

**NEILSTON PRIMARY**



**School Handbook 2017 -2018**

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## **Message from the Head Teacher**

On behalf of the staff, parents and children of Neilston Primary and Madras Family Centre, I would like to extend a warm welcome to you, your child or children and your family. I hope that you will feel welcome in the campus and that both you and your child will quickly feel part of our learning community. Thank you for taking the time and trouble to enquire about our establishment.

**Every day, in every child’s home, “on the floor” in every early years centre, across every lesson, in every classroom, all of our children and young people encounter thought-provoking and stimulating experiences, for success in life, learning and work.**

Having both Neilston Primary and Madras Family Centre within the one Campus, we are fortunate to be able to provide a seamless transition from Early Years Education to Primary for our children. Building excellent partnerships with our associated senior schools Eastwood High School and St Luke’s High School ensures that the transition for our primary seven children is purposeful and meaningful as they move on to their secondary education.

We are extremely proud of our campus which provides quality education to meet the demands of our 21st century learners from the age of 2 – 12 year old. We are also very proud of our children, our staff and parents who together have created the positive, warm, welcoming ethos across our School and Centre which permeates our successful establishment.

We make full use of the excellent facilities here and state of the art IT equipment, to enhance our children’s learning experiences.

If you would like to visit our campus and meet the staff and children who make our establishment a happy and successful learning environment, you would be made most welcome. Please telephone the administration team to arrange a visit. We all look forward to meeting you.

 Yours sincerely



​ **Mr Gerard Curley** B.Ed (HONS), M.A.Ed  
*​Head Teacher - Neilston Primary School & Madras Family Centre*

## **Vision, Values and Aims**

###### Our Vision

In Neilston Primary our vision is to be an outstanding, values-based school that is at the heart of our community, striving for excellence. We strive to enable our children to achieve their highest potential across the curriculum and beyond. Ultimately, we want all of our young people to attain and achieve at the highest level possible through excellent experiences and opportunities.

###### Our Values

* We are kind, polite, helpful and aware of others’ feelings.
* We listen carefully to others without interrupting them.
* We look after our own and other people’s belongings.
* We try our best, work hard and learn from our mistakes.
* We treat other people the way we would like to be treated.
* We always tell the truth

As a Rights Respecting School we know that our young people also have the right to be:



###### Our Aims

It is the aim of everyone across our campus to ensure that:

* There is a welcoming atmosphere and positive ethos throughout the establishment.
* A secure, happy atmosphere, and an interesting and stimulating environment in which our young people can learn most effectively, is provided
* We encourage our young people to be actively involved in the life of our establishment and the decision making process so that they can begin to develop knowledge and understanding of citizenship.
* Learning achievement of all children is valued and high aspirations and ambitions are promoted across the campus
* Within our inclusive establishment all young people are given the confidence, attributes and capabilities to make valuable contributions to our society and are encouraged to become successful learners, confident individuals, responsible citizens and effective contributors.
* Promote lifelong learning so that our young people are able to make informed choices and decisions that ensure a healthy lifestyle.
* We plan for improvement by continuous self evaluation and professional dialogue, reporting on standards and quality to ensure quality education and excellent experiences.
* A strong partnership with parents is established and strenuous effort made to ensure parents are kept fully informed and active participants in their child’s learning and progress.

## 

## **School Information**

Neilston Primary School

43 High Street

Neilston

East Renfrewshire

G78 3HJ

Phone: 0141 570 7240 (School)

0141 570 7540 (Family Centre)

E-mail: [schoolmail@neilston.e-renfrew.sch.uk](mailto:schoolmail@neilston.e-renfrew.sch.uk)

Website: <https://blogs.glowscotland.org.uk/er/Neilston>

Twitter: @neilston\_madras

## **School Description**

Built: 1969

Present Roll: 281

Capacity: 420

The campus is multi-denominational and co-educational.

Children in the age range of 2-12 years are accommodated across the Family Centre and Primary school.

## **Opening Times**

Open 9am (informal entry for P1 and P2 pupils begins at 8:50am)

Morning interval: 10:40am – 10:55am

Lunch: 12:35pm – 1:35pm

Close: 3:15pm

Please note the link below regarding the emergency closure of establishments – severe weather conditions

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

## **Campus Staffing**

###### Campus Leadership Team

The Leadership Team, led by the Head Teacher has the responsibility of leading and managing all aspects of learning and teaching across the school and Family Centre.

Head Teacher Mr Gerard Curley

Depute Head Teacher Mrs Rosemary Crossan

Depute Head of Centre Mrs Julie Armstrong

Depute Head of Centre Mrs Yvonne Crookshank

Principal Teacher Mrs Linda Campbell

Principal Teacher (Acting) Mrs Julie McLaren

###### Campus Learning and Childcare Team

Class Teacher Mrs Elizabeth Brooksbank

Class Teacher Mrs Susan Connor

Class Teacher Mrs Jane McDermott

Class Teacher Miss Ainslie McCabe

Class Teacher Miss Laura Ritchie

Class Teacher Mrs Melanie McPhail-Smith

Class teacher Mrs Lindsay Allen

Class Teacher Mr David Bonnar

Class Teacher Mrs Vanda Carmichael

Class Teacher Mrs Lorna Goudie

Class Teacher Mrs Victoria McCabe

Class teacher Miss Olivia Crook

Child Development Officer Jennifer McGrath

Child Development Officer Michelle Collins

Child Development Officer Kirsty Mitchell

Child Development Officer Karen Robertson

Child Development Officer Erin Carmichael

###### Campus Support Team

Pupil Support Staff Mrs Fiona Pearce

Pupil Support Staff Mrs Nicole Ritchie

Pupil Support Staff Mrs Yvonne Booth

Office Manager (School) Mrs Geraldine Clarke

Senior Clerical (Centre) Mrs Denise Elder

Clerical Assistant Mrs Valerie Chisholm

Facilities Officer Mr Alan Cuthbert

Facilities Officer / Cleaner Mrs Sheena Fleming

Catering Manger Mrs Barbara Hamilton

## **Curriculum for Excellence**

Curriculum for Excellence is the education system in Scotland. It includes early years, schools, colleges and community learning from 3 to 18 and beyond.

The table below matches the five curriculum levels to stages of learning generally applicable, with flexibility (for example, for young people who are particularly able and/or have additional support needs).

|  |  |
| --- | --- |
| 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 to S3, but earlier for some. The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4.  The fourth level experiences and outcomes are intended to provide possibilities for choice and young people's programmes, will not include all of the fourth level outcomes. |
| Senior phase | S4 to S6, and college or other means of study. |

From pre-school to the end of S3 (3-15) young people will experience a broad general education which is designed to enable each child or young person to be a successful learner, a confident individual, a responsible citizen and an effective contributor. This broad general education will include all of the Experiences and Outcomes across all curriculum areas up to and including the third level. Throughout all learning, prime importance is given to literacy, numeracy, and thinking skills; skills for learning, life and work; an understanding of society, the world and Scotland's place in it, and an active and healthy lifestyle.

A range of teaching methods and contexts for learning are used, including active and enterprising learning, which encourages young people to become enquiring; learning across the curriculum which helps young people make links between subjects, and learning outside classrooms in the outdoors and in the community, which gives opportunities for learners to deepen their learning in real-life contexts. Most learners will progress into the fourth level in many aspects of their learning before the end of S3, laying strong foundations for more specialised learning.

Information about how the curriculum is structured and curriculum planning – [**http://www.educationscotland.gov.uk/thecurriculum/**](http://www.educationscotland.gov.uk/thecurriculum/)

Curriculum for Excellence emphasises that assessment is an integral part of day-to-day teaching and learning. Learners’ progress will be closely monitored by staff, who reflect with them on their strengths, learning needs and next steps, and take action based on these. Learners themselves will be increasingly involved in this process, as they develop the skills needed to be able to make effective judgments on their own learning; skills that will be important to them throughout life. Testing will continue to be part of the framework of assessment, providing additional evidence of what learners know, understand and are able to do, and helping teachers plan learning experiences which are motivating and challenging.

## **Curricular Components**

In Neilston Primary we follow the values and principles for the curriculum as set out in ‘A Curriculum for Excellence’. We encourage our pupils to develop skills for learning, life and work, including literacy, numeracy, and health and wellbeing in and out of the classroom.

It affirms that CfE is for all young people in all educational settings and that it should support them in a range of ways which helps them to maximize their potential. At the heart of this lies the aspiration that all children and young people should be successful learners, confident individuals, responsible citizens and effective contributors. These are known as the four capacities.

It defines the scope of the curriculum as extending beyond subjects to include:

* The ethos and life of the school
* Curriculum areas and subjects
* Interdisciplinary projects and studies
* Opportunities for wider achievement

Children and young people enjoy making progress and find satisfaction in meeting the challenges posed by a curriculum that engages, stimulates and motivates them.

Across our Campus we recognise that children and young people progress at different rates and we have a great focus of teaching the skills of literacy and numeracy to ensure they are prepared for their future lives.

The Curriculum is organised under the following headings:

* **Literacy and English**
* **Numeracy and Mathematics**
* **Health and Wellbeing**
* **Expressive Arts**
* **Religious and Moral Education**
* **Science**
* **Social Studies**
* **Technologies**

Teachers plan exciting and challenging inter disciplinary studies where each of the curriculum areas makes its own unique contribution in developing the four capacities of children and young people. Teachers have much more freedom to teach in innovative and creative ways.

Throughout the curriculum children are given responsibility for their own learning and are encouraged to develop skills for life. Literacy, Numeracy and Health & Wellbeing are taught at every opportunity not just within specific lessons. Parents will be contacted by letter regarding any sensitive aspects of the curriculum e.g. sexual health and relationships.

The aims of A Curriculum for Excellence are that every child and young person should know they are valued and will be supported to become:

* **Successful Learners** through using their imagination and creativity,

tackling new experiences and learning from them, and developing important skills including literacy and numeracy through exploring and investigating while following their own interests.

* **Confident Individuals** through succeeding in their activities, having the satisfaction of a task accomplished, learning about bouncing back from setbacks, and dealing safely with risks.
* **Responsible Citizens** through encountering different ways of seeing the world, learning to share and give and take, learning to respect themselves and others, and taking part in making decisions.
* **Effective Contributors** through playing together in leading or supporting roles, tackling problems, extending communication skills, taking part in sustained talking and thinking and respecting the opinion of others.

Curriculum for Excellence is bringing learning to life in the way education is delivered for all 3-18 year olds in nursery, primary, secondary, at college, workplace or community learning. It takes a fresh approach to what, how and where young people learn. It aims to raise standards, improve knowledge and develop skills, closing the gap between the lowest and highest performers.

For links to websites relevant to Curriculum for Excellence, please see Appendix.

In our campus all our young people are entitled to experience a broad general education. Our curriculum, therefore, will promote learning across a wide range of contexts through planned experiences. In all areas of the curriculum, equal opportunities are offered to all children, irrespective of difference in sex, nationality or creed. Each child is expected to participate in every subject, and will be encouraged to achieve the highest possible standard throughout.

In general, in enrolling a child in our campus a parent accepts that the child will receive the curriculum offered, which meets the national guidelines. This means that, with very limited exception, 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:

* religious observance and instructions and
* sex education 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 sought with them and other stakeholders through the Parent Council, Pupil Council and by other appropriate means.

###### Literacy and English

Language and Literacy are of personal, social and economic importance. Our ability to use language lies at the centre of the development and expression of our emotions, our thinking, our learning and our sense of personal identity. Language and Literacy is central to learning and teaching in every area of the curriculum. We therefore attach the utmost importance to the development of the skills of listening, talking, reading and writing, so that each child progresses to the highest level he/she can achieve.

Our pupils are encouraged, right from the beginning of their schooling, to develop appropriate skills in reading and in the use of language. Within Curriculum for Excellence we will use many texts in Language and Literacy. Our children will learn to read accurately and with discrimination. They will be introduced to a variety of genre including poetry, short stories, fiction and non-fiction. They will be taught to acquire the skills necessary to read for information and enjoyment and will also have opportunities to reflect on the writer’s ideas and craft.

Our writing programme provides a range of skills which will be acquired through explicit teaching. The purpose and audience for writing will be clearly established. Children’s talking and listening skills will be developed through a variety of contexts.

Important emphasis is placed on Early Literacy and the strategies needed to improve literacy in the early years and subsequently throughout the school. Spoken language has particular importance in the early years and our teachers will balance play-based learning with more systematic development and learning of skills and techniques for reading, including phonics.

We aim to ensure our pupils experience an environment which is rich in language and which sets high expectations for literacy and the use of language. Our pupils will spend time with stories, literature and other texts which will enrich their learning, develop their language skills and enable them to find enjoyment.

###### Modern Languages

All our pupils take part in learning to speak French, from P1 to P7. Learning another language enables our pupils to make connections with different people and their cultures and to play a fuller part as global citizens.

We follow the experiences and outcomes from Curriculum for Excellence under the following organisers:

* Listening and talking
* Reading
* Writing

Teachers will develop the pupils’ skills through taking part in conversations, developing listening, reading and writing skills and knowledge about language. Activities will include playing games, singing songs, carrying out simple instructions, and playing with simple poetry and rhyme.

Learning a new language encourages children and young people to broaden their horizons as they explore the language and its associated culture. As well as French the school also provides a flavour of Spanish.

In doing so, our children enhance their understanding and enjoyment of other cultures and of their own and gain insights into other ways of thinking and other views of the world. They will develop skills that they can use and enjoy in work and leisure throughout their life.

###### Numeracy and Mathematics

In Neilston Primary we follow the mathematics framework of Curriculum for Excellence. The experiences and outcomes form an important part of the mathematics education of all our pupils and include many of the numerical and analytical skills required to function effectively and successfully in everyday life. These are structured within three main organisers listed below:

* Number, money and measure
* Estimation and rounding
* Number and number processes
* Multiples, factors and primes
* Powers and roots
* Fractions, decimal fractions and percentages
* Money
* Time
* Measurement
* Mathematics – its impact on the world, past, present and future
* Patterns and relationships
* Expressions and equations

Shape, position and movement

* Properties of 2D shapes and 3D objects
* Angle, symmetry and transformation

Information handling

* Data and analysis
* Ideas of chance and uncertainty

We will use learning and teaching approaches that challenge and stimulate our pupils and promote their enjoyment of mathematics. Our teachers will use a variety of approaches to encourage our pupils to actively investigate and experience mathematics in real life contexts. It is our hope that our pupils will enjoy mathematics, understand the many aspects of mathematics, develop their problem solving skills, think logically and talk about and discuss mathematics in context.

From early on they will enjoy exploring and applying mathematical concepts to understand and solve problems, explain their thinking and presenting their solutions. At all stages we will put an emphasis on collaborative learning and encourage our pupils to reason logically and creatively through discussion.

###### Health and Wellbeing

Learning in health and wellbeing ensures that our pupils develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing for the present day and the future.

Our school follows the experiences and outcomes in health and wellbeing which reflect a holistic approach to promoting the health and wellbeing of all our pupils. Good health and wellbeing is central to effective learning. Learning through health and wellbeing promotes confidence, independent thinking and positive attitudes and dispositions. It is the responsibility of every teacher in the school to contribute to learning and development in this area.

Our pupils can expect their learning environment to support them to:

* Develop their self-awareness, self-worth and respect for others
* Meet challenges, manage change and build relationships
* Experience personal achievement and build resilience and confidence
* Understand and develop their physical, mental and spiritual wellbeing and social skills
* Understand how what they eat, how active they are and how decisions they make about their behaviour and relationships affect their physical and mental wellbeing
* Participate in a wide range of activities which promote a healthy lifestyle
* Understand that adults in the school community have a responsibility to look after them, listen to their concerns and involve others where necessary
* Learn about where to find help and resources to inform choices
* Assess and manage risk and understand the impact of risk-taking behaviour
* Reflect on their strengths and skills to help them make informed choices when planning their next steps
* Acknowledge diversity and understand that it is everyone’s responsibility to challenge discrimination

All our classes enjoy three periods of PE every week, two sessions are indoors and one session will take place outdoors. (weather permitting) During these sessions the pupils experience and gain knowledge and understanding of the role of exercise in good health.

We also have PE specialists from Eastwood High School who visit the school on a weekly basis. This, along with the input from our Active Schools Coordinator, ensures our pupils acquire and practise skills to equip them for an active lifestyle and enjoyable leisure time. There are also many after school clubs including football, basketball, dance, badminton etc.

Each pupil is expected to bring PE kit to school as necessary. **(Please see note on uniform pg19 & pg20)**

In the interest of health and safety children are not allowed to wear jewellery of any type during PE lessons - earrings must be removed.

Prior to teaching sensitive aspects of health and wellbeing, such as relationships, sexual health and parenthood, parents and carers will be invited to attend an information evening at the school. They will have the opportunity to learn how these issues are tackled in the school and chat to staff about how they can be involved at home.

###### Sciences

Through learning in the sciences, our pupils develop their interest in, and understanding of, the living, material and physical world. They will engage in a wide range of collaborative investigative tasks, which will allow them to develop important skills to become creative, inventive and enterprising adults in a world where the skills and knowledge of the sciences will be needed.

Our Sciences curriculum content has been updated for Curriculum for Excellence with a strong emphasis on the development of understanding and on critical evaluation. The key concepts are clearly identified using five organisers:

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

Effective learning and teaching approaches extend experiential learning from the early years into primary school and beyond. As our pupils progress in their learning of the sciences, our teachers can take advantage of opportunities for study in the local, natural and build environments, as an opportunity to deepen their knowledge and understanding of the big ideas of the sciences. Our approaches will promote thinking as well as provide opportunities to consolidate and apply learning. Our approaches will include:

* Active learning and planned, purposeful play
* Development of problem-solving and analytical thinking skills
* Development of scientific practical investigation and inquiry
* Use of relevant contexts, familiar to young people’s experiences
* Appropriate and effective use of technology, real materials and living things
* Building on the principles of Assessment is for Learning
* Collaborative learning and independent thinking
* Emphasis on children explaining their understanding of concepts, informed discussion and communication

###### Social Studies

Through social studies, our pupils 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 of how it has been shaped. They will also focus on the historical, social, geographic, economic and political changes that have shaped Scotland. Our pupils will also learn about human achievements and how to make sense of changes in society, of conflict and of environmental issues.

Our programme of Social Studies follows the experiences and outcomes of Curriculum for Excellence and has been structured under three main organisers:

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

Our teachers will use this framework to assist our pupils in acquiring knowledge, which will help them to make sense of their own and other environments. The development of skills is also an essential aspect of learning. This is approached through active learning, problem solving, finding and recording and reporting - all aimed at developing an inquiring mind.

###### Expressive Arts

Across the campus, experiences in the expressive arts involve creating and presenting and are practical and experiential. Evaluating and appreciating are used to enhance enjoyment and develop knowledge and understanding.

At Neilston Primary we follow the framework of Curriculum for Excellence which begins with experiences and outcomes for presentation and performance across the Expressive Arts

outcomes in:

* Art and Design
* Dance
* Drama
* Music

Our pupils learning, through and about the expressive arts:

* Enables them to experience the inspiration and power of the arts
* Recognizes and nurtures their creative and aesthetic talents
* Allows them to develop skills and techniques that are relevant to specific art forms across the four capacities.
* These provide opportunities for them to deepen their understanding of culture in Scotland and the wider world is enhanced and enriched through partnerships with professional arts companies, creative adults and cultural organisations.

###### Technologies

We want to give our young people as rich a variety of learning opportunities as possible. We feel that it is essential that our pupils have the opportunity to experience new technologies and to develop the searching, sorting and filtering skills that are likely to be part of everyday life.

The Curriculum for Excellence technologies framework is organised to offer opportunities for personalisation and choice using diverse contexts for learning. The framework has six organisers, namely:

* Technological developments in society
* ICT to enhance learning
* Business
* Computing science
* Food and textiles
* Craft, design engineering and graphics

###### ICT

Being skilled in using ICT is essential if our pupils are to be effective contributors able to communicate and interact on a global scale. Our pupils will develop their skills in ICT within and across curriculum areas to equip them with the learning and employability skills required for the 21st century.

Our pupils will also be encouraged to consider the safe use of computer equipment, education network, internet and mobile technologies. At Neilston Primary we use PCs throughout the school. During ICT our pupils will be encouraged to:

* Develop confidence and skills in using ICT
* Make use of ICT to create and present their own ideas and materials
* Use ICT to collect and analyse structured information and to solve problems
* Employ ICT to search for information and to research topics
* Use ICT to communicate and collaborate with others
* Employ ICT to control and model aspects of the environment
* Be aware of and be informed about the applications and implications of ICT in society
* Learn how to stay safe on the computers

East Renfrewshire Council has a single connection, the internet for schools, and maintains the systems which prevent pupils from having access to unsuitable material. However, no system can guarantee 100% protection. We therefore stress the importance of using the network and the internet safely and, as a school, ensure internet access is supervised. We discuss network etiquette principles and how to manage the increasing use of mobile technologies. We also ask all our pupils to complete an Acceptable Information and Communication Technology (ICT) User Agreement and ask our parents to sign these agreements.

It is important that as our children play and learn they develop an interest, confidence and enjoyment in ICT skills that can be transferred and applied in different learning contexts.

Further information on Safe Use of ICT can be found at:

[http://www.ea.e-renfrew.sch.uk/curriculinks/Links/Parents/Parental%20Leaflets/Internet%leaflet.pdf](http://www.ea.e-renfrew.sch.uk/curriculinks/Links/Parents/Parental%20Leaflets/Internet%25leaflet.pdf)

We take the safety and security of our pupils very seriously and every parent/carer is asked to give signed permission to allow their child to be photographed. These photographs will be for school work and occasionally by the local press. As mobile phones now take pictures and have internet access, we ask that children bringing mobile phones to school switch these off on entering school premises. These will be kept off during the school day. Any contact with your child can be done through the school office.

Further information on the use of photography in schools can be found at:

[http://www.ea.e-](http://www.ea.e-/) renfrew.sch.uk/curriculinks/Links/Parents/Parental%20Leaflets/PhotographingChildrenandYoungPeople.pdf

###### Technology

Technology is a creative form of expression whereby people interact with their environment in order to bring about change in response to needs and wants. It has a vital part to play in a child’s development and their appreciation of the world around them. It involves designing, communicating, creating, testing and evaluating encouraging young people to develop ideas and seek alternatives and solve practical problems in a variety of ways.

We aim to:

* Promote discovery and actively foster ingenuity, imagination and inventiveness in design
* Develop a problem solving attitude to everyday situations
* Encourage positive attitudes and independence of thought
* Raise awareness of materials, their uses and limitations
* Enhance the child’s appreciation of the environment and to influence it for the good
* Develop the necessary social skills to work co-operatively as part of a team
* Encourage the awareness of the aesthetic, economic and technological quality of their work and that of others

Our desired outcome is technological capability. We ensure that a range of technology activities provide each pupil with opportunities to sharpen technological perspective, strengthen confidence, deepen sensitivity and heighten creativity.

###### Religious and Moral Education

Across the campus we regard the spiritual, social, moral and cultural values of our young people as of supreme importance. Our aim is to cultivate within each child a sense of moral responsibility, instil a caring tolerant attitude towards others and equip all our pupils to become responsible citizens.

Religious education is an integral part of the curriculum for all pupils and examines religious and moral issues as well as looking at a variety of faiths. It is important for our pupils to become aware that beliefs and values are fundamental to families and to the fabric of our society in communities, local and global. We hope to develop our pupils’ understanding of diversity in our society and their own roles in it.

Parents have a legal right to withdraw their child from religious education and observance and this can be put into effect by notifying the school of their decision.

Parents from ethnic minority religious communities may request that their child be permitted to be absent from school in order to celebrate recognised religious events. Written requests should be made to the Head Teacher detailing the proposed arrangements. Appropriate requests will be granted on not more than three occasions in any one school session with the pupil noted as an authorised absentee on the register.

###### Other Learning Opportunities

Throughout their time on campus our young people will be offered many different cross curricular learning opportunities. These can take the form of outdoor learning in the school playground and surrounding area, school trips to support class topics and visits from outside agencies. These will be detailed on our newsletters brought home each month.

A residential trip to an outdoor centre is planned for our Primary 7 pupils each year where the children involved are afforded the opportunity to participate in a diverse range of outdoor activities. These vary depending on the time of year but can include abseiling, orienteering, and kayaking.

## **Playground Supervision**

An adult presence is maintained in the playgrounds at all break times and from 8:45am in the main playground. We operate an informal entry for pupils in P1 and P2 from 8:50am.

This adult presence is provided in terms of the schools ‘Safety and Supervision of Pupils’ (Scotland) regulations 1990.

The Facilities Officers, Mr Cuthbert / Mrs Fleming, pupil support assistants and when possible, members of the Senior Leadership Team supervise the playgrounds during play and lunch time.

No child is allowed to leave the school between opening and dismissal time unless going home for lunch. Home lunch pupils are collected from the school office.

If any appointments are made for your child during school hours, he/she must be collected by a parent/carer from the school office. It would be helpful in this instance if prior notice is given to the school about these appointments as it will allow us to have your child ready and waiting for you.

## **Clothing and Uniform**

Within East Renfrewshire we strive to achieve the vision of **‘Everyone Attaining, Everyone Achieving Through Excellent Experiences’** in a variety of ways and supporting schools to robustly implement school dress codes/uniform is another way of reinforcing our drive for excellence in all that we do.

East Renfrewshire’s Education Department expects and strongly encourages its schools to have as high a standard of uniform as it can. Dressing for Excellence is a policy approved by East Renfrewshire’s Education Committee and Neilston Primary follows these guidelines.

In promoting the wearing of uniform, account must be taken of any proposals to prevent direct or indirect discrimination on the grounds of sex, race, age, disability, sexual orientation, religion or belief.



After consultation with our Parent Forum agreement was reached on the uniform for our school. This included a list of unacceptable forms of dress which:

* Fail to identify children/young people as a pupil of their school
* Are not in keeping with the school ethos
* 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
* 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 and, in particular, pupils will not be denied access to examinations as a result of not wearing school uniform.

###### Neilston Primary School Uniform

Our consultation agreed the following items of school uniform. Please note that shirts/blouses and tie are for our P7 pupils. All other pupils are expected to wear the school polo shirt and school sweatshirt.

|  |  |
| --- | --- |
| School skirt  School trousers  School pinafores  School dress  (no fashion items please) | Grey or black only please  School dress is reserved for warmer weather and should be either blue or yellow |
| School V-neck jumper School cardigan School sweatshirt | Grey or black only please  School sweatshirt is black with school badge (P1-6) |
| School leather type shoes  School leather type boots  (No trainers please) | Black only please  (no other colours at all on shoes please) |
| School shirt  School blouse  School tie  School polo-shirt | Shirt/blouse and tie should be worn by all P7 pupils P4-6 uniform includes polo-shirt which should be  worn with school sweatshirt |
| Knee length/ankle socks Tights | Grey or black only please |
| Outer jacket  Blazer with school badge  (badges available at the school office)  Lightweight shower proof jacket  Heavy winter waterproof jacket | Dark colour  (school jackets and fleeces are available at the school office) |
| **PE Kits Indoor** Shorts  School polo shirt Sandshoes/trainers  **Outdoor**  As above in warmer weather or: Tracksuit jacket  Closed ankle tracksuit trousers  Trainers | Black or navy Any colour  Black or navy (no markings) Any colour |

##### All items of clothing and shoe bags should be labelled with the child’s name.

Parents/carers 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.

Gym shoes should be kept in the cloakroom area. Please ensure your child has a shoe bag available to help keep the cloakroom tidy and lessen the risk of lost shoes.

During periods of inclement weather the pupils are asked to change into their gym shoes and to leave heavy boots or wellingtons in the cloakroom. Please ensure your child has a change of footwear for these occasions.

###### Items of Uniform on Sale

The following items can be obtained from the school office:

|  |  |  |  |
| --- | --- | --- | --- |
| School Badge | £5.00 | Polo-shirts | £7.00 / £8.00 |
| School Tie | £5.00 | Sweatshirts | £8.00 / £9.00 |
| Fleeces | £15.00 / £16.00 | School Jacket | £18.00 |

Order forms can be obtained from school website.

Please complete and send your order into the school office.

As a school we will be happy to reuse and recycle any Neilston blazers, jackets or other items of clothing that you are kind enough to donate to the school. Thank you for recycling!

Information about clothing grants and who qualifies can be found on the council website:

<http://www.eastrenfrewshire.gov.uk/index.aspx?articleid=1808>

## 

## **Attendance**

Parents/carers have a legal duty to make sure that their children attend school. The school records attendance twice daily (once in the morning and again in the afternoon). Parents / carers must let the school know about any absence which could include sickness, religious observance or bereavement among others as early as possible by contacting the school office. This way we can keep accurate attendance records.

###### Notification of Absence

Parents/carers are asked to inform the school by phone, e-mail or in person if their child is going to be absent from school. We ask that contact be made before 9am and 1:35pm if not returning to school in the afternoon. Failure to alert us to the absence will result in the school making contact with yourself or emergency contact numbers to ensure your child is safe at home.

If you fail to make contact with us before 9:30am you will receive a text message alerting you to your child’s absence and requesting that you contact us immediately.

When you contact us to report your child absence you should be prepared to provide the following information:

* Child’s name, class / group, teacher/key worker
* Indicate the estimated length of non-attendance
* Provide some detail of your child’s illness (this is required for infection control)

It is vital that although you have telephoned an absence, in that you provide a written note on your child's return, confirming the reason for absence.

Please remember: it is YOUR responsibility to ensure that your contact details and that of your emergency contacts are kept up-to-date.

Every effort should be made to avoid family holidays during term time. These can disrupt a child’s education and reduce learning time. Holiday absence during term time will, in most cases, be categorised as unauthorised. Parents/carers MUST inform the Head Teacher in writing PRIOR to the holiday taking place.

Attendance across the campus will be monitored by the Senior Leadership Team monthly and will make contact with parents/carers or the attendance officer regarding attendance and time keeping concerns if necessary. The School attendance officer investigates unexplained absence. The authority has the power to write to, interview, prosecute or to refer to the reporter of the children’s hearings, if necessary.

## **School Holidays for Session 2017 - 2018**

|  |  |  |
| --- | --- | --- |
| **Term** | **Dates of attendance** | |
| **First** | Teachers return | Monday 14 August 2017 |
| In-Service | Monday 14 August 2017 |
| In-Service | Tuesday 15 August 2017 |
| **Pupils return** | Wednesday 16 August 2017 |
| **Last day of school** | Thursday 21 September 2017 |
| September Weekend | Friday 22 September 2017 |
| September Weekend | Monday 25 September 2017 |
| **Re-open** | Tuesday 26 September 2017 |
| **Last day of school** | Thursday 12 October 2017 |
| In-Service | Friday 13 October 2017 |
| **Re-open** | Monday 23 October 2017 |
| **Last day of school** | Wednesday 20 December 2017 close @2.30pm |
| **Second** | **Re-open** | Thursday 4 January 2018 |
| **Last day of school** | Thursday 8 February 2018 |
| In-Service | Friday 9 February 2018 |
| Mid Term | Monday 12 February 2018 |
| Mid Term | Tuesday 13 February 2018 |
| **Re-open** | Wednesday 14 February 2018 |
| **Last day of school** | Thursday 29 March 2018 |
| **Third** | **Re-open** | Monday 16 April 2018 |
| **Last day of school** | Friday 4 May 2018 |
| May Day Holiday | Monday 7 May 2018 |
| **Re-open** | Tuesday 8 May 2018 |
| **Last day of school** | Thursday 24 May 2018 |
| May Weekend | Friday 25 May 2018 |
| May Weekend | Monday 28 May 2018 |
| In-Service | Tuesday 29 May 2018 |
| **Re-open** | Wednesday 30 May 2018 |
| **Last day of school** | Wednesday 27 June 2018 close @ 1pm |

Good Friday 30th March 2018

Easter Monday 2nd April 2018

(Calderwood Lodge Primary School will differ slightly from the above arrangements)

## **Transitions**

*Transitions from Home to the Family Centre*

We offer a home to Centre transition package; a member of the Senior Leadership Team along with the Child Development Officer, who will have responsibility for your child, will visit you at home. This allows for the positive relationships between yourself, your child and Centre staff the opportunity to develop in an environment that your child is familiar with. In addition to this children, along with their parents, are invited along to enrolment. Whilst the SMT speak with new parents, the Child Development Officers are working with the children in the Centre. This gives the children the opportunity to familiarise themselves with the Centre, each other and the staff within the Centre. When beginning at Madras Family Centre – children build up their time to facilitate them ‘breaking in gently’; their first few sessions at the centre may be only for an hour until they settle in. This will be discussed between you and your child’s Key worker.

###### Transitions from Family Centre to Primary School

Transition from the Family Centre to Primary One is co-ordinated by the Principal Teacher within the Family Centre who will co-ordinate with our P1 teacher(s) to make visits to the Family Centre prior to them starting Primary One. The Principal Teacher will liaise with Centre staff and design a smooth transition programme. This process involves;

* Home visits
* Visits to the child’s Early Years Centre
* Meeting with the child’s key worker
* Inviting the child to induction days at their new school
* Sharing of information e.g. pupil profiles from Early Years Centre etc.
* Come and Play Days
* Parent/carer and child lunch

Mr Gerard Curley (HT) is charged with the responsibility for the transition process for pupils leaving Primary Seven and entering into S1. Pupils are normally transferred between the ages of 11 years 6 months and 12 years 6 months, so that they will have the opportunity to complete at least four years of secondary education. Parents and carers will be informed of the school arrangements no later than March of the year preceding the date of transfer at the start of the new session.

###### Transfer from Primary School to Secondary School

Children from Neilston Primary normally transfer to:

Eastwood High School,

Capelrig Road,

Newton Mearns,

G77 6NQ

Head Teacher: Mr Stuart Maxwell

For further information about Eastwood High School, contact as follows:

Phone: 0141 577 2200

Website: <https://blogs.glowscotland.org.uk/er/Eastwood>

###### Delineation

All secondary schools in East Renfrewshire are deemed to be **delineated**. This means that a successful placing request made to an East Renfrewshire primary school, either by those living within or out with the council boundary area, does not guarantee progression to the associated secondary school of that primary school. A further placing request will be required at the point of secondary transfer and the normal rules pertaining to considering placing requests will apply.

In these arrangements for admission to school, delineated areas for denominational schools and non- denominational schools exist within East Renfrewshire. Each school has a delineated area; each pupil will be resident in the delineated area of both a non-denominational and denominational school. In primary, parents will choose their sector, either denominational or non-denominational. In secondary, pupils will subsequently be guaranteed a place in their chosen sector. Transfer of sector may only be done via a placing request.

Further information about placing requests for East Renfrewshire Schools can be found by contacting the council offices on 0141 577 3287 or via their website at: [www.eastrenfrewshire.gov.uk.](http://www.eastrenfrewshire.gov.uk/)

## **Pupil Groups**

Across our campus we foster a sense of citizenship through pupil participation in a range of practical projects, local and national. We also co-operate in joint ventures with St Thomas’ Primary. Each year our concerts entertain the community and our open days and sports’ days are also a huge success.

The school has been awarded the investors in people award, the platinum award for enterprise, the gold award for citizenship and our 5th Green flag status for Eco schools – all awards we are extremely proud of.

All of our young people are involved in supporting charities throughout the year.

We have a variety of Pupil Voice Groups. These are:

* Pupil Council
* Eco committee
* GIRFEC (Getting It Right For Every Child) group
* Peer Mediators
* Prefects
* Monitors
* Play zone Leaders
* Junior Road Safety Officers
* Fair Trade Committee

Our pupils have the opportunity to be involved in this wide variety of pupil groups. Details of all these groups can be found on the school website. We encourage our children to play an active role in their community by including local studies in our social studies programme. Across the campus we have regular visits from the local community Police and Health Service Staff. We also enjoy close links with the Neilston Development Trust.

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.

###### Pupil Council

Our Pupil Council is now very well established, with representatives of each class meeting with a Class Teacher on a fortnightly basis. 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. Our representatives share responsibility for:

* School fundraising
* Charity awareness
* Liaising with other Pupil Councils within the authority
* Reporting to the Director of Education
* School Improvement Plan
* Consultation on views of our pupils
* Work co-operatively with parent council
* Presenting to parents/carers at curriculum events

###### Our School House System

A House System is in operation in Neilston Primary led ably by our Captains and Vice Captains who monitor it very carefully. House captains and Vice Captains are voted in by previous holders of the posts.

We have 4 houses with families grouped together in the same house. These are:

**Kingston (Green)**

**Harelaw (Red)**

**Caldwell (Blue)**

**Broadlie (Yellow)**

The house system runs in conjunction with Golden Time and class and individual points rewards systems. Families are grouped together in the same house. Each house gains house points from a variety of activities and each term the winning house gains a big award. At the end of each session our House Cup is awarded to the winning house.

## **Supporting our Young People**

In Neilston Primary we advocate a nurturing approach. Nurturing schools are inclusive in their attitudes, ethos and organisation, where there is an environment which models that of a nurturing home with relationships which reflect that. It is our aim to help children to develop their self-esteem; teach social skills such as turn-taking, sharing, co-operating and appreciating the feelings of others; and the development of language for communication.

Further information on inclusion can be found at:

<http://www.ea.e-renfrew.sch.uk/curriculinks/Links/Teachers/inclusion.htm>

Many pupils will require additional support during their time at school. This could be from a few months to long term, or for the whole of their education. It applies to pupils who are having difficulties and to those who are very able.

All East Renfrewshire schools use the GIRFEC (Getting it right for every child) framework to assess additional support needs and systematically review and refine wellbeing plans to ensure the best outcomes for pupils. This has been designed to allow school staff, partner agencies, pupils and parents to be active participants in the wellbeing plan. Your child’s teacher will discuss the strategies agreed to help support your child, and will welcome any views and suggestions you might have. The very important review process, when the success of the agreed strategies is discussed is also an area where your views will be sought.

The schools Additional Support Needs (ASN) Co-ordinator, Mrs Rosemary Crossan is responsible for assuring the whole school approach and bringing together the various elements of pupil support including pastoral, behaviour and learning. Class teachers are responsible for the delivery of education and are therefore central to the effective implementation of GIRFEC at all levels. Class teachers may be supported by pupil support staff(PSAs)or Stage Managers to deliver , monitor and review the strategies and actions as detailed in the wellbeing plan. Joint Support Team Meetings (JST) are multi-agency meetings where we can discuss your child’s need with your consent. Our aim is to spot any potential difficulties and work with parents and pupils to support their needs as fully as possible.

Occasionally, after full consultation with parents, the school may call on the services of the council’s professional Psychological Services or other specific services such as Outreach, Social Work, Speech and Language Therapist, School Nurse. Occupational therapists. Any areas requiring further investigation and possible action are identified.

The school policy is to keep you and your child fully informed at all times.

###### Specific Learning Difficulties (Dyslexia)

Dyslexia is a specific learning difficulty in its own right. We use the term where a boy or girl is having difficulty with aspects of reading or writing when there is a clear difference between these and the way they perform in other areas of schoolwork.

If you think your son or daughter may be dyslexic your first step is to approach the school. We would be happy to give you advice and information on Specific Learning Difficulties (Dyslexia).

###### Enquire

Enquire offer 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](mailto:info@enquire.org.uk)
* an online enquiry service
* two websites [www.enquire.org.uk](http://www.enquire.org.uk/) (for parents/carers and practitioners)
* and [www.enquire.rog.uk/yp](http://www.enquire.rog.uk/yp) (for children and young people)

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

## **Equal Opportunities and Social Justice**

East Renfrewshire Council Education Department is committed to ensuring equality, equity and fairness for all. It 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 this 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.

In accordance with the requirements set out by the Equalities and Human Rights Commission, we seek 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.

Neilston Primary school has clear guidelines and procedures for dealing with incidents of inequality, as advised by the Education Department. We encourage that any concerns be raised with us. Our Equalities Co-ordinator is Mrs L Campbell (PT) and can be contacted by emailing or phoning the school.

Our Equality Team is a group of pupils who try to ensure equality and fairness and celebration of diversity happens within our school. This team play a vital role in helping the school to recognise the importance of equal opportunities and are committed to the school’s ideal of inclusive education.

The Management Team has responsibility for ensuring the implementation of this policy. For further information or advice please contact the school.

## **Extra-Curricular Activities**

Our Active Schools Coordinator runs an extra-curricular PE sports programme throughout the year. These sports include football, basketball, mini kicker, badminton, athletics, dance and many more. Enthusiastic staff and parents and professional coaches offer pupils this wide range of extra-curricular activities during lunch breaks and after school.

Educational outings are arranged to compliment topic work. Our pupils regularly take part in the varied activities of Neilston including working with Neilston Development Trust, in the annual Agricultural Show and in local ERC events such as the Primary Prom, Euro Quiz and regular sporting events.

Any parent who wishes to help with or run an after school club should contact the school office.

## **Active Schools**

Neilston Primary is part of the East Renfrewshire Council Active Schools Programme, which is supported by Sport Scotland. Gordon Phillips is our Active School Co-ordinator and is based at Eastwood High School.

Gordon works with the school to get everyone more physically active more often. This has involved, among other things, the following:

* Active travel – encouraging children to walk or cycle to school
* Activity clubs with an emphasis on those who may not regularly participate in physical activity
* Curricular PE support for teachers including the provision of in-service training
* Inter-school sports
* Play Zone – playground supervisors and Primary 6 pupils will be trained to deliver traditional games during break-times
* Supporting existing physical activity and health initiatives eg walk to school week, school sports days, school health week
* Sports club links – involving local sports clubs in school activities
* Fitness testing

In order to maintain these initiatives, the school does require parental help and support. Experience of sport is not a requirement as Gordon can help to get everyone qualified in coaching or leading a number of activities.

To get more information on active schools or to find out more about how to get qualified to coach an activity, you can email him at [PhillipsG1@ea.e-renfrew.sch.uk.](mailto:PhillipsG1@ea.e-renfrew.sch.uk)

## **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. Provision of transport can be revised at any time. Parents who consider that they are eligible should obtain an application form from the school or council offices.

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.

Further information on Free School Transport can be found at:

<http://www.ea.e-renfrew.sch.uk/curriculinks/Links/Parents/Parental%20Leaflets/Free%20School%20Transport.pdf>

###### 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 (see paragraph 1 above). It is a parent’s responsibility to ensure their 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 9am and return after 3:15pm.

**Breakfast/After - School Care**

A breakfast and after school care operates throughout the school year and is organised by MACS (Mearns After School Care Service). Information can be obtained from the school office.

## **School Lunches**

The school operates a cashless cafeteria system which provides hot meals and hot and cold snacks. Parents can pay online using the Payment for schools link below or children may bring money on a daily basis and pay for individual items on the menu. The current prices are:

**Hot lunch £2\***

**Cold lunch £1:90**

\*All P1, P2 and P3 pupils are provided with a free school lunch, please refer to East Renfrewshire Council for menu choices.

[http://www.eastrenfrewshire.gov.uk/CHttpHandler.ashx?id=8971&p=0](http://www.eastrenfrewshire.gov.uk/CHttpHandler.ashx?id=8971&amp;p=0)

A special diet is available for children who require it. Please contact the Head Teacher should this need arise.

Our menus provide a selection of freshly cooked main meals including a vegetarian option with a choice of desserts, drinks and soup.

There is extra salad and bread available included with this three course meal to help ensure all pupils are full before leaving the dining hall.

There is accommodation in the dining area for children who bring a packed lunch. Lunch boxes should be labelled with the child’s name and class and brought to school separate from your child’s school bag.

**Glass bottles and fizzy drinks should be avoided.**

We also encourage parents/carers to think carefully about the snacks they are giving their child each day. The school works hard to remain a health promoting school.

Fresh water is also available from our filtered drinking fountains and pupils are encouraged to drink water regularly throughout the day. Each new Primary 1 pupil is provided with an ERC water bottle which should be filled each day with water. Please note that no child will be allowed any form of juice within the classroom. Fizzy juice, cans and glass bottles are not permitted in the school. We are also a nut free zone so we ask that no form of snack with nuts is brought to school. Snacks and milk are also available to purchase during break times.

Children of parents receiving income support are entitled to a free mid-day meal. Information and application forms for free meals and who qualifies may be obtained from: <http://www.eastrenfrewshire.gov.uk/indes.aspx?articleid=1808>

## **School Payments**

Parents/carers can pay online for their child’s school excursions/visits and school meals online, via the council’s Parent Pay

<https://www.parentpay.com/public/client/security/#/login>

By paying online parents no longer have to engage in the often precarious practice of sending their children to school with money to pay for excursions/visits or meals. You or your child will still be able to pay by cash at the prepayment machine situated outside the school office if you don’t wish to use this service.

Parent Pay service is part of a wider public service for excellence programme, aimed at offering more services online. As well as giving you access to services at a time that suits you, it will help to save money.

## **School Policies and Practical Information**

###### Parental Involvement

SCOTTISH SCHOOLS (Parental Involvement) Act 2006

Parent Councils were established in August 2007. The Parental Involvement 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

At Neilston Primary we encourage parents/carers to become involved in the education of their children. There are many ways of fostering such participation and we are always ready to listen to new suggestions. At present parental involvement included the following:

* Regular newsletters and school website
* Parental Helpful Hints leaflets
* Curriculum news
* Parent Council Constitution
* Pupil reports
* Primary 1 induction days for new pupils and parents
* Workshops to inform parents of curricular developments
* Information meetings regarding school trips and excursions
* Parent Council which supports school developments and initiatives as well as organising social and fundraising events. This is done through their sub-group; Support Our School (SOS)
* Correspondence regarding current issues including questionnaires
* Meetings between parents and school staff and/or external agencies as necessary
* Twice yearly parents’ meetings

You can find further information on our website at:

[www.ea.e-renfrew.sch.uk/neilston](http://www.ea.e-renfrew.sch.uk/neilston)

PARENT COUNCIL

**Parent Council** Chairperson: Mrs Natalie McMillian

Email: [neilstonprimaryschoolparentcouncil@hotmail.co.uk](mailto:neilstonprimaryschoolparentcouncil@hotmail.co.uk)

**Fundraising Committee** SOS – Support Our School

Chairperson: Mrs Jill Keys/Mr John Mullen

Email: [supportourschoolnps@hotmail.co.uk](mailto:supportourschoolnps@hotmail.co.uk)

## **Keeping our Children Safe and Well**

At Neilston 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. They also have the right to be listened to and to have matters treated in confidence. Involving children and young people and upholding their rights is good practice and builds trust with children, young people and their families.

We are a Rights Respecting School (RRS) and our children’s rights are embedded within the school ethos. More information on RRS can be found at: <http://www.unicef.org.uk/rights-respecting-schools/>

## **Child Protection**

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 procedures 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 policies 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 Social Work, Health and the Police. The school operates a multi-agency Joint Support Team (JST) to ensure that the best possible supports are available to pupils when they need them.

The Child Protection Co-ordinator for Neilston Primary School is:

**Mr Gerard Curley, Head Teacher**

## **GIRFEC (Getting it Right for Every Child)**

Getting it right for every child (GIRFEC) is the national approach aimed at improving outcomes for all children and young people in Scotland. GIRFEC is underpinned by the recognised need for shared principles and values and a common language among practitioners who provide services for children and families. It recognises the rights of children and young people, focuses on developing and supporting wellbeing and builds on the good practice evident in services across Scotland.

*Well-being*

The well-being of children and young people is at the heart of GIRFEC.

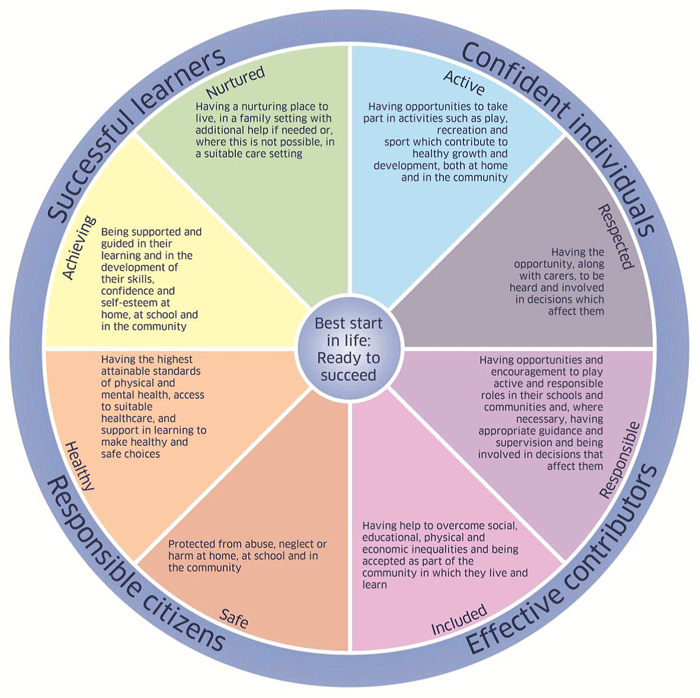
The approach uses eight areas of well-being in which children and young people need to progress in order to do well now and in the future. These eight areas are set in the context of the four capacities, which are at the heart of Curriculum for Excellence. The eight indicators of well-being are:

* **S**afe
* **H**ealthy
* **A**chieving
* **N**urtured
* **A**ctive
* **R**espected
* **R**esponsible
* **I**ncluded

We remember this as SHANARRI.

Further information and advice can be found on line at:

<http://www.gov.scot/resource/0042/00423979.pdf>



## **Homework**

We wish our staff, pupils and parents to have a common belief in the value of homework. Staff and parents’ expectations carry great weight in motivating pupils to do homework and research has indicated that a child benefits where school and home have similar goals and are working together.

At Neilston our aims for homework are:

* To allow practice and consolidation of work done in class
* To involve parents in what is being taught
* To provide information to parents on their child’s progress
* To encourage independent and responsibility for learning

###### Role of Parent/Carer

Each pupil will be given either a homework diary or homework sheet (early stages) in which to record their weekly homework and any other information. Pupils will also be given a homework jotter or homework task sheet in order to complete homework. We ask that diaries/homework sheets and homework jotters are signed by the parent/carer. Please use the homework diary or jotter to provide any comments you wish to make – it should be a two-way communication between home and school.

Homework will not be provided for children who are absent from school as a result of being on holiday. In the event of your child having a prolonged absence due to ill health please contact the school as soon as possible and where possible we will provide work to allow continuation of schoolwork on your child’s return. Further information can be found in our Helpful Hint leaflet or at: <http://www.ea.erenfrew.sch.uk/curriculinks/Links/Parents/Parental%20Leaflets/homeworking%20leaflet.pdf>

## **Promoting Positive Behaviour**

Our positive behaviour policy reflects our school values:

**Respect**

**Honesty**

**Fairness**

**Trust**

Pupils are encouraged within the school environment to see themselves as part of the whole school with responsibility of working towards the wellbeing of all its pupils. Our pupils are encouraged to give of their best, creating an atmosphere, conducive to meaningful and purposeful learning and teaching.

When teaching about rights we focus on the essential rights from which all others spring. These rights we consider non-negotiable. Everyone has the right:

* To feel safe at school
* To learn to the best of their ability
* To be treated with dignity and respect

In order to be consistent in our Promoting Positive Behaviour Policy throughout the school, and to keep parents/carers informed, we adopt the following measures:

* We operated Golden Time within classes a reward for hard work and good behaviour
* Children who persistently misbehave may not gain all of their Golden Time. They are given time to contemplate their behaviour and think about ways to improve this
* Continued misbehaviour will result in notification of parents/carers

Children’s own self-discipline is important. Our pupils are encouraged to take pride in themselves and their school. When out of school on educational visits this pride should be reflected in their manners, dress and attitude. We have received many positive comments and letters, which assure us that our pupils do in fact behave in this manner.

Each classroom is responsible for making up its own agreed Classroom Behaviour Plan and Class Charter.

This behaviour plan makes managing pupil behaviour much easier. It helps the class teacher to respond quickly, fairly, consistently, assertively and with confidence. Pupils cannot be allowed to persistently disrupt classes or create an environment where other pupils learning or safety is affected. Our pupils behave well and positively for the majority of the time. Pupils are not born responsible, they learn responsibility.

###### Parental/Carer Support

It is important to notify parents/carers whenever a pupil develops a pattern of disruptive behaviour. To this end we have a due process for initiating parent/carer communication involving the use of a three stage plan:

**Stage 1 (green)** Letter to advise of unacceptable behaviour.

**Stage 2 (blue)** Letter to advise of unacceptable behaviour

**Stage 3 (pink)** Letter to invite parent/carer for meeting with teacher

If the misbehaviour continues or there is a serious matter the HT/DHT will arrange to meet with the parent/carer to discuss these issues.

Children thrive in a climate of praise and therefore rewards and praise are necessary to promote positive behaviour. We have wonderful children in Neilston Primary School and are grateful for the continued support our parents/carers give the school.

Behaviour Support Strategy (BSS*)*

At Neilston Primary we recognise some challenging behaviour requires physical intervention if proactive measures have proved unsuccessful. This is only done in extreme circumstances to protect the child or classmates when all other calming measures have been unsuccessful. BSS is used with parent/carer consent and only used by those members of staff who have received specific training.

If you require any additional information please contact a member of our Management Team.

###### Anti-Bullying Policy

Our school policy states that bullying is an unacceptable form of behaviour through which an individual or group of individuals feel threatened, abused or undermined by another individual. Bullying is behaviour which can be defined as a repeated attack of a physical, psychological, social or verbal nature by those who are able to exert influence over others.

In Neilston we develop a supportive framework in order to create an environment in which bullying is unacceptable and all its consequences are dealt with appropriately and promptly. Our aims are:

* To establish an atmosphere in which mutual respect and tolerance of an individual’s right not to be bullied, emotionally, verbally or physically, will thrive.
* To encourage pupils to take responsibility for their own freedom from intimidation and the freedom of others in the same respect
* To encourage a consistent approach and attitude by all adults which creates an environment in which incidents can be dealt with appropriately and promptly
* To create an open atmosphere within the school where pupils can go to a variety of listeners for support

###### ERC Anti-Bullying Information for Parents

East Renfrewshire is committed to the Scottish Government’s vision of anti-bullying.

“Every child and young person in Scotland will grow up free from bullying and will develop respectful, responsible and confident relationships with other children, young people and adults. Children and young people, and their parents or carers, will have the skills and resilience to prevent or respond to bullying. All children will expect help and know who can help them; while those adults working with them will follow a consistent and effective approach in dealing with and preventing bullying from early years onwards.”

A National Approach to Anti-Bullying for Scotland’s Children and Young People, Scottish Government,

November 2010

When talking about bullying behaviour, we do not label children and young people as ‘bullies’ or ‘victims’; instead, we talk about those experiencing and those demonstrating or exhibiting bullying behaviour.

###### What is bullying behaviour?

Bullying behaviour can be physical, emotional, verbal or threatening behaviour and leaving someone out. Something need only happen once for a child or young person to feel worried or scared to go to school. Bullying behaviour can include:

* Being called names, teased, put down or threatened
* Being hit, tripped or kicked
* Having belongings stolen or damaged
* Being ignored, left out or having rumours spread about you
* Receiving abusive text messages or e-mails
* Being forced to do things against your will
* Being targeted for who you are or who you are perceived to be
* Demanding money or possessions with menace

Online is bullying behaviour that takes place via mobile phone or over the internet through e-mails, instant messaging and social networking websites. Texts, messages or images are sent or posted on sites, which hurt, intimidate or embarrass another person.

###### What are the possible signs that my child may be on the receiving end of bullying behaviour?

These are some of the indicators that your child may be being bullied.

* Any significant change in behaviour eg: eating less, becoming withdrawn, changes in sleep patters
* Torn or damaged clothing
* Having possessions go missing or ‘losing’ pocket money
* Scratches and bruises that can’t really be explained
* Not wanting to go to school or having trouble with school work
* Changing the route that is taken to and from school
* Not wanting to go out and play with friends
* Unexplained head/stomach aches and other pains
* Easily upset, unexplained tears of ill-tempered behaviour
* Being nervous about text messages or using the internet
* Giving improbable excuses for any of the above

###### What can I do?

* Always encourage your child to talk about anything that concerns them
* Be calm – try not to let your child see how angry and upset you may feel at what is happening to them
* Reassure them that what is happening is not their fault
* Find out the facts
* Tell your child that you may need to share this information with others in order to help them
* Contact your child’s school

###### What can I expect the school to do?

* Schools have a responsibility to investigate all allegations of bullying behaviour
* An investigation should be carried out within three days
* If there is a delay for any reason, you will be informed
* Where appropriate, sanctions will be applied for the child or young person displaying bullying behaviour and if confirmed, the incident can be logged as bullying behaviour
* Support will be provided for your child
* Support to address the bullying behaviour of the other child or young person will also be provided
* All confirmed incidents of bullying behaviour are reported to the Head of Service (Inclusion, Schools and Quality Improvement) annually

###### Useful Websites

Respectme: [www.respectme.org.uk](http://www.respectme.org.uk/)

Child Exploitation and Online Protection Centre (CEOPs): [www.ceop.police.uk](http://www.ceop.police.uk/)

Cyberbullying.org: <http://cyberbullying.org/>

Get Safe Online: <http://www.getsafeonline.org/>

## **Emergencies**

We make every effort to maintain a full educational service but on some occasions circumstances arise which lead to disruption. Schools may be affected by severe weather, temporary interruption of transport, power failure 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 updated by using letters, text messages, through our own website, notices in local shops and community centres, announcements in local churches and in the press and on local radio.

Should you require any information about school closures please refer to the school website, East Renfrewshire’s website or East Renfrewshire’s Twitter feed.

Further information on emergency closure of schools and establishments – Severe Weather Conditions can be found at: [http://intranet.erc.insider/CHttpHandler.ashx?id=4193&p=0](http://intranet.erc.insider/CHttpHandler.ashx?id=4193&amp;p=0)

###### Health and Medical Care

To maintain the health and safety of our staff and pupils, please inform the school office immediately if your child is unwell.

###### Health Checks

During your child’s school life a number of checks are available. They may be carried out by the School Nurse, School Nurse Assistant, School Doctor or Audiologist.

P1 and P7 children are examined by a school dentist. A form is sent to parents if treatment is required.

###### Emergencies

If a child is unwell during school hours every effort will be made to contact the parent/carer should it be considered necessary. In the case of an accident, should urgent medical aid be required and a parent is not immediately accessible, the child will be taken to the RAH Casualty Dept. Every effort will be made to contact the parent.

Parents are requested to inform the school of any particular medical requirement relating to their child.

###### Reducing the Risk of Transmitting Infections

Children who have an infectious disease should not be at school. They should only return after the risk of spreading infection to others has passed.

It should be noted that certain infections, if caught by a pregnant member of staff or parent, can pose a danger to her unborn baby. You are therefore asked to notify the school office if your child has one of the following infections:

* German measles (Rubella)
* chickenpox
* slapped cheek (parvovirus)
* measles
* shingles

## **Administration of Medicines**

Pupils who require medication to be administered more than 3 times a day whether over the counter or prescription medication must hand in a completed and signed ‘Administration of Medicines’ form. These forms can be obtained from either the school office or the school website:

https://blogs.glowscotland.org.uk/er/Neilston/

###### Late Arrivals

Your child should report to the school office if he/she arrives at school after the bell and the doors from the playground are closed.

###### Lunches

Please ensure that your child knows what their lunch arrangements are ie home lunch or school lunch and that they have lunch money with them, it is prepaid on Parent Pay or have a packed lunch.

###### Home Arrangements

Please let your child know what the home time arrangements are e.g. After School Club, MACS, bus, walking home, picked up by parent or family friend. Children can get upset at the end of the day if they are uncertain what arrangements are in place.

If your child is unsure he/she should report to the school office at the end of the day and not walk home until arrangements have been clarified.

###### Data Protection Act

Information on parents/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 (1984) and may only be disclosed in accordance with the codes of practice.

For more information please contact the school office.

###### Communicating With Parents/Carers

Letters keeping parents informed about events in school are emailed home regularly so please keep us up to date with changes to your email address. Archives of useful letters and documents can also be found on the school website. Monthly newsletters are emailed out to parents/carers but are also available at the school office if you wish a hard copy.

The school website is also regularly updated with current events and details about emergency school closures e.g. in adverse weather.

## **Complaints, Suggestions and Compliments**

The school has a complaints and compliments procedure. If you feel you have a complaint or compliment please contact the Head Teacher via the school office. You can either contact the Head Teacher in person, by phone or in writing.

A member of the Senior Leadership Team will investigate your complaint and usually respond that day but certainly within a few days. Sometimes if an issue is complicated we may take a little longer but, if this is the case, we will write to you and let you know.

All our school newsletters have a section titled ‘Let Us Know’ where we encourage our parents/carers to write in with any complaints, suggestions and compliments. These are then acted upon and responded to in the next newsletter.

East Renfrewshire Council’s complaint policy can be found at:

<http://www.eastrenfrewshire.gov.uk/index.aspx?articleid=1573>

## **Useful Dates**

A calendar of useful dates for parents can be found on the school website. This calendar (The Year Ahead) is published annually in August of each academic year giving you notification of important dates for your diary across the year. Alternatively you can access it from our school website:

https://blogs.glowscotland.org.uk/er/Neilston/

## **School Improvement**

Neilston Primary is proud of its many achievements.

Our Standards and Quality Report can be viewed on the school website.

We have also been recognised as a Rights Respecting School, Eco School (5th Green Flag), a Health Promoting School and a Dyslexia Friendly School. In addition, we have achieved the Investor in People Award, Enterprise in Education Award, and the Diana Award.

Our School Improvement Plan together with the Eastwood Cluster Improvement Plan and Local Improvement Plan can be found at:

https://blogs.glowscotland.org.uk/er/Neilston/

Please see the Appendix for other websites providing information regarding school performance.

School Policies

Links to our current school policies can be found on the school website.

https://blogs.glowscotland.org.uk/er/Neilston/

Links to information about national policies can be found in the appendix.

## **Useful Contacts**

*Neilston Primary School*

43 High Street,

Neilston,

East Renfrewshire

G78 3HJ

**PHONE:** 0141-570-7240

**E-MAIL:** [schoolmail@neilston.e-renfrew.sch.uk](mailto:schoolmail@neilston.e-renfrew.sch.uk)

**WEBSITE:** https://blogs.glowscotland.org.uk/er/Neilston

**TWITTER:** @neilston\_madras

*Madras Family Centre*

43 High Street,

Neilston,

East Renfrewshire

G78 3HJ

**PHONE:** 0141-570-7540

**E-MAIL:** [madrasnursery@ea.e-renfrew.sch.uk](mailto:madrasnursery@ea.e-renfrew.sch.uk)

**WEBSITE:** https://blogs.glowscotland.org.uk/er/Neilston

**TWITTER:** @neilston\_madras

**Education Department**

*Director of Education*

Mhairi L Shaw

East Renfrewshire Council

211 Main Street

Barrhead

East Renfrewshire

G78 1XB

*Customer First*

East Renfrewshire Council

211 Main Street

Barrhead

East Renfrewshire

G78 1SY

General Enquiries 0141-577-3001

Email: [customerservices@eastrenfrewshire.gov.uk](mailto:customerservices@eastrenfrewshire.gov.uk)

Opening Hours

Monday – Friday 8am – 6pm

*School Lets*

East Renfrewshire Council

Corporate and Community Services Business Support Section

Council Headquarters

Eastwood Park

Rouken Glen Road,

Giffnock

G46 6UG

0141-577-3900

Email: [community.facilities@eastrenfrewshire.gov.uk](mailto:community.facilities@eastrenfrewshire.gov.uk)

*Other Organisations*

The Scottish Parent Teacher Council

53 George Street

Edinburgh

EH2 2HT

0131-226-4378

Email: [sptc@sol.co.uk](mailto:sptc@sol.co.uk)

*Local Councillors*

Located at: East Renfrewshire Council

Council Headquarters

Eastwood Park

Rouken Glen Road

Giffnock

East Renfrewshire

G46 6UG

0141 577 3000

Email: [www.eastrenfrewshire.gov.uk](http://www.eastrenfrewshire.gov.uk/)

## **Appendix – Links to Useful Websites**

*Parental Involvement*

Guidance on the Scottish Schools (Parental Involvement) Act 2006 provides guidance on the act for education authorities, Parent Councils and others. <http://www.scotland.gov.uk/Publications/2006/09/08094112/0>

Parentzone provides information and resources for parents and Parent Councils.

<http://www.educationscotland.gov.uk/parentzone/index.asp>

Mediation

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

*Curriculum for Excellence*

Information about how the curriculum is structured and curriculum planning.

<http://www.educationscotland.gov.uk/thecurriculum>

*Assessment and Reporting*

Building the Curriculum 5: A Framework for Assessment provides guidance around the assessment framework.

<http://www.educationscotland.gov.uk/Images/BtC5Framework_tcm4-653230.pdf>

Information about Curriculum for Excellence and how progress is assessed.

<http://www.educationscotland.gov.uk/thecurriculum/howisprogressassessed/stages/index.asp>

Curriculum for Excellence Factfile – Assessment and Qualifications.

<http://www.educationshcotland.gov.uk/publications/c/publication_tcm4624968.asp>

Information on recognising achievement, reporting and profiling.

<http://www.educationscotland.gov.uk/learningteachingandassessment/assessment/achievement/index.asp>

*Transitions*

Curriculum for excellence factfile -3-18 Transitions provides information on the transitions children and young people will face throughout their education and beyond. <http://www.educationscotland.gov.uk/publication_tcm4660285.asp>

Enquire is the Scottish advice service for additional support for learning.

[http://www.enquire.org.uk](http://www.enquire.org.uk/)

Parenting Across Scotland offers support to children and families in Scotland.

[http://www.parentingacrossscotland.org](http://www.parentingacrossscotland.org/)

*Support for Pupils*

Parenting Across Scotland offers support to children and families in Scotland.

<http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL>

Supporting Children’s Learning Code of Practice includes specific requirements on education authorities and others under new legislation in relation to transition. <http://www.scotland.gov.uk/Publications/2011/04/04090720/21>

Getting it Right for Every Child and Young Person, is essential reading for anyone involved or working with children and young people, including practitioners working in adult services with parents and carers. <http://www.scoland.gov.uk/Topics/People/Young-People/gettingitright>

*School Improvement*

Scottish Schools Online provides a range of school information, including contact details, school roll, facilities, website and inspection reports.

<http://www.educationscotland.gov.uk/scottishschoolsonline>

Education Scotland’s Inspection and Review page provides information on the inspection process.

<http://www.educationscotland.gov.uk/inspectionandreview/index.asp>

The Scottish Survey of Literacy and Numeracy (SSLN) is an annual sample survey which will monitor national performance on the inspection process. <http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/SSLN>

Amazing Things provides information about youth awards in Scotland.

<http://www.awardsnetwork.org/index.php>

*Policies*

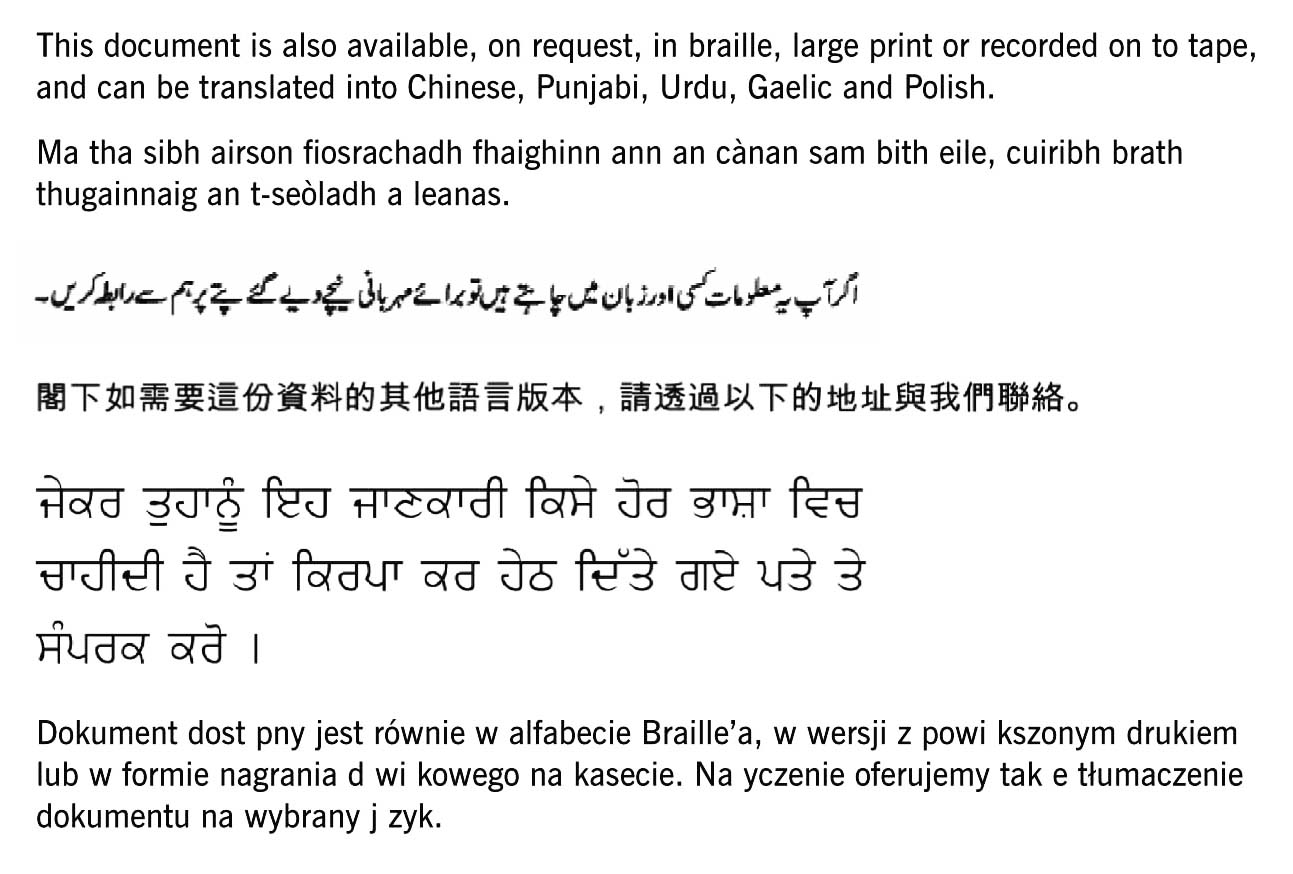
National policies, information and guidance can be accessed through the following sites. <http://www.scotland.gov.uk/Topics/Education> <http://www.scotland.gov.uk/Topics/Health>

Local policies can be located on the council website.

[http://www.eastrenfrewshire.gov.uk](http://www.eastrenfrewshire.gov.uk/)

Use of Photography in Schools.

http://www.ea-e- renfrew.sch.uk/curriculinks/Links/Parents/Parental%20Leaflets/PhotographingChildrenandYoungPeople.pdf



Although this information is correct at the time of printing, there could be changes affecting any of the matters dealt with in the document:

Before commencement or during the course of the year in question

In relation to subsequent school years



**Neilston Primary School**

**43 High Street**

**Neilston**

**G78 3HJ**

**🕾 0141 570 7240**

**🖯** [**schoolmail@neilston.e-renfrew.sch.uk**](mailto:schoolmail@neilston.e-renfrew.sch.uk)

[**www.ea.e-renfrew.sch.uk/neilston**](http://www.ea.e-renfrew.sch.uk/neilston)

**@neilston\_madras**