefs and opinions, even if they are different from theirs.	Article 29 <i>Education must encourage respect for others</i>	Staff will ensure that pupils learn about different countries, cultures and religions and have an opportunity to share and celebrate diversity.
Pupils will listen respectfully to the views of others.	Article 12 <i>Children have the right to say what they think and have their views taken seriously</i>	Staff will listen respectfully to the views of pupils.
Pupils will look after people, property and resources.	Article 31 <i>Every child has the right to relax, play and join in a wide range of activities</i>	Staff will provide appropriate resources and organise these in a way that allows pupils to relax, play and join in a wide range of activities.
Pupils will be kind and helpful citizens.	Article 32 <i>Children should be protected from harm</i>	Staff will promote and model good relationships and support pupils to be safe and happy in school.
Eat & drink as much of the healthy lunch provided.	Article 27 <i>Children have the right to nutritious food</i>	Provide nutritious food for children to choose from.
Uneaten food and rubbish should be placed in appropriate recycling bins to ensure tables are clean.	Article 24 <i>Children have a right to a clean environment</i>	Ensure the hall is clean and set up ready for the pupils to have their lunch.
Children should make lunch choices that respect their religious and cultural requirements and should alert an adult if unable to make this choice. Remember to say please and thank you and behave in a respectful manner	Article 29 <i>Education should encourage respect for one another and also respect for their own and other cultures</i>	Respect religious and cultural requirements by providing vegetarian and halal options and informing parents of this. Remember to say please and thank you and behave in a respectful manner

SCHOOL INFORMATION

School Name:	Mearns Primary School	
Address:	Hunter Drive Newton Mearns East Renfrewshire G77 6DP	
Telephone Number:	0141 570 7220	
Fax. Number:	0141 570 7221	
Website:	www.ea.e-renfrew.sch.uk/mearns	
Email:	schoomail@mearns.e-renfrew.sch.uk	
Denominational Status:	Multi denominational – this means that children of any religion or cultural background may enrol.	
Co-educational Status:	The school is co-educational.	
Associated Secondary Schools:	Eastwood High School	Mearns Castle High School
Stages:	P1 – P7 Present Roll:	866
	Nursery Present Roll:	120
Planning capacity of the school:	850 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 classes are organised.	
Community Facilities:	All applications for the use of the school should be directed to East Renfrewshire Culture and Leisure Trust (see Important Addresses on page 30), who will advise on availability and charges.	

MANAGEMENT TEAM

Senior Management Team

Head Teacher:	Sharon E Hunter Overall responsibility for the management and leadership of the school Management of budget and resources; School Fund
DHT 1:	Mrs Donnelly Pastoral care for ASN
DHT 2:	Mrs Noble Pastoral care for P2, P3 and P4
DHT 3:	Mrs Kennedy Pastoral care for P5, P6 and P7

Principal Teachers

PT 1:	Mrs McConalogue Pastoral care for Nursery
PT 2:	Mrs McGregor Pastoral care for P1
PEF Funded:	Mrs Gordon

Office Manager

Susan Weymes

CHILD PROTECTION POLICY AND PROCEDURES

At Mearns Primary School We Work Hard to Keep Our Children Safe



At Mearns 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 promote 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 procedures set 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 get 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 Psychological Services, Social Work, Health and the Police. The school operates a multi agency Joint Support Team to ensure that the best possible support is available to pupils when they need it.

The Child Protection Coordinator for the school is Mrs Catherine Dillon-Ruddy. If you wish any further information or a copy of the school policy, please contact the School Office. If you are worried or know of a child who could be at risk of abuse or neglect, please make an appointment to see Mrs Dillon-Ruddy, or contact a member of staff at one of the following numbers:

Barrhead Social Work Office: 0141 577 8300
Standby Social Work Out of Hours 0300 343 1505
Strathclyde Police: 0141 532 4900 (Ask for Family Protection Unit)

Child Protection:

<http://www.erc.education/stdcircs/docs/SC51-60/SC57Revised.pdf>

THE SCHOOL BUILDING

Our building was opened to pupils on Monday 20 August 2001 and has excellent facilities. A team of workers, employed by Bellrock Facilities Management Limited, manages the maintenance, catering and cleaning of the building.

Specialist Areas and the 'Street'

Good use is made of the specialist curricular rooms and the 'Street'. All classes have access to these areas and are timetabled to visit depending on the need of the work being undertaken.

SCHOOL HOLIDAY ARRANGEMENTS

School Holiday arrangements can be found on the school website or the link below:

<http://eastrenfrewshire.gov.uk/learning>

SCHOOL HOURS

The school day starts at 9.00am and ends at 3.00pm. A relaxed entry policy is operated whereby P1 & P2 pupils can enter the school at 8.45am; P3, P4 & P5 pupils at 8.50am and P6 & P7 pupils at 8.55am. Children should enter via the playground.

Morning interval from 10.40am – 10.55am

Lunch starts at 12.35pm and finishes at 1.20pm

NURSERY HOURS

Morning: Core Hours 8.50am – 12 noon

Afternoon: Core Hours 12.50pm – 4pm

By choosing core hours, your child will receive the statutory 600 hours annual nursery provision.

Some parents may wish to opt for the Additional Hours arrangement which allows them to use 30 hours in a more flexible way. If this choice is made the nursery sessions are as follows:

Morning: 9am – 12 noon

Afternoon: 1pm – 4pm

WRAPAROUND

Our aim is to respond to parental demand to enable work and living patterns to be supported. We do this by providing flexible hours within a safe, secure and stimulating environment.

Mornings: Up to one hour prior to normal opening hours

Lunchtime: 12pm – 1.00pm

Afternoons: 4pm – 6pm

*Lunchtime wraparound can be accessed either after the morning session or before the afternoon session.

SCHOOL ENROLMENT

Children who are starting school for the first time are normally enrolled or registered in January. Advance notice of the actual dates will be placed in the local press and information will be available from Mearns Nursery and other local nurseries and playgroups. Notice is also given through school newsletters, the school website and on the Notice Board in The Avenue Shopping Centre, Newton Mearns.

Parents, who need a place for a child at any other time of the school year, should contact the Head Teacher to discuss availability and to make arrangements to visit the school. We would appreciate being informed in writing of any change of address or proposed move to another school.

REGISTER OF NURSERY APPLICANTS

East Renfrewshire Council will keep a register of all nursery applicants and the information contained in the applications will be considered by the admissions panel to assist in the allocation of places.

Please note that the length of time a child's name has been on the register will not affect priority for admission.

Parents can ask to see their application form at any time. A change in circumstances may affect the application. If this happens, contact Carol Duckett at East Renfrewshire Council Office in Barrhead on 0141 577 3288.

NURSERY TOY FUND

The Mearns Primary Toy Fund is funded by parents' contributions and used for the provision of additional books, materials and equipment and to finance extra-curricular activities which cannot be completely financed by public funds, to benefit the pupils of the nursery.

NURSERY ENROLMENT PROCEDURES

Once your child has been allocated a place in the nursery you should contact the school to arrange a visit and a starting date.

When children start nursery it is important that they are given time to settle into their new environment. A parent, relative or friend should stay until they are familiar with their new surroundings. Initially, the adult will leave the child for a short time only, but remain close at hand. As the child settles, the time will be extended until they can stay for the whole session. Remember that you are most welcome to stay with your child at any time.

Each child is an individual and some take longer than others to settle. The settling in procedure is very important and ensures that your child is happy and secure in the nursery class.

SCHOOL PLAN

All schools in East Renfrewshire are required to create an annual school plan as a means of managing change and planning for development initiatives. Following audit, including consultation with staff, parents and pupils and taking into consideration ERC's Local Improvement Plan, priorities are identified and a plan is created. Information can be found on the school website. A copy of the school plan is available at Reception.

A Standards and Quality Parent Leaflet is sent home each year and the full Standards and Quality Report is available on the school website or from the School Office. This document reports on school attainment and achievements over the period of a year.

ETHOS

We promote a positive ethos in Mearns which we know is vital to the success of a school. We also promote a welcoming, purposeful environment with pupils' work displayed in the Street, on display boards in corridors and in classrooms. A positive ethos is demonstrated by the way we treat each other on a daily basis and is reinforced through our Health and Wellbeing (HWB) programmes, Circle Time and assemblies.

We also recognise that the school is part of the wider community and encourage our pupils to adopt an appropriate sense of responsibility to ensure the school is positively promoted within the community.

CURRICULUM

The Curriculum encompasses learning through:

- the ethos and life of the school
- curriculum areas
- interdisciplinary projects and studies
- opportunities for personal achievement

The 8 Curricular areas:

Literacy and Languages	includes development of skills in reading, writing, talking and listening
Numeracy and Mathematics	includes work on number, money and measure; shape, position and movement; information handling; problem-solving and critical thinking skills
Sciences	includes supporting children to develop a secure understanding of important scientific concepts and encourage them to develop a life long interest in science and its importance in their lives.
Health and Wellbeing	includes supporting children to develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing, now and in the future.
Social Studies	includes supporting children to develop their understanding of the world by learning about: <ul style="list-style-type: none">- people, past events and societies- people, place and environment- people in society, economy and business
Expressive Arts drama; dance and music	includes developing skills in art and design;
Religious and Moral Education	includes supporting children to develop awareness and appreciation of the value of each individual in a diverse society and to develop responsible attitudes to people. Children will develop knowledge and understanding of Christianity, other world religions and morals and values.

Technologies

includes development of knowledge and understanding in

- technological developments in society
- ICT to enhance learning
- business
- computing science
- food and textiles
- craft, design, engineering and graphics

All teachers have a responsibility to promote Health and Wellbeing and develop skills of numeracy and literacy in all curricular areas.

Our curriculum from 3 – 18 years encourages schools and parents to work together to help all children become:

- successful learners
- confident individuals
- responsible citizens
- effective contributors

It promotes active learning and teaching, encouraging children to be more involved in their learning and giving them effective feedback to support their learning.

The curriculum encourages creativity and innovation through enterprising teaching and learning and cross curricular work with a strong focus on literacy and numeracy across the curriculum and importance placed on personal achievement.

At the core of our work will be our shared vision agreed by pupil, parent and staff representatives.

Levels of Achievement – Curriculum for Excellence

Level	Stage
Early	the pre-school years and P1 or later for some
First	to the end of P4, but earlier or later for some
Second	to the end of P7, but earlier or later for some
Third and Fourth	S1 – S3 but earlier for some The fourth level broadly equates to SCQF Level 4 (General/Int 1)
Senior Phase	S4 to S6 and college or other means of study

PLANNING AND THE ROLE OF OUR NURSERY

In order to support learning and development through play we create a high quality curriculum for young children which :

- provides opportunities to play alone, in pairs, in small groups and large groups
- supports independence, interdependence, making choices and decisions
- is relevant and rich in content
- values and extends children's ways of thinking, reasoning and understanding
- helps children to acquire the tools for thinking, learning and playing and enables them to become successful learners
- is culturally diverse and reflects the customs, culture and lifestyles of different ethnic groups
- involves parents in the processes of playing and learning

Staff prepare weekly and termly plans. The context within which the children will be working will be selected and the content of the learning/teaching experiences will be outlined in these plans. Information about learning experiences are shared with parents.

At the end of each teaching plan, staff observations of children, their interests, reactions and their experiences will form the basis of an evaluation of the plan. This evaluation will help to indicate the content of the next teaching plan. Observations of the children will also help to record each child's progress and achievement.

Throughout the year, profiles are collated to be shared by you and your child in order to link the current experiences in the home.

LITERACY AND ENGLISH

Literacy is fundamental to all areas of learning.

The Literacy and English framework promotes the development of critical and creative thinking as well as competence in listening and talking, reading, writing and the personal, interpersonal and team working skills which are so important in life and the world of work.

In the earliest stages of learning to read, 'Phonics', the sounding of the letters, is taught using a multi-sensory approach. The focus is on phonological awareness, which builds upon nursery rhymes learned by children before they start school. The structured programme used in Mearns focuses on a synthetic and balanced approach to the teaching of phonics. Resources are used to develop thinking skills and knowledge about rhyme. Most of this work is done orally and aurally, both within and outwith the contexts of the class or group reading lessons.

Workshops for parents are organised throughout your child's time in Mearns. In the early years the focus for these is on the development of early numeracy and literacy skills. Phonological awareness workshops are held at the beginning of each session for P1 parents.

As children progress, the focus for teaching and learning moves to more complex skills of comprehension and children are encouraged to 'interrogate' reading materials to ensure they fully understand what they have read.

The development of writing skills is taught in weekly whole class lessons. Children are taught the skills they need. Teachers ensure children are clear about their targets and work is planned to help them achieve these targets.

Children are given opportunities to develop their talking skills through structured activities. Older pupils are taught skills to enable them to deliver oral presentations and they also learn techniques for effective group discussion.

Children are taught to develop talking and listening skills through activities such as discussion of reading texts, discussions prior to storywriting, debates, podcasting, art and design and music.

We are always trying to improve the provision of attractive library books to encourage an interest in reading for information and pleasure. Our central library has been recently refurbished and children are encouraged to work independently while learning and applying basic reference and research skills. The PTA has generously supported and improved the number and quality of texts and technology available in this central resource. Use is also made of the local library and expertise of the librarian. Knowledge about language (grammar) skills are also taught.

MODERN LANGUAGES

Learning other languages enables children to make connections with different people and their cultures and encourages them to become global citizens.

In the early stages, French is introduced using La Jolie Ronde programme with an emphasis on listening and speaking only, to avoid any confusion with English Language learning. Pupils also enjoy singing games.

Curricular areas are taught in English. Pupils are introduced to French in Nursery and this language is taught from P1 to P7. Pupils may also be introduced to other languages. From P3, pupils begin to be introduced to reading and writing. Vocabulary and simple sentences are taught. In P6 and P7, pupils continue to develop oral, reading, listening and writing skills using a structured approach.

We introduced Spanish Masterclasses throughout the school – focussing on both cultural language developments - and these are very well received by the children. In addition, we offer an extra-curricular Mandarin club for our senior pupils.

Liaison with secondary schools supports pupils to extend skills learned in primary.

Our French oral programme is often enhanced with support from a French Language Assistant. We continue our links with a French school.

NUMERACY AND MATHEMATICS

Numeracy and mathematics is important in our everyday life, allowing us to make sense of the world around us and to manage our lives. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

Children study basic number skills of addition, subtraction, multiplication and division, as well as developing problem-solving and practical skills and knowledge. Oral and mental maths have a significant role to play in developing mental agility and to this end, some time is spent on this area of maths in each class on a daily basis, allowing for interactive learning.



Children learn different aspects of:

- number, money and measure
- shape, position and movement
- information handling

SCIENCE

Through learning in the Sciences, children develop their interest in, and understanding of, the living, material and physical world. They engage in a wide range of collaborative investigative tasks, which allows them to develop important skills to become creative, inventive and enterprising adults in a world where the skills and knowledge of the sciences are needed across all sectors of the economy.

Children develop understanding and increase knowledge of:

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



SOCIAL STUDIES

Through Social Studies, children develop their understanding of the world by learning about other people and their values, in different times, places and circumstances. They also develop their understanding of their environment and how it has been shaped.

Educational visits may be arranged to places of interest, such as Vikingar, Scotland Street School, and Burns' Cottage. Members of the local community and business partners are invited into school to add practical and personal contributions and put

learning in the context of real life and work. We also offer opportunities for all pupils to participate in enterprise activities and to develop the skills of enterprise.

TECHNOLOGIES

Learning in the area of technologies enables children to be informed, skilled, adaptable and enterprising citizens who understand the impact of technology in society.

Children will gain skills and confidence to use technologies and become capable of making reasoned choices relating to the environment, to sustainable development and to ethical, economic and cultural issues.

ICT

ICT skills are directly taught and applied within the contexts of other curricular areas. All children complete a Responsible User Agreement.

A whole range of new technology is utilised throughout the school to enhance Learning and Teaching. Examples include Kindles, Nintendo DS & iPads, Leapfrog Tablets, Laptops, Activote and Active Expression systems.

Safe Use of ICT: <http://www.erc.education/stdcircs/docs/SC61-70/SC69Revised.pdf>

EXPRESSIVE ARTS

Learning in the expressive arts, which includes art and design, dance, drama and music, allows children to be creative and express themselves in different ways.

Art and Design



Through art and design, children are encouraged to express themselves visually and to appreciate and enjoy their own and the work of other artists. Their imagination is stimulated through various media such as music, poetry and the work of famous artists. All children are encouraged to develop their creative talents and knowledge of the visual elements through participating in activities, which include the use of different materials such as paint, and collage work, fabric, plasticine and clay.

Drama

Children from their earliest years use imaginative play to explore, order and make sense of themselves and the world about them. Drama extends and builds on this natural process and helps to build confidence and self-esteem. To help develop a range of dramatic techniques and skills, children have the opportunity to role-play, improvise, use movement and mime and use sound to express their own and others' ideas. The opportunity to develop these skills often arises through other curricular areas and in Mearns these may be linked to social studies and language work.

Dance

A variety of dance skills are taught. Pupils also learn Scottish Country Dances.

Music

Our aim in music is to foster a lasting interest in and enjoyment of musical skills. In Mearns, all children have the chance to realise their potential, whatever their musical talents and abilities. Activities to encourage this may include listening and responding to music, making and inventing their own music by using instruments which are available in the school, and singing modern and traditional songs. At present music specialists work in the school one day per week, with stages attending on a rota basis. Other visiting music specialists offer musical instruction in strings, brass and percussion. There is also a choir who meet weekly. They have produced some excellent school shows and Christmas concerts. There is also a school Samba Band.

HEALTH AND WELLBEING

Good health and wellbeing is central to effective learning and preparation for successful independent living and to ensure we Get It Right for Every Child.

Aspects of health and wellbeing include:

- Mental, emotional, social and physical wellbeing
- Physical education, physical activity and sport
- Food and health
- Substance misuse
- Relationships

We aim to inform and involve parents in any sensitive aspects of a child's learning, such as relationships, sexual health and drugs awareness. A meeting is held annually with P6 and any new P7 parent before teaching of relationships/sexual health takes place at P6/P7 stages and a letter is sent to P1 parents before they learn about The Body. From time to time we organise drugs awareness workshops for parents and parents are welcome to ask for further information about any sensitive aspects of the curriculum.

Work we do in this area of the curriculum supports our pupils in dealing with difficult situations and also helps to create relaxed and confident learners. Some aspects of social development can be addressed through "Circle Time" in class.



All pupils have 3 weekly PE lessons, which provide them with opportunities to develop physical skills, encourage confidence and cooperation with others and to foster a positive attitude to health and fitness.

After school activities include netball, running, cricket, chess, bridge, dance, football and choir. Our annual Active Health Fortnight gives all children the opportunity to experience a variety of sports and Eco activities. We work closely with our Active Sports Coordinator.

RELIGIOUS AND MORAL EDUCATION

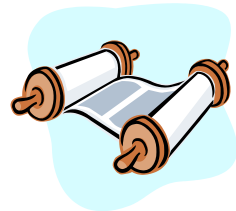


Religious Education makes an important contribution to the curriculum in helping pupils gain knowledge and understanding of different religions to reflect the school community and Scotland at large. Religious and Moral Education (RME) is taught in Mearns with these broad aims in mind and reflects Council and National policies as set out by the Education (Scotland) Act 1980.

RME is taught by class teachers and includes input from the school chaplains and people of different faiths. Ministers from Mearns Parish Church, Mearns Kirk and Mearns Baptist Church work with pupils. Included in our RME programme is the study of Christianity and other world religions. This encourages harmony, appreciation and consideration for the beliefs of others. While studying RME, classes may make visits to local churches and other sacred buildings. In addition to Christmas and Easter, the school also celebrates the Chinese New Year, Eid, Diwali and Hannukah.

Whole school assemblies and departmental assemblies take place regularly and are conducted by pupils and staff. Many parents attend our assemblies. It is recognised that the Education (Scotland) Act 1980 allows parents to withdraw their children from any religious instruction and observance and parents wishing to do so should contact the Head Teacher to allow any arrangements to be made.

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. Appropriate requests will be granted on not more than three days in any one school session and the pupil noted as an authorised absentee in the register.



ASSESSMENT AND REPORTING

This is an integral part of teaching and learning and pupils are continuously assessed in an informal way as part of the daily class routine. Assessment for Learning (AfL) strategies are used and formative assessment supports learning, informing pupils of how they can improve their work. Pupils are also involved in discussions about their learning and have their own E-Portfolios or class blogs. At other times, Standardised Tests may be used to help teachers assess pupil progress, identify

strengths and diagnose any barriers to learning. Results of Standardised Testing are shared with parents in the Summer Report.

Parent / teacher meetings are held twice yearly. During these meetings teachers will report children's progress with regards to CfE levels and parents have the opportunity to discuss this and to view their child's work. Jotters are sent home prior to both Parents' Meetings. It is important that children are involved in discussions about their learning, therefore, pupils are encouraged to be present for part of the parent meeting with the teacher. Parents are welcome to discuss their child's progress at other times. Those wishing to do so should contact the school to arrange a mutually suitable appointment.

All parents will receive a written report in May/June of each school year. This will indicate pupils' progress in all areas of the curriculum and their CfE level.

NURSERY ASSESSMENT

Staff are constantly monitoring the progress of each child and sharing information with parents throughout the year.

- our assessment procedures take into account the child's physical, social, emotional and cognitive development.
- our procedures account for the diversity of young children's development and previous experiences.
- our assessment is a continuous process, carried out by observing, listening and questioning during the course of the child's normal activities.
- our assessment involves all staff, parents and the child.
- our assessment emphasises the child's own progress rather than their position in relation to other children.

ACHIEVEMENT

In Mearns Primary, we believe that celebrating success and achievements empower pupils to aim for higher levels of attainment. We work hard to promote a strong ethos of achievement by promoting a *can do* attitude in pupils and staff.

Previously Mearns Primary has been recognised in the Scottish Education Awards for The Most Enterprising Primary School and enterprise and citizenship continues to be embedded in the life of the school.

There is a wide range of opportunities for pupils to demonstrate achievement, citizenship and enterprise skills through class work, competitions and a variety of out of school activities. Pupils enjoy recording their achievements in their Class Blogs (P1-3) and E-Portfolios for older pupils (P4-7).

Achievements are also celebrated and recorded in many different ways including:

- Achievement display at Assembly – sharing success with parents and school visitors
- Enterprise events – most of which are shared with parents

- Newsletters
- Whole school, stage and pupil led assemblies
- Extra curricular clubs and external competitions
- Excellent choir performances including school show
- Encouragement stampers, stickers and certificates at stage assemblies
- 'Caught you being good' mural display

ADDITIONAL SUPPORT FOR CHILDREN

We work to meet the needs of all pupils, providing extra support for pupils who will benefit from this, either for a short time or for an extended period. We also aim to challenge more able pupils providing extension work, challenging tasks or activities identified as appropriate to their needs.

The Education Authority has renewed duties under the Additional Support for Learning Act 2009.

The website for parents <http://www.ea.e-renfrew.sch.uk/parents/asn/> provides important advice for parents as well as up-to-date information on parent forums and is updated on a regular basis. The *Parents' Guide to Additional Support for Learning* is available to download at: <http://enquire.org.uk/publications/parents-guide>. To order hard copies of the Parents' Guide or any other publications please contact info@enquire.org.uk.

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
- An online enquiry service
- Two websites – www.enquire.org.uk (for parents/carers and practitioners) and www.enquire.org.uk/yp (for children and young people).

In Mearns Primary we ensure that children are provided with work that is appropriate to their stage and development and tracking meetings are held at the beginning of each term. Targets may be achieved through class, group and individual teaching approaches enabling children to succeed. However, pupils may, at some point in their school life, experience a learning difficulty or barrier to learning of some sort. This could be due to ill health, separations, divorce or bereavement.

Class teachers are responsible for teaching all the children in their class and further support is provided by Support for Learning teachers, a Bilingual Support Worker, Pupil Support Assistants and members of the management team. Within our team we have expertise in a variety of specific learning needs and strategies to support these. This support may take the form of direct tuition, advice to the class teacher, provision of appropriate materials and practical help within the classroom. We also have in place several groups to support children's learning, addressing identified needs and barriers to learning. Denise Donnelly, DHT is the school's Support for Learning Coordinator. The school continues to have excellent relations with the health, Psychological Services and Social Work and other agencies. A Joint Support Team consisting of the Educational Psychologist, School Nurse, school based Social Worker, DHT, HT and other agencies or persons identified as appropriate (Campus Police Officers/ Outreach Support Teacher) meet monthly to discuss individual

pupils. Regular meetings are held with Educational Psychologists to discuss progress in the identified area of support.

When children are experiencing specific learning difficulties such as dyslexia, parents will be invited to the school to discuss progress and explore ways in which further support may be given. Parents are encouraged to contact the school if they feel their child's needs are not being met, or could be addressed more appropriately.

We will be happy to give advice and information on specific learning difficulties. There may already be strategies in place to help deal with any problems that teachers have identified. However, if not, assessments may be carried out to establish the nature and severity of the problem your son or daughter is facing. These may involve specialist help and advice from an Educational Psychologist. The school policy is to keep you and your child fully informed of the results of these assessments.

As part of the drive to raise attainment and to ensure that each child's needs are met, the school organises screening and intervention procedures. This involves completion of assessments by every child, use of various assessment tools including standardised test results and analysis of results. Thereafter, each child's curriculum is reviewed in discussion with the Class Teacher, Depute Head Teacher and Head Teacher, especially for language and mathematics. Appropriate action and next steps are agreed. Implementation of the agreed action points takes place in the classroom over the remaining session, during which progress is reviewed and further action agreed. Identifying and addressing needs in this focused way ensures that all children are supported at crucial stages throughout the school and that their progress is monitored closely by teaching, support and management staff.

These approaches ensure we comply with The Education (Additional Support for Learning)(Scotland) Act 2009.

Inclusion:

<http://www.erc.education/stdcircs/docs/SC11-20/12.pdf>

Mediation:

<http://www.ea.e-renfrew.sch.uk/parents/asn/mediation.htm>

THE TREE HOUSE

We have established The Tree House in Mearns to support identified pupils. It offers them a secure base with focused, small group support for part of the week where they can develop skills necessary for good learning. Pupils spend the rest of the week in their own class and our ultimate aim is that they will be able to return to class full time. The focused support will usually last for a maximum of 4 terms and seeks to improve children's ability to engage in learning. Several members of staff have received training to support pupils in The Tree House. Short term support groups are also often held in The Tree House.

EQUAL OPPORTUNITIES AND SOCIAL JUSTICE

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 on their achievements. It also has a duty in relation to race, gender and disability. 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.

The school is committed to equality of opportunity for all its pupils, regardless of gender, religion, physical ability or social background. Discrimination in any form be it action or inaction is not tolerated.

As a school we celebrate cultural diversity.

HOMEWORK

This forms another link in home/school relations and as well as being useful for its own ends, should be helpful to parents to let them see what work is being done at school. Your interest and encouragement will influence your child's feelings about work in school and at home. Parents can play an important role in monitoring, supporting or actively helping children with their homework. Rather than simply hearing reading, parents can discuss, comment and question to help develop language skills. Homework should be done when parents have time to supervise the work and when children are still reasonably alert. Please stop if your child is tired, upset or really struggling. A note to the teacher can explain the situation.

There are several types of homework set by class teachers and the amount and type will vary according to the needs of the individual child. It will normally be set over 4 nights in the week and may involve the following:

- Reading and Language Work
- Mathematics (P1 –P 7)
- Topic / project related work (P1 – P7)
- Spelling Practise (P3 – P7)
- Education City Games

and occasionally may include:

- Personal Research
- Problem Solving
- Written work
- Catching up with uncompleted work
- Extra practise / reinforcement

Homework guidance leaflets are issued to parents annually.

Tasks will be explained by the Class Teacher and should be manageable in the time available. Time taken to complete homework tasks can vary, but will correspond to information detailed on homework guides for each stage. Copies of these are issued to parents and are on the school web site. Older pupils may be given the opportunity to plan their homework over the week allowing them to perhaps miss a night but make up for this on another night.

We would ask parents to help their child correct his/her homework if mistakes have been made. Education is a joint process and children will benefit from your attention. We also ask that parents sign the homework diary / planner to indicate that it is the child's work and that they are satisfied it is their best effort. Homework returned to the school will be monitored by Class Teachers and will contribute to the on-going work in the classroom.

EXTRA CURRICULAR ACTIVITIES

Mearns offers a very wide range of after school clubs, which this session includes Fit Fun Games, Scripture Union, Reading Club, Drama, Hockey, Technology, Netball, Bridge, Samba Band, Rugby Club, Asian Dance, Chess and Cricket. These clubs are organised and run by our committed members of staff and coaches, with invaluable help from parents and the PTA. A residential trip to an Outdoor Centre is organised on a yearly basis for P7 pupils.



The school facilities are used in the evenings for clubs by a number of organisations, such as basketball, hockey, and football, Mearns Horticultural Society, Mearns Community Council, Arabic Classes and Mearns Area Forum. There is an out of school hours care company, MACs, operating in the school in the mornings for breakfast club and also after school. For further information please contact MACS on 0141 887 0002.

PROMOTING POSITIVE BEHAVIOUR

The relationship between pupils and teachers is similar to that between a child and his or her parents built on trust and mutual consideration, understanding and tolerance on both sides. The ethos of Mearns promotes positive behaviour and relationships, rather than punishment for misbehaviour. However, pupils should realise that rules are necessary to ensure the safety and well being of all. As we are a UNICEF Rights Respecting School, we believe a key aspect of this is for the school community to be aware of rights of the child.

School Charter

The School Charter highlights that, through working in partnership with parents, we hope to foster mutual respect between all members of our school community and encourage a sense of responsibility and self discipline within our pupils.

We encourage all members of our school community to follow the School Charter as it outlines expectations of pupils. We believe that children should be encouraged to behave well and work hard and we use a number of positive consequences to encourage this.

Children are encouraged to earn Points Wheel points to earn free time minutes. Points are linked to aspects of the School Charter that children are achieving. Once the class Points Wheel is completed, the class has earned a period of free time taking into consideration pupil personalisation and choice.

In order to discourage children from behaving inappropriately, we believe it is important to teach them positive behaviours. Staff encourage the children to try to resolve disputes themselves and to take responsibility for their own actions. If a child

misbehaves, staff use restorative approaches to discuss the incident with all those involved and the child completes a reflection sheet.

Anti-bullying

The school has developed a clear policy on anti-bullying. In Mearns we take a proactive approach to anti-bullying by implementing a whole school programme. This takes the form of workshops carried out in class at the beginning of each school session as part of the school's work in Health and Wellbeing. Assemblies and visits by theatre groups are often arranged. Classes participate in a Circle Time programme, which provides an appropriate mechanism for discussion of bullying type behaviour and other related incidents. Regular workshops on Internet Safety are offered to parents and we have been awarded the Diana Award in recognition of the work of our peer mediators who work with pupils to prevent bullying.

Promoting Positive Behaviour Policy

Our whole school approach to positive behaviour focuses on consistency and fairness. It helps all pupils to develop vital skills for learning, work and life.

Aims

- Promote a **positive school ethos** through positive behaviour strategies and celebration of success.
- Include every pupil and help them to fulfil their potential by providing opportunities for pupils to develop as successful learners, confident individuals, responsible citizens and effective contributors.
- Raise standards of attainment, behaviour and attendance for all pupils.
- Involve parents, pupils and staff in setting standards, and maintaining these standards, of behaviour within the school.
- Enable pupils to manage their own behaviour effectively while respecting the rights of others.
- Inform parents and pupils of consequences that will be taken for inappropriate behaviour.

Promoting Positive Behaviour

We promote positive behaviour which encourages each pupil to develop a sense of responsibility for their own behaviour and self-discipline.

When inappropriate behaviour occurs we need to be able to respond consistently and effectively.

Positive Strategies

Whilst our aim is that children should work and behave well for the pleasure of the task, we recognise that rewards are sometimes necessary and appropriate. We will use the following whole school approach:

- Values playtime will be given on a Friday afternoon at 2.15pm for all pupils who have upheld and demonstrated the school values.

- This play will be supervised by class teachers. Pupils who have lost their extra play will be supervised in the street by one teacher from each base.
- During this time pupils will complete a Values Reflection Sheet.

Personalised Rewards within Individual Classes

- Non-verbal rewards such as a thumbs up sign or a smile
- Praise
- Showing work to another teacher and to the Head Teacher
- Stickers
- Certificates
- Weekly Star Pupil awards
- Happy letter home to parents
- Displaying work
- Celebration Assemblies
- VIP Pupil
- Opportunities to gain group and individual points.

Behaviour Management

When a child does not respond to positive behaviour strategies the following procedures will be implemented:

STAGE 1	Verbal Warning, highlighting misbehaviour & consequences of continuing misbehaviour. Take steps to promote positive behaviour.
STAGE 2	One to One conversation between pupil and the class teacher. Pupil informed this is a final verbal warning, the next time they will be placed on the danger zone.
STAGE 3	Inform pupil next step is to lose their extra play. Having reached this stage the child can work themselves back to the start with good behaviour.
STAGE 4	Pupil forfeits the opportunity to take part in extra play. A note home will be written in homework diary to inform parents. A reflection task, linked to values, will be carried out in the street during extra play.
STAGE 5	If a pupil receives 3 reflections within a term, the class teacher informs line manager(DHT or PT). Line manager will arrange further reflection during interval and/or lunchtime. Phone call home and recorded in pastoral notes.
STAGE 6	If the behaviour persists, a meeting will be arranged Head Teacher and parents.

If serious misbehaviour occurs, staff are able to progress the child directly onto stage 4. There is no need to move through each of the stages.

Roles and Responsibilities

The promotion of positive behaviour is the collective responsibility of all pupils, parents and members of school staff

Staff

All members of staff are responsible for setting the highest standards of behaviour and being positive role models for our pupils. Staff should ensure these standards are met at all points of transition, including at the start of the day and when taking in lines. Staff should also ensure that pupils move around the school in the appropriate manner; when moving as a class, staff should walk at the front of the line, allowing them to set the standard.

Staff recognise the importance of promoting a wide range of positive behaviour strategies. When a pupil fails to comply with the school code of conduct, consequences will be applied fairly and consistently. Teaching staff will be responsible for explaining the need for, establishing and embedding class rules at the start and throughout the session. School rules will be enforced by all staff at all times.

Explanation of this policy will be given by class teachers and reinforced by the Senior Management Team.

Pupils

We aim to encourage pupils to take responsibility for their own behaviour and achievements. Pupils are expected to apply themselves fully and adhere to the clear set of agreed school rules, values and expectations.

Our Health and Wellbeing programme explores a number of themes which help children to understand and manage their behaviour. The development of a respectful and tolerant attitude is also encouraged.

Parents/Carer

Children make progress when they know that parents and staff are working together to support them. Parents/Carers should promote and uphold the Positive Behaviour Policy and support staff in the implementation of the policy.

When appropriate (stage 5/6) parents will be contacted to enable the school and parents to work together to support their child's positive behaviour.

Racist and Bullying Behaviour

Any incident of racist or bullying behaviour is unacceptable and must be recorded on the appropriate form provided by the authority.

[http://www.erc.education/stdcircs/docs/SC1-10/Revised%20Standard%20Circular%208\(a\).pdf](http://www.erc.education/stdcircs/docs/SC1-10/Revised%20Standard%20Circular%208(a).pdf)

PUPIL COUNCIL

Our Pupil Council is very well established, with representatives of each class meeting with a Class Teacher on a monthly basis. There are two Pupil Council Groups, one for Early/First Level and one for Second Level. This forum offers pupils the chance to raise issues of concern and for the whole pupil population to have a voice in the running of the school. The recently created Blog demonstrates the level of involvement and responsibility the pupils have in supporting the work of the school.

The Council has tackled issues such as school aims, school vision statement, national and local priorities, as well as playground games, charity work and are consulted about other issues as they arise. The minutes of meetings are discussed at Circle Time in each class, so ensuring that all are kept fully informed. Visitors are welcome to attend meetings.

SCHOOL COMMUNITY LINKS

We encourage children to play an active role in their community by including local studies in our Social Studies programme. Classes have regular visits from the local Community Police and Health Service Staff. Our choir participates in local music festivals, sings in local shopping centres and Princes Square in Glasgow and for senior citizens in the community at Christmas and many of our pupils participate in local events and take an active interest in the local community and enjoy the activities of local youth groups.

Through our work on citizenship, we continue to build upon the strong links that already exist.

SCOTTISH SCHOOLS (PARENTAL INVOLVEMENT) ACT 2006

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. The legislation supports parental involvement. 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 has a role in the appointment of Head Teachers and Depute Head Teachers.

The Parent Council for our school is known as:

Mearns Primary Parent Council

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. A list of current members of the Council is available at the school office.

PARENT TEACHER ASSOCIATION

Mearns Primary PTA has chosen to remain as a separate fund raising group rather than to become part of the Parent Council. The PTA is an active group with an annual programme of events.

The Chair of the PTA can be contacted via the school office.

Committee members meet monthly to discuss issues and plan events. Through fund-raising activities such as school fayres, Pamper Evenings and pupil discos, the PTA is able to donate equipment and materials for use in school. We are extremely grateful for these generous donations and also appreciate all the practical help given at school events by members throughout the year.

The Scottish Parent Teacher Council is the national organisation for PTAs and PAs in Scotland and runs an independent helpline service for all parents. You can contact them by phone / fax on 0131 226 4378, by e-mail on or write to SPTC, 53 George Street, Edinburgh EH2 2HT.

HOME AND SCHOOL LINKS

In Mearns Primary, we benefit from parental involvement throughout the school and are constantly looking for ways in which many parents can become involved in school life. Our Parent Council is well established and we have an active PTA. Parents assist with educational visits, free time activities, book fairs and reading stories to children.

A *Meet the Teacher* evening is held at the beginning of the session to allow parents to meet with their child's teacher to learn about work at that stage.

Regular newsletters are sent home to inform parents of coming events, to report on activities that have taken place and to celebrate the achievements of our pupils. Curricular workshops and information evenings are organised for parents as well as the more structured parent / teacher meetings, which take place in November and March of each session.

Our school website www.ea.e-renfrew.sch.uk/mearns is managed by a Depute Head Teacher.

Working in partnership, we consult with parents through focus groups, short questionnaires attached to our newsletter and evaluations/suggestions comment sheets following their attendance at an information evening or curricular event. In addition, we make extensive use of Twitter, texts and GLOW for communication.

Parents can also communicate with teachers by writing a note in Homework Diaries. Parents are encouraged to contact the school for any reason. Where possible, we try to meet with parents as quickly as we can. If staff are not immediately available when a request for a meeting is made, an appointment is arranged for a mutually convenient time.

PASTORAL CARE AND PUPIL WELFARE

In Mearns, all staff are sensitive to the different levels of individual support and guidance that pupils may need at different times during their years in school. This support may be needed due to family circumstances, illness or due to particular needs of the pupil. Pupils are encouraged to share their concerns with an adult in school. All members of staff are alert to the emotional, physical and social needs of individual pupils and are sensitive to background information. All staff act on concerns and follow agreed school procedures.

The school offers different support groups to address barriers to learning and to address particular needs of pupils. Depute Head Teachers and Principal Teachers have pastoral responsibility for pupils in their department. If they are unavailable when you phone, a message will be given to them. Where possible, we aim to get back to parents within 24 hours.

CONCERNS AND COMPLAINTS

If you have a concern about your child, please discuss this with the Class Teacher. If your concern continues, or you have a complaint about an issue relating to your child, please phone the Depute Head Teacher for your child's stage. If the issue is still unresolved, please contact the Head Teacher by phone, email or letter. If you are not satisfied with the response, please write to Head of Service, East Renfrewshire Council, Main Street, Barrhead G78 1SY

Complaints:

<http://intranet.erc.insider/CHttpHandler.ashx?id=1486&p=0>

REPORTING AND ABSENCE

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 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

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

If you have a question about the categorisation of attendance or absence please contact the school.

It would be most helpful if parents would inform the school before 9.30 am if their child is likely to be absent from school. If no phone call has been received, a member of the office staff will contact you if your child is absent. These procedures were introduced to ensure parents can be confident about safe arrival of pupils at school.

Parents may request that their children be granted absence from school to make an extended visit to relatives abroad. Only written requests detailing destination and the duration of the visit will be granted and the pupil noted as an authorised absentee in the register. However, with no explanation from the parents / guardians, the absence will be recorded as unauthorised.

The School Attendance Officer may investigate unexplained absences, and the Education Authority has the power to write to, interview, or prosecute parents, or to refer pupils to the Reporter to the Children's Panel, if necessary.

In Mearns we put a great deal of emphasis on attendance at school. The school monitors closely the attendance of all pupils and informs parents when concerns emerge.

Attendance at School:

<http://www.erc.education/stdcircs/docs/Sc1-10/SC5.pdf>

SUPERVISION OF PLAYGROUNDS

An adult presence is provided in playgrounds at break times in terms of the Schools (Safety and Supervision of Pupils) (Scotland) Regulations 1990. In Mearns, our Pupil Supervisor, Pupil Support Assistants and a manager supervise our pupils during morning intervals and at lunchtime.

CLOTHING AND UNIFORM

Given that there is substantial parental and public approval of uniform, schools in East Renfrewshire encourage the wearing of school uniform. In encouraging the wearing of uniform, account must be taken to prevent any direct or indirect discrimination on the grounds of race or gender. 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 prerequisite to their attending and engaging in all of the activities of the curriculum.

The majority of our pupils do wear school uniform and this is the preference of the school and the Parent Council. East Renfrewshire Council have issued a Dressing for Excellence leaflet to all parents and last session our Parent Council sent home a Dressing for Excellence in Mearns Primary leaflet to parents.

The school blazer is navy blue and the basic colour of trousers, skirts and woollens is grey. Children wear white shirts and the tie is navy with a thin diagonal white stripe. Pupils may also wear navy sweatshirts with the school name and badge on them. In colder weather a navy fleece with the school crest or a navy rain jacket with the school crest may also be worn. Blazers, sweatshirts, fleeces and rain jackets can be purchased from the PTA.

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 issues such as loose fitting clothing, dangling earrings and large necklaces
- tracksuits of flammable materials in practical classes
- could cause damage to flooring such as high heeled shoes and trainers with wheels on the soles
- carry advertising, particularly for alcohol or tobacco
- could be used to inflict damage to other pupils or be used by others to do so

Parents receiving family income support, family credit, housing benefit or council tax rebates 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 Customer First, East Renfrewshire Council. Tel No 0141 577 3001

Parents are asked to assist in this area by ensuring that valuable items and 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 only to be met where the authority can be shown to have been negligent.

Dressing for Excellence:

<http://www.erc.education/stdcircs/docs/SC1-10/6%20School%20Uniform%20-%20Dressing%20for%20Excellence.pdf>

PE Kit

To allow children to enjoy PE activities, shorts, T-shirts and appropriate shoes should be provided. The wearing of suitable clothing and footwear is an important safety matter. White short sleeved polo shirts with the school crest and navy shorts are also available through the PTA.

With increased PE we are now making greater use of our outdoor facilities and have added a school tracksuit to our uniform list. Pupils can wear this or wear the tracksuit trousers with their school sweatshirt for outdoor PE.

We respect the religious and cultural requirements of all of our pupils and hope that the range of clothing within our uniform will allow these requirements to be met within the school dress code.

Pupils, whose ears are pierced, should remove earrings for their PE lesson. If earrings are studs and parents do not wish them removed, they should be taped over with micropore and parents should supply this tape.

Please name all items of clothing to ensure they are returned to pupils if left in changing rooms or the playground. Items found with no name will be put in the lost property cupboard next to the front door. Parents and pupils can check this cupboard to search for missing unnamed items.

NURSERY UNIFORM

- Yellow polo shirt with nursery logo
- Navy fleece with nursery logo
- Navy joggers

MEALS

Caterlink operate a cashless-cafeteria system at lunchtime with a selection of hot meals and snacks available to all pupils and these are paid for on a daily basis. These are prepared by catering staff on the premises and the menus on offer are sent home in advance. A 'packed' lunch consists of a sandwich, homemade biscuit, yoghurt and a drink. A main meal of starter / dessert with a choice of main dishes is also available, both at a cost of £2.00. Caterlink are able to cater for pupils who need a special diet. Parents are asked to contact the school so that arrangements can be made.

Children who bring packed lunches are also accommodated in the 'Street'. Parents should also note that Mearns Primary is a nut free school.

Children of parents receiving income support are entitled to a free midday meal. Information and application forms for free school meals may be obtained from Customer First at East Renfrewshire or the school. All Primary 1 to Primary 3 children are eligible to receive a free hot lunch every day.

Milk is available for purchase in the school during the morning interval and lunch period.

NURSERY MEALS

Most children attend nursery for a half-day, therefore, meals are not generally provided. However, some children may attend on a full day basis and in those circumstances a meal may be purchased. Children attending wraparound may also purchase a meal.

Snacks and the Promotion of 'Healthy Eating'

During each morning and afternoon session the children have a snack of milk or water and fruit. Please let the staff know if there are any foods that your child should not have.

Mearns Primary Nursery Class has a policy that any food we supply will be as nutritious as possible. In keeping with this and in order to meet new health legislation, we do not give the children sweets or cakes, and are unable to distribute birthday cake or sweets donated by parents. We promote healthy eating in the nursery and good oral hygiene through daily tooth brushing.



The Breastfeeding Friendly Nursery

Aim:

To contribute to social and cultural change by promoting an environment where breastfeeding is seen as the normal way to feed infants and young children.

Objectives:

- To provide appropriate education and training for staff to enable them to promote, protect and support breastfeeding.
- To support informed choice in relation to infant feeding.
- To increase awareness of sources of support and information for breastfeeding families.
- To use resources which reflect breastfeeding as the cultural norm.
- To provide a welcoming atmosphere for breastfeeding families and to encourage breastfeeding in the public areas of the establishment.
- To support breastfeeding staff/users.
- To contribute to the promotion of social and attitude change in relation to breastfeeding.
- To develop public acceptability and the promotion of breastfeeding.

TRANSPORT

The Education Authority has a policy of providing free transport to all primary pupils who live more than two miles from their local school by the recognised shortest walking route. This policy is more generous than the law requires. This means that the provision of transport could be revised at any time. Parents who consider that they are eligible should obtain an application form from the school or council offices.

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 while arrangements are made. Where there are vacant seats on a dedicated school vehicle, these can be offered as privileged places to pupils not eligible for free school transport. There is a charge for this and full details and an application form can be obtained from the Education Department Offices, Main Street, Barrhead (0141 577 3258/3279). These places are normally allocated in September once it has been established if there are any seats available. Should there be more applications than places available, a ballot will take place.

Pick Up Points

Where free transport is provided, it may be necessary to walk a certain distance from home to the pick-up point and from the drop-off point to the school in any one direction. This distance will not exceed the authority's limits. It is a parent's responsibility to ensure the child behaves in a safe and acceptable manner while boarding, travelling in and alighting from the vehicle. Misbehaviour could result in your child losing the right to free transport.

Children are normally transported to and from school to allow arrival before 08:55 and return after 15:00.

At present three buses and Eastwood Mearns taxis are used to transport pupils who live in the following areas. Pick up points and times are given below:

Western Stagecoach Westacres	Approx Time	White Star Coaches Greenfarm	Approx Time
Firwood Road/ Crookfur Road	08.21/08.41	Greenfarm Road at Glanderston Avenue	08.38/08.48
Balgray Road	08.38/08.48	Greenfarm Road at Lismore Place	08.39/08.49
Westacres at Drummond Way	08.40/08.50	Greenfarm Road at Colonsay Drive	08.40/08.50
Westacres at Priorwood Road	08.41/08.51		
Westacres at Priorwood Road	08.42/08.52		

Henry Crawford Mearnskirk	Mearnskirk Road at	Garrick Ave. Thornhill Gardens Belford Grove	08.37/08.47 08.38/08.48 08.39/08.49
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Eastwood Mearns Taxis

serve catchment area farms and the following addresses –

1. Eastwood Golf Club,
2. Loganswell
3. Malletsheugh
4. Pilmuir Holdings
5. Netherplace Cottages

Further information on the provision of transport can be obtained from the school.

Parking

The Parent Council and members of staff have worked closely with Education Department Staff to appeal to parents to use the parking and drop-off facilities at the school as they have been designed. Parents are asked not to park in the residential areas surrounding the school or in spaces reserved for school buses. Parents are encouraged to use the drop-off points within the school grounds but these should not be used for parking.

NO SMOKING POLICY

Smoking is not permitted in the school building or grounds.

MEDICAL AND HEALTH CARE

Parents should always inform the school of any medical problems which may affect their child's schooling or if their child needs regular medical treatment. Where a child requires medication during the school day, please ensure that you contact the school to complete an administration form that is available at the school office. **Please note that medication cannot be administered without this form being completed.**

Occasionally it may be necessary for a child to be taken home due to accidents or ill health. In all cases the school makes every effort to contact a parent in the first instance. If a parent is not available the school will make contact with the child's emergency contact for the necessary arrangements to be made. It is essential, therefore, for the school to have an **emergency contact** who can be reached by **telephone** should any child have to be taken home unexpectedly. Under no circumstances will a child be sent home / allowed to leave the school unaccompanied.

Medical and dental examinations are arranged from time to time by the Greater Glasgow and Clyde NHS Trust. Permission is sought from parents before any such examinations are undertaken.

INFORMATION IN EMERGENCIES

We make every effort to maintain a full educational service, however, 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, texts, information on our school website and announcements on local radio.

Emergency Closure of Schools and Establishments – Severe Weather Conditions:

<http://intranet.erc.insider/CHttpHandler.ashx?id=4193&p=0>

TRANSITION

We have effective transition arrangements from Nursery to P1, from P7 to S1 (detailed below) and transition meetings from stage to stage at which teachers pass on attainment and pastoral information for each pupil to the receiving teacher.

Transfer to Primary 1

At transition to Primary 1, all nursery children have planned sessions with their new P1 teacher. The Head Teacher and Depute Head Teacher meet with parents.

Uniforms can be purchased at these parent meetings.

Transfer from Primary to Secondary

Pupils normally transfer between the ages of 11 ½ and 12½, so that they will have the opportunity to complete at least 4 years of secondary education. All P7 pupils in Mearns Primary have the opportunity to experience two induction days at their allocated secondary school and extended/early transition is provided for pupils who may benefit from this.

A placing request will be needed in order to move a pupil attending a denominational school to a non-denominational school. A placing request will also be required for a pupil to move from a non-denominational school to a denominational school.

Pupils living in the Mearns Primary catchment to the west of Ayr Road, will transfer to Eastwood High School.

Pupils living in the Mearns Primary catchment to the east of Ayr Road and houses in the Mearns Primary catchment fronting onto Ayr Road, will transfer to Mearns Castle High School.

Parents will be advised of the transfer arrangements in December of the pupil's P7 year. A placing request form will be provided at this time, if you wish to make an application for your child to attend a secondary school other than the designated school.

For more information about placing requests for East Renfrewshire Schools you should contact East Renfrewshire Council 0141 577 3578.

Associated Secondary Schools

Eastwood High School

Capelrig Road
Newton Mearns
East Renfrewshire G77
0141 577 2200

Head Teacher: Stuart Maxwell

Mearns Castle High School

Waterfoot Road
Newton Mearns
East Renfrewshire G77
0141 577 2300

Head Teacher: Dean Smith

ERC ADMISSON SCHOOL ADMISSION ARRANGEMENTS

Before a child enrolls in Mearns 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 web address below:

<http://www.eastrenfrewshire.gov.uk/CHttpHandler.ashx?id=19102&p=0>

When a child who was enrolled in the school as a catchment pupil ceases to reside within the Mearns 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 Mearns 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 Mearns 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.

DATA PROTECTION ACT 1998

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

IMPORTANT ADDRESSES

EDUCATION DEPARTMENT

Mhairi Shaw
Director of Education
East Renfrewshire Council
211 Main Street
Barrhead
G78 1SY

Tel: 0141 577 8635

EAST RENFREWSHIRE COUNCIL

Council Offices
Rouken Glen Road
Giffnock
East Renfrewshire
G46 6UG

Tel: 0141 577 3000

PSYCHOLOGIST

Christine McGovern
Barrhead Council Offices
Main Street
Barrhead
G78

Tel: 0141 577 8510

EAST RENFREWSHIRE CULTURE AND LEISURE TRUST

Trust HQ
St John's
Commercial Road
Barrhead
East Renfrewshire
G78 1AJ
Tel: 0141 577 3900

CARE INSPECTORATE

Compass House
11 Riverside Drive
Dundee
DD1 4NV

Tel: 0845 600 9527

GLOSSARY OF SPECIALIST TERMS

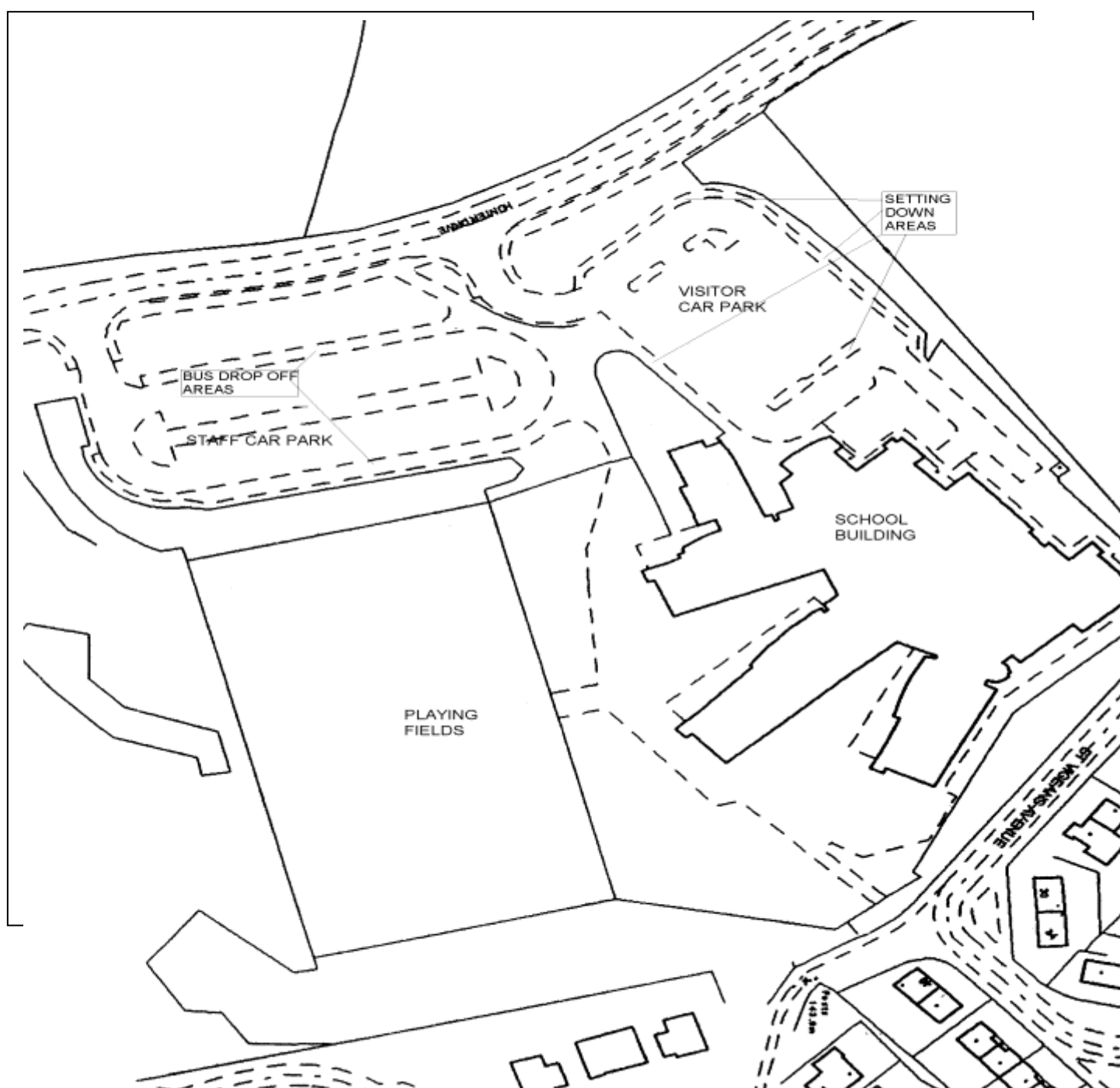
Circle Time	A weekly time in class for staff and pupils to talk uninterrupted about matters brought up by the children or by the teacher; a time / forum used for the development of personal and social skills
Curriculum	The range of subjects taught in every class and school
Curriculum Continuity	The term relates to the need for schools to make sure that the courses children follow show progression and do not overlap unnecessarily

Emergency Contact	The person(s) nominated by a child's parents/guardians to be the first to be contacted in an emergency, if a parent/guardian is not available
Ethos	The term relates to the specific characteristics of the school; the spirit or principles of the school
Extra Curricular	Subjects which are not taught in the formal curriculum, eg after school clubs which are additional to the school day
Group Teaching	Children are normally taught and work in groups with other children – for language and maths these groups are normally attainment / ability groups where children of a similar ability progress at a similar rate; for most other curricular areas children are taught in mixed ability and social groups
Transition	This term relates to the movement of children from nursery to primary, or primary to secondary and also applies when moving from one stage to another

CAR PARKING FACILITIES AT THE SCHOOL

Below is a plan of the school grounds indicating car parking facilities for staff, buses, setting down areas, etc. We would be most grateful if all parents could take note of these and use them as follows:

- **Only staff and buses should use the Staff Car Park and Bus Drop Off Areas.**
- Parents should use the Visitor Car Park to park their car when visiting the school.
- The Setting Down Areas are designed for cars to stop, drop children off and drive off. **Cars should not be parked / left unattended in the Setting down Areas or on double yellow lines.**
- The one-way system should be adhered to at all times.



TRANSFERRING EDUCATIONAL DATA ABOUT PUILS

Education Authorities and the Scottish Executive Education Department (SEED) have collected data about pupils on paper forms for many years. We are now working together to transfer data electronically through the ScotXed programme.

What pupil data will be collected and transferred?

Data on each pupil is collected by local authorities and SEED. The data collected and transferred covers areas such as date of birth, postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, special educational needs, attendance, absence and exclusions from school. Pupil names and addresses are collected by their school and education authority but they are not passed to SEED. Your postcode is the only part of your address that is transferred. Data is held securely and no information on individual pupils can or would be published by SEED. It is used for statistical and research purposes only.

Providing national identity and ethnic background data is entirely voluntary. You can choose the 'not disclosed' option if you do not want to provide this data. However, we hope that the explanations contained in this message and on our website will help you understand the importance of providing the data.

Why do we need your data?

In order to make the best decisions about how to improve our education service, SEED and education authorities 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 exam results. Accurate and up-to-date data allows SEED, education authorities and schools to:

- plan and deliver better policies for the benefit of all pupils
- plan and deliver better policies for the benefit of specific groups of pupils
- better understand some of the factors that influence pupil attainment and achievement
- better target resources

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 message can give only a brief description of how we use data. Fuller details of the uses of pupil data can be found on the ScotXed website.

SEED will not publish or release any information that allows an individual pupil to be identified. Data will not be used by SEED to take any actions in respect of any individual pupils. Data will only be shared with *bona fide* partners, such as HMIE and the SQA. Any sharing will be done under conditions of strict control and with the prior agreement of the Data Controller.

Concerns

If you have any concerns about the ScotXed data collections you can email the Data Controller, at EDData.Controller@scotland.gsi.gov.uk or write to The ScotXed Support Office, SEED, 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. Please allow up to 10 days for requests to be processed.

Want more information?

Further details about ScotXed data exchanges are available on the ScotXed website, www.scotxed.net.

The website also contains answers to commonly asked questions about ScotXed.