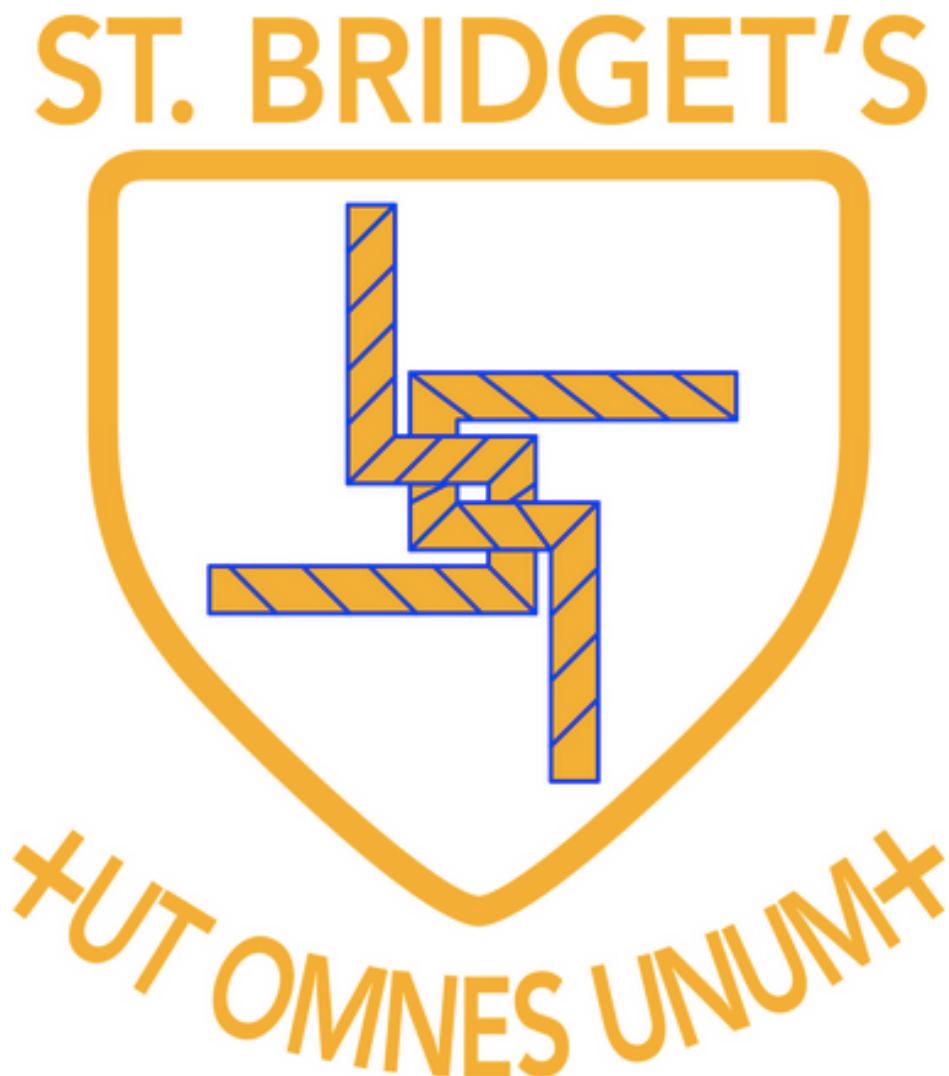


# St. Bridget's Primary School and Early Years Class



# School Handbook 2019/20

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## Headteacher's Introduction

Dear Reader,

Welcome to the latest edition of our school handbook.

St. Bridget's Primary School is a denominational primary school situated in the town of Kilbirnie in North Ayrshire. The primary school roll as of December 2018 was 222. The Early Years Class (the Nursery) has capacity for forty children in the morning and the same in the afternoon.

The school operates a ten class structure, see details on page 16, and is led by a management team of the headteacher, the depute headteacher and one principal teacher.

The school staff community includes two clerical staff, a very supportive team of classroom assistants, a support for learning teacher and many others. Further details can be found on pages 4 and 5.

The pupil voice is very much encouraged in St. Bridget's Primary and under the umbrella term SPEECH (Students Promoting Ethos, Equality, Citizenship and Harmony) we have a very active network of pupil-led committees, councils and groups.

Our Parent Council is an immensely supportive and active group. Their coordination of pupil activities, parental involvement and fundraising is exhaustive and contributes greatly to the strength of the St. Bridget's community.

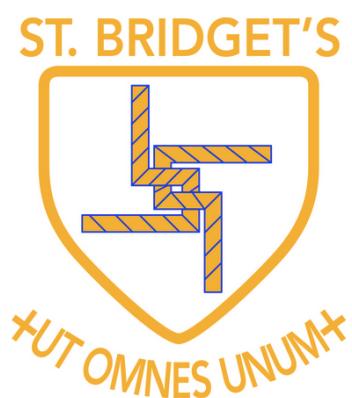
St. Bridget's Primary School is very proud and appreciative of our close links with Father Mark Kelly and the whole community of St. Brigid's R.C. Church. Father Mark is a regular visitor to the school to support our curriculum and to provide pastoral care as well as leading us in worship.

Our [website](#) is updated on a regular basis and this handbook can be downloaded from the site. Our Twitter feed is a fabulous platform on which we share news of our busy school and EYC. Follow us @BridgetPrimary.

Please do not hesitate to contact the school at any time should you need any further information, advice or assistance.

My best wishes,

Dennis Hopkins  
Headteacher





## School Contact Information



St. Bridget's Primary School and Early Years Class  
Hagthorn Avenue  
Kilbirnie  
Ayrshire  
KA256EJ

Tel: 01505683293  
Fax: 01505683293

email: [stbridgets@ea.n-ayrshire.sch.uk](mailto:stbridgets@ea.n-ayrshire.sch.uk)

website: <https://blogs.glowscotland.org.uk/na/stbridgetsprimary/>

Twitter: @BridgetPrimary

See us on a map [here](#)      Directions [here](#)



## School Staff

Dennis Hopkins - Headteacher  
Michael Coyle - Depute Headteacher  
Steven Mitchell - Principal Teacher and P4 Teacher  
Leigh McBlain - Primary 7 Class Teacher  
Ryan Leitch - Primary 6 Class Teacher  
Cecilia Walsh - Primary 6 Class Teacher  
Ellie Laidlaw - Sunshine Class Teacher  
Lauren Gemmell - Primary 5 Class Teacher  
Emma Carruthers - Support for Learning Teacher (0.6)  
Allison Buchanan - Primary 4 Class Teacher  
Jennifer Fleetng - Primary 4/3 Class Teacher  
Carly Finan - Primary 3 Class Teacher (NQT)  
Lorraine McCafferty - Primary 2 Class Teacher  
Fiona Robertson - Primary 1 Class Teacher  
Louise McVeigh - NCCT and Support for Learning  
Emma Farquhar - NCCT and Support for Learning  
Sarita Taggart - Senior Early Years Practitioner  
Alison Skivington - Early Years Practitioner  
Frances Waite - Early Years Practitioner  
Amanda Waddell - Sunshine Class Practitioner  
Evelyn Arnott - Education Assistant  
Sheila Behan - Education Assistant (0.6)  
Muriel Blair - Classroom Assistant (0.6)  
Janice Melrose - Classroom Assistant  
Marilyn Russell - Classroom Assistant  
Stephen Sloan - Janitor  
Stephen Hampson - Volunteer  
Janice Guthrie - Cleaning Supervisor





## Visiting Staff

Andrew McLelland - Head of Service: Schools

Philip Gosnay - NAC Area Manager

Father Mark Kelly - School Chaplain

Claire Hodgart - Area Inclusion Worker

Brian Kerr - Instrumental Tutor

Ellen McEwing - School Nurse

Kin Whitehead - Educational Psychologist



Muriel Blair - Healthy Start Breakfast Club

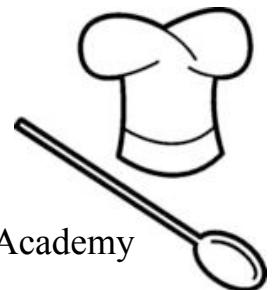
Lisa Cordiner - Dental Team

Family Learning Team Worker - Jenna Maltby



## Associated Secondary Contacts

Stephen Colligan - Headteacher, St. Matthew's Academy



Tony Ross - Depute Head, St. Matthew's Academy  
(Primary/Secondary Liaison)



**SAINT  
MATTHEW'S  
ACADEMY  
SALTCOATS**



## The School Day



9am - start of school day

10.45 - 11am - interval

12.30 - 1.15pm - lunchtime

3pm - school closes

## The School Year - 2019/20

First Term      Starts Monday August 19th (for pupils)  
                    Close Friday October 11th

Second Term     Starts Tuesday October 21st  
                    Close Friday December 20th

Third Term       Starts Monday January 6th  
                    Close Friday April 3rd

Fourth Term      Starts Monday April 20th  
                    Close Friday June 26th



## Local School Holidays

Friday 15th November 2019

Monday 18th November 2019

Friday 7th February 2020

Monday 10th February 2020

Monday 4th May 2020

Monday 25th May 2020

## In-service Days

Friday 16th August 2019

Monday 23rd September 2019

Monday 21st October 2019

Tuesday 11th February 2020

Monday 26th May 2020

Full details of 2019/2020 holidays can be found [here](#).



## What We Want to Achieve

### Our Overall Aim

Ensuring people have the right skills for learning, life and work.

### Our Priorities

- We are reducing inequalities and delivering improved outcomes for children and young people
- High quality learning and teaching is taking place in our establishments
- Self-evaluation and performance improvement are embedded throughout our schools and central support teams
- Levels of attainment and achievement are improving for all learners
- High numbers of our young people are entering positive and sustained post-school destinations

NORTH AYRSHIRE  
COUNCIL



North Ayrshire Council  
Comhairle Siorrhachd Àir a Tuath



## AIMS, VISION, VALUES

The mission of St. Bridget's Primary School is to develop as a community of faith and learning, providing the highest quality education, and offering formation through the promotion of Gospel values, through celebration and worship, and through service to the common good.

St. Bridget's Primary School, in honouring Jesus Christ as the Way, the Truth and the Life, will seek to feature the following characteristics:

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



Our school chaplain is Father Mark Kelly from St. Brigid's Parish in Kilbirnie. He attends the school weekly, providing support and guidance for all. Visit the parish website at <http://stbrigidskilbirnie.co.uk/index.html>



## SCHOOL DRESS CODE

It is the policy of North Ayrshire Council to support the introduction of a reasonable and flexible dress code in each school in its area. The Council encourages each school to adopt its own code, after discussions with parents, pupils and the Parent Council.

The Council believes that establishing a school dress code has many benefits. These include improvements in safety, security, discipline and community spirit and a decrease in bullying and expense for parents. The Council will support schools in encouraging and helping pupils to conform to the chosen dress code. Some types of clothing will not be allowed at school in any circumstances, for reasons of safety, decency or discipline.

In St. Bridget's we have adopted a uniform which is worn by all of our pupils without exception.

Types of clothing which will not be allowed include:

- clothes which are a health or safety risk
- clothes which may damage the school building
- clothes which may provoke other pupils
- clothes which are offensive or indecent
- clothes which encourage the use of alcohol or tobacco

The Council will support schools taking disciplinary procedures against pupils in serious or persistent cases.

All items of clothing should be **clearly labelled** with the child's name in case of loss.



It is appreciated that parents and pupils are distressed over the occasional loss of pupils' clothing and/or personal belongings. Parents are asked to assist in this area by ensuring that valuable items of clothing or personal belongings are NOT brought to school. **Parents should note that the authority does not carry insurance to cover the loss of such items.**

## FOOTWEAR AND CLOTHING GRANTS

Footwear and Clothing Grants Parents receiving Universal Credit will normally be entitled to grants for footwear and clothing for their children. Universal Credit claimants must earn less than £610.00 per month or £7,320 per annum. However, some parents who still receive Income Support, Income based Job Seeker's Allowance, any income related element of Employment and Support Allowance, Support under part V1 of the Immigration and Asylum Act 1999, Child Tax Credit, Working Tax Credit or Housing Benefit may also still be entitled to grants for footwear and clothing for their children.

Parents who may be unsure whether they can apply should contact the Council on 01294 310000 for further advice. Information and application forms may be obtained from our school office.



## POSITIVE RELATIONSHIPS

In ensuring school discipline St. Bridget's Staff actively promote a restorative policy which is designed to encourage positive behaviour and provide pupils with opportunities to reflect upon any challenges and deal with them for future improvement. We believe that positive relationships are essential and a number of strategies are currently used to support this policy.

Pupils who display unsatisfactory behaviour can be a cause for concern. As well as monitoring such behaviour we believe parents should also be aware of our concerns. In respect of this, parents of pupils displaying such behaviours will be invited to discuss the situation with the Headteacher. See page 23 for further information.



## SCHOOL SECURITY



North Ayrshire Council has introduced procedures to ensure the safety and security of children and staff when attending or working in a school. A number of security measures are used including the use of a visitors' book, visitors' badges and escorts should visitors need them within the school building. Normally, anyone calling at the school for any reason will be asked to report to the school office. The school staff will then make any necessary arrangements in connection with the visit to the school.

The procedure in relation to anyone visiting St. Bridget's School is that they should report to the main office. At this point they will be asked to sign our Visitors' Book and be issued with an official Visitor's Badge.

The school external doors are locked at all times before 8.45am and all day until 3pm. Pupils may enter the school on days of inclement weather at 8.45am but at all other times they will line up outside and enter as a class at 9am. Please refrain from sending your children to school before 8.45am as there are no staff on duty until that time.

Parents can walk their children to the school playground in the morning but we ask that you leave promptly at 9am. At the end of the school day the external school gate is opened to allow parents to await pupil dismissal at 3pm. Please stay away from school windows and doors at this time as your presence can be a distraction and we do like to work right up until 3pm!



## MOBILE PHONES



While the benefits of mobile phones are recognised, they can be a serious distraction to work. Mobile phones must only be brought to school for after-school purposes. Any emergency contact throughout the day can be made via the school office. Mobile phones which cause disruption will be retained by the HT until uplifted by a parent/carer. It is recommended that on any rare occasion that a mobile phone needs to be brought to school that it is given to the school office in the interests of safety and security.

## CHILD PROTECTION

The Education and Youth Employment Directorate has a fundamental duty to contribute to the care and safety of all children and young people in North Ayrshire. In fulfilling this duty, the service must engage in close partnership with parents/carers and relevant agencies, primarily the Health and Social Care Partnership and where appropriate the Scottish Children's Reporter's Administration. The Service will work in partnership with a number of levels within the establishment or school within the cluster or local area and through Integrated Children's Services and Community Health Partnership.

The Standard Circular entitled, "Protecting North Ayrshire Children" provides guidance for policy and practice within all educational establishments. The Council is one of the key partners in the NAC Child Protection Committee, a multi-agency group which has a lead role in ensuring that our children and young people are cared for, protected from harm and grow up in a safe environment.

The HT is Child Protection Co-ordinator and is the main point of contact for staff and for external agencies seeking contact with the school on child protection matters. There is an extensive staff-training programme available to staff and, in addition, at the beginning of each school session all staff receive an update on child protection policies, safeguarding and procedures.

## INCLUSION

North Ayrshire Council is committed to the well-being and educational development of all learners. The process of inclusion requires all involved in the business of learning and teaching to demonstrate commitment, innovation and flexibility in order to ensure that all children and young people have access to quality learning opportunities and experiences. Only in exceptional circumstances would it be deemed lawful to proceed to consider alternative educational planning for a child or young person.

The Education (Disability Strategies and Pupils' Educational Records) (Scotland) Act, October 2002, requires local education authorities to prepare and implement accessibility strategies to improve, over time, access to education for young people with disabilities. Access covers:

- The physical building and grounds
- The curriculum (both formal and informal)
- Information on any educational planning that might affect the child's/young person's education

The Education (Additional Support for Learning) (Scotland) (2009) Act sets out certain duties on local education authorities and confers certain rights on children and their parents. These duties include the need to:

- Identify, assess and address the need for additional support for any child or young person failing to benefit from school education, for whatever reason
- Seek and take account of the views of the child or young person on issues relating to their education
- Engage in helpful partnership working with parents/carers and staff from other agencies

These are the various pieces of legislation that support the right to inclusion and that define the main features of that right.

## ADDITIONAL SUPPORT FOR LEARNING

Any child who needs more or different support to what is generally provided in schools or pre-schools is said to have 'additional support needs'. This includes children who may need extra help with their education as a result of issues arising from social and emotional difficulties, bullying, physical disability, having English as an additional language, a sensory impairment or communication difficulty.

### **The Additional Support for Learning Act**

The Education (Additional Support for Learning) (Scotland) Act 2004 came into force in November 2005. In June 2009, the Act was amended. These amendments form the Education (Additional Support for Learning) (Scotland) Act 2009 and came into force on November 2010.

### **Summary of the main provisions of the Act**

- The Act provides the legal framework underpinning the system for supporting children and young people in their school education, and their families.
- This framework is based on the idea of additional support needs. This broad and inclusive term applies to children or young people who, for whatever reason, require additional support, long or short term, in order to help them make the most of their school education and to be included fully in their learning.
- The 2009 Act automatically deems that all looked after children and young people have additional support needs unless the education authority determine that they do not require additional support in order to benefit from school education.
- In addition, education authorities must consider whether each looked after child or young person for whose school education they are responsible requires a co-ordinated support plan.

### **Duties under the 'Additional Support for Learning' legislation**

North Ayrshire must assess any pupil with additional support needs and provide with any support necessary for them to benefit fully from their education. All the evidence says that it is best to intervene early to prevent any difficulties developing and taking root. For example by making sure reading is very well taught and that all pupil gets encouragement and support at home we can hopefully reduce later difficulties. Whatever the type of challenge that arises, it is important to detect it early, develop a shared understanding of what is needed (the school may request extra specialised help to do this) and take action to help the pupil to achieve. Whenever we start this process for any child or young person, we will always explain to them and to their parents/carers what our concerns are and what we will do to help.

The Educational Psychology Service in North Ayrshire is part of and contributes to the strategic objectives of Education and Youth Employment by improving outcomes for children and young people. Educational Psychologists work together with parents, teachers and other professionals to help children and young people make the most of their lives, within educational settings and the wider community. Educational Psychologists are involved in working with individuals where there is specific need, but also have a significant role in offering training, support and consultation to education establishments aimed at enhancing outcomes for all children.



Our school has a system of staged intervention for identifying, assessing, monitoring and reviewing the ongoing progress of all children and young people. As part of this wider system, we have a link educational psychologist - Kim Whitehead.

When concerns arise about a particular pupil, the school takes action to address these concerns. If the concerns continue, despite the implementation of appropriate strategies, the school may have an informal discussion with the educational psychologist to ask for general advice and/ or consider possible involvement. If needed and with your consent, a consultation meeting involving the educational psychologist can be arranged. This may be a one off consultation, or may lead to longer term involvement. If the work is longer term, the exact involvement of the educational psychologist will be discussed with you. Through this process the educational psychologist can, if required, contribute to the ongoing assessment and support for your child. The educational psychologist will remain involved while there is a specific role for them within the collaborative process. Find out more: <http://www.northayr-edpsychs.co.uk/>

Where a child or young person has additional support needs, extra planning is required every time there is a move to a new class, new school or college. How far ahead this transition planning needs to start depends on the particular type of needs but for most children and young people with Additional Support Needs transition planning should start at least one year before the date of the planned move.

### **Dispute Resolution Procedures**

You may feel that things are not being done properly to support your child. If you feel like this then the Council has a range of ways to work with you to resolve any issues. You can ask at any time for a copy of the booklet called 'Resolving Disagreements'. This booklet will give you ways to make sure your concerns are listened to and addressed.

### **Data Protection**

The school and the educational psychology service are required to keep records which are, of course, available to you. These records are strictly confidential however both schools and educational psychology are subject to inspection by HMI who may look at confidential files in order to make sure children and families are getting the best possible service.

### **Further Support**

The following organisations are able to provide advice, further information and support to parents of children and young people with ASN:

#### **Enquire: Scottish Advice and Information Service for Additional Support for Learning**

Website: <http://enquire.org.uk/>

Helpline: 0845 123 2303

Email: [info@enquire.org.uk](mailto:info@enquire.org.uk)

#### **Scottish Independent Advocacy Alliance**

Website: <http://www.siaa.org.uk/>

Telephone: 0131 260 5380

Email: [enquiry@siaa.org.uk](mailto:enquiry@siaa.org.uk)

#### **Scottish Child Law Centre**

Website: <http://www.sclc.org.uk/>

Telephone: 0131 667 6333

Email: [enquiries@sclc.org.uk](mailto:enquiries@sclc.org.uk)



## GETTING IT RIGHT FOR EVERY CHILD (GIRFEC)

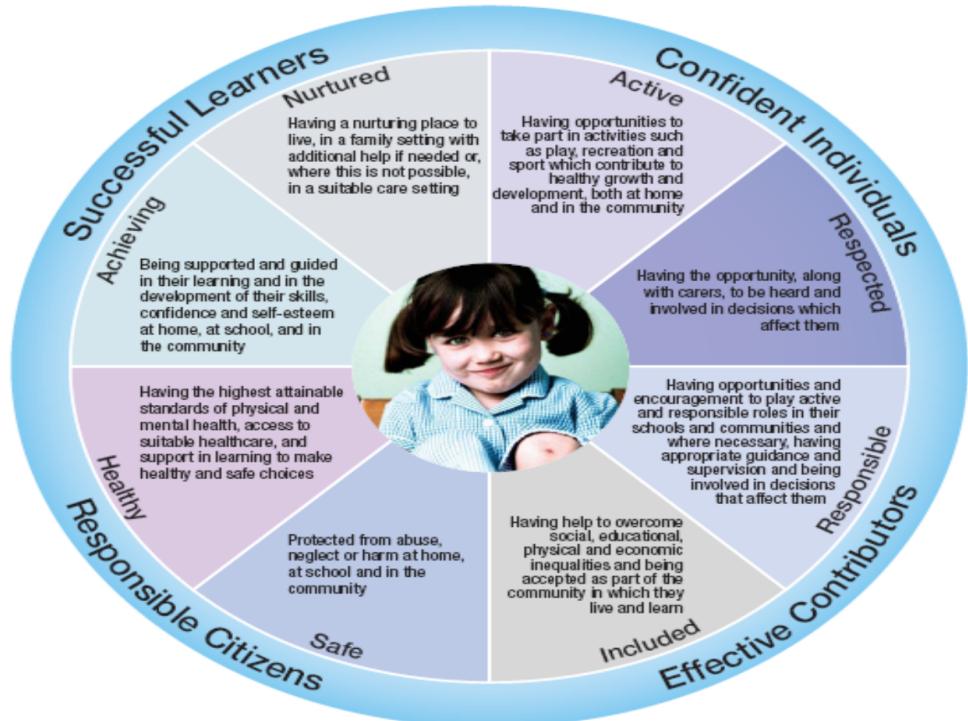
Getting it right for every child (GIRFEC) is an approach from the Scottish Government that sets out how schools and other services should work with children and their families. GIRFEC is all about ensuring that children get the help they need when they need it – the right help at the right time. For you and your child, GIRFEC means that you are the expert on your child and what you think matters. Getting it right for every child means that the school will always seek to involve you, to listen to your opinions and take them seriously.

Taking a 'Getting it Right for Every Child' approach to supporting every child is a priority within our school and we aim to assist every child in our school to reach their potential in each of the areas listed below:

- Healthy - Experiencing the highest standards of physical and mental health, and supported to make healthy safe choices
- Achieving - Receiving support and guidance in their learning
- Nurtured – Having a nurturing and stimulating place to learn
- Active – Offering opportunities to take part in a wide range of activities
- Respected – To be given a voice and involved in the decisions that affect their well-being
- Responsible – Taking an active role within the school
- Included – Receiving help and guidance to overcome social, educational, physical and economic inequalities; accepted as full members of the communities in which they live and learn
- And above all, to be safe ... protected from abuse, neglect or harm

For more information on Getting it Right for every Child in North Ayrshire go to [www.girfecna.co.uk](http://www.girfecna.co.uk)

getting  
it right  
for every child





## SCHOOL MEALS AND SNACK

A cash cafeteria providing a variety of meals is available at lunch time. The meals available are well-balanced and nutritional and include

starters, traditional main courses, vegetarian dishes, salads, hot snacks, home baking, fresh fruit, milk and juice. The children can enjoy these in clean, friendly surroundings. On production of a medical certificate, special diets are available for children who require them on medical grounds. Children who bring packed lunches are accommodated within the school and are supervised in the dining hall. Children of parents receiving many forms of income support may be entitled to a free midday meal and free milk. Parents and Carers should contact 01294 310000 for further information. Please note that ALL pupils in P1-3 are entitled to a free school meal, which includes milk. Other than P1-P3 pupils, only those children whose parents receive job seeker's allowance or income support will be entitled to free milk.



School Captains operate a Fruit Snack Shack at intervals. This is a non-profit enterprise and all items are sold for 20p.

## CHILDREN LEAVING SCHOOL PREMISES AT BREAKS

Schools have a duty to look after the welfare of their pupils. This means that the staff should take the same care of pupils as a sensible parent would take, and this includes taking responsible care of pupils' safety during intervals and lunchtimes.

It is the policy of North Ayrshire Council that pupils do not leave the school grounds at intervals. Primary pupils should only leave at lunchtimes when they are going home for lunch, with their parents' agreement. Parents should encourage their children to follow these rules in the interest of safety. The local authority meets the terms of the legal requirements that pupils be supervised in the playground by at least one adult during the interval or lunchtime if there are fifty or more pupils at the school.

## PLAYGROUND SUPERVISION

An adult presence is provided in playgrounds at break times in adherence to the Schools (Safety and Supervision of Pupils) (Scotland) Regulations 1990. Senior pupils assist our classroom assistants and school janitor in the playground in a 'buddying' capacity.



## WET PLAY SUPERVISION

St. Bridget's Primary is in Kilbirnie and for that reason we often suffer weather of a less than favourable variety. On occasions of poor weather the pupils may stay indoors at interval and/or lunchtime. When this happens senior pupil wet break monitors are on duty in every class under the supervision of school staff.



## REGISTRATION AND ENROLMENT

The date for registration of school beginners is advertised in the local press and is normally in January each year. Pupils will be registered in the school for their catchment area and parents are provided with information about the school and procedures for making placing requests, if required.

Arrangements for meetings with parents and induction days for pupils will be notified during the spring or summer terms.

Parents of pupils who have moved to the area or who wish their child to transfer to the school should contact the school office for information about appropriate procedures and to arrange a visit to the school.

Parents wishing to enrol their child in the early years class should contact the school to make arrangements.

Parents who are seeking a place in the school for their children at any stage can arrange a visit to view the school and ask any questions they may have by making an appointment, either in writing or by telephone, with the Headteacher.

## CLASS STRUCTURE

Primary schools educate pupils at seven broad year stages, Primary 1 to Primary 7. A year stage is defined as a group of pupils entering primary education at a common date.

The numbers of pupils in each year stage will vary. This means that Headteachers are required to organise classes to make best use of available staff, resources and space to the benefit of all children in the school.

Pupils may, therefore, be taught in a single stage class or a composite class where two or more year stages are grouped together. This may also change as pupils move from one school session to the next.

National guidelines on the curriculum indicate that pupils should progress through learning experiences tailored to their own needs and abilities. This means that pupils in all classes follow programmes designed to help them progress at their own level. This applies to all pupils regardless of whether or not they are in a composite or single year stage class.

The national agreement on class sizes states that the maximum number of pupils in a class is 25 in P1, 30 in P2-P3 and 33 in P4-7. In a composite class, the maximum number is 25. Further information may be obtained in "Composite Classes – A Guide for Parents" available in school.

At present in St. Bridget's our class structure is P1, P2, P3/2, P3, P4, P5 (double class), P6 and P7 (double class).



## ATTENDANCE AND ABSENCE

All parents of a child of school age have a duty to ensure that their child attends school regularly. Attendance is recorded twice a day, morning and afternoon.

Absence from school is recorded in the school register as authorised, unauthorised or temporarily excluded.

Parents are asked to inform the school by letter or telephone if your child is to be absent. If there is no explanation from a child's parents, the absence will be regarded as unauthorised. On the first day of an absence, where no prior notification has been given, the home number will be phoned to establish the reason and anticipated duration of absence.

Every effort should be made to avoid family holidays during term time as this both disrupts the child's education and reduces learning time. Parents should inform the school by letter of the dates involved before going on holiday.

If a child is likely to have a prolonged absence then the school should be informed accordingly. The Area Inclusion Worker will be asked to investigate unexplained absences and the 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.

If a child is to be dismissed early from school for any reason, e.g. for a dental appointment, then the school must be informed in writing and details of the arrangements to be made for the child given. Children will not be released from school unless collected by a responsible adult.

### Attendance/Absence Data

Absence rates are calculated as a percentage of the total number of possible attendances for all pupils of the school in the stage shown, each morning and afternoon of each school day being a separate possible attendance.

Regular monitoring of attendance takes place and if this is deemed unsatisfactory, parents will be contacted.

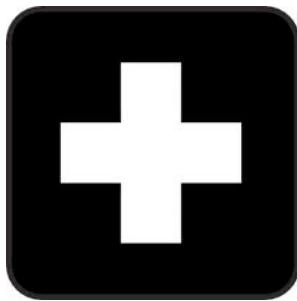
## INFORMATION IN EMERGENCIES

We make every effort to maintain a full educational service but on some occasions circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, and 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 will keep you in touch by using letters, texts (where possible), NAC website, notices in local shops and community centres, announcements in the press and West FM, and, of course, our School Twitter account and the Parent Council Facebook. Should you have doubts about deteriorating conditions during the day, it may be advisable to contact the school. Parents should ensure that the school is aware of the emergency arrangements made for their child and have responsibility to update us with contact numbers.



## MEDICAL AND HEALTH CARE

Medical examinations are carried out at various times during a child's primary school years. Parents are given notice of these and are permitted to attend. Vision and hearing tests and dental examinations, which parents need not attend, are also carried out and parents informed of any recommended action or treatment. All examinations are carried out by Ayrshire and Arran Health Board staff.



Parents should notify the school of any medical requirements or allergies that their child may have. If medication is required it is better if this can be provided outwith the school day but, in cases where it is necessary during the child's time in school, parents should contact the school to make appropriate arrangements for this. Staff are not obliged to administer medicine but generally we are happy to do so.



Minor accidents will be dealt with by the school's qualified First Aider(s). If a pupil takes ill or has an accident at school which requires that the child is sent home or for treatment, First Aid will be provided and parents or carers contacted.

For this reason, **it is important that the school has contact details for parents/carers and an additional contact person in instances when parents/carers cannot be reached. This information should be updated as required.**

Children will not be sent home from school unaccompanied.

In the event of a serious illness or accident, a member of staff will accompany the child to a doctor or hospital and parents/carers notified immediately.

## TRANSFER TO SECONDARY SCHOOL



Pupils are normally transferred between the ages of 11½ and 12½, so that they will have the opportunity to complete at least 4 years of secondary education. Parents will be informed of the arrangements no later than January of the year preceding the date of transfer at the start of the new session.

The majority of pupils from St. Bridget's Primary transfer to our associated secondary school, St. Matthew's Academy, Jacks Road, Saltcoats, 01294606680.

During their time in P7, pupils are taken to their chosen secondary school as part of the induction programme. Teachers from local primary schools and their secondary colleagues have worked together to create a Pupil Profile of Achievements which will be completed in Primary 7 and passed onto the secondary school. Teachers from both schools liaise to ensure a smooth transition which focuses on progression for pupils. Parents will be informed of the details of the visits when appropriate.



## PARENT FORUM AND PARENT COUNCIL



The Scottish Parliament has passed a law called the Scottish Schools (Parental Involvement) Act 2006 to encourage and support more parents to become involved in their child's education.

The main aims of the Act are to:

- help parents become more involved with their child's education and learning.
- welcome parents as active participants in the life of the school.
- provide easier ways for parents to express their views and wishes.

To help achieve these aims, all parents are automatically members of the Parent Forum at their child's school and are entitled to have a say in selecting the Parent Council (the representative body) to work on behalf of all parents at the school.

The objectives of the Parent Council are:

- to work in partnership with staff to create a welcoming school which is inclusive for all parents.
- to promote partnership between the school, its pupils and all its parents.
- to develop and engage in activities which support the education and welfare of the pupils.
- to identify and represent the views of parents on the education provided by the school and other matters affecting the education and welfare of pupils.
- to be involved in the recruitment process for appointing the Headteacher and Deputy Headteacher of the school.

Be at the heart of your child's learning.



St. Bridget's has a very active and highly supportive Parent Council and the full group are displayed on the wall in our main corridor. The present chairperson is Laura Hutchison. They can be contacted via the school by letter or email.

Any parent or carer of a child at the school can volunteer to be a member of the Parent Council. The Headteacher is the professional adviser to the Parent council and has a right to attend and speak at Parent Council or Parent Forum meetings.

For more information on the Parental Involvement Act or to find out about parents as partners in their children's learning, please contact the school or North Ayrshire Council Educational Services or visit the Parentzone website on [www.educationscotland.gov.uk/parentzone/index.asp](http://www.educationscotland.gov.uk/parentzone/index.asp)



## PARENTAL INVOLVEMENT

### Home School Links

Parents are invited, informally or by letter, at least twice a year to visit the school in order to view their children's work and discuss progress with the teacher and members of the Senior Management Team.

Parents are welcome to contact the school at any time to arrange an appointment to discuss any matter with the class teacher, DHT or Headteacher. New families are welcome to contact the school and request a suitable visiting time at any point throughout the session.

Frequent invitations are issued to parents to participate in school activities such as open day, class assemblies, and curricular workshops and to assist with outings and visits, sports and concerts. We have early meetings for the parents of Primary 1 pupils and keep parents informed of events with a range of newsletters, website updates, texts and invitations.

Parent helpers and community members are also involved in classroom activities, library times and extra-curricular clubs, offering their expertise on a voluntary basis.

### Reports to Parents/Carers

Formal parents'/ carers' meetings with teachers are held in school twice a year, usually late Term 1 and Term 3. Written reports are made to parents/carers annually in Term 4 and will contain information regarding their child's attainment. A copy of this report is kept on file in school for the purpose of transfer of information between teachers in the school and into the secondary sector.

## LOCAL COMMUNITY

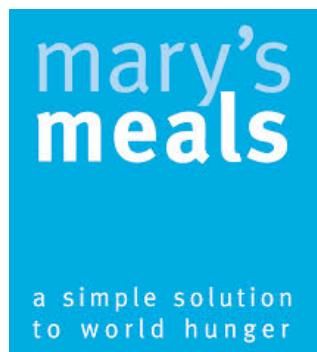
St. Bridget's plays its part in the local community and we have very good relations with all other educational establishments in our area.

St. Brigid's Parish serves our school and Father Mark Kelly visits our school regularly and is particularly supportive during periods of sacramental preparation.

We also have very good links with various organisations within the community. At Christmas pupils from Primary 7 perform Christmas Carols at various events. Fundraising regularly occurs in our school and during Lent we have a prolonged fundraising campaign to benefit S.C.I.A.F.. We have also successfully raised funds for a number of other charities such as NAC Foodbank, Mary's Meals, Cash for Kids and the HCPT.

Our EYC visits a local dementia care centre Anam Cara on a fortnightly basis.

We have an allotment within our community allotments at GVAA and pupils visit weekly to tend to our crops and the surrounding areas.



## CURRICULUM FOR EXCELLENCE

Curriculum for Excellence is the national curriculum for Scottish schools for learners from age 3 to 18. It aims to raise standards, prepare our children for a future they do not yet know and equip them for the jobs of tomorrow in a fast changing world.

Curriculum for Excellence enables professionals to teach subjects creatively, to work together across the school and with other schools, to share best practice and explore learning together. Glow, Scotland's unique, world-leading, online network supports learners and teachers in this and plans are already in place for parents across the country to have access to Glow. Teachers and practitioners will share information to plan a child's "learning journey" from 3-18, ensuring children continue to work at a pace they can cope with and with challenge they can thrive on.

Curriculum for Excellence balances the importance of knowledge and skills. Every child is entitled to a broad and deep general education where every single teacher and practitioner will be responsible for literacy and numeracy – the language and number skills that unlock other subjects and are vital to everyday life. There is emphasis too on health and wellbeing – to ensure that the school is a place where children feel safe and secure.

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

There are new ways of assessing progress and ensuring children achieve their potential. Ultimately, Curriculum for Excellence aims to improve our children's life chances, to nurture **successful** learners, **confident** individuals, **effective** contributors, and **responsible** citizens, building on Scotland's reputation for great education.

For more information on Curriculum for Excellence click [here](#). Curriculum organisation information can be found [here](#). There are eight curriculum areas. Each are linked below:

[Expressive Arts](#)

[Health and Wellbeing](#)

[Languages](#)

[Mathematics](#)

curriculum for excellence



[Religious and Moral Education](#)

[Sciences](#)

[Social Studies](#)

[Technologies](#)

Additional information on the provision of Religious and Moral Education in St. Bridget's Primary can be found on this [Education Scotland link](#).

Should you require any further information please contact the school.

## EXTRA-CURRICULAR

Extra Curricular Activities are offered to pupils at various times throughout the year.



Various activities such as social dancing, cooking, STEM, Art/Crafts, Spanish and a wide range of sports are offered to all stages from P1 to P7.

Field trips are also part of our curricular programme. During the past year or two classes have visited The Glasgow Science Centre, the Harbour Arts Centre, the Riverside Museum in Glasgow, the Kelvingrove Galleries as well as various other local venues.



Further to the above, St Bridget's is actively involved in a wide range of sports festivals and tournaments organised by our Active Schools Coordinator. Pupils very much enjoy these activities.

## EQUALITIES

In line with North Ayrshire Council policy, educational provision is open to all pupils, regardless of sex, age, religion, race, disability or any other potential barrier and all reasonable measures will be taken to ensure that the curriculum is available to every child. Schools also have a duty to promote equality and to eliminate racist and other discriminatory behaviours.



## Equality Act 2010

The Equality Act 2010 has been drawn up to tackle inequality and prevent discrimination against people on the basis of 'protected characteristics'. It brings together several existing laws and aims to make understanding the law simpler and also introduces a new single public sector equality duty, which requires public bodies to actively advance equality.

The duties set out in Chapter 1 of Part 6 of the Equality Act apply to all schools. These provisions protect pupils at the school and in the case of admissions, those applying or wishing to apply for admission.

Former pupils are also protected from discrimination or harassment.

Guidance on the Act and its requirements for schools in relation to the provision of education can be accessed [here](#).

## SCHOOL LETS

Application for use of school facilities can be made to the Area Community Learning and Development Office. Telephone number: 01294 465401.



## PROMOTING POSITIVE RELATIONSHIPS

In St. Bridget's we wish to create a positive atmosphere conducive to learning and to the development of each child's personal and social needs. The relationship between pupil and teacher is similar to that between a child and his/her parents, requiring reciprocal respect and consideration. Unlike home, there are approximately 260 pupils in St. Bridget's and as such, rules for safety and protection are paramount. To facilitate safety and the smooth running of the school, rules must be clearly defined and understood by staff, pupils and parents.

### STAFF EXPECTATIONS

1. There should be an atmosphere of mutual courtesy and respect throughout the school.
2. Every member of staff is expected to follow the school behaviour management policy.
3. Each teacher is responsible for maintaining a pleasant working atmosphere in the classroom - firm but fair with clear guidelines of expectations.
4. Teachers and pupils must discuss and establish a class code of conduct referred to on occasion as a 'Full Value Contract' or 'Class Charter'.
5. Whole school discipline is the responsibility of the whole school community which includes staff, children and parents.
6. Staff have a duty to praise/reprimand any child irrespective of class. The janitor and support staff have a particular role to play while on playground supervision during lunchtime and at interval.
7. Good behaviour is to be encouraged and praised. Awards will be awarded at regular assemblies/Monday Meetings where children are identified as responsible citizens, successful learners, effective contributors and/or confident individuals.
8. Indiscipline will be appropriately addressed. The class teacher monitors pupil behaviour. In the cases of more serious misdemeanours, or lunchtime/playtime incidents the senior management team will advise and parents may need to be informed. This will generally be in the form of a phone call.

### OUR EXPECTATIONS OF PUPILS

Good manners, respect and courtesy towards:

- one another,
- all members of staff,
- any visitor to our school

Orderly, acceptable movement around our school.

A positive attitude towards all aspects of school life and learning.

### OUR EXPECTATIONS OF PARENTS

Parents are the prime educators in their children's lives.

Our positive behaviour management policy will function at its best when parents work in partnership with staff.

We would ask parents to acknowledge homework or any work sent home by signing it.



## ASSESSMENT AND REPORTING

The 3-18 curriculum aims to ensure that all children and young people develop the attributes, knowledge and skills they will need for life,

learning and work. In each subject, the children will progress through the levels at a pace appropriate to their ability. As a broad guide – all children progress at different rates - the approximate stage of schooling at which pupils can be expected to attain the various levels is as follows:

|                     |                        |                       |
|---------------------|------------------------|-----------------------|
| <b>Early Level</b>  | Early Years Class - P1 | (Secure by end of P1) |
| <b>First Level</b>  | P2-4                   | (Secure by end of P4) |
| <b>Second Level</b> | P5-7                   | (Secure by end of P7) |
| <b>Third Level</b>  | S1+                    |                       |

By means of continuous assessment, the teacher knows how each pupil is progressing and when he/she is ready to move on to the next level. In order to confirm this in reading, writing and mathematics, the children will be assessed by class teachers on a variety of aspects. This type of assessment is called summative assessment and it sums up a pupil's achievement to date.

From time to time, children may be given specific tests that will serve a number of purposes. These tests indicate particular strengths and weaknesses in an individual child, group, class, school or educational authority and enable appropriate next steps to be considered. As your child makes progress throughout the school, you will learn about methods we employ to assist your child to progress. Pupils are assessed on a continuous basis by their class teacher and records of their progress are maintained. Children who have additional support needs will be assessed in a way suited to their individual needs. Invitations to parents to visit the school to discuss their child's progress with the class teacher are made twice per session in Terms 1 and 3. These meetings include the parents/carers, pupil and teacher who will discuss the child's progress together and agree learning goals. A written report will be sent out in Term 4.

Parents are often able to identify when a child is experiencing some difficulty. Where a parent has a concern then they should contact the school as soon as possible. It is not necessary to wait until a parents' night to do this. Similarly, if the school has a concern about a child's progress, we will contact parents/carers.

## HOMEWORK

Parents/carers have a very important role in helping their children to get the best out of school and it is important that they take an active interest in their child's progress at school. This can be done by:

- Encouraging hard work and high standards at all times
- Stressing the importance and relevance of what is learned at school
- Supporting the school's policy on homework and discipline

The type of homework will vary depending on the age and ability of individual pupils. Reading commonly forms part of the homework set and will be specified by the teacher on a reading marker. Parents are encouraged not only to read with their child but also to discuss the story and pictures.



## HOMEWORK (continued)

In the early and middle stages oral reading should be practiced regularly at home whereas in the upper primary, where children are competent in the mechanics of reading, a greater emphasis may be placed on silent reading and comprehension. Reading for enjoyment should be encouraged at all stages. Spelling is also an important part of homework from P3 onwards (although some children may be asked to practise even earlier). Maths homework will be given to consolidate understanding and proficiency at all stages of the school.

Family homework challenges are issued regularly. These promote whole family interaction and target the process rather than the product.

We really appreciate the involvement of parents and are very grateful to those parents who so faithfully sign reading markers and jotters to confirm that they have overseen each piece of work. Time spent on homework should not exceed 30 minutes per evening.

## RELIGIOUS OBSERVANCE

Under the terms of the Education (Scotland) Act 1980, parents have the right to ask for their child to be withdrawn from religious observance. The school will deal with such requests with sensitivity and understanding. The headteacher will offer to meet with any parent wishing to withdraw their child to ensure that they are clear about the school policy on religious observance.



In particular, parents should be reassured that the religious observance planned by the school adopts an open and respectful approach and does not seek to compromise the beliefs of any pupils or their families.

## PUPIL VOICE

### SPEECH

SPEECH (Students Promoting Excellence, Equality and Harmony) is the umbrella term for the numerous groups and committees led by the pupils. These include the Captaincy Team, the Eco Committee, Primary 1 Buddies, Wet Break Monitors, RRS Committee, Fair-trade Council, PE Champions, Digital Leaders and the Toothbrushing Team.

### Sampling Pupil Views

The school management team regularly meet with groups of pupils to discuss their learning and progress in for example; aspects of literacy, numeracy, science, health and wellbeing, interdisciplinary learning etc. This gives pupils an opportunity to share their experience of being in class, what they enjoy, their strengths and their next steps in learning. It is also an opportunity to evaluate aspects of learning and teaching.



# PUPIL DATA COLLECTION AND PROTECTION POLICIES

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

## Why do we need your data?

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

- plan and deliver better policies for the benefit of all pupils
- plan and deliver better policies for the benefit of specific groups of pupils
- better understand some of the factors which influence pupil attainment and achievement
- share good practice
- target resources better
- enhance the quality of research to improve the lives of young people in Scotland

## Data policy

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

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

The individual data collected by Scottish Government through the Pupil Census is used for statistical and research purposes only.

## Your Data Protection Rights

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



## Pupil Data Collection & Protection Policies (continued)

Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the SQA. On occasion, in order to help meet our aim of improving the life of young people in Scotland, we may make individual data available to partners such as the National Registers of Scotland to carry out research relating to the national population census and also academic institutions and organisations to carry out additional research and statistical analysis to meet their own official responsibilities. Any sharing of data will be done under the strict control of Scottish Government, and will be consistent with our data policy. This will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

### Concerns

If you have any concerns about the ScotXed data collections you can email the Head of Schools Analysis, Mick Wilson, at [mick.wilson@scotland.gsi.gov.uk](mailto:mick.wilson@scotland.gsi.gov.uk) or write to The ScotXed Support Office, Area 2D, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print.

## SCHOOL POLICIES

There is a comprehensive list of school policies available within the school if any parent wishes to read them or have a copy. National guidelines can be found by following the link to Education Scotland:

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

## SCHOOL IMPROVEMENT

On our school website you will find the following documents:

1. Standards and Quality Report – outlining the main achievements of the school over the last 12 months.
2. Improvement Plan – priorities for improvement in the coming session.

<http://www.stbridgets.northayrshireschools.co.uk/>



## Listening and Learning



It is the policy of NAC to try to encourage feedback on the education service from parents and pupils. This is part of our overall commitment to giving the best possible service and to working in partnership. We are therefore very interested in feedback of all kinds, whether it is compliments, suggestions or complaints. If you wish to register a comment of any type about the school you can do this by writing, telephoning or making an appointment to see someone. All feedback is welcome and helps us keep in touch.

If, in particular, you have a complaint about the school please let us know. It is better that these things are shared openly and resolved fairly, rather than being allowed to damage the home/school relationship. There will be no negative consequences arising from making a complaint and we will deal with the issue as confidentially as possible. If we have made a mistake we will apologise quickly and clearly and try to put things right.

There are some things which you should take note of in relation to making a complaint:

- It is helpful if complaints are made initially to the Head Teacher. This makes sure that the school knows what is going on and has an opportunity to respond and resolve the issue.
- We will try to respond as quickly as possible, but often issues are complex and need time to investigate. It is therefore helpful if you can give some details of the issue and ask for an early appointment to discuss it.
- If you are not satisfied with our response then you still have the right to take up the matter further with the Executive Director of Education and Youth Employment at Cunningham House, Irvine KA12 8EE (01294 324400).
- You should also note that you have the right to raise unresolved concerns with your local councillor MSP/MP.
- Parent Councils have an important role in developing links between the school and the wider parent body and can often be helpful in helping to deal with issues of general concern. However parents are advised that individual, more personal complaints are not appropriate for raising via parent councils due to the need for appropriate confidentiality.

## IMPORTANT EDUCATION AND YOUTH EMPLOYMENT CONTACTS

### Head of Service

Caroline Amos  
North Ayrshire Council  
Cunningham House, Irvine  
KA12 8EE  
01294 324416

### Head of Service

Andrew McClelland  
North Ayrshire Council  
Cunningham House, Irvine  
KA12 8EE  
01294 324413

### Disclaimer:

Whilst information provided is considered to be correct at the time of printing, it is possible that there may be some inaccuracy by the time the document reaches parents.



# Local Contacts



Kilbirnie Health Centre  
2-4 Kirkland Road  
Kilbirnie  
KA256HP  
Tel: 01505683591



NAC Social Services  
Garnock Valley Area Centre  
Craigton Road  
Kilbirnie  
KA256LJ  
Tel: 01505684551

St. Brigid's Church  
Newton Street  
Kilbirnie  
KA256HW  
Tel: 01294832181



Garnock Valley Early Years Centre  
St. Bridget's Campus  
Hagthorn Avenue  
Kilbirnie  
KA256EJ  
Tel: 01505681322



Kilbirnie Library  
Avils Place  
Kilbirnie  
KA25 6BL  
Tel: 01505684218



2016-2018



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**BEST**



YOU CAN BE!