



Active



Positive



Successful



Respect

Auchenlodment Primary School Handbook



HANDBOOK 2020

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Welcome from the head teacher

Dear Parents/ Carer,

It gives me great pleasure to welcome you to Auchenlodment Primary School and Early Learning & Childcare Class. We hope that this handbook will provide a comprehensive guide to our school and Early Learning & Childcare Class.

At Auchenlodment we want our children to reach their full potential, whilst ensuring they are happy and safe along the way. We understand the importance of partnership working and we work closely with our young people, their families and other agencies to ensure we get it right for every learner. This handbook will provide you with illustrations and examples on how we deliver Curriculum for Excellence. We firmly believe in the importance of wider achievement and that effective learning should take place both inside and out with the classroom. Together, we identified our values to be **ACTIVE**, **POSITIVE** and **SUCCESSFUL** and we strive to implement these values in everything we do. Our overarching value is **RESPECT** and we expect everyone in our school community to treat each other the way they would like to be treated. In January 2021, after consultation with the whole school community, we added our **KINDNESS** value.

The whole team at Auchenlodment are very friendly and approachable; if you would like to speak to a member of staff or would like a tour of the school or ELC please contact the office to make an appointment. You can also find out more about our school and ELCC on our website www.auchenlodment.renfrewshire.sch.uk and on Twitter @AuchenlodmentPS

Currently we are in unprecedented times. The majority of information in this document refers to when we return to normal. Up to date COVID information for schools can be found on Renfrewshire Councils Website by clicking here:
<http://www.renfrewshire.gov.uk/coronavirus-schools>

We look forward to welcoming you and your child to Auchenlodment.

Yours sincerely

G Carlton

Mr Gerry Carlton
Head Teacher

School Aims

SAFE We want to ensure that our children and young people are protected from abuse, neglect or harm at home, at school, at nursery and in the community.

HEALTHY We encourage our children and young people to have the highest standards of physical and mental health; and support them to make healthy, safe choices.

ACHIEVING We provide support and guidance in learning – boosting skills, confidence and self-esteem. Our expectations of achievement are challenging, motivating and realistic.

NURTURED We provide a nurturing and stimulating place to live, learn and grow.

ACTIVE We provide a vast range of opportunities for children and young people to take part in, both during the school day and out with school hours.

RESPECTED We give our children and young people a voice and involve them in the decisions that affect their wellbeing.

RESPONSIBLE We enable our children and young people to take on an active role within Auchenlodment, the local area and the wider world

INCLUDED We give our children and young people help and guidance to overcome inequalities and provide them with opportunities to ensure they can become full members of the community in which they live and learn.

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

The Act uses the broadly framed definition of 'parent' set out in the 1980 Act. 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

Senior Management Team

Head Teacher:

Mr G Carlton

- Overall responsibility for the management and leadership of the school and ELCC
- Leader of Health and Wellbeing
- Management of Budget and Resources.
- Child Protection Co-ordinator



Depute Head Teacher:

Ms D Newlove

- Leader of Literacy
- Pastoral Care for P4 – 7
- Pupil Support Co-ordinator P1-7
- Supporting implementation of Pupil Equity Fund



Principal Teacher (Acting):

Mrs T Scott

- Management responsibility for the ELCC
- Leader of Numeracy
- Leader of Health and Wellbeing (PE)
- Management of Active Schools
- Pupil Voice



Teachers

Class Teachers:

P1E	Mrs C Ekincioglu
P1M	Mrs C Murray/ Mrs BA Mullen
P2	Mrs H Wengel/ Mrs BA Mullen
P3	Miss H Cluness
P4	Mr S Atkinson
P5	Mrs A MacLellan
P6W	Miss Wilson
P6SW	Mrs Skinner / Miss L Whyte
P7	Miss S Cameron

Other staff in the school

Nursery Staff Team:

Senior Early Learning & Childcare Officer:	Miss S Kennedy
Early Learning & Childcare Officer	Mrs A Reilly
Early Learning & Childcare Officer	Mrs J Masson
Early Learning & Childcare Officer	Mrs M Adamson
Early Learning & Childcare Officer	Mrs H McDonald
Early Learning & Childcare Officer	Mrs S Cowie
Early Learning & Childcare Officer	Miss K Speirs
Early Learning & Childcare Officer	Mrs J Campbell
Early Learning & Childcare Officer	Mrs D MacPhee
Early Learning & Childcare Officer	Miss L Blair
Early Learning & Childcare Officer	Mrs K Kandpal
Early Learning & Childcare Officer	Mrs D Lindsay
Early Learning & Childcare Officer	Miss T Harrison
Early Learning & Childcare Officer	Miss K McGoldrick
Early Learning & Childcare Officer	Mrs K Donnelly

Support Worker

Miss N McManus

Support Worker

Mrs S Barker

Support Worker

Mrs J Perry

Support Staff

Service Delivery Officer

Mr P Slaven

Team Leader

Miss G Pyke

Senior Clerical Officer/First Aider

Mrs R Rossiter

Clerical Assistant

Mrs A Murray

Janitor

Mr A Barlow

School Cook

Mrs J McCrory

Classroom Assistants:

Mrs M Burns

Mrs J Wilson

Mrs L Bell (PEF)

Mrs K Rutland (PEF)

Mrs E Forbes (PEF)

Classroom assistants assist staff and pupils with learning and teaching and supervise the children during intervals and lunchtime. They also deliver the Fizzy Learning programme to encourage development of fine and gross motor skills.

Additional Support Needs Assistants:

Mrs A Cumming

Mrs J Wilson

Mrs A Burnett (PEF)

Supporting pupils with specific additional support needs.



School information

School day



Auchenlodment Primary School and Early Learning Childcare Class

The school building is a brick built, two storey building with adjoining annex which houses the Early Learning Childcare Class.

Classrooms are traditional in size and design with separate cloakroom facilities. The school has excellent amenities including:

- School Office
- Senior Management Team Offices
- Assembly Hall/Gymnasium
- Library
- ICT Suite
- 2 Resource Rooms
- Classroom Assistants' Room
- Dining Room
- Out Of School Care Facility
- Early Learning and Childcare Class

School contact details

Auchenlodment Primary School & Early Learning & Childcare Class

Aspen Place

Johnstone

PA5 9QQ

Telephone Number:

0300 300 0145

Email Address:

auchenlodmentenquiries@renfrewshire.gov.uk

Website:

www.auchenlodment.renfrewshire.sch.uk

Twitter:

@AuchenlodmentPS

The local secondary school is:

**Johnstone High School,
Beith Rd.
Johnstone.
PA5 0JN**

Telephone Number: 0300 300 1331

Parent Council contact details

The Parent Council can be contacted via: auchenlodmentenquiries@renfrewshire.gov.uk

School roll

Auchenlodment Primary School is a non denominational and co-educational school. All stages of primary are covered from P1 - P7. At present the school roll is 185. The Early Learning & Childcare Class has the capacity for 56 places for 3-5 year old children. We also offer 15 places for 2 year old children who meet the criteria set by the Scottish Government.

Parental involvement

We have a number of parents and grandparents who come in to school to help us with clubs, to support children, staff and to be escorts on school trips. We are indebted to these parents and value their support. If you have time or talents that you would be happy to share to enhance our children's learning, then we would be delighted to hear from you. Please contact the school office to let them know how you can help.

Parents are invited in to school at different times of the school year for a variety of events. These include learning events such as Family Learning sessions, How Good is My Learning (target setting), Open Evenings as well as invitations to school shows, nativity plays and social events. Parents' views are sought on a number of issues throughout the school year.

Information, support and advice

School day

School Hours

Open:	9.00am
Interval:	10.30am-10.45am
Lunch:	12.15pm-1.00pm
Close:	3.00pm

Early Learning & Childcare Class Hours

Morning Session	Afternoon Session	Fulltime Session
Open: 8.40am	Open: 11.50pm	Open: 8.50am
Close: 12.30am	Close: 3.40pm	Close: 2.50pm

Primary 1 Arrangements

On their first day, P1 pupils should arrive at 9:30am. Parents are encouraged to enter the class to help their child settle, however, after 5 minutes, all parents will be expected to slip away and allow their child to begin their first day at school. In the interests of safety, pupils should be collected from the classroom by parents at noon on the first day. On Primary 1's second day, parents are invited in at 11:45am to join their child for lunch. Primary 1 are in full time from their third day onwards. Once the children are in school full-time, the doors will open at 2.50pm to allow for parents to come into the P1 classroom to collect their child. No child will be allowed to leave school without an adult to accompany them home. If no one is there to collect your child, they will be taken to the school office and emergency contact details will be used to make contact with you. Please contact the school before 3:00pm if there are any problems.



We love being **ACTIVE** at Auchenlodment and you can often find classes outside doing their learning (even in the rain!).



School year

First Term	Return date for Teachers	Wednesday 12 August 2020 (IS)
	In-service Day	Thursday 13 August 2020 (IS)
	Return of Pupils	Friday 14 August 2020
	September Weekend	Friday 25 September 2020 and Monday 28 September 2020 (inclusive)
	Schools re-open	Tuesday 29 September 2020
	Schools closed	Monday 12 October 2020 to Monday 19 October 2020 (inclusive)
	Return date for Teachers	Monday 19 October 2020 (IS)
	Schools re-open	Tuesday 20 October 2020
	St Andrew's Day	Monday 30 November 2020
	Schools re-open	Tuesday 01 December 2020
	Christmas / New Year Schools closed	Wednesday 23 December 2020 to Tuesday 05 January 2021 (inclusive)
Second Term	Schools re-open	Wednesday 06 January 2021
	Mid Term break	Monday 08 February 2021 to Wednesday 10 February 2021 (inclusive)
	Return date for Teachers	Wednesday 10 February 2021 (IS)
	Schools re-open	Thursday 11 February 2021
	Spring Holiday Schools closed	Friday 02 April 2021 to Friday 16 April 2021 (inclusive)
Third Term	Schools re-open	Monday 19 April 2021
	May Day	Monday 03 May 2021
	In-service Day	Tuesday 04 May 2021 (IS)
	Schools re-open	Wednesday 05 May 2021
	May holiday	Monday 31 May 2021
	Schools re-open	Tuesday 01 June 2021
	Last day of session	Monday 28 June 2021

Teachers return Thursday 12 August 2021.

School in-service days

- Wednesday 12 August 2020
- Thursday 13 August 2020
- Monday 19 October 2020
- Wednesday 10 February 2021
- Tuesday 04 May 2021

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>



Auchenlodment School Uniform

Trousers (long or short)	Grey
Skirt/Pinafore	Grey
Dress	Red
Blouse/Shirt	White
Polo Shirt	White/ Red

Sweat Shirt	Red
School Fleece	Red
Ties and badges	Auchenlodment colours
Blazer	Grey/ Red
Indoor shoes	Black sand shoes
Outdoor shoes	Black (Velcro for younger pupils)

PE Kit

Shorts	Black
T Shirt	White or school polo shirt

Please note the following points:

Earrings **must** be removed for P.E. Please arrange to do this at home on P.E. days unless your child can manage this independently.

It is very helpful to the school if parents of younger pupils (P1 and P2), provide shoes, both indoor and outdoor, which their child can fasten as children change their shoes several times a day.

Please label all items of clothing with your child's name.

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. 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 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. 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 school and their parents

Arrangements for meetings with parents and induction days for pupils will be notified during the spring or summer terms. We invite all new entrants and their families to join us in May/June for a programme of events which are designed to welcome and prepare pupils and families for life in school. Details of these will be sent out nearer the time.



P1 staff and the Depute Head Teacher will work with staff and children along with the P6 buddies on an Enhanced Transition Programme. The pupils will spend time with their future buddies on a variety of activities which will develop their Early Level skills and make them feel comfortable and confident for starting school in August.

Class Organisation

Parents should note that the structure of the school may vary dependant on the number of pupils at each stage. The way in which the classes are organised will be affected by the number of pupils at each stage. In some year groups, pupil numbers may mean the construction of composite classes. A composite class has small numbers of pupils from two age groups working together. Composite classes are always small in size, with never more than 25 pupils, e.g. a P3/2 composite could have 11 or 12 pupils from P2, with 12 or 13 pupils from P3. Primary 1 class size has been set at 25 maximum from August 2007, P2 and P3 can have 30 pupils maximum and P4-7 classes can have 33 pupils in each class.

Pupils are taught in ability groups for Literacy and Numeracy, in both composite and straight classes. Parents will always be informed about the composition of composite classes and have the opportunity to discuss their particular child's needs with the Head Teacher.

Assessment and reporting

Assessment is an integral part of learning and teaching. It helps provide a picture of the learner's progress and achievements, and identifies the next steps in learning.

Assessment includes supporting learning, learner engagement and ensuring appropriate support.

Teachers in the school use formative assessment strategies to ensure assessment supports learning. The main ideas of formative assessment are:

- Children are clear about what they are trying to learn and what is expected of them
- They are given feedback about the quality of their work and what they can do to improve

- They are given help and support as to how they can make these improvements and who can help them
- They are fully involved in identifying the next steps in their learning

Class teachers are constantly assessing children both formally and informally to check on progress. Pupils' progress is carefully monitored through each stage of the school by the class teachers and the management team, to ensure appropriate support and challenge.

Tracking learners' progress

Information on learners' progress is gathered through planned assessments and this information is recorded. This allows teachers to have a clear picture of how learners are progressing. It will also allow teachers to identify next steps in learning and inform reporting on progress and achievement.

Reporting

Regular reports to parents provide clear, positive and constructive information about their child's learning and progress, reflecting on what has been achieved against standards and expectations. At Auchenlodment, we provide various opportunities throughout the year to meet your child's teacher to set targets and discuss progress. We have one formal Parents' Evening in February and another two meetings which we call How Good Is My Learning (HGIML) sessions. Pupils are invited to attend these so that targets and progress can be discussed between the pupil, parent and teacher. Other opportunities to discuss progress are offered through the 'Meet the Teacher' event and Open Evenings.

Profiling

In session 2017-18 we introduced the See Saw app. Children select their own pieces of work to showcase, they take a photograph of the work and post it onto the app. Parents can access this from their own device and comment on it. Please ask a member of staff if you would like someone to go over the app with you.

Summary of the School Improvement Plan

Strategic actions

Our School and Nursery Improvement Plan for 2019 –2020 is based on the aims of the establishment, Renfrewshire Council and the national priorities set by the Scottish Government.

The national priorities address five areas for improvement. These are:

- Safer and stronger
- Wealthier and fairer
- Greener
- Smarter

- Healthier

and on Renfrewshire Council's additional priority

- Developing our organisation

We build our improvement plans for future success around the context of these six themes and consider tasks and targets which are achievable in a time of budget efficiencies and reduced resources.

School Vision Statement

VISION

At **Auchenlodment Primary School & Nursery Class**
our vision is to provide an education of the highest quality
within an environment where every child feels safe, happy,
nurtured and included. We work together to ensure all of our
children are **ACTIVE, POSITIVE, SUCCESSFUL** and that all
relationships are based on a mutual **RESPECT**.

• BE ACTIVE ••• BE POSITIVE ••• BE SUCCESSFUL •

• BE RESPECTFUL ••• BE THE BEST •

BE YOU

Improvement objectives

In session 2019-20, the primary school will be working on the following priorities:





TOP PRIORITY

To make us even better at Reading and Writing




- Continue to embed Primary Literacy Programme, with a particular focus on Dive into Writing
- To embed the Reading Café approach in all classes
- Continue to implement Primary Literacy Programme into the ELCC (nursery)
- Teachers' Working Party will create a new Literacy Policy and a revised writing assessment toolkit
- Continue and increase Family Learning sessions (literacy focus) to all families in the ELCC and school

- All pupils in P1-3 will be more confident in using the reading strategies, making them stronger readers, allowing them to progress very well through the reading bands.
- All pupils in P4-7 will be exposed and encouraged to read more challenging texts (Dive into Reading).
- All children in the ELCC will be exposed to a literacy rich – language rich curriculum.
- All pupils will have increased opportunities for low stakes writing.
- Writing attainment across the school will increase by an average of 5-10%.
- Families will be fully involved in their child's literacy journey.



TOP PRIORITY

To make us even better at Numeracy



- To promote and foster a growth mindset in mathematics
- To provide opportunities for all children to participate in Youcubed activities
- Professional Learning for all staff in Concrete – Pictorial- Abstract and in Youcubed
- Provide various Family Learning sessions to all families in the ELCC and school with a focus on numeracy and mindset.
- Holistic Assessment and Moderation with the Johnstone Cluster
- Numeracy Working Party to create Numeracy Policy/ Expectations and build up bank of SEAL/ C-P-A resources

- All children will have an improved mindset towards mathematics. They will understand that:
 - Everyone can learn maths to the highest levels
 - Mistakes are valuable
 - Maths is about creativity, making sense, connections and communicating
 - Depth is more important than speed
- Families will have the opportunity to be involved in their child's numeracy journey.
- All children from P1-P7 will be able to use C-P-A approaches when using the 4 operations.
- all staff are more confident and skilled in the use of C-P-A and holistic assessments approaches.
- all teaching staff will have increased confidence in bundling outcomes for high quality (holistic) assessment purposes.

TOP PRIORITY

To support and improve the wellbeing of our pupils and families.



- To embed Emotion Works throughout the ELCC and school.
- To train all staff in trauma informed practice.
- To implement Renfrewshire's Nurturing Relationships Approaches (RNRA) with a specific focus on the nurture principle of All Behaviour is Communication.
- To provide Family Learning opportunities with a focus on nurture and trauma informed practice.



- To encourage children to speak openly and confidently about their emotions.
- To improve all children's emotional literacy.
- To ensure all relationships are stable, secure and nurturing and that all children feel safe and valued at school.
- Families will be more confident to support their child with various aspects of their wellbeing.

TOP PRIORITY

To make effective use of Pupil Equity Funding to help support all pupils.



- Targeted Support in Literacy and Numeracy provided by a teacher two days per week.
- Targeted support in Literacy and Numeracy provided by PEF funded support staff.
- Targeted social and emotional wellbeing support provided by PEF funded support staff.
- P1 & P2 Pedagogy - Additional staffing to provide early intervention and a high quality learning experience.



- To raise attainment in literacy and numeracy, focusing on closing the poverty related attainment gap.
- To raise attainment in literacy and numeracy for all learners.
- To provide social and emotional support to targeted pupils, reducing barriers to their learning process.
- To create independent and confident learners in the early stages of primary school, allowing pupils to transfer these skills as they progress through primary school.

School and Nursery Values:

- **ACTIVE:**
 - We encourage all the young people at APS to have active minds as well as active bodies.
 - We promote independence in our young people and expect them to be active as they learn, play and care for one another
- **POSITIVE:**
 - We promote a Growth Mindset at APS where young people and staff are encouraged to be the best they can be.
 - We promote positive language in all interactions and always have a 'Can Do' attitude.
 - We look for the positive in all situations and we learn from our mistakes. Mistakes are viewed as a learning experience – we all make them; it is what we learn from the mistake that is important.
- **SUCCESSFUL**
 - We are all Successful Learners at Auchenlodment.
 - Learning is a journey which never ends. We are all capable of making progress and every person has a strength in something. We make the most of these strengths and share our talents and skills with our peers.
 - Success can be achieved in all aspects of life: school work, sport, friendships, family...

Our overarching value is **RESPECT**. We treat each other the way we would like to be treated. Each person will do the best they can because they are motivated towards the shared commitment to giving their best and having a shared responsibility to improve and develop.

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. 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 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.

Auchenlodment Primary School is an associated primary school of Johnstone High School

Head teacher Mrs Lynn Hollywood Telephone: 0300 300 1331

Early Learning and Childcare Class Provision

The school's early learning and childcare class provides 56 places for children aged 3 - 5 years and 15 places for eligible children aged 2 years. Currently children are entitled to 600 hours of early learning and childcare per year. From August 2020 the level of entitlement will increase from 600 hours to 1140 hours per year, some children are currently receiving the additional hours where there is space and resource available to enable this.

Children are eligible for entry to the nursery after their third birthday (dependent on their month of birth). Starting dates for children born on or between 1 March to 31 August will start Autumn term (August). If your child was born outwith these dates then they would start the month after their third birthday, e.g. child born on or between 1 to 30 September would start in October. Application forms for a nursery place are available from the school office and should be returned there on completion.

Children aged two are eligible to take up their funded place from the term after their birthday or from the term after their parents start receiving qualifying benefit:

Term 1 - children born March to August will be eligible from August term that year.

Term 2 - children born September to December will be eligible from January following their birthday.

Term 3 - children born January and February will be eligible from April following their birthday.

To see if your childcare is eligible, please contact the school for further information.

Admission to ELCC

Early learning and childcare provision is non-denominational. Placement in the early learning and childcare class does not guarantee a place in the primary school if a placing request is necessary. All Renfrewshire early learning and childcare classes adhere to the council's admission policy and all applications are dealt with in line with its guidelines.

Mr Carlton is a member of the local admissions panel which is made up of nearby nursery classes, nursery schools and partnership nurseries. All applications are discussed at a meeting of this panel and agreement about the allocation of places is made by the members. Parents will receive notification when their child is allocated a place and information will accompany this about starting dates and times.

Normally children will start at the appropriate time in the term after their third birthday. In some circumstances children may be eligible for a place after their second birthday.



Mr Carlton is responsible for the management of the Early Learning and Childcare Class.

Miss Laura Anderson as the Senior Early Learning & Childcare Officer is responsible for the day to day running of the ELCC.

In the 3-5 room we provide a rich and varied curriculum based on the 3-18 Curriculum (Curriculum for Excellence). We recognise the importance of play in learning and make sure that children are given opportunities to learn by active exploration using a wide variety of equipment and materials.

The curriculum covers eight broad areas:

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



Each of these eight areas sets out a range of learning outcomes to be covered and learning experiences to be explored.

In the 2-3 room we provide the children with high quality and engaging activities that promote the 4 Rs: the Rights of the Child, Relationships, Responsive Care and Respect. Children's earliest experiences play an important part in shaping their future attitudes and dispositions. Very young children are capable individuals in their own right, and, with appropriate support, can develop resilience to deal with many of life's challenges. At Auchenlodment Nursery Class, we strive to deliver this vision set out in the Pre Birth to Three document.



Early Learning and Childcare Class
Hours 8:40am – 11:50am and 12:30pm – 3:40pm

Morning Session

All children should arrive at 8.40am and be collected between 11:45am and 11:50am

Afternoon Session

All children must arrive at 12:30pm and be collected between 3:35pm and 3:40pm.

Some families choose to send their children to ELCC for 2.5 days. On the child's full days they are in nursery from 8.50am – 2.50pm. Children stay for lunch on these days. Auchenlodment is a phasing ELCC for the 1140 hours. This means that families who meet certain criteria in terms of benefits may be entitled to fulltime hours – 8.50am – 2.50pm every day. Please ask Mrs Rossiter or Mrs Murray in the school office for additional information.

In the interest of pupil safety the Early Learning and Childcare Class security system will operate during school hours, and therefore parents are asked to adhere closely to the above timings. All children must be collected at the end of their session by a responsible adult whose identity is known to the Staff.

Transfer to Primary

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

Your child will be supported in the transition from ELCC to primary school. This will include processes such as sharing of information on your child through the transfer of information document, joint curricular experiences with the primary school, and visits to the primary.



Car Parking

The school car park is for staff & visitor use only. Dedicated parking spaces have been created to ease access for people with disabilities. Please do not use this space/these spaces 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 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).

If a child is absent from school, parents are required to phone the school office by **9.30 am** on the first day. If no contact is received, parents will automatically receive a text message asking them to phone the school immediately.

If an absence is planned, please inform the head teacher in writing. If a child requires to depart early for any reason the school office must be notified in advance. No child will be permitted to leave early unless collected by an authorised adult. **If at the end of the school day, for any reason, a child is not collected at his/her usual meeting place he/she must return to the building and report to the office immediately. Please ensure that your child understands this arrangement.**

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.

When a child's attendance goes below 95% parents will be contacted either by letter or by a home visit. Similar procedures are in place for children who are late on a number of occasions.

Bullying

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 also has its own anti-bullying policy 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.

investigate and take any action that might be needed.

The school has a Respect Me policy which details our approach to 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.

Respect Me - Anti Bullying Policy 2018

Aim

At Auchenlodment Primary School and Nursery we recognise that children and young people who feel cared for and valued are much more likely to be successful learners, confident individuals, responsible citizens and effective contributors.

Renfrewshire Council and Auchenlodment Primary want our children and young people to feel safe and secure and able to build positive relationships with their peers and adults. It is the

responsibility of all pupils, parents and staff to ensure that all members of our school community feel safe, valued and celebrate diversity, equality and encourage respect for all. Working together we will achieve this.

At Auchenlodment we aim to provide a supportive environment that promotes mutual respect. Bullying behaviour can seriously affect this. Bullying does not build character – trust, acceptance and mutual respect builds character.

Definition of Bullying

Bullying is both behaviour and impact; the impact is on a person's capacity to feel in control of themselves. This is what we term as their sense of 'agency'. Bullying takes place in the context of relationships; it is behaviour that can make people feel hurt, threatened, frightened, left out, and lack self-confidence. This behaviour happens face to face and online.

(Respectme, 2015)

When talking about bullying, it is important not to label children and young people as 'bullies' or 'victims' as labels can stick for life and can isolate a child, rather than helping them to recover or change their behaviour. All children and young people need help to understand why bullying behaviour is inappropriate in order that they can change it.

It is important to recognise and acknowledge bullying behaviours so that it can be resolved when it happens.

Bullying behaviours can include:

- name calling, teasing, belittling language or threatening and intimidating using racist, homophobic or sexist remarks
- hitting, tripping, pushing, kicking
- taking and damaging belongings
- ignoring, excluding, spreading rumours
- sending abusive messages electronically, e.g. via text, e-mails or social networking sites
- making people feel like they are being bullied or fearful of being bullied
- targeting someone because of who they are or who they are perceived to be

This list is not an exhaustive list; there may be other behaviours which may be classed as bullying.

It is also important to recognise that children and young people will fall in and out of friendships with each other, they will have differing opinions and they won't be friends with everyone they meet. This is a normal part of growing up. Bullying is never acceptable. It is not a normal part of growing up and it should never be tolerated.

Prevention of Bullying

All members of staff understand their role in preventing bullying and in dealing with instances of bullying. The knowledge and skills required are delivered through in-service training, either within educational establishments or by outside agencies and CPD opportunities.

At Auchenlodment Primary we adopt pro-active strategies to help decrease incidents of bullying. We include the following:

- 'Respect Me' days/weeks taking on board bullying issues that are raised in school, locally or nationally.
- Assemblies with 'Respect Me', 'Equality' and 'Rights of the Child' themes.
- Use of playground buddies.
- Curriculum for Excellence – delivery of Health and Wellbeing experiences and outcomes.
- Emotionworks and Relationships, Sexual Health and Parenthood programmes delivered through Health and Wellbeing.
- Use of leaflets and posters either 'school made' or commercially produced from, Respectme, Childline etc.
- Copies of class charters displayed in every classroom with expectations of respectful behaviour.
- Partnership working with parents, outside agencies and the local community.
- Internet safety programmes for children and young people, parents/carers.
- Worry boxes present in all classrooms and around the school

Further to these strategies at Auchenlodment Primary School we celebrate positive behaviours and as appropriate use restorative approaches to discuss and resolve incidents of unacceptable behaviours, providing children with an opportunity to accept responsibility for their actions and suggest appropriate future responses.

Auchenlodment pupils are given the opportunity to accept responsibility for their actions, recognise the impact of their behaviour and are supported to find restorative responses for the future. Auchenlodment Primary School puts a huge emphasis on health and wellbeing and positive behaviour such as restorative, solution oriented and nurturing approaches.

We use:

- Golden Time in school to promote appropriate behaviour
- We have a rewards scheme that rewards good behaviour throughout the year.
- We celebrate achievements in and out of school each term at our Red Carpet Assemblies.
- There are displays around the school that pay tribute to the pupils' achievements.
- Achievement Folders showcasing pupils' work at the main entrance to the school.

Management of bullying behaviour

ACTION

All staff ensure that those who have experienced bullying behaviour will receive appropriate support and strategies to manage any further issues.

This is achieved by:

- being listened to
- mediation/restorative practice
- peer support
- playground buddies
- circle time
- involvement of specialist partner agencies
- counselling

When a child or young person has been involved in bullying behaviour staff will ensure that parents or carers are informed in consultation with their child or young person and will actively seek their support in implementing a resolution to the bullying incident.

The Head Teacher, with full staff support, will help those who engage in perceived bullying behaviour to understand the impact it has on others and support them to change it.

Recording and Monitoring

Incidents of bullying will be recorded to ensure that appropriate response and follow ups are made. Incidents will be recorded systematically using the Bullying Incident Recording Form and authority procedures are followed.

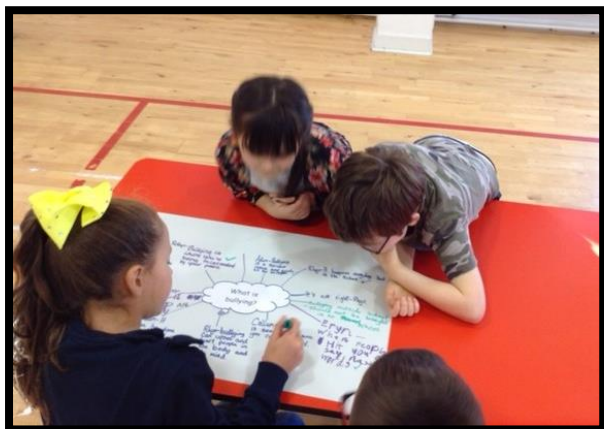
Recording incidents will help our school to monitor the effectiveness of our policy and practise and may also help identify a need for training.

Monitoring bullying incidents can provide information on recurring patterns, including;

- involvement of particular children and young people
- where and when bullying takes place
- aspects of prejudice or discrimination underlying bullying
- consideration of personal or additional support needs

Review

We are aware that the nature of bullying type behaviour is ever evolving and that it is essential that our Respect for All policy is relevant and responsive to the needs of our school community. We are committed to reviewing and amending the policy, as necessary, on a three yearly cycle.



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 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.
- 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 call in 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.

AT AUCHENLODMET, WE ASK FOR ANY MOBILE PHONES TO BE HANDED INTO THE SCHOOL OFFICE FIRST THING IN THE MORNING. THE PHONE WILL THEN BE RETURNED TO ITS OWNER BEFORE THEY LEAVE SCHOOL AT THE END OF THE DAY.

School meals

All Primary 1 – 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/article/2303/School-meals>

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.

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.

NB: Children who have money at school for bus fares must always notify school staff if they lose their money during the course of the day. No child should attempt to make their own way home because of a lost bus fare. Money and a note for parents will be provided if staff are notified. We do strive to encourage our pupils to walk to school whenever they can. This not only encourages healthy lifestyles but also is friendlier

for the environment. Traffic congestion at school gates can be problematic especially at the end of the school day. We respectfully ask parents to drop off and collect their children at recognised meeting points which are a safe distance from school gates. This is in the interest of pupil safety.

There are two Walk to School events organised each year where pupils are encouraged to walk to school with staff and pupils from the Health Citizenship Group and the Junior Road Safety Officer Group from designated meeting points. Hopefully, after each of these scheduled walks more children will consider walking to school on a more regular basis.

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 in 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 do not have 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.

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.

Auchenlodment Primary School and ELCC aim to provide a quality of service which is responsive and sensitive to the needs of all members of our community. All associated with the school deserve to be treated equitably and not subjected to discrimination or harassment. Systems and procedures are continually monitored and adapted to eradicate unfair or discriminatory practices. We believe that a commitment to social inclusion will raise the educational profile of pupils and their communities and ensure that all pupils are enabled to realise their true potential. This is a policy for all and its implementation requires everyone's support. Together we can develop an ethos in which everyone feels valued, safe, respected and equipped with the skills to participate in lifelong learning. Pupils and staff are advised to report any breach of Equal Opportunities Policy to the Head Teacher for immediate investigation.

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. 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. 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.

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.

Behaviour and discipline

Our Promoting Positive Relationships policy is currently being developed in line with the Nurture Principles and national guidance on anti-bullying. Staff are implementing a restorative approach to behaviour and discipline. **Restorative approaches** enable those who have been harmed or hurt to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right.

At Auchenlodment Primary School we aim to teach our pupils self-discipline and coach them in interpersonal skills, which will help them get along with one another.

Our school rules are in place for the benefit and well-being of all pupils and staff. They are based on the following principles:

- Everyone must show **respect**: for themselves; for property and for learning
- We all need to cooperate and show tolerance so that school life is a **positive** and **successful** experience for all involved
- Pupils, parents and staff have a clear understanding of the standards of behaviour we expect and the consequences of failing to meet these standards

If children make the wrong choices and display unacceptable behaviour, parents will be kept informed and consulted at an early stage.

A separate policy focuses on the school's response to acts of perceived bullying. Such acts when reported are investigated carefully, sensitively, dealt with and reported officially to

Renfrewshire Council.

Celebrating Success

Pupil of the Week winners have demonstrated to staff and pupils that they can work hard, behave well, are well mannered, helpful and have remained on green all week as well as achieving something additional in terms of effort and performance. The success of these pupils is celebrated with their photograph being displayed on the Pupil of the Week Wall.

We have a termly red carpet assembly where success is celebrated. Success can be school related or it could be something that your child has achieved out with the school day. It is important to celebrate success!



House System

We also recognise and promote positive behaviour through our House System. Four houses have been created: Oak; Beech; Linden and Rowan, reflecting the theme of street names around the school. Each house team has a captain, vice captain and prefect who applied for and were interviewed by Mr Carlton. A member of staff acts as a mentor to each team and with the support of other staff team members, who are all allocated a team, they assist their house during their annual fund raising events. Each house event is aimed at raising money to support charities selected by the children.

Pupils can also win house points (tokens) from staff for class work, behaviour, manners, helpfulness and general achievements. Each class displays their house points on a chart in their classroom. The points are counted regularly and the winning house will win a reward at the end of each term. In June the overall winning house team is presented with a trophy at our Prize-Giving Assembly.

Dealing with Indiscipline

When incidents of indiscipline do occur they are dealt with promptly and follow the following procedures:

- Verbal warning
- Alternative seating arrangement / Time Out
- Yellow warning card (5 minutes deducted from Golden Time)
- Red card (10 minutes' deduction from Golden Time)
- Reflection conversation with a member of SMT
- Letter / Phone call home
- Behaviour Chart personalised with individual targets.
- Regular communication with parents/ carers to discuss progress of targets
- Behaviour Contracts and 'Alternatives to Exclusion' meetings will be arranged with school staff, parent and child in attendance. Agreed targets for improvement are set for pupils whose behaviour is very concerning

We see exclusion from school as a last resort when dealing with matters of indiscipline.

Partnership with parents is crucial to pupil success and motivation to improve and value learning and behaviour.

The school adheres to Standard Circular 8, Exclusion of Pupils policy. Learners should only be excluded from school when all other measures have been tried and have failed or in cases where the safety of the young person concerned, or of others, cannot be immediately guaranteed. When 'Alternative to Exclusion' Letters are sent the response has to be signed by parent and returned to school. Parents are encouraged, on receipt of such letters, to make an arrangement for an interview with Class Teacher and a member of the Senior Management Team. Early discussion between home and school can often help to resolve any difficulties a pupil may have with their behaviour.

Our Home Link Worker, Mr Jim Williamson, supports pupils and their families during periods of unsettled pupil behaviour. Mr Williamson runs a variety of programmes for pupils throughout the school year which deal with pupil confidence, assertiveness and anger management.

Discipline Issues out with Class

If a class teacher or the Head Teacher should decide that the nature of inappropriate behaviour merits immediate action, then a separate letter requesting parents to attend for interview will be issued. Parents will always be alerted when acts of violence, aggression or vandalism occur, either during the school day or on the way to or from school.

Wet weather arrangements

At the morning interval the following arrangements will apply:

- Monitors from P7 assist with classes P1 –P6
- Pupils remain in classrooms
- All classes should have a Rainy Day Box containing suitable comics, books, games etc for pupils to select an activity from
- Classroom Assistants and the Senior Management Team will patrol and supervise corridors
- Children will be allowed free access to toilets
- Children wishing to buy snack should do so at the start of the interval
- Snacks bought from the dining room should be eaten in the dining room
- Snacks brought to school can be eaten in class.

At lunchtime the following arrangements will apply:

- P7 monitors will take lunch at the first sitting and then supervise P1 -6
- P1-3 will proceed to the dining room as usual, eat lunch and return to class
- P4-7 will remain in classrooms until escorted by the Classroom Assistants to the dining room
- After eating lunch, children from P3-7 should return to classrooms via the administration corridor
- Classroom assistants will patrol and supervise. Clerical staff may be required to assist during periods of inclement weather if the staff team is depleted
- The Janitor will also be expected to support as part of the wet weather duty team

High Winds

In the event of high winds, the fire doors will not be used. Children will enter and leave by the front doors. The children should line up in their usual places. The Notice boards, produced for staff will intimate when these arrangements are necessary.

At such times, for reasons of safety, the infant play area may be reduced by the closing of the wire gates, to prevent pupils from going round to the rear of the building.

It is unlikely that the school would have to close during the school day but extreme weather conditions and other emergency situations can happen. It is extremely important that all parents provide full up to date emergency contact details for their child.

No child will be dismissed from school unless appropriate arrangements are made with a parent representative for evacuation purposes. During an emergency, St Andrew's Church or The Community Learning Centre will be used if the school premises require to be completely evacuated. During severe weather e.g. flooding, gales, high snow fall, pupils will be retained in the building until parents can be accessed. If part of the playground or exit / entry doors are inaccessible parents should come to the main foyer to collect their child or make alternative arrangements by contacting the school office.



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 2018, 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

Curriculum For Excellence – further information for parents/carers is available on the following websites:

- Education Scotland - - <https://education.gov.scot>
- Parent Toolkit Scotland – <https://education.gov.scot/improvement/par2engagingparentstoolkit>.
- European Literacy Policy Network – <http://www.eblida.org/news/elinet/html>
- Generation working together – <http://generationworkingtogether.org/about/local-authority-guidelines/>
- Local authority websites – <http://www.cosla.gov.uk/councils>
- National improvement hub – <https://education.gov.scot/improvement>
- Parentzone Scotland website – <https://education.gov.scot/parentzone/>
- Read/Write/Count – <http://readwritecount.scot/>
- Parent Club – <http://www.parentclub.scot>
- Play/Talk/Read – <http://playtalkread.scot>

[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.

The Learner's Journey

At Auchenlodment Primary School we follow the principles for curriculum planning as laid down by Renfrewshire Council. The Curriculum for Excellence (3-18 Curriculum) has been developed to provide children with a single education programme of teaching, learning and assessment. The curriculum is broken down into eight curricular areas. These are:

- [Expressive Arts](#)
- [Health and Wellbeing](#)
- [Literacy](#) and English
- Numeracy and [Mathematics](#)
- [Religious and Moral education](#)
- [Sciences](#)
- [Social studies](#)
- [Technologies](#)

The learning outcomes for each curricular area are broken down into stages. In primary school we will mostly be working with children at Early, First and Second Stages. Pupils in nursery begin at early level and this continues to the end of primary. First level is covered by pupils from primary 2 to primary 4. Second level is covered by pupils in primary 5-7 and beyond.

Teaching methods continue to develop and reflect current thinking. Children are actively involved in projects, experiments, problem solving research, designing and building, all of which help develop skills and confidence. Teaching is planned to allow continuity and progression in learning from one stage of development to the next. It is important to note that all learning situations should be relevant to pupil needs. Our curriculum provides opportunities for children to develop skills, attitudes, qualities and a desire for learning. All subjects are available to all pupils.

ICT has greatly enhanced opportunities for pupil learning through the use of a variety of hardware such as iPads, Beebots, portable microphone recorders and various apps and software programs. The internet is available for pupils to access and the sites children visit in school are carefully monitored for appropriateness. Smartboards are used in all classrooms to enhance pupils' learning experiences. Pupils are encouraged to record their thoughts, feelings and experiences using digital cameras and microphones. ICT permeates every curricular area and pupils are encouraged to use their skills in a variety of meaningful contexts.



Auchenlodment pupils have been participating in the Renfrewshire Literacy Project in conjunction with the University of Strathclyde. A major part of this project has been encouraging children to read more. All pupils have daily opportunities to read, in class, in the reading café and sometimes we have a Reading lunch when they can bring their book to lunch with them.

Auchenlodment Primary School is also part of the Scottish Schools Intranet system (GLOW). Pupils have many opportunities to meet with other people using the GLOW Meet function. This allows pupils to chat with people in other schools about their work. P4-7 have been using Glow Meet to meet with their favourite authors and find out more about their work. Using Glow and other websites provide our pupils with the lifelong skills necessary to use ICT in the real world.

Subjects

Curriculum for Excellence is at the heart of Auchenlodment. The curriculum is based on the core values of wisdom, justice, compassion and integrity. It is widely recognised that all children and young people should develop skills for life, skills for learning and skills for work. This will prepare them for a rapidly changing world. The curriculum in our school and nursery



will continue to develop to ensure that all our pupils become successful learners, confident individuals, responsible citizens and effective contributors.

Social Studies

This area of the curriculum allows pupils to learn and understand about the world they live in. They begin to learn about their own environment and community and as they progress through school will explore wider contexts for learning. We aim to encourage our pupils to take responsibility for the future development of their world by learning from the past and present. Our social studies programme features a range of topics covering learning outcomes from three main

areas – people, past events and societies; people, place and environment; people in society, economy and business. These topics begin with a novel study which introduces social studies issues in a meaningful way; each class showcases their work at an open afternoon in October. These events are very successful and also allow parents to see how social subjects can often be linked with other curricular areas such as literacy, art, music and drama.

Expressive Arts

This is the study of music, art and design, dance and drama. Pupils are given opportunities to develop their creative talents and artistic skills. They are encouraged to express themselves in different ways; to take part in performances and presentations and to develop an appreciation for the arts. Expressive arts activities often focus on local, national and global cultures and encourage our pupils to value diversity.

Religious and Moral Education

At Auchenlodment Primary School the Religious and Moral Education programme is planned and implemented as outlined in the Religious and Moral Education 3-18 Outcomes.

Religious education makes a distinctive contribution to the curriculum in helping pupils towards a consistent set of beliefs, values, attitudes and practices. Religious Education is concerned with the spiritual growth of pupils and should encourage pupils to recognise religion as an important expression of human experience. Pupils are made aware of the key features of three main religions - Judaism, Islam and Christianity and are encouraged to develop respect for others and an understanding of beliefs and practices which are different from their own.

On special occasions such as Christmas, Easter and end of term in June, services are held in the church. Parents are always welcome to join us at St Andrew's Trinity Church. Dr Charles Cameron, the church minister, visits the school every Friday afternoon. He plans and

implements RE lessons, teaches songs and gets to know the Auchenlodment children.

Mr Bobby Sneddon, a former parent of our school, runs an after school Scripture Union Club called 'Task Force' for P4-P7 pupils. He also conducts a monthly assembly at the school. Mr Sneddon supports our RE programme by running workshops to assist primary 7 pupils to develop their own concept of religion. Mr Sneddon is leader of the Evangelical Church at Dimity St in Johnstone.

Please note that parents who wish to withdraw their child from any religious activity should contact the Head Teacher. Separate areas can be provided during assembly for other religious groups to use for workshops.

Sciences

Our pupils develop their knowledge and understanding of the living, material and physical world through planned programmes for five broad areas planet earth; forces, electricity and waves; biological systems; materials; topical science.



Our approach to literacy, numeracy and health and well-being

Literacy and English

Language and literacy are at the heart of everything we do. Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum. Being literate increases opportunities for the individual in all aspects of life and lays the foundations for lifelong learning and work.

At Auchenlodment literacy is at the centre of everything we do. We have implemented Renfrewshire's Primary Literacy Approach and are using evidence-based approaches in the teaching of reading as highlighted within the Primary Literacy Coaching Programme. We aim to deliver a knowledge-rich, literacy-rich curriculum providing high quality literacy experiences across all curricular areas.

When delivering literacy we consider the three domains;

- cultural and social capital and funds of knowledge,
- identity as a learner and as a reader
- cognitive skills and knowledge about literacy

In Auchenlodment we aim to develop a life-long love of reading and therefore have increased our focus on reading for enjoyment. Each class has its own well-resourced class library and we have a Reading Café where children can relax and enjoy reading. We hold reading events within the school and actively encourage parents to take part in these events. We have established a strong link with Johnstone Library and the SKOOBS bus regularly visits our school to support reading.

The teaching of reading focuses on an increased reading time giving children more time to practise and develop their skills. Children receive reading coaching where they practise using different reading strategies. Our reading books are book banded and children receive a reading book at the right level for them. We use Running Reading Records to help identify this.

In writing we have implemented the Dive Into Writing approach across the school. Each child has a writing journal where they are encouraged to share their thoughts and ideas. Dive into Writing is a literacy intervention and research project led by the University of Strathclyde, developed in partnership with Renfrewshire Council. Staff will continue to receive training in this new approach.

Mathematics & Numeracy

At Auchenlodment Primary, we believe that all our children can do maths. We want our children to become curious and question maths; understand how and why maths works; understand its relevance and become resilient to finding solutions to challenges in maths.

Our approach to numeracy and mathematics at Auchenlodment ensures children are taught within mixed ability classes, flexible groupings are also used to provide support for children according to assessment information. Through their time at school, children will develop their written calculation methods following the concrete-pictorial-abstract approach. Concrete manipulatives are available in classrooms and are accessible for children to use to enhance their mathematical understanding and strategies. Teachers and support staff will actively respond, challenge and support children with their learning. At Auchenlodment, children are developing mathematical mind-sets and recognising the need to be challenged in their learning and learn from their mistakes.

We want all our children to become resilient, confident mathematicians who will be ready to apply maths in their everyday lives.

Health and Wellbeing

At Auchenlodment Primary School we place much emphasis on the health and wellbeing of our pupils to ensure that they develop the knowledge and understanding, skills and attributes which are necessary for mental, emotional, social and physical wellbeing. We do this through programmes for personal and social development, physical education and by encouraging our pupils to be all they can be.



Our P1-7 pupils have been taking part in the Barnardos PATHS programme – Promoting Alternative Thinking Strategies. The programme teaches pro-social skills, emotion understanding, social problem solving and self control. The PATHS programme encourages strong friendships amongst children and teaches them how to sustain these friendships. In session 2018-19, the school and ELCC introduced a new resource called Emotionworks. This is a resource which promotes children's emotional literacy – making them more confident and comfortable when talking about their emotions.

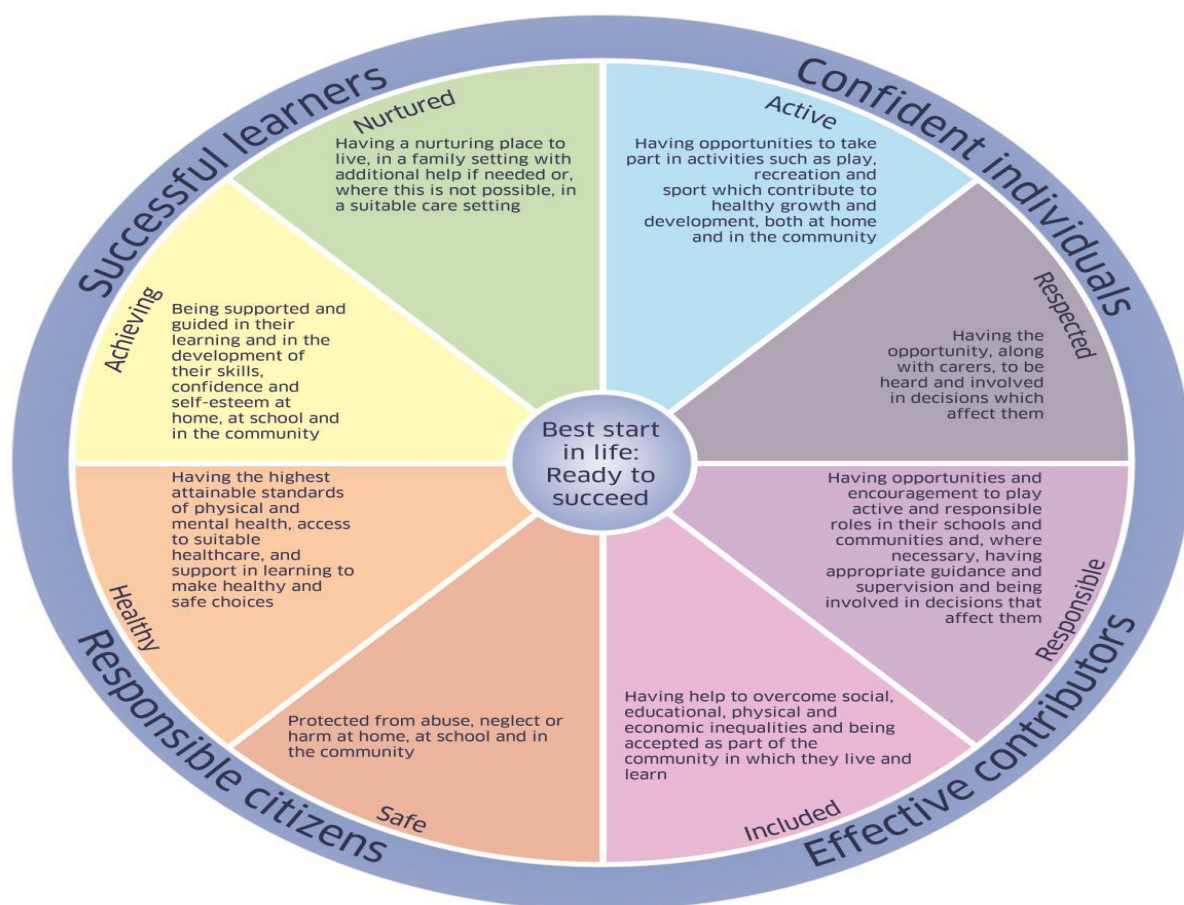
Physical Education is a vital part of a child's health and wellbeing. Every child is entitled to two hours of quality education per week. This fulfilled through two timetabled PE sessions in the Gym Hall for each class. Children also benefit from various after school and lunch time clubs, lead by Active Schools, teachers, support staff and our P6 and P7 pupils.

Our school delivers a planned, progressive programme for P1-7 entitled 'Sexual Health and Relationships'. It is relevant to age and stage e.g. at Primary 1 they study being a baby. Pupils at Primary 6 receive a talk on puberty and Primary 7 receive a talk on reproduction and relationships. Parents of pupils at Primary 6 & 7 are welcome to discuss the programme with the health coordinator and head teacher prior to the delivery of these presentations. Whilst parents have the right to withdraw their child, aspects of relationships and sexual health education may be discussed in many areas of the curriculum (age and stage appropriate). The national Relationships, Sexual Health and Parenthood resources were updated in June 2019 updated and these will be delivered to all children in the ELCC and 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/Publications/2016/03/5084/1>



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 points 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

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

Telephone – 0131 556 6443

Email – 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.

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 positive 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 young people
- 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

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;
- 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.

Auchenlodment 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.

Reasons for Doing Homework:

- Develops good habits and self discipline
- Provides training for pupils in planning and organising time
- Allows practice and consolidation of work done in class
- Provides opportunities for parental co-operation and support
- Fulfils the expectations of parents, teachers and pupils

All Children will be given Homework Tasks:

Primary 1 - 3

- Reading preparation will be given on most nights
- Phonics work and spelling will be given on most nights
- A numeracy task may be allocated each week

Primary 4 - 7

- Reading preparation will be given occasionally and spelling homework will be given on most nights
- Numeracy tasks will be allocated most weeks
- Research tasks may be given on occasion
- French homework may be given in primary 6 and 7 (oral and written)

This core homework will be supplemented regularly by tasks deemed appropriate by the class teacher. These tasks will be matched to the age, ability and relevant class work of each pupil.

Approximate Time Spent on Homework

This should depend on the age and ability of individual children, but a rough guide would be:

Primary 1-2	10-15 minutes
Primary 3-5	15-20 minutes
Primary 6-7	25-30 minutes

If set homework tasks are exceeding this timescale, parents are encouraged to contact the Senior Management Team to find out if there is additional support required. A detailed homework letter is sent to parents at the beginning of each year.

Developing the Young Workforce

Developing the Young Workforce 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.



Extra- curricular activities

Each year we consider all opportunities which will help us deliver an extra-curricular programme for our pupils. This programme should provide types of activities which pupils can enjoy, and learn from, in a more informal setting, often with different social groups than their daily class activity provides. We have offered Basketball, Netball, Badminton in the last few sessions. Football Training is led by Active Schools.



Jamie Forrest is our Active School Sports Co-ordinator and organises Sports Development Opportunities for each primary stage e.g. Dance Club, Netball Club & Badminton Club.

Auchenlodment were awarded the prestigious Gold Sports Scotland award in September 2019. This award recognises the efforts and emphasis that we give to sport and physical activity.

We will always consider carefully the quality of provision before involving our pupils in after school activities. Pupils attending such activities require parental permission and collection from school by an adult at the end of each session. They are also expected to display high standards of good behaviour at their club. We receive many compliments from organisers about our pupils' manners and behaviour and wish to maintain this good reputation.



We have transformed a space at the back of the school into a Numeracy Garden. The pupils use the space for a variety of purposes, including planting, measuring and structured play.



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.

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/>

Parent teacher association

The Auchenlodment Parent Council was established in August 2007 and currently has the following members:

Chairperson:	Mrs Sandra Devine
Vice Chair:	Mrs Michelle Lynch
Treasurer:	Mr Diane Daly
Secretary:	Mrs Heather Sloan
Staff Members:	Miss Denise Newlove
Co-opted Members:	Mrs Rhona Hogan

The Parent Council can be contacted via the school enquiries
auchenlodmentenquiries@renfrewshire.gov.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.

Pupil council

The Pupil Council is one of our Citizenship Groups. Pupils in each class nominate two class representatives who will attend a monthly meeting with Mr Carlton. The pupils will decide on agenda items after discussion in class and minutes will be taken of the meetings. These minutes are circulated to all members of the school community. Pupils make decisions and investigate all issues raised as business, and in doing so take responsibility as citizens of the future.

Community links

We believe the school plays an important role in the Community of Johnstone Castle. We enjoy strong links with St Andrew's Trinity Church and local organisations for young people. A Scripture Union is run by a local team of youth workers from the Dimity St. Evangelical Church. It is held after school on Tuesday and called 'Task Force'.

The school has benefited over the last few years from additional funding used to enhance the school environment donated by the Parent Council.

We have the benefit of a number of local people who volunteer to work in our School.

We always welcome new volunteers; if you are interested please contact the school office.

After School Care

JOSS – Johnstone Out of School Service operates within the building providing supervision and care of school age children whose parents are at work. Children are supervised both before and after school if necessary. This facility is also offered during school holidays.

For further information telephone Irene Whiteman on 01505 327812.

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, 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.



We plan mixed stage learning throughout the school, where our older pupils work with younger pupils. These experiences promote leadership skills and foster strong friendships between all of our pupils.

Important Contacts

Director of Children's Services

Steven Quinn	Renfrewshire House Cotton Street Paisley PA1 1LE	Email sw@renfrewshire.gov.uk 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 margaret.mcmanus@renfrewshire.gov.uk Phone: 0300 300 1415

Community Learning & Development

Community Facilities Section	Renfrewshire Leisure 3 rd Floor Renfrewshire House Cotton Street Paisley PA1 1LE	Email comfac.els@renfrewshire.gov.uk Phone: 0300 300 1430
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Adult Learning Services	West Johnstone Shared Campus Beith Road Johnstone PA5 0BB	Email als.els@renfrewshire.gov.uk Phone: 01505 382863
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Youth Services	West Primary School Newton Street Paisley PA1 2RL	Email youth@renfrewshire.gov.uk Phone: 0141 889 1110
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Customer Service Centre

Customer Service Centre	Renfrewshire House Cotton Street Paisley PA1 1AN	Email registrar.cs@renfrewshire.gov.uk 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/what-we-do/inspection-and-review/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/GT – Head Teacher/Principal Teacher/Guidance 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 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?

☐ 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:

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Children's Services, Renfrewshire Council

Renfrewshire House

Cotton Street

Paisley

PA1 1LE

email address: csdatapolicy@renfrewshire.gov.uk