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# Kilbarchan Primary School

**HANDBOOK 2021**

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## Welcome from the Head Teacher

Dear Parents and Carers,

It is a pleasure to welcome you and your children to Kilbarchan Primary School. We pride ourselves on our warm and welcoming atmosphere and hope to make all visitors to the school feel part of our community.

Our aim is for every pupil to feel happy to come to school, supported and challenged appropriately in order to reach their full potential and we know that the involvement of parents and carers is central to this success of this endeavour. In order to support your involvement we communicate through the school's website, our Twitter page, newsletters, formal and informal meetings, parental workshops and focus groups, curricular events and open afternoons. We are always looking for ways to improve and so your opinions and suggestions are always gratefully received.

The team at Kilbarchan Primary School hope that you and your children have a positive experience and we look forward to working closely with you.

Kindest regards

*Fiona MacKenzie*

Fiona MacKenzie  
Head Teacher

## School Vision, Values and Aims

**Our Vision! The Very Best!**

The very best for our children to allow them to become their very best!  
**Here is what we value!**

**Happiness!**  
Ensuring that children are happy and safe. That they learn and grow in a positive environment and become successful learners.

**Partnerships!**  
Listening to and working with parents, children, agencies and the wider community to support our children and to continuously develop our school. Encouraging our children to foster their own partnerships and become responsible citizens.

**Success!**  
Valuing and celebrating all types of success that will help children become confident individuals.

**Skills!**  
Developing skills needed for learning, work and for life to enable children to become effective contributors.

Created by pupils, parents and staff

Through a process of continuous self-evaluation, we strive to reflect the aims and principles of a Curriculum for Excellence.

### 1. Successful Learners

- a) To provide a broad, balanced and integrated curriculum, consistent with the outcomes and experiences of a Curriculum for Excellence.
- b) To enable all pupils to achieve high standards appropriate to their age, stage and ability.
- c) To sustain effective systems of support to meet the educational, pastoral, personal and social needs of all pupils.

### 2. Responsible Citizens

- a) To develop partnerships between pupils, staff, parents and the wider community.
- b) To promote an ethos of equality which respects and values all members of the school's community.
- c) To help all pupils develop respect for their world and make informed choices.

**3. Effective Contributors**

- a) To ensure all pupils are given opportunities to develop their communication skills in a variety of situations.
- b) To provide pupils with a variety of group challenges which allow them to develop team skills and make effective contributions.

**4. Confident Individuals**

- a) To provide a safe and challenging environment in which pupils are encouraged to grow in confidence.
- b) To provide opportunities for pupils to become confident when making presentations to groups of varying sizes, both within and beyond the school environment.



## Service Pledges

### Standards and expectations

#### We will:

- offer all children and young people in our catchment area 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 for parents to be involved in school life;
- 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 us to:

- provide formal written reports on your child's progress;
- provide an annual report on school progress within the school improvement plan;
- give you an opportunity to have a formal meeting with your child's class teacher
- strive to meet your child's needs

#### How can you help?

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

- making sure your child goes to school regularly;
- encouraging and supporting your child with any homework/home study given;
- encouraging your child to respect the school and the whole school community; and
- being involved in the school.



The Education (Scotland) Act 1980 uses the broadly framed definition of 'parent'. This is as follows:

"Parent" includes guardian and any person who is liable to maintain or has parental responsibilities (within the meaning of section (13) of the Children (Scotland) Act 1995) in relation to, or has care of a child or young person;

This is a wide definition which might, by way of example, include:

- non-resident parents who are liable to maintain or have parental responsibilities in respect of a child;
- carers who can be parents;
- other with parental responsibilities, e.g. foster carers, relatives and friends who are caring for children and young people under supervision arrangements; and
- close relatives, such as siblings or grandparents caring for children who are not looked after or are under home supervision arrangements

Everyone who is a parent, as defined in terms of the 1980 Act, has rights under the Act. This includes the right to receive advice and information about their child's education, general information about the school, to be told about meetings involving their child, and to participate in activities, such as taking part in decisions relating to a Parent Council. Education authorities and schools should treat parents equally, the exception to this general requirement being where there is a court order limiting an individual's exercise of parental rights and responsibilities. It is for education authorities to advise schools on the application of these rights in individual cases.

## About Our School

### School staff



Fiona MacKenzie  
Head Teacher



Tracey Robb  
Depute Head  
Teacher



Amanda Doyle  
Depute Head  
Teacher  
(0.5)



Kim Ralston  
Acting Principal  
Teacher

### Teachers

Miss Sarah Schoolar  
Mrs Karen Brown  
Miss Jen Murray  
Miss Susan Etheridge/Mrs Lynn Kerr  
Miss Rona Montgomery  
Mrs Lorna Stewart/Mrs Fiona Crawford  
Miss Pamela Urie  
Mrs Cara Carnachan  
Mrs Kat Zych  
Miss Nicolle Lynas  
Mrs Susan McGowan  
Mrs Shanaz Ghaus

### Support Staff

Mr John Boyle  
Miss Charlie McFadden  
Miss Kimberley O'Connor  
Mrs Laura Young  
Mrs Jacki Brady

**Clerical Staff** Mrs Linda Harvey

**Janitor** Ms Suzanne Farrell

## School Information

### School Contact Details

**Telephone:** 0300 300 0163

**Email:** [kilbarchanenquires@renfrewshire.gov.uk](mailto:kilbarchanenquires@renfrewshire.gov.uk)

**Address:**

Meadside Avenue  
Kilbarchan  
PA10 2LA

### Parent Council Contact Details

**Parent Council Chair:** Mrs Donna McShane

Our Parent Council can be contacted via their Kilbarchan P.S. Parent Council Facebook Page

**School Roll:** 237

## School Day

Morning 0900 – 1030  
Interval 1030 – 1045  
Morning 1045 – 1215  
Lunch 1215 – 1300  
Afternoon 1300 – 1500

Primary 1 pupils attend school on a full-time basis from the beginning of term.

Please note that there is limited supervision in the playground before 9am. The school will allow pupils entry at 8.50am on wet days. This is at the discretion of the Head Teacher.

## School year

First Term	In service day	Thursday 12 August 2021
	In service day	Friday 13 August 2021
	Schools reopen (pupils return)	Monday 16 August 2021
	September weekend (schools closed)	Friday 24 September 2021 and Monday 27 September 2021
	Schools reopen	Tuesday 28 September 2021
	October holiday (schools closed)	Monday 11 October 2021 to Friday 15 October 2021 (inclusive)
	In service day	Monday 18 October 2021
	Schools reopen	Tuesday 19 October 2021
	St Andrew's Day (schools closed)	Tuesday 30 November 2021
	Schools reopen	Wednesday 1 December 2021
	Last day of the session	Wednesday 22 December 2021
	Christmas and New Year break (schools closed)	Thursday 23 December 2021 to Wednesday 5 January 2021 (inclusive)
Second Term	Schools reopen	Thursday 6 January 2022
	February mid-term break (schools closed)	Monday 14 February 2022 to Tuesday 15 February 2022 (inclusive)
	In service day	Wednesday 16 February 2022
	Schools reopen	Thursday 17 February 2022
	Spring holiday (schools closed)	Monday 4 April 2022 to Monday 18 April 2022 (inclusive)
Third Term	Schools reopen	Tuesday 19 April 2022
	May Day (schools closed)	Monday 2 May 2022
	In service day	Thursday 5 May 2022
	Schools reopen	Friday 6 May 2022
	Local holiday (schools closed)	Friday 27 May 2022 and Monday 30 May 2022
	Schools reopen	Tuesday 31 May 2022
	Last day of session	Wednesday 29 June 2022

**Teachers return for school year 2022-23 on Friday 12 August 2022.**

## School In-service Days

- Thursday 12 August 2021
- Friday 13 August 2021
- Monday 18 October 2021
- Wednesday 16 February 2022
- Thursday 5 May 2022

## School Dress

Renfrewshire Council encourages each school to adopt a dress code and for any proposed changes to be discussed 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.

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 certain benefits. Please see the council's website:

<http://www.renfrewshire.gov.uk/Freeschoolmealsandclothinggrants>

Information and application forms for free school meals are available from schools, registration offices and customer service centres. A form can be downloaded from the council's website: <http://www.renfrewshire.gov.uk/Freeschoolmealsandclothinggrants>

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.

At Kilbarchan Primary School we offer a choice of items of clothing in the basic school colours of navy and white (dark grey items can be purchased if navy is unavailable). Polo shirts, sweatshirts, fleece jackets and rain jackets, all embroidered with the school badge in contrasting colours, as well as school ties can be ordered through the ParentPay at any time of year.

In addition, our school is well supported by parent/carer volunteers who regularly organise high quality second hand clothing items that have been donated to our school. Through this partnership we have created a Reduce, Reuse, Recycle system where items are made freely available to the school community at regular points throughout the year. Please contact the school at any time should you wish to use or donate to this service.

It is important that all members of our school community encourage the wearing of uniform as it is practical and it gives pupils a sense of belonging, pride and school identity.

## 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 November 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 how to make a placing request is contained in the leaflet 'Sending your child to school.' The leaflet is available from any school, by phoning our customer contact centre on 0300 300 0300, 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 and Parents

We feel it is very important to make the transition from Nursery to Primary 1 as smooth and effective as possible for both children and parents as they reach this important time. We have strong links with the local nurseries, including Kilbarchan Community Nursery with whom we co-plan our induction programme. All children are welcomed warmly in to our school community and we encourage families to make contact with the school at their earliest convenience should they choose for their child to attend Kilbarchan Primary School. Our very full induction programme is designed to help prepare all children for the move into Primary 1 and includes:

### Open Door Policy

Please take advantage of our open-door policy during the time your child attends nursery. Share your child's experiences with us, tell us about the things they are doing at home and the progress they are making. Also, let us know about things that may be troubling them or changes that are happening at home, as all of this can have an impact on how they cope at school.

### A First Friend

This is a pupil who will be in Primary 7 when your child is in Primary 1 and the relationship often begins whilst your child is still in nursery. The First Friend or Buddy may visit the nursery or be part of an initial welcome to the school. Together they will play games, read stories, carry out some number activities and much more. By working together in this way it strengthens their relationship and provides your child with a feeling of security and excitement about moving on to primary school. This support continues on into Primary 1 where their First Friend or Buddy will assist with morning routines, lunchtimes and playtimes.

### Primary 1 Staff Visits

There is a variety of opportunities for children to become familiar with Primary 1 staff both in the nursery and in the Primary 1 classroom. Primary 1 staff spend time with the children in the nursery in the final term so that they can begin to get to know and work with them in a place where the children are already very comfortable.

### Pupil Profiles

The sharing of the nursery Pupil Profiles, ensures a continuity of learning and allows Primary 1 staff to plan for your child's entry to school.

### **Induction Days**

After enrolling your child at Kilbarchan Primary you will all be invited to visit the school in June for two Induction Days. Your child will have the chance to meet their future classmates, teachers and support staff, all of whom will be working with them in Primary 1. While your child is in class, you are invited to attend our information sessions. The content of which will include the procedures and expectations for your child's first few days along with more details regarding the curriculum. In addition, members of the management team and other partner agencies will outline some useful information relating to the transition from nursery to Primary 1. These sessions are also a chance for parents to begin to develop relationships with school staff and share a little more about their child's development.

### **Term 1 Events**

Our induction programme extends into the first term of Primary 1. During this period, you will be invited along to see your child in their new learning environment. There will also be an opportunity to attend an information session on the Primary 1 curriculum with a Primary 1 member of staff as part of our Meet the Teacher event.

If you have any questions about induction, please contact the school office. You will be notified of the arrangements for meetings with parents and induction days for pupils during the spring or summer terms.

### **Class Organisation**

Classes are organised annually to maximise the resources available. In Session 2019/20 our classes were organised as follows:

P1, P2/1, P2, P3, P4/3, P4, P5, P6/5, P6, P7

At the time of printing, it is not known what the pattern will be in Session 2021/22 as this cannot be decided until all placing requests have been allocated and staffing is agreed. It is important to note that class organisation can change depending on a number of factors.

## Assessment and Reporting

At Kilbarchan Primary School, we assess pupils in a variety of ways and use the information to determine pace of progress, identify key strengths and clarify areas for further support and development.

Class teachers, pupils and senior management report to parents throughout the year so that progress is shared, discussed and supported. This ensures we are working together as a team and placing the needs of the child at the centre of all that we do.

Our school year is split into 4 terms and our reporting procedures match this structure:

### Term 1

- Meet the Teacher – an opportunity to meet your child’s Class Teacher, see their classroom, to find out about the routines of the class and hear about the work that will be carried out over the session.
- Parents’ Night – staff and parents meet together. Should parents/carers wish, pupils may also attend this event and can be included in the discussion.

### Term 2

- Sharing the Learning reports are sent home – pupils create reports to share their learning journey and Class Teachers enhance these by adding further comment.

### Term 3

- Parents’ Nights - parents and staff meet together.

### Term 4

- Sharing the Learning reports are sent home again.

Throughout the year, pupils also report to parents through a class assembly. Following the Assembly, parents/carers are invited to their child’s class to find out more about what they have been learning.

## Summary of the School Improvement Plan

### Strategic Actions

Renfrewshire’s Education Priorities

- Develop high quality learning & teaching that leads to improved levels of attainment and achievement in all of our establishments;
- Reduce inequalities and deliver improved health & wellbeing outcomes for children & young people;
- Develop high quality leadership to promote empowerment at all levels;
- Improve employability skills and support all of our young people to enter positive and sustained destinations.



### **Kilbarchan Primary School Key Strengths**

- Happy, welcoming atmosphere where everyone works together for the benefit of our pupils.
- A nurturing environment that focuses on restoration and natural consequences to promote inclusion and recognise the achievements of individuals.
- Welcoming and knowledgeable office staff whose professionalism ensures visitors are appropriately supported.
- Polite, kind and responsible pupils who actively engage with learning opportunities and experiences.
- High expectations for all learners and staff, leading to increases in attainment and a reduction in inequity.
- A staff group who demonstrate a real desire to learn and improve the quality of learning and teaching provision as evidenced by annual professional reviews for all staff. This includes support staff who undertake additional training and professional reading in order to enhance provision for pupils with additional needs.
- A supportive parent council who collaborate and support the work of the school.
- A senior leadership team with a clear vision for improvement borne from collegiate dialogue, parental feedback and pupil voice.

### **Improvement Objectives for Session 2020-21**

School priority 1 - To ensure all appropriate health and safety risk assessments and pupil specific planning has been undertaken to support full/partial return depending on Scottish Government guidance.

School priority 2 - To promote the health and wellbeing of pupils, staff and families through a focus on nurture principles, mental health supports and emotional literacy.

School priority 3 - To develop high quality learning and teaching approaches leading to improved attainment through a focus on the 3 Domain model, outdoor learning and digital literacy skills.

School priority 4 - To ensure effective use of data and evidence to plan for recovery through Dive Into Data training, stakeholder questionnaires and pupil engagement data.

### **Quality Indicators**

All schools in Scotland adhere to a framework that supports high quality self-evaluation, this is called How Good Is Our School (HGIOS) 4. This framework ensures all establishments are supported to achieve their improvement objectives such as those outlined above.

The quality indicators used in this framework are organised under the following headings:

- Leadership and Management which asks – How good is our leadership and approach to improvement?
- Learning Provision which asks – How good is the quality of care and education we offer?
- Success and Achievements which asks – How good are we at improving outcomes for all our learners?

## **The Scottish Attainment Challenge**

### **Attainment Challenge and Pupil Equity Funding (PEF)**

The Scottish Attainment Challenge, launched in 2015, is about achieving equity in education. This can be achieved by ensuring every child has the same opportunity to succeed. Renfrewshire is one of nine 'challenge authorities' who have received funding to improve literacy and numeracy and health and wellbeing, with a particular focus on closing the poverty-related attainment gap.

The Pupil Equity Fund (PEF) is being provided as part of the £750 million Attainment Scotland Fund which will be invested over 2016-2021. The PEF is allocated directly to schools and targeted at closing the poverty related attainment gap. Every council area is benefitting from the fund and is based on the number of pupils in P1-S3 known to be eligible for free school meals. The funding is to be spent at the discretion of the head teacher working in partnership with parents, pupils and staff to devise plans which focus on closing the poverty-related attainment gap.

## **Transfer to Secondary School**

Pupils normally transfer to secondary school between eleven and a half and twelve and a half years-of-age, so that they will have the opportunity to complete at least four years of secondary education. We feel it is very important to make the transition from primary school to secondary school as smooth and effective as possible for both children and parents as they reach another important time.

In conjunction with our associated secondary school we offer a very full transition programme that is designed to help prepare the children for the move into secondary school. This programme includes:

### **Open Evenings and Information Sessions**

As part of these you will hear from members of the secondary school's Senior Management Team, have an opportunity to ask questions and have a chance to tour the different departments of the school. All prospective pupils and parents are invited to attend these events at their associated secondary school.

### **School Handbook**

Prior to the pupils visiting the school for their induction days a handbook from the associated secondary school will be issued to each P7 pupil.

### **3 Day Induction Visit**

During these induction days all P7 pupils will have the opportunity to meet school staff and familiarise themselves with the new environment and routines.

### **Curricular and Sports Events**

Throughout the year events are organised that allow pupils the opportunity to practise their academic and sporting skills, as well as begin to build friendships with peers from other establishments, in their new setting.

### **Staff Liaison**

Liaison between staff in the primary and secondary school occurs on an on-going basis. Information discussed includes, but is not limited to, additional support needs, Literacy and Numeracy levels and medical information.

### **Primary 7 Transition Teacher**

This sharing of information is supported by the work of the P7 Transition Teacher. He/she will work with pupils from January – June in their primary school and then again with pupils from August - December in their secondary school.

Kilbarchan Primary School Primary School is an associated primary school of Johnstone High School.

Head Teacher: Mrs Lynne Hollywood

Telephone: 0300 300 1331

Email: [johnstonehighenquiries@renfrewshire.gov.uk](mailto:johnstonehighenquiries@renfrewshire.gov.uk)

Parents who want to send their child to a school other than the catchment school must make a placing request. Information on how to make a placing request is contained in the leaflet 'Sending your Child to 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.

## **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 from 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 your child's education and reduces learning time. The head teacher can approve absence from school for a family holiday in certain extraordinary 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.

### **Anti-Bullying Policy**

Renfrewshire Council has an anti-bullying policy which was developed in consultation with pupils, parents and staff. The policy provides guidance on the prevention, identification and management of bullying – both the bullying behaviour and the impact it has.

Our school takes this very issue very seriously and has created its own anti-bullying policy in line with this guidance and which sets out our local approach to tackling bullying. You can request a copy of the Council's policy and/or the school's policy from the school office or access them online at <http://www.renfrewshire.gov.uk/article/3469/Anti-bullying>

If you have a specific concern about bullying, please report this to the school so that we can investigate and take any action that might be needed. Please note, our approach is to deal with the behaviour displayed and to support those who have felt its impact.

### **Safeguarding Including 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 in place to make sure that all staff receive training each year and are confident in responding to any child protection or safeguarding issue, including e-safeguarding, child sexual exploitation and radicalisation. Staff ensure the wellbeing of children they come into contact with and work closely with other agencies to protect children and keep them safe. All school staff must report any concerns they have about the welfare of children.

## 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 nursery 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 must 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 must be deleted from phones on their return.
- Children's Services expects that schools will, through normal collegiate procedures, develop or review existing policies on the use of mobiles 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, there will be consequences in line with the school's positive behaviour/discipline policy.
- Individual school policies should clearly state for the benefit of staff, pupils, parents 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.
- Smartphones introduce additional challenges for schools and parents. Pupils and parents should be aware that this also leaves pupils open to dangers such as cyber bullying, grooming and access to inappropriate material. Parents are encouraged to read anti-bullying policy for further guidance.
- 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 in 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 contact the police, it is for the police, and 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**

All Primary 1 to Primary 3 children are automatically entitled to a free school meal.

Children of parents receiving certain benefits, 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:

<http://www.renfrewshire.gov.uk/schoolmeals>

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

## **ParentPay**

We are a cashless school and use an electronic app called ParentPay. This is used to pay for everything in school, including school lunches as well as trips, items of uniform etc. You will receive an activation letter detailing your login information in August.

## **Menu**

A copy of the school dinner menu will be distributed to all parents/carers. This can also be accessed online through our school website or from the council's website

<http://www.renfrewshire.gov.uk/schoolmealmenu>

## 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 Children's Services in Renfrewshire House, Paisley or online at <http://www.renfrewshire.gov.uk/article/3486/Home-to-school-transport>. These forms should be completed and returned before the end of February for those pupils beginning school in August to allow appropriate arrangements to be made. However, parents may make an application at any time.

In special circumstances, the Director of Children's 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.

### Pick-up 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 pick-up point on time and behaves in a safe and acceptable manner while boarding, travelling on and leaving the vehicle. Children who misbehave can lose their right to home to school transport.

### Placing requests

You should be aware that if we grant your placing request, we are not required to provide a school bus pass or any other help with transport.

### Assisted support needs

Renfrewshire Council may provide home to school transport for children assessed to attend any school because of their Additional Support Needs. We also provide seat belt and wheelchair restraints needed to transport pupils.

## Playground Supervision

An adult presence is provided in playgrounds at break times, as required by law. At Kilbarchan Primary School this usually includes our janitor, support staff team along with a member of the management team, where possible. Children are encouraged to speak with an adult in the playground should they have any concerns.

## 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 is committed to ensuring that all employees, customers and partners are treated fairly and with respect at all times. We are committed to promoting equality and tackling discrimination through the way services are planned, delivered and purchased. The council promotes and encourages a culture whereby equality of opportunity exists across all the protected characteristics of age, disability, race, gender reassignment, pregnancy and maternity, religion and belief, marriage and civil partnership, sex and sexual orientation. 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. The Equality Act 2010 introduced a new public sector general equality duty which requires Scottish public authorities to pay 'due regard' to the need to:

- Eliminate discrimination, victimisation, harassment or other unlawful conduct that is prohibited under the Equality Act 2010
- Advance equality of opportunity between people who share a characteristic and those who do not and
- Foster good relations between people who share a relevant protected characteristic and those who do not

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 examinations 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. Parents will be told about any recommended action or treatment. All examinations are carried out by NHS Greater Glasgow and Clyde.

Parents should notify the school of any medical requirements or allergies that their child may have. Wherever possible, where a child requires medication, it is better if this is provided outside of school hours. In cases where it is necessary that the child receives medication during school hours, parents should contact the school to make appropriate arrangements. School staff are under no obligation to give medicines to pupils and staff will advise parents of local arrangements. Where appropriate, schools will support parents in helping children and young people learn the life skills which allow them to manage their own healthcare needs.

Minor accidents are dealt with by the school's qualified first aider(s). 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. It is very important that the school has up to date contact details for all parents and an additional contact person in case parents can't be contacted. 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 will be notified immediately.



## Religious Observance

Our school is fortunate to have a close link with the local church. The minister/priest assists with the Christianity element of Religious and Moral Education and provides opportunities for religious observance. Parents have the right to withdraw their child from religious observance and should inform the school in writing.

In addition, parents and carers from religions other than Christianity may request that their children may be permitted to be absent from school in order to celebrate recognised religious events. Only written requests detailing the proposed arrangements will be considered.

## A Nurturing Approach at Kilbarchan Primary School

Underpinning everything that we do at Kilbarchan Primary School is our nurturing ethos. By taking a nurturing approach we recognise that positive relationships are central to both learning and wellbeing.

A key aspect of the nurturing approach is an understanding of attachment theory and how early experiences have a significant impact on early development.

It also recognises that all staff have a role to play in establishing positive relationships that are required to promote healthy social and emotional development and that these relationships should be reliable, predictable and consistent where possible.

A nurturing approach also includes a key focus on the school environment and emphasises the balance between care and challenge which incorporates attunement, warmth and connection alongside structure, high expectations and a focus on achievement and attainment.

Our nurturing approaches are applied at both universal and targeted levels and promote inclusive, respectful relationships across the whole school community, including learners, staff, parents/carers and partners.

## Promoting Positive Behaviour

At Kilbarchan Primary School we recognise the importance of having high standards for all whilst tailoring our approaches to the individual needs of the child. We have an effective school-wide system in place to promote positive behaviour. This system is built on:

- Positive nurturing relationships
- High quality teaching and learning
- Positive classroom environment
- Clear expectations
- Positive reinforcement of school rules
- Removing barriers to learning

Pupils will be encouraged and supported to make choices that contribute to the overall positive, nurturing ethos of the school and its community.

## **Wet Weather Arrangements**

### **In the Morning**

Pupils may enter the school from 8.50 if the weather is very bad, this is at the discretion of the Head Teacher. Pupils should conduct themselves in a safe manner at all times, as adult supervision may be limited. All members of teaching and support staff are contracted to begin work at 9am. It is at their discretion to arrive earlier.

### **Interval and Lunchtime**

In very inclement weather pupils will remain in their classes. Pupils will be supervised by P7 Monitors and Support Staff during these times. Pupils can enjoy a breaktime snack and will go to the Dinner Hall as normal for lunch. Suitable indoor activities will also be available for the children to access in their classes during wet intervals or lunchtimes. We ask that pupils remain within a seat, where possible during this time in order to ensure their health and safety.

## Curriculum Matters

### School curriculum

Curriculum for Excellence (CfE) - Scotland's approach to learning and teaching - has been a very positive development in our schools. Scotland's children and young people are now much more confident, resilient and motivated to learn.

The National Improvement Framework, updated in 2020 sets out activity the Scottish Government and partners will take to drive improvement for children and young people.

Crucially, it sets out a clear **vision** for Scottish Education:

- **Excellence through raising attainment:** ensuring that every child achieves the highest standards in literacy and numeracy, set out within Curriculum for Excellence levels, and the right range of skills, qualifications and achievements to allow them to succeed; and
- **Achieving equity:** ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap.

Moving forward schools will provide a more coherent, flexible and child-focused curriculum which ensures high-quality, interesting and engaging learning, to raise attainment, close the gap, and give all our young people the best chance of success in life.



## **Curriculum for Excellence**

### **Our Approach to Literacy, Numeracy and Health and Wellbeing**

We encourage our pupils to develop skills that can support their learning across the curriculum and in a wide range of contexts. These transferable skills often have their foundations in core subjects such as Literacy and English, Numeracy and Mathematics and Health and Wellbeing. Pupils will use the skills they learn in these areas across all other areas of the curriculum, enabling them to gain a deeper understanding and to make their learning more meaningful.

Within Literacy and English and Numeracy and Mathematics we design our learning experiences around what is known as the 3 Domain Model. This means that alongside the development of key knowledge and skills we also ensure pupils have the opportunity to build on their own personal experiences and are encouraged to raise their aspirations or identities as learners.

### **Literacy and English**

Literacy and English is fundamental to all areas of learning, as it unlocks access to the wider curriculum and increases opportunities for the individual in all aspects of life.

The key areas of study in Literacy and English are:

- Listening and Talking
- Reading
- Writing

Pupils develop their skills in Listening and Talking through:

- Play pedagogy
- Class discussion
- Collaborative activities
- Individual, paired and group presentations

Pupils develop their Reading skills through:

- Multi-sensory method of teaching phonics
- Play pedagogy
- Guided and independent reading programmes
- Dive into Reading approaches
- Literacy Circles
- Regular access to the Book Box
- Taking part in school, local and national events such as Book Week Scotland

Pupils develop their Writing skills through:

- Spelling taught through reciprocal approaches
- A progressive programme of grammar and punctuation activities
- School wide handwriting resource
- Play pedagogy
- Dive into Writing approaches
- The creation of personal, functional and imaginative pieces of writing
- Free writing opportunities

Kilbarchan Primary School has adopted a whole school approach to developing Literacy in a real, relevant, fun and motivating way for pupils by using various methodologies and a wide variety of resources.

### **Numeracy and Mathematics**

Numeracy and Mathematics is important in our everyday lives. It allows us to make sense of our world and to manage our lives. Numeracy and Mathematics also provides essential analytic, problem solving and decision-making skills that can be used across the curriculum.

The key areas of study in Numeracy and Mathematics are:

- Number, Money and Measurement
- Shape, Position and Movement
- Information Handling

Pupils develop their skills in Numeracy and Mathematics through:

- Stages of Early Arithmetical Learning (SEAL) programme
- Concrete, Pictorial, Abstract (CPA) approach
- Play pedagogy
- Active learning opportunities
- Structured approaches to the development of mathematical knowledge and skills through the use of the TeeJay and Heinemann Active Maths programme
- Use of technology
- Independent and collaborative learning
- Problem solving activities
- Use of relevant contexts and experiences
- Taking part in school, local and national events

Staff at Kilbarchan Primary School take responsibility to develop, reinforce and extend learning in Numeracy and Mathematics across all other areas of the curriculum and in real life situations.



### **Health and Wellbeing**

Learning about the various aspects of Health and Wellbeing promotes confidence, independent thinking, positive attitudes and dispositions. At Kilbarchan Primary School we feel that it is important to take a holistic approach to learning, and so our health and wellbeing programme aims develop the knowledge and understanding, skills, capabilities and attributes that our pupils need for mental, emotional, social and physical wellbeing now and in the future. At the heart of this is our nurturing approach, a thread that runs through the relationships we build with those around us, the learning programmes and pathways undertaken and the ways in which we celebrate the many and varied successes of our pupils.

The key areas of study in Health and Wellbeing are:

- 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

Pupils develop their skills in Health and Wellbeing through:

- The study of a wide range of topics including road safety, dental hygiene, drugs, alcohol and tobacco and safety in the sun
- Taking part in school, local and national events such as Food Focus Week, Respect Week, Walk to School Week, Wellbeing Day and our annual sports day
- Circle Time
- Participating in the Emotionworks programme
- Engaging with the Bounce Back resource
- Two hours of Physical Education each week, as per local and national guidelines, that comprises of a varied programme of physical activities

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. It will also assist them to make a successful move to the next stage of education or work and establish a pattern of health and wellbeing which will be sustained into adult life. Therefore, we are helping to promote the health and wellbeing of the next generation of Scottish children.

## **Our Approach to Other Areas of the Curriculum**

Our pupils learn new skills and develop their knowledge within and across curricular areas. This approach is often called Interdisciplinary Learning or IDL, and it challenges the children to combine skills to solve a problem or answer a question. By working in this way pupils will often use Literacy, Numeracy or Health and Wellbeing skills to support their learning in other curricular areas.

### **Social Studies**

Through Social Studies children will broaden their understanding of the world by learning about human activities and achievements. At Kilbarchan Primary we greatly value the rich learning experiences afforded by our local community and environment and, with this in mind we ensure that our curricular pathways take this into account. Our pupils learn how to locate, explore and link features and places locally and further afield. In addition they also develop an understanding of the principles of democracy and citizenship and engage in activities which encourage enterprising attitudes.

The key areas of study in Social Studies are:

- People, Past Events and Societies
- People, Place and Environment
- People in Society, Economy and Business

### **Sciences**

Learning in the sciences enables pupils to develop curiosity and understanding of the environment and their place in the living, material and physical world as well as the skills of scientific inquiry and investigation using practical techniques. In addition, pupils recognise the impact the sciences make on their life, the lives of others, the environment and on society while developing an understanding of the Earth's resources and the need for responsible use of them. At Kilbarchan Primary we encourage our pupils to make links with the skills they have developed in Literacy and Numeracy in order to collate and interpret data, make predictions and develop hypotheses.

The key areas of study in Sciences are:

- Planet Earth
- Forces, Electricity and Waves
- Biological Systems
- Materials
- Topical Science

### **Expressive Arts**

Learning in, through and about expressive arts enables pupils to experience the inspiration and power of the arts, recognises and nurtures their creative and aesthetic talents and gives opportunity to develop skills and techniques that are relevant to specific forms of art.

The key areas of study in Expressive Arts are:

- Participation in Performances and Events
- Art and Design
- Dance
- Drama
- Music

Throughout the year pupils have the opportunity to showcase their skills in expressive arts this includes through class assemblies, Nativity and Christmas Show and our Spring Concert. Our work in expressive arts is also enhanced by specialised woodwind and brass music teachers, partnerships with professional arts companies, creative adults and cultural organisations.

### **Modern Languages**

Through the learning of a new language pupils gain a deeper understanding of their first language and appreciate the richness and interconnected nature of languages. It enhances their understanding and enjoyment of other cultures and they gain insights into other ways of thinking and other views of the world. Pupils also develop skills that can be used and enjoyed in work and leisure throughout their life.

The key areas of study in Modern Languages are:

- Listening and Talking
- Reading
- Writing

### **Religious and Moral Education**

Kilbarchan Primary School greatly values and wishes to celebrate diversity through the fostering of positive relationships with a wide range of partners. Our pupils learn about the beliefs, values, practices and traditions of different cultures, communities and religions. By learning in this way pupils explore values such as wisdom, justice, compassion and integrity and engage in the development of, and reflection upon, their own moral values. This work helps to make a positive difference in the world by putting their own beliefs and values into action.

The key areas of study in Religious and Moral Education are:

- Christianity
- World Religions
- Development of Beliefs and Values
- 

Our link with the local church is one that we greatly value, with our Minister being a regular visitor to the school, conducting services and working with children in their classes. We warmly welcome other religions in to our school and value the range of religious communities within our community. Parents and carers may make a written request for their children to be absent from school to celebrate recognised religious events and we look forward to celebrating such special occasions with our families!



## Technologies

Within learning in the technologies pupils will develop knowledge and understanding of the key concepts in the technologies and demonstrate skills in using tools, equipment, software, graphic media and materials. It will also establish the foundation for more advanced learning and future careers in the technologies.

The key areas of study in Technologies are:

- Digital Literacy
- Food and Textile Technology
- Technological Developments in Society and Business
- Craft, Design, Engineering and Graphics
- Computing Science

At Kilbarchan Primary School we strive to give pupils access to the most up to date equipment. This includes an ICT Suite, Promethean Boards in every classroom, desktop computers, laptops, and class sets of iPads. Technology is also used to enhance learner's experiences across the curriculum and provide a quality educational experience that supports the needs of individual children.

Pupils are encouraged to use their learning in technologies across all areas of the curriculum and for a variety of purposes, for example in the creation of Sharing the Learning Reports. Our unique reporting system enables our learners to write about their strengths, areas for development and next steps and these comments are then illustrated by the inclusion of photographs, taken by the pupils which evidence their learning. Class teachers then provide an overview of the learning that has taken place, indicating to parents and carers the progress that has been made. These reports are shared through Glow, which further develops our pupils' digital literacy skills. Should you have any questions regarding our reporting system, please do not hesitate to contact the school.

## Getting it Right for Every Child (GIRFEC)

Getting it right for every child (GIRFEC) is the national approach in Scotland to improving outcomes and supporting the wellbeing of our children and young people by offering the right help at the right time from the right people. It supports them and their parent(s)/carers to work in partnership with the services that can help them.

All education staff have a statutory responsibility to promote and support the wellbeing of children and young people in their care. There are 8 wellbeing indicators and you can find out more about these here: <https://www.gov.scot/policies/girfec/wellbeing-indicators-shanarri/>

## Additional Support for Learning

### Inclusion

Renfrewshire's inclusive approach affords all children and young people the opportunity to be part of a community, boosting their emotional wellbeing and aiding the development of social skills. This approach is based on the core inclusive value of providing education for children within their own community as much as possible. The child's wellbeing plan is the core planning framework for individual support for each child and young person.

### Support

All children and young people need support to help them learn and develop. The needs of the child or young person should always be central to the identification, planning and provision of support. Support should be appropriate, proportionate and timely.

### Universal support

Universal support starts with the ethos, climate and relationships within every learning environment. It is the responsibility of all practitioners and partners.

An environment which is caring, inclusive, fair and focused on delivering learning to meet individual needs will encourage all children and young people to strive to meet their learning potential.

Personal learning planning is at the heart of supporting learning. The conversations about learning, reviewing progress and planning next steps are central to this process. Planned opportunities for achievement which focus on the learning and progress made through activities across the full range of contexts and settings in which the curriculum is experienced also contribute to the universal aspect of support.

In addition, all children and young people should have frequent and regular opportunities to discuss their learning and development with an adult who knows them well and with whom they have a mutually trusting relationship. This key member of staff has the holistic overview of the child or young person's learning and personal development.

## Targeted support

Children and young people can benefit from additional or targeted support, tailored to their individual circumstances. This could be at any point of their learning journey or throughout the journey.

Barriers to learning may arise from specific learning difficulties, disability, social, emotional or behavioural needs, bereavement or family issues.

Targeted support also encompasses children and young people requiring more choices and more chances to achieve positive, sustained post-school destinations.

This 'targeted' support is usually, but not exclusively, delivered by staff with additional training and expertise. In a secondary school, this support may be coordinated by guidance/pastoral care/pupil support staff through a staged intervention process.

Independent sources of information and advice nationally include -

**Enquire** – the Scottish advice service for additional support for learning

Telephone – 0345 123 2303

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

**Scottish Independent Advocacy Alliance Ltd** - a national organisation which promotes and supports advocacy

Telephone – 0131 556 6443

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

## Educational Psychology Service

Educational Psychologists (EPs) support equity, inclusion and attainment and deliver evidence-based intervention to support pupils' wellbeing in Renfrewshire's schools, nurseries and other learning centres.

EPs work with teachers, parents and support staff to help children and young people make the most of their lives and support schools, nurseries and other learning centres to improve and develop supportive healthy learning environments through the Renfrewshire Nurturing Relationships Approach, Mental Health in Schools, Attunement Coaching and Language and Communication-Friendly Environments.

Our school has a system in place for monitoring and reviewing the progress of all children and we have a link educational psychologist who visits on a regular basis and is part of the extended support team. When concerns are raised about a child or young person, the schools takes action to address these concerns and may involve a link EP. Parental permission will always be obtained before we request to involve the link EP.

## **Specialist Support Service – teachers teaching in more than one school**

We have a number of teachers who work in nurseries and schools to provide specialist support to children and young people who have a range of additional support needs. These teachers work with teachers within the nursery or school 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;
- children with English as an additional language who are at the early stages of learning English;
- looked after and accommodated children and young people who are experiencing difficulties engaging with school;
- care experienced children and young people
- children at early stages of primary school who have a developmental coordination disorder along with attention difficulties;
- young people who attend the Flexible Learning provision; and
- nursery aged children who have been identified as having significant support needs.

## **Homework**

Homework is an integral part of learning and teaching. It provides children and young people with the opportunity to develop self-reliance, self-discipline, self-confidence and be responsible for their own learning. It also strengthens the link between home and school by supporting 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.

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

## **Developing the Young Workforce**

Developing the Young Workforce [Determined to Succeed] is our strategy to develop the business and employability skills in young people.

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

The four main areas are:

- Enterprising learning and teaching;
- Entrepreneurial learning;
- Work-based vocational learning; and
- Careers education.

The themes are built around the main areas:

- Supporting the development of skills for life and skills for work;
- Engaging employers;
- Broadening the reach of the programme;
- 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 can include:

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

At Kilbarchan Primary School such themes and enterprising activities are also delivered through our masterclass and whole school committee programmes, created to ensure the inclusion of all pupils in driving forward positive change within the school community. The pupils work closely with a range of partners and develop the personal development, interpersonal and enterprise skills required for learning, life and work.

### **Extra-curricular Activities**

There are many benefits for pupils who participate in extra-curricular activities. These include the opportunity to explore interests and create broader perspectives, improved physical and mental health, better academic performance, higher self-esteem, increased social opportunities and the development of life skills.



By building strong links with partners such as the Renfrewshire Active Schools Team, local community groups, external agencies and parents/carers we are able to offer a wide variety of extra-curricular activities throughout the year for pupils of all ages before school, at lunchtimes and after school.

Details of the extra-curricular activities that we offer are provided in regular letters, monthly newsletters, on the school website and at <https://rl-kilbarchan.class4kids.co.uk/>

## Home School Community Links

### Parental Involvement

By law, schools have a duty to promote parents' involvement in their child's education and our school encourages parents 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 child's schools.

Every parent who has a child attending our school is automatically a member of 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 Parent Forum elects a smaller group of parents to form the Parent Council. Parent Councillors may be involved in

- 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;
- being involved in the appointment of senior promoted staff; and
- providing a representative to the National Parent Forum of Scotland.

Parent council chairs can attend the Parent Council Liaison Group, which gives parent councils an opportunity to speak with elected members and senior managers from the Council about issues relating to education in Renfrewshire. These meetings take place four times a year and details are sent to Parent council chairs at the start of each new academic year.

In addition to this we strongly believe that parents, carers and families are by far the most important influence in a child's life and their support plays a vital role at all stages of education. Therefore, in order to support parental engagement, parental involvement and family learning we:

- Involve parents, carers and families in establishment self-evaluation through questionnaires, surveys and focus groups
- Encourage parents, carers and families to share their skills and expertise by leading masterclasses; extra-curricular clubs; or by working with our whole school committees
- Include parents, carers and families in improvement work through open evenings, information leaflets and parental workshops

For more information on parental involvement or to find out about parents as partners in their child's learning, please contact the school or visit the Parentzone website at:

<https://education.gov.scot/parentzone>

<https://www.npfs.org.uk/>

## Home School Links

The Home Link Service is one of the services that supports children and families in Renfrewshire. They are a multi-disciplinary team based in different areas across Renfrewshire and linked to school clusters.

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

Support offered to pupils can be given individually or in a group setting. Parents are fully involved, with an initial home visit to discuss the referral and updates on progress reviewed and evaluated on a regular basis.

Support is also offered to pupils who are identified as anxious during times of change, such as moving from nursery to primary, primary to secondary and secondary to further education or employment. These can be stressful times for both pupils and parents and a Home Link Worker can support parents and the school to work together to ensure a smooth transition, and help children and young people learn how to cope with change.

Home Link is a non-statutory service and staff work in partnership with parents or carers, school staff and other agencies, including counselling and support services, health, social work and community learning and development, and other identified local voluntary and government agencies.

## Whole School Committees

Our whole school committees ensure that pupils are playing an important part in making decisions about all aspects of the life and work of the school.

Benefits of our whole school committees:

- Pupils have the chance to tell teachers and staff their ideas
- Each stage in the school is represented
- Regular opportunity for pupils to talk about important school issues and projects
- Views of all pupils can be put forward
- Involves pupils in decisions that affect them, their class and their school
- Keeps pupils informed about the life of the school
- Helps pupils to gain the confidence to have their say
- Helps pupils to feel good about their place in the school community
- Gives pupils responsibilities and encourages them to be active citizens and to lead learning and change

These committees run on a monthly basis, they are facilitated by members of school Staff who give support and guidance and each committee has pupil representation from across all stages in the school.

Current committees include:

- Pupil Council Committee
- Fundraising Committee
- Eco Committee
- Playground Committee
- Media Committee
- Health and Wellbeing Committee
- Rights of the Child Committee



## Community Links

At Kilbarchan Primary School we value the importance of developing strong links between the school and local, national and international communities.

We currently work with:

- Local residents
- The business community
- Public services
- The local church
- Voluntary services
- Charitable organisations
- Educational establishments across the globe

Lists of the partners we work with each term can be found on our website, within the Head Teacher report for the Parent Council. Please feel free to contact the school office if you could compliment this further.

## School Lets

The sale and/or consumption of alcohol on school premises is prohibited. No applications for occasional licences by the school, Parent Council or other party hiring or using the school premises should be made to allow for the sale of alcohol on school premises.

To apply to use school facilities, contact the Community Facilities Section. 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 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 from making a complaint and we will deal with the issue confidentially. 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 be aware of when making a complaint:

- Complaints about the school should be made first to the head teacher.
- It is helpful if you can give some details of the issue and ask for an early appointment to discuss it.
- We want to resolve complaints as quickly as possible. You will get a decision on your complaint in five working days or less, unless there are exceptional circumstances. If it is going to take longer than five working days, we will let you know.
- If you are not happy with the response to your complaint, you have the right to take it further. You can fill in a complaints form (available from the school or any council office), fill in the online form, write to us, email us at [complaints@renfrewshire.gov.uk](mailto:complaints@renfrewshire.gov.uk), or call us on 0300 300 0170. At this stage, we will carry out an in-depth investigation. We will acknowledge receipt of your complaint within three working days and give you a full response within twenty working days. If the investigation is going to take longer than this, we will contact you to discuss timescales.
- If you are still unhappy after the further investigation and our 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 EU General Data Protection Requirement and can only be shared or disclosed in accordance with the law.

Pupils attending any type of school have a right of access to their own information. This is known as the right of subject access. When a child cannot act for themselves or the child gives permission, parents will be able to access this information on their behalf.

For more information on data protection, 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 severe weather, traffic and transport disruption, power failures or fuel shortages. In such cases, we will do all we can to let you know when we are closing and reopening the school or nursery.

We use a variety of methods to keep you updated in emergency situations including: e-mails, our schools digital newsletter, text messages, the school and council websites and Renfrewshire Council's social media channels (Facebook - renfrewshirecouncil and Twitter - @RenCouncilNews).

Further information may also be provided through letters, announcements in the local press, local radio, or notices in local shops, churches and community centres.

Please ensure we have the most up-to-date emergency contact information for your family and you are following the council's social media channels. You can sign up for the school's digital newsletter via [www.renfrewshire.gov.uk/e-alerts](http://www.renfrewshire.gov.uk/e-alerts).

### Important Contacts

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#### Director of Children's Services

Steven Quinn	Renfrewshire House Cotton Street Paisley PA1 1LE	Email <a href="mailto:csdirector@renfrewshire.gov.uk">csdirector@renfrewshire.gov.uk</a> Phone: 0141 618 6839
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#### Homelink Service

c/o West Primary School  
Newton Street  
Paisley  
PA1 2RL

#### Senior Home Link Workers

Email  
[morag.mcguire@renfrewshire.gov.uk](mailto:morag.mcguire@renfrewshire.gov.uk)  
[pamela.mckechan@renfrewshire.gov.uk](mailto:pamela.mckechan@renfrewshire.gov.uk)  
Phone: 0300 300 1415

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#### Community Learning & Development

Community Facilities Section	Renfrewshire Leisure 3 <sup>rd</sup> Floor Renfrewshire House Cotton Street Paisley PA1 1LE	Email <a href="mailto:comfac.els@renfrewshire.gov.uk">comfac.els@renfrewshire.gov.uk</a> Phone: 0300 300 1430
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Adult Learning Services	West Johnstone Shared Campus Beith Road Johnstone PA5 0BB	Email <a href="mailto:als.els@renfrewshire.gov.uk">als.els@renfrewshire.gov.uk</a> Phone: 01505 382863
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Youth Services	West Primary School Newton Street Paisley PA1 2RL	Email <a href="mailto:youth@renfrewshire.gov.uk">youth@renfrewshire.gov.uk</a> Phone: 0141 889 1110
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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
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### Websites

You may find the following websites useful.

- <https://education.gov.scot/parentzone/> - parents can find out about everything from school term dates to exam results. This site also offers information for nursery aged children and young people who have left school. It also lists relevant publications for parents and provides hyperlinks to other useful organisations.
- <https://education.gov.scot/education-scotland/inspection-reports/> - parents can access school and local authority inspection reports and find out more about the work of Education Scotland.
- <https://education.gov.scot/parentzone/find-a-school> - 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.
- <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
- <https://education.gov.scot/> - 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**

ASL – Additional Support for Learning

ASN – Additional Support Needs

CFE - Curriculum for Excellence

CLAD – Community Learning and Development

FOI – Freedom of Information

GIRFEC – Getting it Right for Every Child

HT/PT/PST – Head Teacher/Principal Teacher/Pastoral Support Teacher

LTS – Learning and Teaching Scotland

SIP – Service Improvement Plan

Although this information is correct at time of printing, 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 handbook 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?

Yes  No

2. the information you expected?

Yes  No

3. the handbook easy to use?

Yes  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:

Policy & Commissioning Team

Children's Services, Renfrewshire Council

Renfrewshire House

Cotton Street

Paisley

PA1 1LE

email address: [cshdatapolicy@renfrewshire.gov.uk](mailto:cshdatapolicy@renfrewshire.gov.uk)