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Dear Parents

Each year our schools issue a copy of the handbook which outlines the current policies and practices of the council and of the school. Renfrewshire Council is committed to providing high quality services. This commitment is reflected in our council plan vision.

Our vision is that Renfrewshire Council is an organisation which:

- is committed to excellence and innovation;
- is customer-led and efficient;
- is trusted by our community and partners;
- values and invests in our employees; and
- is determined to make a difference.

It gives me great pleasure, as the director of education and leisure services, to commend the school handbook to you as a source of helpful information not only on day to day matters of school procedure, but as an interesting insight into the school itself.

Yours sincerely

Robert Naylor

Director of Education and Leisure Services

## Welcome from the head teacher

December 2013



Dear Parents and Carers,

Welcome to Gallowhill Primary School. Our ethos is very much that everyone matters and will be supported and nurtured academically, socially and emotionally.

Our aim is to provide a secure, happy, learning environment that encourages every child to achieve their full potential.

We look forward to getting to know your family and working in partnership with you in order for your child to be a **successful learner**, a **confident individual**, an **effective contributor** and most of all, a **responsible citizen**.

Yours sincerely

*Sheila Hood*

Head Teacher



## School aims



1

To provide a curriculum which enables pupils to achieve and maintain consistently high standards, in keeping with A Curriculum For Excellence. To fulfil our statutory duties.

2

To motivate all pupils in their own learning and development and to actively involve parent, carers and families in the life of the school.

3

To support and enable all staff to provide a high quality experience through improvement planning and self-evaluation.

4

To engage with the local and wider community with an emphasis on adapting practices to meet changing needs.

5

Through careful planning and assessment, create stimulating and well-paced teaching and learning approaches which meet the needs of all children and address barriers to learning, thus ensuring appropriate progress for all learners and celebrating achievement and success.

6

To provide school policies which offer clear guidance to staff and the wider community.

7

To deploy our staff team effectively and through professional staff development activities support continuous improvement priorities.

8

To provide effective leadership that supports and encourages high levels of quality improvement and excellence for all members of our school community.

## **Service pledges**

### **Standards and expectations**

#### **We will:**

- offer all children and young people a free school place;
- provide school premises which meet health and safety standards;
- provide information on your child's progress;
- provide religious and moral education for your child;
- give support and encouragement to parental involvement in schools;
- provide regular information on school activities; and
- provide 25 hours of class contact time in each normal school week for pupils of primary-school age.

#### **Pupils will have opportunities for:**

- personal and social development;
- music, cultural activities and creativity;
- access to healthier lifestyles and sports activities; and
- community involvement.

#### **You can also expect:**

- a formal written report on your child's progress;
- an annual report on progress within the school improvement plan;
- an opportunity to have a formal meeting with your child's class teacher or teachers;
- us to strive to meet your child's needs; and
- regular reports on the quality of the school.

## How can you help?

By law, you must make sure your child receives education.  
As a parent, you can help your child by:

- making sure your child goes to school regularly;
- encouraging and supporting your child with any homework given;
- showing that you are interested in how your child is getting on at school;
- encouraging your child to respect the school and the whole school community; and
- being involved in the school.

Throughout this handbook the term 'parent' has the meaning attributed in the Standards in Scotland's Schools Act 2000 and the Scottish Schools (Parental Involvement) Act 2006. This includes grandparents, carer or anyone else who has parental responsibility for the child.

## **Improvement Plan Summary: 2013-2014**

Every year, schools in Scotland produce a *School Improvement Plan* which ensures that continuous improvements take place in a planned and systematic way.

### **In Session 2012/2013 we made progress with:**

- Ensuring all staff are trained in Child Protection procedures and implementing *Getting It Right For every Child*.
- Continuing to offer a wide range of extra - curricular clubs to a wide range of pupils, including promoting healthy lifestyles
- Exploring opportunities for children to make decisions about their learning and school life
- Offering Triple P Workshops to interested parents through the Homelink Service
- Working towards our Eco Schools Green Flag
- Attainment results in Literacy and Numeracy
- Developing pupils' writing skills using **Big Writing**
- *Enterprise* opportunities for all pupils

### **This session, the priorities for our school are:**

- To continue to offer Positive Parenting workshops  
To implement the relevant aspects of **The Early Years Strategy**
- To take part in the PATHS programme to increase pupil self-esteem
- To continue to implement the **Big Writing** approach across all stages in the school, including the Nursery, to improve writing skills

- To establish staff working groups to develop and improve our ICT and Social Subjects provision
- To continue to develop awareness of famous artists and composers to enhance the pupils cultural understanding
- To further strengthen our Intergenerational links with Glencairn Court
- To maintain our focus on raising attainment and celebrating pupils' achievements
- To encourage pupils to evaluate their own learning
- To further develop P7 Profiles and to begin to introduce Pupil Learning Planning (PLPs) with an agreed format including Learning Logs
- To continue to develop the skills of our staff particularly in assessment of Reading

If you are interested in the full School Improvement Plan document, please contact **Sheila Hood** who will be more than happy to provide you with a copy or to discuss any aspect in further detail.

## About our school

### School staff



#### Mrs. S. Hood – Head Teacher

To be responsible to the Director of Education and Leisure Services for the effective management of the school and the provision of the best possible education for all pupils.



#### Mrs. P. Reid – Depute Head Teacher

To be responsible to the Head Teacher for all delegated curricular, administrative and management tasks.



#### Mrs. C. Morgan – Principal Teacher

To be responsible to the Head Teacher for all delegated curricular, administrative and management tasks.



## Teachers

Mrs A. McLeod	Primary 1
Miss D. Blackett/Mrs M. Simpson	Primary 1
Miss L. Moffat	Primary 2
Miss C. Fitzgerald	Primary 2/3
Mrs D. Bell	Primary 3
Mrs M. Molloy	Primary 4
Mrs M. Hollywood	Primary 4/5
Mrs L. Langford/Miss D. Blackett	Primary 5/6
Miss S. Galbraith	Primary 6
Miss C Gray	Primary 7

## Nursery Staff

Mrs L. Waltham	Senior Nursery Officer
Mrs J. McAllister	Nursery officer
Mrs T. McKelvie	Nursery Officer
Mrs C. Ashcroft	Nursery Access Teacher

## Support staff

Mrs J. Maclean	Senior Clerical Assistant
Mrs I. Boyes	Clerical/Administrative Assistant
Mrs K. Cairns	Classroom Assistant
Mrs A. Rankin	Classroom Assistant
Mrs M. Boyce	Classroom Assistant
Mrs F. Turnbull	Classroom Assistant
Mrs A. Hawthorn	Classroom Assistant
Mr T. Downs	Janitor
Miss K. Walmsley	Catering Manager
Mrs J. Leitch	Catering Assistant
Ms P. Muir	Catering Assistant
Ms A. Goudie	Catering Assistant
Ms K. Weir	Cleaning Supervisor
Mrs D Sharman	Cleaning Assistant
Mrs S. Brittain	Crossing Patroller

## Visiting staff

Ms. M. McKillop	Home/School Link Worker
Mr G. McDonald	Educational Psychologist
Mrs L. Weir	School Nurse
Mr F. Bollam	Music Instructor (Guitar)
Mrs W. Stearns	PE Specialist
Mr R. Campbell	Active Schools Co-ordinator
Mrs A. Bryan	German Teacher

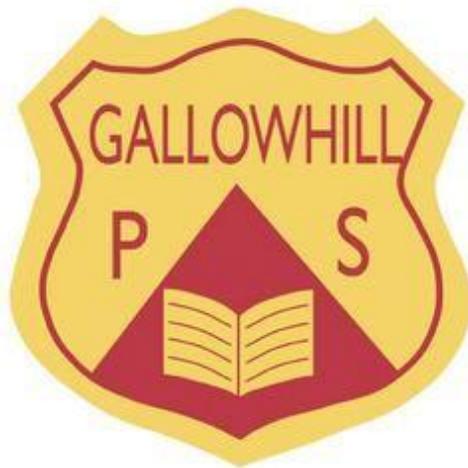
## School information

### School day

Open	9.00am
Morning Break	10.30am - 10.45pm
Lunch	12.15pm - 1.00pm
Close	3.00pm



Primary 1 pupils attend school on a full-time basis from the first Monday in September.



## School year, calendar



### 2013-2014

Term	Break		Opening and Closure Dates		
First	Teachers Return Pupils Return	Monday	12 August	2013 (IS)	
		Tuesday	13 August	2013	
	Local Holiday/Closed	Friday	27 September	2013	
		Monday	30 September	2013	
	Schools Re-Open	Tuesday	1 October	2013	
		Monday	14 October	2013	
	Mid Term	Teachers Return	Monday	21 October	2013 (IS)
		Pupils Return	Tuesday	22 October	2013
	St Andrew's Day	Schools Closed	Monday	2 December	2013
		Schools Re-Open	Tuesday	3 December	2013
Christmas	Schools Close	Thursday	19 December	2013	
	First Day of Break	Friday	20 December	2013	
Second	Last Day of Break Schools Re-Open	Friday	3 January	2014	
		Monday	6 January	2014	
	Mid-Term	First Day of Break	Friday	7 February	2014
		Teachers Return	Tuesday	11 February	2014 (IS)
		Pupils Return	Wednesday	12 February	2014
Spring	First Day of Break	Monday	7 April	2014	
Third	Teachers Return Pupils Return	Tuesday	22 April	2014 (IS)	
		Wednesday	23 April	2014	
	May Day	Local Holiday/Closed	Monday	5 May	2014
		Re-Open	Tuesday	6 May	2014
	In-Service Day First Day of Break Local Holiday/Closed Schools Re-Open	Thursday	22 May	2014 (IS)	
		Friday	23 May	2014	
		Monday	26 May	2014	
		Tuesday	27 May	2014	
	Last Day of Session	Friday	27 June	2014	

Teachers return Monday 11 August 2014

## School dress

Renfrewshire Council encourages each school to adopt a dress code after discussion with parents, pupils and the parent council. The council supports an agreed dress code because of the benefits it brings, including improvements in safety, security, discipline, ethos and community spirit, and a decrease in bullying and expense for parents.

Some types of clothing will not be allowed in school for reasons of safety, decency or indiscipline. 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; and
- clothes which encourage the use of alcohol or tobacco, or other inappropriate substances.

Pupils will not be deprived of education, any benefit or access to examinations because of not wearing school uniform.

Our school colours are gold, red and grey. Items of school uniform are:

**Grey skirt/trousers, white shirt with a school tie, grey blazer with the school badge, grey pullover/cardigan. Sweatshirts, polo shirts and jackets with the school badge are also available.**

In the interests of health and safety, of both individual and others present, all jewellery, including body jewellery, must be removed before taking part in physical education lessons or physical activities.

Grants for footwear and clothing for children are available to parents receiving:

- income support or income based job seeker's allowance;
- pension credit;
- housing benefit;
- council tax benefit; or
- depending on annual income, child tax credit or working tax credit.

Information and application forms for free school meals are available from registration offices and customer service centres. A form can be downloaded from the council's website: [www.renfrewshire.gov.uk](http://www.renfrewshire.gov.uk)

Please help the school and the education authority by making sure that pupils do not bring valuable or expensive items of clothing to school. The council has no insurance to cover the loss of valuable items.

## Registration and enrolment

The date for registration of new school entrants is advertised in all local nurseries, national and local press and on the council's website [www.renfrewshire.gov.uk](http://www.renfrewshire.gov.uk). It is normally in January each year. Pupils should be registered in only one school for their catchment area. Parents will be provided with information about the school, when they register their child.

Parents who want to send their child to a school other than the catchment school must make a placing request. Information on this procedure is contained in the leaflet 'Sending your child to school.' The leaflet is available from any school, by phoning our customer contact centre on 0141 840 3477, or on our website [www.renfrewshire.gov.uk](http://www.renfrewshire.gov.uk). It is important to note that a successful placing request into a primary school does not guarantee a successful placing request when a child is transferring to secondary school.

Parents of pupils who have moved into the catchment area or, who wish their child to transfer to the school, should contact the school office for information.

## Induction procedures for pupils starting at the school and their parents

After the initial enrolment has taken place, steps are taken to ensure that the change from pre-schooler to new entrant is as smooth and happy as possible. As the majority of our pupils attend Gallowhill Nursery the transition is just a walk along the corridor to their new classroom.

At Gallowhill Primary we have a programme of events for new children and their parents. While activities are provided in the Primary 1 classroom, for the children, parents attend workshops on early reading, writing and number and view a selection of the materials that are used.

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

## Class organisation

Primary 1 – Primary 7	Present Roll	244	Operational Roll	384
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Gallowhill Primary School is a co-educational, non-denominational school with stages from P1 – P7.

This year our class structures are:

2 x P1, 1 x P2, 1 x P2/3, 1 x P3, 1 x P4, 1 x P4/5, 1 x P5/6, 1 x P6 and 1 x P7.

Class structures will vary from year to year depending on numbers.

The maximum number for a P1, P2 and P3 is 18 and a composite class, 25.

## Assessment and reporting

A variety of assessment procedures are carried out in an on-going basis throughout the year to ensure pupils are understanding what they have been taught and are making satisfactory progress. Pupils are very involved in this process and are encouraged to identify their next steps for learning.

We hold Parents' Evenings twice a year and a report card is issued annually but we welcome enquiries at any time from parents about their child's progress. Please contact the school office to arrange a suitable appointment.

## Transfer to secondary school

Pupils normally transfer to secondary school between the ages of eleven and a half and twelve and a half years, 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 December of the year before the date of transfer.

Parents who want to send their child to a school other than the catchment school must make a placing request. Information on this procedure is contained in the leaflet 'Transferring from primary to secondary school.' It is important to note that a successful placing request into a primary school does not guarantee a successful placing request when a child is transferring to secondary school.

## Profiles

Profiles will be used to recognise pupils' progress in learning and achievement, while supporting and informing transitions. As children reach the end of primary school (primary 7) and young people their broad general education at the end of S3, they will record their most recent and relevant learning and achievements in a personal profile which will also incorporate a reflective statement by the learner.

Gallowhill Primary School is an associated primary school of Paisley Grammar School

**Head teacher Caroline Amos telephone: 0141 889 3484**

## Nursery class of Gallowhill Primary School

### Nursery class provision

The school's nursery class provides 30 morning and 30 afternoon places for children aged 3 - 5 years.

Nursery class provision is non-denominational. Placement in the nursery class does not guarantee a place in the primary school if a placing request is necessary.

## Admission to nursery

All Renfrewshire nursery classes follow the council's early years admissions policy.

A funded pre-school nursery place is available for every child aged 3 -5 years who lives in Renfrewshire. Places can be provided either in a local authority nursery or with a recognised provider in the private and voluntary sector who have been accepted onto Renfrewshire Council's framework to provide pre-school education.

Children become eligible for pre-school education funding from the age of three. The date of eligibility depends on when your child becomes three.

<b>If your child is born on or between:</b>	<b>They will be eligible for a funded pre-school place from:</b>
1 March to 31 August	Autumn term (August)
1 to 30 September	October
1 to 31 October	November
1 to 30 November	December
1 to 31 December	January
1 to 31 January	February
1 to 28/29 February	March

In some circumstances children awarded a high priority ranking within the early years admissions policy may start immediately after their third birthday.

You can apply for a nursery place by contacting your preferred nursery, where you will be asked to fill in an application form. Forms can also be downloaded from the Council's website at [www.renfrewshire.gov.uk](http://www.renfrewshire.gov.uk).

On the application form you will be asked to identify your first, second and third choices of nursery. Every effort will be made to meet your first preference but this will depend on the number of places that are available and on the priority given to applications. You only need one application form. If you do fill in more than one form the preferences you give us in your most recent application will be used, when places are allocated.

Some nurseries cater for children aged between three and five years of age, however you can put your child's name on a nursery register from age two, for pre school education places.

It is important that you make application by the end of February for children aged three to five as all applications for pre school places for the forthcoming year (August to June) will be allocated in May. Any applications received after that date will be dealt with at the monthly central admissions panel.

### **Transfer from nursery to primary**

Before leaving nursery, a transfer of information record for each child will be prepared by nursery staff to ensure a smooth transition and continuity of education for the child transferring to primary.

### **Car parking**



A dedicated parking space has been created to ease access for people with disabilities. **Please do not use this space without authorisation.**

### **Care and welfare**

Your child's welfare is central to the ethos of the school. Please contact the school to share any concerns you have about your child's welfare or wellbeing. The staff will work with you as parents or carers of our pupils, to make sure they are safe, happy and able to benefit for the educational opportunities we offer. This handbook gives details of how we deal with bullying, homework, additional support needs and many other areas that may impact on your child's wellbeing.

### **School security**

Renfrewshire Council has introduced procedures to ensure the safety and security of pupils and staff when attending or working in a school. We use a number of security measures including a visitors' book, badges and escorts, while visitors are within the school building. Normally, anyone calling at a school for any reason, will be asked to report to the school office. The school staff then can make the necessary arrangements for the visit.

## **Attendance and absence**

It is the responsibility of parents of a child of school age to make sure that their child is educated. Most do this by sending their child to school regularly. Attendance is recorded twice a day, morning and afternoon.

Absence from school is recorded as authorised, that is approved by the education authority, or as unauthorised, that is unexplained by the parent (truancy).

Please let the school know by letter or phone if your child is likely to be absent for some time, and give your child a note on his or her return to school, confirming the reason for absence. If there is no explanation from a child's parents, the absence will be regarded as unauthorised.

Please make every effort to avoid family holidays during term time as this disrupts the child's education and reduces learning time. The head teacher can approve absence from school for a family holiday in certain extreme situations, for example, in traumatic domestic circumstances where the holiday would improve the cohesion and wellbeing of the family. Please discuss your plans with the head teacher before the holiday. If the head teacher does not give permission before the holiday, it will be recorded as unauthorised absence. The head teacher may also exercise discretion when a parent can prove that work commitments make a family holiday impossible during school holiday times. Normally, your employer will need to provide evidence of your work commitments. Absence approved by the head teacher on this basis is regarded as authorised absence.

Parents from minority ethnic religious communities may request that their children be permitted to be absent from school to celebrate recognised religious events. Absence approved by the head teacher on this basis is regarded as authorised absence. Extended leave can also be granted on request for families returning to their country of origin for cultural or care reasons.

A supportive approach is taken to unexplained absence. However the education authority has legal powers to write to, interview or prosecute parents, or refer pupils to the Reporter to the Children's Panel, if necessary.

## **Attendance and absence data**

Absence rates are calculated as a percentage of the total number of possible attendances for all pupils of the school in the stage shown. Each morning and each afternoon of each school day is considered as a separate possible attendance. The attendance and absence data is included in the Transferring data section of the handbook.

Where figures or percentages based on a number of pupils under any particular heading is between 1 and 4, no information is given and \*\*\*\*\* is inserted in place of the figures. The authority's and Scotland's figures include all education and grant aided primary schools, but exclude all special schools.

## Bullying

"Tackling Bullying in Renfrewshire" is the authority's policy on preventing and dealing with bullying in our school. The policy stresses the importance of involving the whole school community - pupils, parents and all the staff in the school. You can view the anti-bullying policy by asking the school office for a copy of the document or by accessing the policy online at [www.renfrewshire.gov.uk](http://www.renfrewshire.gov.uk).

[Respectme](#), Scotland's national anti-bullying organisation, provided a very favourable assessment of the policy Tackling Bullying in Renfrewshire, stating;

'Overall this is an excellent example of a thorough policy and strategy to combat bullying in Renfrewshire Schools and the guidance is head and shoulders above other local authority guidance that has been reviewed to date.'

## Child protection

All children have a right to be protected from harm, abuse and neglect. The vision of the Renfrewshire Child Protection Committee is that "It's everyone's job to make sure that children in Renfrewshire are safe."

Renfrewshire Council has a child protection policy and guidelines are in place to make sure that all council staff are alert to the welfare of children they come into contact with. Our staff work closely with other agencies to protect children and keep them safe. All school staff receive training each year and must report any concerns they have about the welfare of children. In every situation, the welfare of the child overrides other considerations.



## Mobile phones

The benefits of mobile phones are recognised. Many young people and their parents regard them as an essential means of communication. Mobile phones can continue to be brought into schools however the following limitations will apply in Renfrewshire schools and establishments:

- All phones should be turned off and kept out of sight during the school day within the school campus.
- Photographing or recording of sound or images of staff, other pupils or visitors to the school is not allowed at any time within the school campus or on school transport.
- Mobile phones may be confiscated where these rules are broken.
- Any recordings made on school premises or school transport found on confiscated phones will have to be deleted on their return.
- Any photographs or recordings of staff in any situation, whether taken on school premises or elsewhere, found on confiscated phones will have to be deleted from phones on their return.

- Education and leisure services expects that schools will, through normal collegiate procedures, develop or review existing policies on the use of mobile phones that take account of the views of all staff, parents and pupils.
- Schools should ensure that pupils, parents and staff are aware that should a pupil breach the policy they will be disciplined in line with the school's positive behaviour/discipline policy.
- Individual school policies should clearly state for the benefit of staff, pupils, parent and visitors any variations from the restrictions on use of mobile phones set out below.
- Pupils and parents should be notified that mobile phones will be confiscated where these limitations are breached.
- An increasing range and variety of mobile phones possess the ability to access the Internet and to use Bluetooth technology to communicate. These technologies provide unparalleled sophistication and complexity which can provide access to a wealth of online resources and possibilities. Pupils and parents should be aware that this also leaves pupils open to dangers such as Cyberbullying, grooming and access to inappropriate material. Reference should be made to Renfrewshire's anti-bullying policy for further guidance in this area.
- Staff should not delete photographs or recordings from confiscated mobile phones.
- When staff confiscate mobile phones or other devices they should ensure that these are retained in a safe place that cannot be accessed by others. This may be a lockable drawer or cupboard, a base area or a delegated area in the school office. Confiscated mobile phones should normally be passed to the school office or senior member of staff as soon as possible after confiscation.

### **Legal aspects**

- There are a number of aspects of the law that may apply to mobile phone misuse and the responses to that misuse. In the most serious cases there may be a crime involved – an incident that is being filmed might be an assault or breach of the peace. The misuse of a mobile phone might be an offence under the Communications Act 2003, if it involves a call or message that is grossly offensive or is of an indecent, obscene or menacing character; and, the distribution of certain pornography might be an offence under the Civic Government (Scotland) Act 1982.
- In situations which are so serious that a school might call in the police it is for the police, not the school, to consider what, if any, criminal offence may apply.

These restrictions on use apply equally during any school activity that takes place off campus.

Pupils breaking the rules will be disciplined in line with the school's positive behaviour or discipline policy.

## School meals

The school has a kitchen where a wide selection of school meals is prepared by our own cook.

A biometric cashless system is in operation where pupils pay in advance for meals. There is a choice of 3 healthy meals with a choice of salads, bread and a drink of juice, water, or milk at £2.00. A note will go home explaining all this as well as a copy of the menus.

Arrangements can be made for pupils who require a special diet.

Children can bring their own packed lunch and eat it at tables set out on the stage.

Lunchtime arrangements are supervised by a member of the school staff.

Children in P1 and P2 receive free fruit, 3 days a week.



Children of parents receiving income support or income based job seekers allowance and in some cases child tax credit, are entitled to a free midday meal. Information and application forms for free school meals are available from schools, registration offices, customer service centres or may be downloaded from the council's website: [www.renfrewshire.gov.uk](http://www.renfrewshire.gov.uk)

Children who are also entitled to free school meals are entitled to free milk at lunchtime. Milk may also be available for sale in the school during the lunch period.

## School transport

Renfrewshire Council's current policy is to provide home to school transport to all primary school pupils who live more than 1.609 kilometres (1 mile) from their catchment school by the recognised shortest safe walking route. Parents who think they are eligible can get an application form from the school or education and leisure services in Renfrewshire House, Paisley or online at [www.renfrewshire.gov.uk](http://www.renfrewshire.gov.uk). These forms should be completed and returned before the end of February for those pupils beginning school in August to allow the appropriate arrangements to be made. However parents may make an application at any time.

In special circumstances, the director of education and leisure services has discretion to grant permission for pupils to travel in transport provided by the education authority, where spare places are available, at no additional cost to the authority.

### **Pickup points**

Where home to school transport is provided, some pupils will require to walk a reasonable distance from home to the transport pick-up point but this should not exceed the authority's agreed limit of 1.6 kilometres (1 mile).

It is the parent's responsibility to make sure that their child arrives at the pickup point on time and behaves in a safe and acceptable manner while boarding, travelling in and leaving the vehicle. Children who misbehave can lose their right to home to school transport.

### **Placing requests**

Renfrewshire Council does not provide transport for those pupils who are granted a placing request, other than in exceptional circumstances.

### **Assisted support needs**

Renfrewshire Council provides home to school transport for children assessed to attend any school because of their assisted support needs. The educational psychology service will normally carry out the assessment. Seat belt and wheelchair restraints are provided in the vehicle used to transport pupils to school and units.

### **Playground supervision**

An adult presence is provided in playgrounds at break times, as required by law.

### **Pupils 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 includes taking reasonable care of pupils' safety during intervals and lunchtimes, where they are engaged with them.

Renfrewshire Council recommends that pupils should not leave school grounds at intervals. Primary pupils should only leave at lunch times when they are going home for lunch, with their parents' agreement. Parents should encourage their children to follow these rules in the interests of safety.

## Equalities

Renfrewshire Council values the variety of individuals and communities, living and working within Renfrewshire and their contribution to the political, economic, cultural and social life of the area. This is reflected in our equalities policies including Promoting Race Equality in Education and our schemes for disability and gender equality.

Recent equalities law concerns six equalities themes:

- race;
- disability;
- gender;
- religion and belief;
- sexual orientation; and
- age.

School education is open to all pupils and all reasonable measures will be taken to make sure that the curriculum is available to every child. Equalities law places duties on public organisations, including education authorities and schools to:

- promote equality of opportunity between people of different races, between disabled and other people, and between men and women;
- eliminate unlawful discrimination on grounds of race, disability or gender;
- eliminate harassment on grounds of race, disability or gender;
- promote good race relations among different racial groups;
- promote positive attitudes towards disabled people;
- encourage participation of disabled people in public life; and
- take account of disabled people's disabilities, even where that involves treating disabled people more favourably than others.

The council supports the right of each citizen to a quality of life which is free from violence, discrimination and harassment. The council will take steps to ensure that all citizens, regardless of race, ethnic or national origin, religion, social background, marital status, gender, disability, age or sexuality have full access to its services, taking all possible measures to prevent discrimination in the way its services are delivered.

Parents can help to monitor our success in promoting equality of opportunity for all by providing equalities related information when asked.

## **Medical and health care**

Medical inspections are carried out at various times during a child's primary school years. As parents you will be given notice of these and encouraged to attend, except for vision and hearing tests and dental examinations. The head teacher will assume that your child will attend all inspections unless told otherwise. Parents are told about any recommended action or treatment. All examinations are carried out by Greater Glasgow and Clyde 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 school hours but, in cases where it is necessary that during the child's time in school, parents should contact the school to make appropriate arrangements. Staff are not obliged to give medicine to pupils.

Minor accidents are dealt with by the school's qualified first aider. If a pupil takes ill or has an accident at school which requires that they be sent home or for treatment, the school will provide first aid and contact parents or carers. So it is very important that the school has up to date contact details for all parents or carers and an additional contact person in case parents or carers can't be reached. This information should be current and the school notified of any changes. We will not send children 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 or carers will be notified immediately.

## **Behaviour and discipline**

At Gallowhill Primary we aim to create a safe, happy environment where children can work and learn and develop their full potential. We aim to raise self-esteem, create confident children and encourage achievement; we also aim to encourage the development of good relationships with members of the wider community. An effective school discipline policy is essential if this aim is to be achieved.

In Gallowhill Primary, we have developed a very supportive behaviour strategy which is consistent from nursery to Primary 7; children all strive to keep in the sunshine by obeying 3 simple rules and choosing good behaviour. We have monthly Sunshine Assemblies where pupils' achievement of staying in the sunshine is celebrated.

All children must conform to class and school rules and close contact is kept with parents so that we can work in partnership. Throughout the school we have adopted a positive approach to discipline, rewarding children with merit points for a variety of reasons e.g. good behaviour, helping others. doing best work.

From time to time a child's behaviour may be unacceptable. The class teacher can deal with most cases of indiscipline quickly and effectively.

However if we have any concerns we will be in touch with you to ask for your support. This may take the form of keeping in close touch with the school, either to come for a progress report or an informal discussion, so that both sides can work together to help resolve the matter.

## **Wet weather arrangements**

On wet mornings, the janitor will open the doors at 8.50am and pupils may wait quietly in the cloakroom areas until 9.00am. We ask that your child does not come to school before that time when the weather is bad. Pupils stay in their classrooms on wet intervals, where they are allowed to play table top games. Classroom assistants , the janitor and promoted staff supervise the children at these times.



## Curriculum matters

### Curriculum for Excellence

[Curriculum for Excellence](#) (CfE) is the curriculum followed in all Scottish establishments and is built on the values of wisdom, justice, compassion and integrity. All children and young people should develop skills for life, skills for learning and skills for work which will prepare them for a world that is changing very fast. The curriculum in our schools will continue to develop over coming years to ensure that all our children and young people become successful learners, confident individuals, responsible citizens and effective contributors.

The curriculum follows two phases – the broad general education (BGE) and the senior phase.

#### Broad General Education

One of the key entitlements of CfE is that all children should receive a rounded education, known as the broad general education (BGE), from early years to the end of S3, before moving to a senior phase in S4 to S6 which will include studying for qualifications. This BGE should provide young people with a wide range of knowledge, skills and experiences that they can draw on as their lives, careers and job opportunities continue to change.

The BGE phase of CfE is closely connected to the senior phase with the learning undertaken until the end of S3 providing a strong foundation for choosing and specialising in a range of subjects. In the senior phase, young people will have the opportunity to take qualifications and courses that suit their ability and interests.

The curricular areas which will be followed within the BGE are:

Literacy, numeracy and health and well-being – responsibility of all; and

English, mathematics, modern languages, sciences, social studies, expressive arts and religious and moral education/religious education in Roman Catholic schools.

Children are encouraged and guided in working at their own level of ability. Every child has the opportunity of equality of education regardless of gender, race or personal circumstances.

A broad and balanced curriculum is provided at all stages in line with the recommendations outlined in the principles of a curriculum for excellence:

- Challenge and enjoyment
- Personalisation and choice
- Coherence

- Breadth
- Relevance
- Depth

High standards of learning and teaching are expected in every class. Children are encouraged to work to the best of their ability and take pride in their work. Teachers use a variety of teaching approaches including individual, group and class lessons. Pupils have opportunities to use practical materials and much of their learning is in context. We foster teamwork and encourage independent learning which also includes a problem-solving approach.

Regular use is made of computers and ICT equipment and pupils have (restricted) access to the internet to support their learning.

In Gallowhill Primary we aim to create a learning and teaching environment which affords each pupil the opportunity to fully develop skills and talents. The emphasis is on the acquisition of appropriate knowledge, skills and understanding.

The following eight curricular subjects list the skills and abilities that we aim to develop in our pupils through individual curricular programmes.

### **Health and Wellbeing**

(Personal and Social Development, Health and Physical Education)

#### **Developing Successful Learners**

- understand facts that influence Health
- acquire a range of physical skills and abilities
- learn social and emotional skills

develop resilience in dealing with competitive and challenging situations

### **Languages/Literacy**

(Reading, Writing, Listening & Talking and German)

#### **Developing Successful Learners**

- language and literacy skills that enable them to gain access to all areas of learning
- develop and communicate thoughts and opinions effectively
- challenge thinking, encourage openness to alternative approaches and ideas
- apply literacy skills through technologies
- express themselves using different media
- communicate with those from other cultures and backgrounds
- capability and confidence to learn other languages

### **Developing Confident Individuals**

- relate positively to others and interact successfully
- competence and confidence in Languages leading to self respect
- explore other people's experiences, emotions and relationships through literature
- develop own sense of the creative forces in Scottish culture
- boost confidence and help children to cope in new situations

### **Developing Responsible Citizens**

- reflect and develop their own stances to a range of issues.
- communicate and consider their own thoughts and feelings and consider those of others
- participate in discussions, resolve conflicts and play a part in influencing decisions
- through learning of additional languages understanding of other cultures can be developed
- challenge preconceptions and stereotypes

### **Developing Effective Contributors**

- contribute to life of school and community by sharing of poems and stories
- contribute to developing creative and enterprising ideas and communities
- communicate successfully in ways which are appropriate for different situations
- learning of other languages lead to contribution to the wider international community

## **Maths/Numeracy**

### **Developing Successful Learners**

- think innovatively
- meet challenges positively
- find imaginative solutions
- strengthen ability to use technologies

### **Developing Confident Individuals**

- develop self confidence through competence in mathematical and arithmetical processes
- use Maths in a variety of real life situations

### **Developing Responsible Citizens**

- apply Mathematics in other curriculum areas
- develop knowledge of how Maths is applied in everyday life
- use Mathematics to enable children to make informed decisions
- interpret numerical data to draw conclusions, assess risk and make reasoned evaluations

### **Developing Effective Contributors**

- apply skills and understanding to creatively and logically solve problems
- develop resilience by working on suitably challenging problems
- communicate solutions to a wider audience

## **Sciences**

### **Developing Successful Learners**

- develop an interest in and understanding of the living, material and physical world
- understand scientific ideas and approaches
- awareness of the pace and significance of developments in the sciences and evaluate their impact
- participate in first hand observations, practical activities, open – ended challenges and investigations
- participate in discussion and debate
- develop a range of skill in critical thinking as well as literacy, communication and numeracy

### **Developing Confident Individuals**

- learn about Science in relevant, real - life contexts
- use appropriate scientific terms and ideas confidently
- express and justify their views on science-based issues of importance to society
- confidence to communicate their own stances

### **Developing Responsible Citizens**

- respect for living things and the environment
- respect for evidence and the opinions of others
- an openness to new ideas
- honesty in collecting and presenting data
- appreciate Science contributes greatly to the development of human culture
- realise the impact of developments in Science have on the wellbeing of our society

### **Developing Effective Contributors**

- engage in a range of collaborative and investigative tasks within and beyond the classroom
- design and use experiments
- interpret data, make deductions and draw conclusions based on evidence develop skills to become enterprising and creative adults

### **Social Studies**

(People in the past, place and society)

### **Developing Successful Learners**

- access and use information from different kinds of sources
- think critically about evidence and arguments arising from it
- arrive at own conclusions about a range of issues
- justify own views in discussion and debate
- develop literacy and numeracy skills
- strengthen ability to use technologies



### **Developing Confident Individuals**

- understand more about their sense of identity
- develop an understanding of Scotland's social and political changes
- ability to establish their own views
- confidence to communicate their own stances

### **Developing Responsible Citizens**

- learn about different values, beliefs and cultures
- question others attitudes especially towards intolerance and justice
- develop respect for other people
- participate responsibly in all aspects of life

### **Developing Effective Contributors**

- broaden knowledge through investigative, creative and critical thinking
- understand Scotland's place in the world
- contribute to the wellbeing of society

### **Expressive Arts**

(Art & Design, Drama, Dance and Music)

### **Developing Successful Learners**

- self expression in a range of situations
- think innovatively
- meet challenges positively
- find imaginative solutions
- develop knowledge and skills related to the different arts
- strengthen ability to use technologies

### **Developing Confident Individuals**

- self awareness
- confidence
- express own ideas, experiences and feelings
- gain personal satisfaction and happiness through participating in Expressive Arts
- self-discipline, determination and commitment

### **Developing Responsible Citizens**

- explore difficult ethical questions
- express personal responses to personal and social issues
- develop and question personal views and stances on a range of issues
- explore the importance of the arts in Scottish society
- understand values and achievements of different societies
- recognise the importance of arts to the identities of different nations

### **Developing Effective Contributors**

- develop creativity, work co-operatively and communicate with others
- initiative, dependability, leadership and enterprise.
- participate in all areas of Expressive Arts

### **Technologies**

(I.C.T, Technology and Enterprise)

### **Developing Successful Learners**

- use a wide range of technologies effectively
- learn through practical use of the technologies
- enhance problem solving skills
- develop creative thinking
- make connections across different kinds of learning
- encourage innovative, critical designers

### **Developing Confident Individuals**

- equipped with practical skills for daily life and work
- build confidence to continue to learn to use new technologies in the future
- experience a sense of achievement
- develop the capacity to deal with change, risk and uncertainty

### **Developing Responsible Citizens**

- engage with questions relating to the environment, sustainable development and ethics
- develop their sense of personal responsibility
- appreciate the merits and impacts of products and services

### **Developing Effective Contributors**

- think creatively about how to solve practical problems
- work effectively in teams
- promote enterprising behaviour and ways of learning that prepare young people for their future lives and careers
- operate as skilled, thoughtful, adaptable and resourceful children able to identify and solve problems

## **Religious and Moral Education**

### **Developing Successful Learners**

- knowledge of different human beliefs, values and behaviour
- learn about how different faith and thinking can help people find meaning in life
- make connections between themes in R.M.E and those in history, science and the arts

### **Developing Confident Individuals**

- develop secure values and beliefs
- express their beliefs and values
- sense of security by being valued as an individual
- understand the role of Christianity in influencing Scottish society

### **Developing Responsible Citizens**

- respect for people of faiths and beliefs other than their own
- respect for people who adopt a stance for living which is independent of faith
- consider moral and ethical questions
- make moral and ethical judgements about right and wrong
- act with concern for others and the world we live in

### **Developing Effective Contributors**

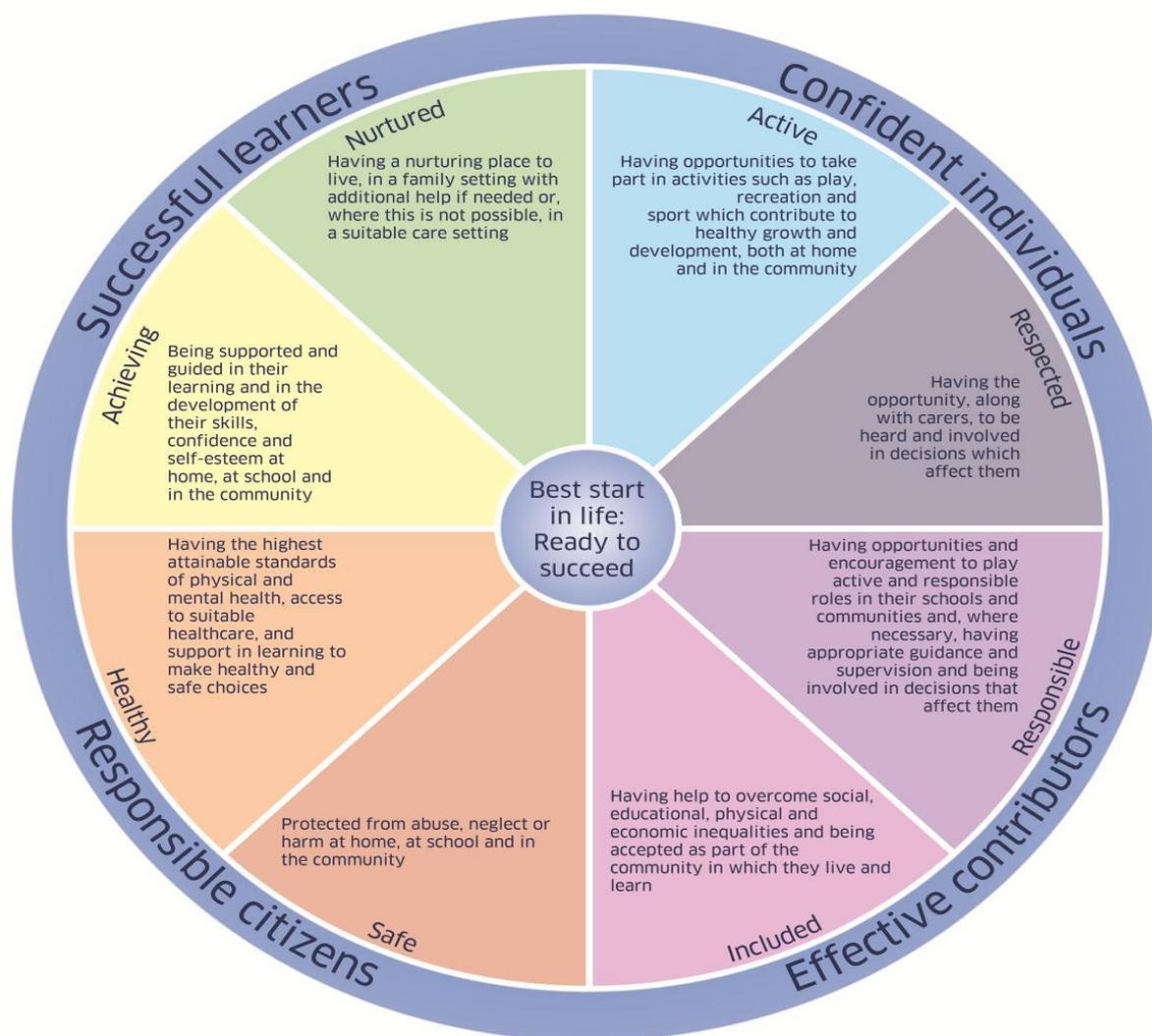
- put their values and beliefs into action in a positive way

## **Curriculum for Excellence - new info re the parent toolkit-links to website**

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

## **Assessment is for Learning**

We use a variety of strategies to ensure pupils are actively involved in their own learning. Pupils are encouraged to be aware of what they are learning about (learning intentions) and what the teacher will be looking for from their piece of work(success criteria). They are also encouraged to indicate whether they found activities to be easy, difficult or about right and to look towards improving their work. Feedback is given regularly to the children in order for them to make informed and supported decisions about the next steps for their learning.



## Additional support for learning

### Getting it Right for Children and Young People in Renfrewshire

We want all our children and young people to be fully supported as they grow and develop. There are 8 areas of wellbeing which they need to progress to do well now and in the future.

Children's well-being is important at every stage of childhood. Every child needs to be **healthy, achieving, nurtured, active, respected and responsible, and, above all, safe**. These are the eight indicators of well-being (SHANARRI) which are set within the 'four capacities' which are at the heart of the Curriculum for excellence.

Renfrewshire's GIRFEC policy ensures that children, young people and their families receive the help they need when they need it. As children and young people progress on their journey through life, some may have temporary difficulties, some may live with challenges and some may experience more complex issues. Sometimes they – and their families – are going to need help and support.

The Getting it Right for Every Child (GIRFEC) approach ensures that when we provide support, it is based on the level of need for each child.

For schools in Renfrewshire the GIRFEC approach is implemented via the getting it Right for every learner policy which gives more detail of additional support needs and help children receive from schools and other services.

**For children, young people and their families, the GIRFEC approach will mean:**

- They will feel confident about the help they are getting
- They understand what is happening and why
- They have been listened to carefully and their wishes have been heard and understood
- They are appropriately involved in discussions and decisions that affect them
- They can rely on appropriate help being available as soon as possible
- They will have experienced a more streamlined and co-ordinated response from practitioners

From August 2014 all children will have a 'named person' in line with Scottish government legislation. This person will have access to a range of supports within education services and can seek help from a further range of services and agencies easing the access to appropriate and proportionate help for children, young people and families.

The named person in this establishment for your child will be the Head Teacher.

**Education (Additional Support for Learning)(Scotland) Act 2009**

The above Act commenced on November 14th 2010 and is a revision of and replaces the 2004 Act of the same name.

Under the Act, children or young people have additional support needs where they are unable to benefit from school education without the provision of additional support.

In the Act, 'additional support' means provision which is additional to, or otherwise different from, the educational provision made generally for children or young people of the same age in a local authority's schools, or as is appropriate to the circumstances, in early years establishments or any other education provision.

The Act aims to ensure that all children or young people are provided with the necessary support to reach their potential.

### **Extended Support Framework : Getting it right for every learner**

This policy operates and is embedded in our [Extended Support Framework](#) in Education and Leisure Services. It applies to all mainstream schools, specialist provision, and all early years establishments including partner nurseries.

The Extended Support Framework provides a pathway through universal and targeted services to meet additional support needs. The policy and framework are fully incorporated into the [Getting It Right For Every Child](#) (GIRFEC) model across all learning establishments and provisions.

Further information is available by contacting your school directly or by visiting the [www.renfrewshire.gov.uk](http://www.renfrewshire.gov.uk) website.

Independent sources of information and advice nationally include -

[Enquire](#) – the Scottish advice service for additional support for learning

Telephone – 0845 123 2303

E mail – [info@enquire.org.uk](mailto:info@enquire.org.uk)

[Scottish Independent Advocacy Alliance Ltd](#) - a national organisation which promotes and supports advocacy

Telephone – 0131 260 5380

E mail – [enquiry@siaa.org.uk](mailto:enquiry@siaa.org.uk)

### **Educational Psychology Service**

Educational psychologists use their knowledge of psychology, learning and education to provide a specialist service to schools and pre five establishments. They work in collaboration with teachers, parents and other professionals to help children and young people make the most of their lives, particularly in educational settings.

This school has a system in place for monitoring and reviewing the progress of all children. As part of this system, we have a named educational psychologist who visits the school on a regular basis and who is part of the school's extended support team.

When concerns arise about a particular pupil, the school plans action to address these concerns. Parents are kept informed throughout this process. When those working with your child would like the help of the educational psychologist, they will discuss this with you and arrange a meeting involving the psychologist.

Through this process the educational psychologist can contribute to the ongoing assessment of your child, where appropriate.

## Health and Wellbeing Education

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Learning through health and wellbeing enables children and young people to:

- make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- experience challenge and enjoyment
- experience positive aspects of healthy living and activity for themselves
- apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- make a successful move to the next stage of education or work
- establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children
- and, for some, perform at high levels in sport or prepare for careers within the health and leisure industries.

Health and Wellbeing in schools covers:

- Mental, emotional, social and physical wellbeing
- Planning for choices and changes
- Physical education, physical activity and sport
- Food and health
- Substance misuse
- Relationships, sexual health and parenthood.

Health and wellbeing cannot exist in a vacuum. It requires exchange of information, mutual support and collaboration with community partners, schools and parents.

## Specialist support service – teachers teaching in more than one school

The specialist support service makes provision for children and young people who have a range of additional support needs. The service comprises of teachers who

work in the pre-5, special, primary and secondary sectors. Staff in the service work in partnership with staff in the establishments to plan and deliver an appropriate curriculum. The service also provides staff development and advice on resources.

The teams support the additional needs of:

- children with a significant hearing and or visual impairment;
- bilingual learners who are at early stages of learning spoken English;
- looked after and accommodated children and young people who are experiencing difficulties in school;
- children at early stages of primary school who have a developmental coordination disorder along with attention difficulties;
- young people who attend the extended new directions provision; and
- pre-5 children who have been identified as having significant support needs.

## Homework

Homework is an integral part of learning and teaching. It provides the opportunity for the development of self reliance, self discipline, self confidence and participation in taking responsibility for learning by your child. It also strengthens the link between home and school in providing an opportunity for parents and carers to share in the learning process. Homework can take many forms and will reflect the age, stage and area of learning currently being undertaken by your child. It will be issued on a regular basis and will be varied, meaningful and interesting.

Gallowhill Primary school has a recently updated homework policy based on Renfrewshire Council's policy and guidance. You can request a copy of this policy from the school office.

## Enterprise in education

Enterprise in Education is an excellent strategy to develop the enterprise and employability skills of our young people.

It lies at the centre of curriculum for excellence and promotes a wide range of opportunities, including cross curricular work ,for our children and young people from 3-18 to become successful learners, confident individuals, responsible citizens and effective contributors.

The four main areas of Determined to Succeed are:

- Enterprising learning and teaching ;
- Entrepreneurial learning ;

- Work based vocational learning; and
- Careers education.

Six inter-related themes are built around the main areas:

- Supporting the development of skills for life, skills for work;
- Engaging employers ;
- Broadening the reach of Determined to Succeed;
- Embedding enterprise in the curriculum;
- Building capacity; and
- Enhancing our international profile.

Enterprising activities will be organised to reflect the age and interests of our pupils.

The range of activities could include:

- Links and partnerships with businesses, colleges , schools abroad;
- Fundraising events organised and run by pupils;
- Fairtrade activities;
- Joint school and community initiatives; and
- Work experience placements and speakers

## Extra - curricular activities

We have football, hockey, netball, dance and running clubs at present for those interested in sports. A homework club, bible study group and a Science club offer alternatives for those who are less interested in sport.



## Home School Community Links

### Parent council

By law schools have a duty to promote parents' involvement in children's education. Parents are welcomed to be:

- involved with their child's education and learning;
- be active participants in the life of the school; and
- express their views on school education generally and work in partnership with their children's schools.

Every parent who has a child at our school is a member of the Parent Forum. The parent council is a group of parents chosen to represent the parent forum. As a member of the Parent Forum, each parent can expect to:

- receive information about the school and its activities;
- hear about what partnership with parents means in our school;
- be invited to be involved in ways and times that suit you;
- identify issues you want the parent council, to work on with the school;
- be asked your opinion by the parent council on issues relating to the school and the education it provides;
- work in partnership with staff; and
- enjoy taking part in the life of the school in whatever way possible.

The type of things the parent council may get involved in include:

- supporting the work of the school;
- gathering and representing parents' views to the Head teacher, education authority and Education Scotland;
- promoting contact between the school, parents, pupils, and the local community;
- fundraising;
- organising events;
- reporting to the parent forum; and
- being involved in the appointment of senior promoted staff.

For more information on parental involvement or to find out about parents as partners in their children's learning, please contact the school or visit the Parentzone website at [www.parentzonescotland.gov.uk](http://www.parentzonescotland.gov.uk).

[Our Chairperson is Christine Anderson and she can be contacted on the school e-mail address: enquiries@gallowhill.renfrewshire.sch.uk](mailto:enquiries@gallowhill.renfrewshire.sch.uk)

## Home school links

The Home Link Service is one of the services working to support children and families in Renfrewshire. We are a multi disciplinary team based in different areas across Renfrewshire and appointed in teams linked to the school clusters in each area.

The main aim of the service is to increase the educational attainment of young people by developing links between home and school thus ensuring that pupils identified through the school's Extended Support Framework as facing issues at home, or in school, which are proving to be barriers to learning are offered additional support.

Support offered to pupils can be given individually or in a group setting. Parents are kept fully involved and initially a home visit will be offered to discuss the referral, and thereafter progress will be reviewed and evaluated on a regular basis keeping parents and pupils fully informed.

Support is also offered to pupils having been identified as being anxious at times of change. Moving from pre-five to primary, primary to secondary school and from secondary to further education or employment. As this can be a stressful time to both pupils and parents we can work with you and your child's school to ensure a smooth transition, and help them learn how to cope with change.

Home Link service is a non statutory service and staff work in partnership with parents or carers and school staff. We also work in partnership with other agencies including Counselling and support services, Health, Social Work and Community Learning and Development and other identified local voluntary and government agencies.

Our Home Link worker is Fiona Weir-Clark and she can support families in many ways such as offering children a listening ear; offering support for attendance issues; transitions between schools.

### **Pupil council**

We have a Pupil Council with representatives from Primary 4 –7 which meets weekly and is part of the decision-making process in Gallowhill Primary.

### **Community links**

Children take part in singing for the elderly residents of Gallowhill and we also have junior litter wardens who try to ensure that the school environment is kept tidy and enhances the local area.

### **School lets**

To apply to use school facilities contact the Community Facilities Section at Johnstone Town Hall. Contact details are in the important contacts section at the end of this handbook.

### **Other useful information**

#### **Listening to learn - complaints, comments and suggestions**

Renfrewshire Council encourages feedback on its services from parents and pupils as part of our overall commitment to giving the best possible service and to working in partnership. We are, therefore, interested in feedback of all kinds, whether it be compliments, suggestions or complaints.

If you want 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 keeps us 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 relationship between the family and the school. 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 Headteacher. This makes sure that the school knows what is going on and has an opportunity to respond and resolve the issue.
- It is helpful if you can give some details of the issue and ask for an early appointment to discuss it.

- We will try to respond as quickly as possible, but often issues are complex and we need time to investigate.
- If you are still unhappy with the service or with our response then you will have the right to take up the matter further. You can put your complaint in writing or fill in a complaint form, available in the school or any council office. We can help if you have difficulty with this. Completed forms should be sent to: Renfrewshire Council, Education and Leisure Services, Renfrewshire House, Cotton Street, Paisley PA1 1LE. Telephone 0141 842 5578.
- If you are still unhappy after the further investigation and reply you can take the matter up with the Scottish Public Services Ombudsman, our reply will include the contact details.
- You should also note that you have the right to raise unresolved concerns with your local councillor, MSP or MP.

## **Data protection**

Information on pupils, parents and guardians is stored on a computer system and may be used for teaching, registration, assessment and other administrative purposes. The information is protected by the Data Protection Act 1998 and may only be disclosed in accordance with the law. For more information please contact the school.

## **Information in Emergencies**

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, temporary interruption of transport, power failures or difficulties of fuel supply. In such cases, we will do all we can to let you know about the details of closure or reopening. We will keep in touch using letters, e-mail and text messaging, notices in local shops, churches and community centres and on the school and council's websites, announcements in the press and on local radio.

To help us keep you informed it is important that you make sure we have the most up to date emergency contact information for your family.

## Important contacts

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### Director of Education and Leisure

Robert Naylor	Renfrewshire House Cotton Street Paisley PA1 1LE	Email <a href="mailto:els@renfrewshire.gov.uk">els@renfrewshire.gov.uk</a> Phone: 0141 842 5663 Fax: 0141 842 5655
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### Homelink Service Staff

Louise McCrory  
E-mail [louise.mccrory@renfrewshire.gov.uk](mailto:louise.mccrory@renfrewshire.gov.uk)

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### Community Learning & Development

Community Facilities Section	Johnstone Town Hall Ludovic Square Johnstone PA5 8EE	Email <a href="mailto:comfac.els@renfrewshire.gov.uk">comfac.els@renfrewshire.gov.uk</a> Phone: 01505 335550 Fax: 01505 320820
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Adult Learning Services	Linwood CE Centre Brediland Road Linwood PA3 3RA	Email <a href="mailto:als.els@renfrewshire.gov.uk">als.els@renfrewshire.gov.uk</a> Phone: 01505 320573 Fax: 01505 329749
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Youth Services	West Primary School Newton Street Paisley PA1 2RL	Email <a href="mailto:youthservices.els@renfrewshire.gov.uk">youthservices.els@renfrewshire.gov.uk</a> Phone: 0141 889 1110 Fax: 0141 840 5353
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### Registration Area Offices

Paisley Area	Paisley Registry Office 1 Cotton Street Paisley PA1 1BU	Email <a href="mailto:registrar.cs@renfrewshire.gov.uk">registrar.cs@renfrewshire.gov.uk</a> Phone: 0141 840 3388 Fax: 0141 840 3377
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Johnstone Area	Johnstone Registry Office 16/18 McDowall Street Johnstone PA5 8OL	Email <a href="mailto:registrar.cs@renfrewshire.gov.uk">registrar.cs@renfrewshire.gov.uk</a> Phone: 01505 320012 Fax: 01505 331771
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### Customer Service Centre

Customer Service Centre	Renfrewshire House Cotton Street Paisley PA1 1AN	Email <a href="mailto:registrar.cs@renfrewshire.gov.uk">registrar.cs@renfrewshire.gov.uk</a> Phone: 0300 300 0300 Fax: 0141 840 3377
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## Websites

You may find the following websites useful.

- <http://www.parentzonescotland.gov.uk>- parents can find out about everything from school term dates to exam results. This site also offers information for pre-5 and post school. It also lists relevant publications for parents and provides hyper-links to other useful organisations.
- [www.hmie.gov.uk](http://www.hmie.gov.uk) - parents can access school and local authority inspection reports and find out more about the work of Education Scotland.
- <http://www.scottishschoolsonline.gov.uk> - parents can find out about individual schools. They can choose a school and select what type of information they need such as Education Scotland reports, exam results, stay on rates and free school meal entitlement.
- [www.renfrewshire.gov.uk](http://www.renfrewshire.gov.uk)- contains information for parents and information on Renfrewshire schools.
- <http://www.childline.org.uk/Explore/Bullying/Pages/Bullyinginfo.aspx> - contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying.
- <http://www.respectme.org.uk/> - Scotland's anti-bullying service. Contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying
- <http://www.ltscotland.org.uk/> - provides information and advice for parents as well as support and resources for education in Scotland
- <http://www.equalityhumanrights.com/> - contains information for everyone on equality laws within the government and local authorities.

## Glossary

CFE - Curriculum for Excellence

ASN – Additional Support Needs

EMA – Education Maintenance Allowance

DDA – Disability Discrimination Act

EHRC – Equality Human Rights Commission

IA – Impact Assessment

SIP – Service Improvement Plan

ASL – Additional Support for Learning

LTS – Learning and Teaching Scotland

SQA – Scottish Qualifications Authority

FOI – Freedom of Information

HGIOS/AiFL – How Good is our School/Assessment is for Learning

S1 – 1<sup>st</sup> year of secondary school

HT/PT/GT – Head Teacher/Principal Teacher/Guidance Teacher

CLAD – Community Learning and Development

RLL – Renfrewshire Leisure Ltd

GIRFEC – Getting it Right for Every Child

Although this information is correct at time of printing in December 2011, there could be changes affecting any of the contents before or during the course, of the school year or in future school years.

Parent feedback

Please take a few minutes to fill in and return the questionnaire on the next page. Your feedback will help us improve the hand book next year.

## **Parent feedback**

Please take a few minutes to fill in and return the questionnaire on the next page. Your feedback will help us improve the hand book next year.

## Tell us what you think

Your feedback will help us to improve our handbook.

### Did you find

### Please tick

- |                                  |                              |                             |
|----------------------------------|------------------------------|-----------------------------|
| 1. the handbook useful?          | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2. the information you expected? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 3. the handbook easy to use?     | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

Please tell us how we can improve the handbook next year.

Name of school: \_\_\_\_\_

Thank you for filling in the questionnaire. Your views are appreciated. Please return this questionnaire to:

### **Marianne McGuire**

Education Officer (improvement)

Renfrewshire Council

Education and Leisure Services

Renfrewshire House

Cotton Street

Paisley

PA1 1LE

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