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## **Welcome from the Head Teacher**



Dear Parents

May I welcome you to Barsail through this Handbook, which I hope you will find both interesting and informative.

In Barsail, we encourage everyone to 'Dream Big, Aim High and Achieve More!' We have very high expectations for all of our children who strive to be Barsail Standard.

We believe that learning should be fun, enjoyable and challenging. We have a strong focus on Literacy, Numeracy and Health and Wellbeing at all stages so that we are ensuring our children are equipped for life in the 21st Century. Our skilled teachers help children develop important life skills and to foster inquisitive minds.

We expect our pupils to work hard and to try their best. We encourage our pupils to take pride in their school, to respect others and to be helpful and polite.

The thoughts and opinions of our pupils are important to us. We have numerous pupil groups and committees where children share their ideas and contribute to the running of the school.

We strive to improve the school continuously and want to hear from parents regarding how we can further improve.

We regularly share learning experiences and achievements through Seesaw and Twitter @Barsail\_Primary.

We are very proud of our reputation within the community and of our links with local industry.

Barsail Primary School is a nurturing and happy school where a welcoming ethos is evident every day.

I look forward to working in partnership with you.

Kind regards

*Emma Mavers*

Head Teacher

## School Aims

We developed our school's vision and aims in consultation with pupil, parents, staff and the wider community. Our vision is to inspire the Barsail family to "*Dream Big, Aim High, Achieve More!*"

In Barsail Primary we are working together to prepare children for the future in a safe, challenging and motivating environment where they are nurtured, valued, respected and supported to reach their full potential, enabling them to have the skills and confidence to succeed in today's society.

Values

We want all of the Barsail family to hold these values in their **HEARTS**:

**H**onesty

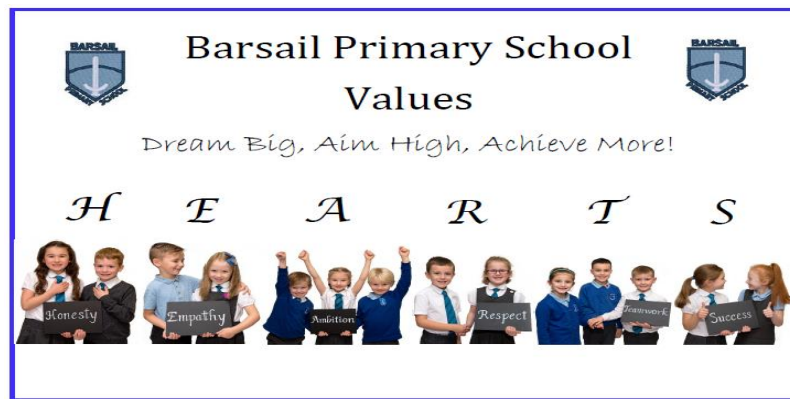
**E**mpathy

**A**mbition

**R**espect

**T**eamwork

**S**uccess



We aim to do this by:

- Creating a welcoming, inclusive ethos which encourages, challenges and supports all learners to realise their potential
- Providing an environment where pupils, parents and staff are respected and valued, partnerships are fostered and success is celebrated
- Supporting and encouraging high quality leadership at all levels ensuring forward thinking, creativity and innovation through a shared vision of excellence
- Creating a safe, stimulating learning environment which is well resourced and organised with skilled, motivated staff who have high expectations and standards for all
- Providing a broad, balanced, coherent and progressive curriculum which offers challenge and enjoyment appropriate to each learner's needs
- Developing confident, resilient, independent thinking learners who can work effectively on their own and in a team using effective Literacy, Numeracy and IT skills
- Ensuring high levels of attainment and achievement for all through the best quality learning and teaching experiences

Pupils considered the school vision and aims. They wrote a pupil friendly version

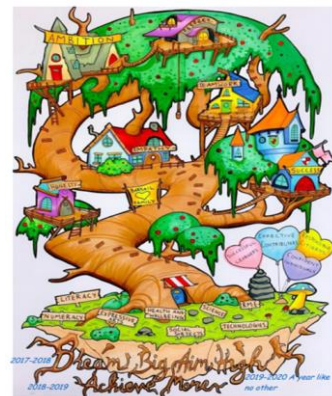
### Vision

- *Dream Big, Aim High, Achieve More* - All of the Barsail family help us to try our hardest, reach our goals, look after each other and make the world a better place.

### Aims

- Work to our limits and beyond, having fun as we go
- All of the Barsail family get involved and when we do well we share and celebrate our achievements
- We can lead and improve our school
- Everyone and everything in our classrooms and playgrounds should help us do our best
- Learning should be fun and just right for each one of us
- We can work together or on our own using skills we are learning
- All of the boys and girls should have a go and reach for the stars

[Please visit our website and click on our interactive curriculum rationale](#)



## Service Pledges

## Standards and expectations

### We will:

- offer all children and young people in our catchment area a free school place;
- provide school premises which meet health and safety standards;
- provide information on your child's progress;
- provide religious and moral education for your child;

- give support and encouragement for parents to be involved in school life;
- provide regular information on school activities; and
- provide 25 hours of class contact time in each normal school week for pupils of primary-school age.

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

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

### **You can also expect us to:**

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

### **How can you help?**

By law, you must make sure your child receives an education.

As a parent/carer, you can help your child by:

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

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

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

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

- non-resident parents who are liable to maintain or have parental responsibilities in respect of a child;
- carers who can be parents;
- other with parental responsibilities, e.g. foster carers, relatives and friends who are caring for children and young people under supervision arrangements; and

- close relatives, such as siblings or grandparents caring for children who are not looked after or are under home supervision arrangements

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



## About Our School

### School staff

Emma Mavers

**Head Teacher**



Mairi Cochrane

**Depute Head Teacher**



Jennifer Gibney

**Principal Teacher**



### Teachers

Mrs Gooding	P1a
Miss Forbes	P1b
Miss Baird	P2a
Miss Ronald	P2b
Mrs McLean & Mrs Gibney	P3
Mrs Cassells	P4/3
Miss Wylie	P4
Mrs Smith	P5
Mrs Smithsimmons & Mrs Cochrane	P6/5
Mr Armstrong	P6
Mrs Kellett	P7/6
Mrs Baird	P7
Mrs Harty	NCCT

### Other staff in the school

Music P1-7  
Violin / Viola

Mrs Sinclair  
Miss Currie

Senior Clerical Officer  
Senior Clerical Officer  
Classroom Assistant  
Classroom Assistant  
ASNA  
ASNA

Mrs Black  
Mrs Turner  
Mrs Baldacci  
Mrs Paton  
Ms Park  
Mrs Beckley

Psychologist  
School Nurse  
Active Schools  
Senior Facilities Operatives  
Facilities Operative  
Cleaning Staff

Ms Short  
Ms Brown  
Mr Marlone De Goede  
Miss Wilkes and Mr Porter  
Mrs Johnstone  
Mrs Hubsmith  
Mrs L Hammond  
Mrs McClorey

Catering Staff

Mrs Adams  
Mrs McClorey  
Mrs Hubsmith

## School Information

Barsail Primary  
Park Moor.  
Erskine  
PA8 7HL

Barsail Primary School is a Non-Denominational Co-educational School covering the Primary 1 to Primary 7 stages. The school roll for 2019-2020 was 323. The operational capacity of the school is 394. Parents should note that the working capacity of the school may vary dependent upon the number of pupils at each stage and the way in which classes are organised.

## School Contact Details

- 0300 300 0146
- [barsailenquiries@renfrewshire.gov.uk](mailto:barsailenquiries@renfrewshire.gov.uk)
- <https://blogs.glowscotland.org.uk>
- Twitter Account: @Barsail\_Primary

We have created a website which allows us to share key policies and information. You can also follow us on Twitter where we regularly post school news.

## Parent Council Contact Details

Chairperson - Fiona Piper

- [parentcouncilbarsail@gmail.com](mailto:parentcouncilbarsail@gmail.com)

The Barsail Parent Council meets on the first Monday of each month in the school, starting at 7pm. All parents are most welcome to come along and find out what events will be taking place and join in the discussions. You will be welcomed by all the parents.

With the current restriction, the Barsail Parent Council meetings are over Zoom on the first Monday of the Month.

## School Roll

Our school roll for session 2021– 2022 is 309 with the operational capacity of 394.

## Parental Involvement

[Parents can be involved](#) in their child's learning by:

- supporting learning at home;
- developing strong partnerships between home and school; and
- engaging with the school

### Information, Support and Advice

In Barsail Primary School we have an 'open door' policy. We strive to ensure parents always have direct, easy access to the person they wish to speak to. We will always try to respond to enquiries within 24 hours. We encourage your child's learning journey through an app called Seesaw. This tool also helps to ensure there is effective communication and regular contact between home and school.

We communicate with parents in a variety of ways through

- school website
- twitter
- pupil profiles - seesaw
- newsletters
- meet the teacher event in September
- open afternoons/performances
- letters
- information evenings
- parents' evenings (Nov/March)
- report cards
- informal/formal meetings
- parental questionnaires/feedback

Parents will always be kept informed of any decisions made which affect their child and we regularly involve parents in the decision making process.

### School day

School day	9:00am start – current soft start begins at 8:50
Interval	10:15-10:30 OR 10:30am–10:45am (staggered break due to Covid)
Lunch	11:45-12:30 OR 12:30-1:15 (staggered lunch due to Covid)
School Closes	3pm

Due to COVID restrictions we are currently operating staggered entry/exit, to allow children to arrive and leave safely each day whilst ensuring adults can physically distance.



## School year

First Term	Return date for Teachers	Thursday 12 August 2021 (IS)
	In-service Day	Friday 13 August 2021 (IS)
	Schools re-open	Monday 16 August 2021
	September Weekend	Friday 24 September 2021 and Monday 27 September 2021 (inclusive)
	Schools re-open	Tuesday 28 September 2021
	October holiday (schools closed)	Monday 11 October 2021 to Friday 15 October 2021 (inclusive)
	Return date for Teachers	Monday 18 October 2021 (IS)
	Schools re-open	Tuesday 19 October 2021
	St Andrew's Day	Tuesday 30 November 2021
	Schools re-open	Wednesday 01 December 2021
	Last day of session	Wednesday 22 December 2021
	Christmas / New Year Schools closed	Thursday 23 December 2021 to Wednesday 05 January 2022 (inclusive)
	Second Term	Schools re-open
	Mid-term break	Monday 14 February 2022 to Tuesday 15 February 2022 (inclusive)
	Return date for Teachers	Wednesday 16 February 2022 (IS)
	Schools re-open	Thursday 17 February 2022
	Spring Holiday Schools closed	Monday 04 April 2022 to Monday 18 April 2022 (inclusive)

Third Term	Schools re-open	Tuesday 19 April 2022
	May Day	Monday 02 May 2022
	In-service Day	Thursday 05 May 2022 (IS)
	Schools re-open	Friday 06 May 2022
	Local holiday (schools closed)	Friday 27 May 2022 and Monday 30 May 2022 (will move to first week in June if approved by elected members)
	Schools re-open	Tuesday 31 May 2022 (will be removed if change to public holiday dates approved by elected members)
	Queen's jubilee (schools closed)	Wednesday 01 June to Friday 03 June 2022 (subject to approval by elected members)
	Schools re-open	Monday 06 June 2022 (subject to approval by elected members)
	Last day of session	Wednesday 29 June 2022

### Teachers return Friday 12 August 2022

### School in-service days

- Thursday 12 August 2021
- Friday 13 August 2021
- Monday 18 October 2021
- Wednesday 16 February 2022
- Thursday 05 May 2022

### School dress

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

Some types of clothing will not be allowed in school for reasons of safety, decency or indiscipline. Types of clothing which will not be allowed include:

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

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

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

Grants for footwear and clothing for children are available to parents receiving certain benefits. Please see the council's website:

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

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

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

Please put your child's name on all items.

**The preferred uniform for Barsail is as follows:-**

- Grey trousers/skirt
- Royal blue sweatshirt/grey jumper
- Pale blue polo shirt
- White shirt/blouse and school tie
- Outdoor learning / P.E. days – grey leggings or joggers are permitted
- Outdoor shoes should be suitable for daily mile, outdoor P.E. and outdoor learning
- Waterproof jacket with a hood, many pupils have waterproof suits/trousers for outdoor learning. Wellies are also encouraged.

Please note black is not permitted as a jumper/cardigan or garment worn over shirt or polo shirt.

**Our Physical Education kit consists of:**

- Pale Blue polo shirt and shorts,
- Black or white gym shoes
- A bobble for long hair which should be tied back for PE lessons.

Suggested stationery:- pencils, rubber, sharpener, ruler and coloured pencils if possible would be useful for all children.

### Registration and Enrolment

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

Parents who want to send their child to a school other than the catchment school must make a placing request. Information on how to make a placing request is contained in the leaflet 'Sending your child to school.' The leaflet is available from any school, by phoning our customer contact centre on 0300 300 0300, or on our website [www.renfrewshire.gov.uk](http://www.renfrewshire.gov.uk). It is important to note that a successful placing request into a primary school does not guarantee a successful placing request when a child is transferring to secondary school.

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

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

#### Primary 1 Induction Programme

Our Induction programme provides parents and pupils a variety of opportunities to become familiar with our school and for our staff to get to know every pupil prior to starting in August.

The programme includes:-

1. Nursery visits from our staff to early years' establishments
2. Play dates where the pupils meet staff and their Buddies
3. Review meetings for any pupils with additional support needs
4. Induction days: parents and pupils attend
5. Teddy bear's picnic with staff and buddies

Parents will be advised of play dates, parent meetings and pupil induction days during the spring term.

The Primary 1 **buddy** is one of our Primary 7 pupils, who will stay with the Primary 1 pupils at intervals during their first few weeks at school, and generally be a Big Buddy to them!



## Class Organisation

Maximum class sizes:

P1                    25

P2 - 3                30

P4 – 7                33

At the start of each session, pupils in each stage group may be rearranged into different classes according to the number of pupils across the school. A pupil may not remain in the same class throughout their primary school career. At present, there are 13 classes, including two composite classes. All classes are arranged in accordance with Renfrewshire Council guidance.

## 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. Assessment can be ongoing through class work or a snapshot through an online or written test.

### 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.

In Barsail Primary we have regular

- professional dialogues
- tracking meetings
- monitoring procedures
- targets and projections
- review of progress (including Team Around Child meeting – TAC))

## Summary of the School Improvement Plan

### National Priorities

The Scottish Government's national improvement framework provides a vision for education

in Scotland, namely to:

1. improve attainment, particularly in literacy and numeracy;
2. close the attainment gap between the most and least disadvantaged pupils;
3. improve children's health and wellbeing; and
4. improve children and young people's employability skills so that they move into positive and sustained destinations.

### Local Priorities

- Reshaping our place, our economy and our future;
- Building strong, safe and resilient communities;
- Tackling inequality, ensuring opportunities for all;
- Creating a sustainable Renfrewshire for all.
- Working together to improve outcomes

### Renfrewshire's Education Priorities

Our priorities will also align with Renfrewshire Council's education strategic priorities listed below.

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

### Barsail Primary School Improvement Plan

**School priority 1:** Promote the positive health and wellbeing of children & young people, parents/carers and staff.

**School priority 2:** Develop high quality learning, teaching and assessment leading to improved attainment and achievement in literacy and numeracy

**School priority 3:** Deliver high quality outdoor learning experiences in P1-7 and improve the use of community spaces and our school outdoor environment.

**School priority 4:** Empower staff to develop evidence based, relevant learning and teaching experiences and empower pupils to be leaders of learning in order to improve engagement and attainment.

**School priority 5:** Ensure planning supports learning, teaching and assessment.

*A copy of the 2021 – 2022 School Improvement Plan can be found on our website.*

### **Successes and Achievements from the previous year**

We review our School Improvement Plan and highlight successes and achievements annually.

During the session 2020-21 we celebrated many successes and achievements at Barsail Primary. It is amazing to reflect on our journey. This has been encapsulated in an iMovie for all of our partners to enjoy.

Please follow this link to join us in celebrating our successes. We hope that the Barsail family agrees this video represents our school vision “Dream Big, Aim High, Achieve More!”. *Please note the video is stored on an unlisted channel on Youtube which can only be accessed by sharing the link.*

<https://youtu.be/ISV2pkGyHzs>

## **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 Attainment Scotland Fund. 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.

Barsail Primary Primary School is an associated primary school of Park Mains High School

Head teacher Mr Dick telephone: 0300 300 1411

### **Transfer to Primary**

Before leaving their early learning and childcare class, 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.

### **Car parking**

Dedicated parking spaces have been created to ease access for people with disabilities. Please do not use these spaces without authorisation.

The car park in front of the school is for staff cars only.

There is a traffic exclusion zone on the road leading to the school. Between 8:30-9:15 and 2:45-3:30, no vehicles should drive on this road unless they have a permit.

Barsail is a health promoting school and as such actively encourages all pupils to walk or cycle to and from school.

### **Care and welfare**

Your child's welfare is central to the ethos of the school. Please contact the school to share any concerns you have about your child's welfare or wellbeing. The staff will work with you as parents to make sure children are safe, happy and able to benefit from the educational opportunities we offer.

### **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' sign in book, badges and escorts, while visitors are within the school building. Normally, anyone visiting a school for any reason, will be asked to report to the school office. The school staff can then 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. Attendance is recorded twice a day, morning and afternoon.

Please let the school know by letter or phone if your child is likely to be absent for some time and provide your child with a note on his or her return to school, confirming the reason for

absence. If there is no explanation provided from a child's parents, the absence will be regarded as unauthorised.

Please make every effort to avoid family holidays during term time as this disrupts your child's education and reduces learning time. The head teacher can approve absence from school for a family holiday in certain extraordinary situations. Please discuss your plans with the head teacher before the holiday. Absence approved by the head teacher on this basis is regarded as authorised absence. If the head teacher does not give permission before the holiday, it will be recorded as unauthorised 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. The education authority, however, has legal powers to write to, interview or prosecute parents, or refer pupils to the Reporter to the Children's Panel, if necessary.

## **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.

## **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 to the school's child protection co-ordinator.

## **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.

- All phones should be turned off and kept out of sight during the school day within the school campus.
- Photographing or recording of sound or images of staff, other pupils or visitors to the school is not allowed at any time within the school campus or on school transport.
- Mobile phones may be confiscated where these rules are broken.
- Any recordings made on school premises or school transport found on confiscated phones must be deleted on their return.
- Any photographs or recordings of staff in any situation, whether taken on school premises or elsewhere, found on confiscated phones must be deleted from phones on their return.
- Children's Services expects that schools will, through normal collegiate procedures, develop or review existing policies on the use of mobiles phones that take account of the views of all staff, parents and pupils.
- Schools should ensure that pupils, parents and staff are aware that should a pupil breach the policy, there will be consequences in line with the school's positive behaviour/discipline policy.
- Individual school policies should clearly state for the benefit of staff, pupils, parents and visitors any variations from the restrictions on use of mobile phones set out below.
- Pupils and parents should be notified that mobile phones will be confiscated where these limitations are breached.
- Smartphones introduce additional challenges for schools and parents. Pupils and parents should be aware that this also leaves pupils open to dangers such as cyber bullying, grooming and access to inappropriate material. Parents are encouraged to read anti-bullying policy for further guidance.
- Staff should not delete photographs or recordings from confiscated mobile phones.
- When staff confiscate mobile phones or other devices, they should ensure that these are retained in a safe place that cannot be accessed by others. This may be a lockable drawer or cupboard, a base area or a delegated area in the school office. Confiscated mobile phones should normally be passed to the school office or senior member of staff as soon as possible after confiscation.

### Legal Aspects

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

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

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

## School meals

All Primary 1 – Primary 4 children are automatically entitled to a free school meal.

Children of parents receiving certain benefits, are entitled to a free midday meal. Information and application forms for free school meals are available from schools, registration offices, customer service centres or may be downloaded from the council's website:

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

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

## School transport

Renfrewshire Council's current policy is to provide home to school transport to all primary school pupils who live more than 1.609 kilometres (1 mile) from their catchment school by the recognised shortest safe walking route. Parents who think they are eligible can get an application form from the school or Children's Services in Renfrewshire House, Paisley or online at <http://www.renfrewshire.gov.uk/article/3486/Home-to-school-transport>. These forms should be completed and returned before the end of February for those pupils beginning school in August to allow appropriate arrangements to be made. However, parents may make an application at any time.

In special circumstances, the Director of Children's Services has discretion to grant permission for pupils to travel in transport provided by the education authority, where spare places are available, at no additional cost to the authority.

## Pick-up points

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

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

## Placing requests

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

## Assisted support needs

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

## Playground Supervision

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

In the playground, pupils have to remain in the areas that have been given to them. The janitor and support staff supervise during breaks and lunch.

Where it is a health and safety issue i.e, high winds or if the weather is simply too wet, classes will remain in the class bases where they will be supervised by members of the support staff and the janitor. A member of the SMT is also on hand.

Much of our learning in school takes place outdoors and we would ask that children are dressed appropriately for taking part in activities regardless of the weather. Please provide rainproof jacket and footwear where possible. At the moment we are spending a great deal of time outdoors as part of our Covid risk assessment.

### **Pupils leaving school premises at breaks**

Schools have a duty to look after the welfare of their pupils. This includes taking reasonable care of pupils' safety during intervals and lunchtimes.

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

### **Equalities**

Renfrewshire Council is committed to ensuring that all employees, customers and partners are treated fairly and with respect at all times. We are committed to promoting equality and tackling discrimination through the way services are planned, delivered and purchased. The council promotes and encourages a culture whereby equality of opportunity exists across all the protected characteristics of age, disability, race, gender reassignment, pregnancy and maternity, religion and belief, marriage and civil partnership, sex and sexual orientation.

School education is open to all pupils and all reasonable measures will be taken to make sure that the curriculum is available to every child. The Equality Act 2010 introduced a new public sector general equality duty which requires Scottish public authorities to pay 'due regard' to the need to:

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

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

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



## **Medical and Health Care**

Medical examinations are carried out at various times during a child's primary school years. As parents, you will be given notice of these and encouraged to attend, except for vision and hearing tests and dental examinations. Parents will be told about any recommended action or treatment. All examinations are carried out by NHS Greater Glasgow and Clyde.

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

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

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

## **Religious Observance**

Our school is fortunate to have close links with the local churches. 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

### House System

A house system also operates within the school to promote positive relationships with all. We have four houses: Bute, Jura, Mull and Skye with P7 captains and vice-captains appointed each year. House points are awarded to pupils who are showing our HEARTS values and they are encouraged to go 'over & above' Barsail Standard. We also recognise children for going 'over & above' through class Recognition Boards, positive notes home, Values certificates and Hot Chocolate Fridays with the Head Teacher.

We have a clear and consistent approach to behavior management that links closely to our school values and ethos. The 'Barsail Relationship Policy' supports our school's nurturing approach and is primarily focused on restorative practice and building strong relationships between adults and children.

Barsail Relationships Policy		
<b>The Adults Will</b> 1. Nurture relationships. 2. Model our values. 3. Listen. 4. Foster positive choices. 5. Provide a safe environment.	<b>Barsail Values</b> Honesty Empathy Ambition Respect Teamwork Success	<b>'Over &amp; Above' Behaviours</b> Includes the following: 1. Exceeding our school values. 2. Inspiring the wider Barsail community. 3. Showing Barsail initiative.
Our Vision Message		
'Dream Big, Aim High, Achieve More'		
<b>Classroom Plan</b> 1. Remember 2. Last chance 3. 30-second script 4. Time out 5. Restorative conversation 6. Support step	<b>30-Second Script</b> "I noticed you are..." "You are not showing our HEARTS Value..." "You have chosen to..." "Do you remember when you..." "That is what I need to see today. Thank you."	<b>Restorative Questions</b> 1. What happened? 2. What were you feeling/thinking at the time? 3. How did this make other people feel? 4. Who has been affected and how? 5. What should we do to get things right? 6. If this happened again, how could you do things differently?

You will find a copy of the Relationships policy document on our website with further details.

## Photo Gallery



**Maths is Fun!**



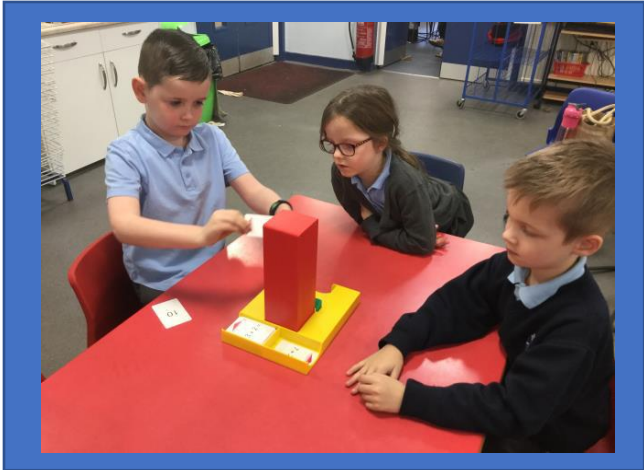
**Having fun playing the Ukulele**



**Recorder Lessons**



**Snappy shapes!**



**Quick fire Maths!**



**Learning life skills**



**Sports Day challenge!**



**iPads in action**



**Class Libraries**



## Curriculum Matters

### School curriculum

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

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

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

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

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

### 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.

### The Learner's Journey at Barsail

New information can be accessed on the following website: [www.gov.scot/publication](http://www.gov.scot/publication)

We provide high-quality teaching and learning at Barsail across and through all curricular

areas. Children are encouraged to be active participants in their learning and set high, realistic targets for their learning.

In Primary 1 and 2 this is achieved through the adoption of Play Pedagogy in our newly created play bases and open area. The children lead their own learning, by engaging in purposeful play opportunities which are supported and facilitated by the staff. Teachers set tasks for the children to complete, work with groups at the teaching table in order to provide small group or one-to-one instruction, observe during free play and continuously assess progress to add depth and breadth to their planning and monitoring. Thus allowing them to track progress through Early and First Level of a Curriculum for Excellence.

Following a whole school approach to developing our practices, all staff have adopted active approaches to learning, which support children in being independent, creative thinkers.

Throughout all stages the children are actively involved in leading their own learning as they set their own targets and assess their progress individually, with peers and in cooperation with their class teacher.

### **Our Approach to Literacy, Numeracy and Health and Well-being**

#### **Literacy and English**

The development of Literacy skills plays an important role in all learning. Children develop and extend their Literacy skills when they have opportunities to enrich their vocabulary through listening, talking, reading and writing. We encourage children to engage with and create a wide range of texts in different media, taking advantage of the opportunities offered by ICT and interdisciplinary approaches that allow pupils to develop their skills through meaningful contexts. They develop appropriate skills for life that allows them to communicate, collaborate and build relationships.

Each stage has access to a fiction/non-fiction library. We also have class libraries.

At the early stages, Phonics International and Big Cats Readers are the main resources used by staff. As children progress through the school, Big Cat Readers and novel studies are used to support learning. Our Accelerated Reading Library also encourages children to develop an interest in reading and to assess their comprehension skills through the use of specially generated online quizzes.

You can help your child by:

- reading stories
- encouraging reading at home
- telling family stories encouraging your child to tell you stories and listening to them; and
- visiting the local library to develop an interest in books.

## **Modern Languages**

The Scottish Government's Modern Languages 1+2 policy is aimed at ensuring that every child in Scotland will not only have the opportunity, but also the right, to learn a modern language from Primary 1 onwards.

In Barsail Primary school we teach French as a Modern Language from Primary 1 to Primary 7, regardless of ability. The language is taught through daily routines, classroom organisation, with interdisciplinary learning activities providing excellent opportunities for children to demonstrate their skills in a meaningful context. A number of teachers have undergone additional training and new resources have been purchased to support the delivery of this. This has been agreed with Park Mains High School.

We believe it is essential to begin language learning at this important point in a child's development. In line with the government's recommendation, we introduced Spanish as our second modern language, which has been taught as an introduction over the past two sessions.

## **Numeracy and Mathematics**

In our everyday lives we are regularly required to estimate, use number processes, work with fractions and percentages, manage money and time, make measurements and read information from charts and tables. Therefore, being confident and fluent in Numeracy is an essential life skill which increases our opportunities in the world of work.

Developing skills in Mathematics and Numeracy supports pupils in all areas of learning by providing opportunities to solve problems, develop logical reasoning and think creatively. Pupils learn to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions. These are important life skills and ones which are desired by employers. Learning Mathematics offers pupils the opportunity to pursue further studies including the areas of Science, Technology and Engineering.

At Barsail it is our policy to promote Numeracy and Mathematics as essential skills for life and work. We have high expectations for our pupils and employ a wide range of learning and teaching approaches that encourage positive attitudes, confidence and resilience. At all stages of learning we promote number discussions to develop skills in understanding, memory, reasoning and language development. We encourage children to question, explain their thinking and work collaboratively on problem solving tasks. Practical activities are used to ensure children acquire and understand mathematical concepts. Meaningful links across the curriculum and real life contexts for learning are also provided.

Mental agility is developed with regular ongoing practice of number facts and times tables.

Differentiation of work and tasks and regular assessment ensures that pupils are given work suited to their needs.

We also work collaboratively with our Park Mains Cluster schools to develop and share effective teaching and learning ideas which enables our pupils to benefit from a wide variety of learning experiences.

### Health and Wellbeing Education

In 2021 Barsail was awarded a SEL Worldwide Award for social and emotional learning. We were also awarded the highest level of accreditation in the Renfrewshire Nurturing Relationships Approach (RNRA) – the Gold Award!

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.

Effective Health and Wellbeing education requires exchange of information, mutual support and collaboration with community partners, schools and parents.

PAThS (Promoting Alternative Thinking Strategies) is well-integrated into the ethos and daily classroom practice at Barsail. We use PAThS to support exploration of feelings and the development of emotional intelligence and resilience.

Throughout the school, we use cooking equipment purchased through a successful funding application to Food for Thought to support food and health education.



In the session 2018/19, Barsail was awarded the Gold School Sport Award from Sport Scotland. This national award recognises innovation and achievement in the delivery of school sport, and a commitment to putting physical education and sport at the heart of our school and local community.



**Digital Technologies** – we were awarded Digital Schools status in 2021!

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

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

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

### **Additional Support for Learning**

The Additional Support for Learning Act (2004) and Children's and Young Person's Act (2014) GIRFEC outline expectations that any assessment and intervention is timely, proportionate and appropriate to meet a young person's needs.

In line with these national policies, staged intervention is commonly used as a framework for identifying, assessing, planning and reviewing children and young people's additional support needs.

If your child requires additional support in school for any reason, the school's Pupil Support Co-ordinator will liaise with you to discuss these needs and how we can work together to ensure your child is being fully supported. This will involve working collaboratively with your child's class teacher, partner agencies and of course keeping the child and their voice at the centre of everything we do. Mrs Cochrane, the Depute Head is our additional support for learning coordinator and works within the guidance framework from Renfrewshire Council to ensure the needs of learners are met. This involves communicating with staff on a regular basis in relation to day to day planning and provisions and allocation of resources where the highest demand is presented.

Within our school cluster, our Pupil Support Co-ordinators participate in Local Inclusion Support Network (LISN) Meetings along with Educational Psychology colleagues. The aims of these meetings are:

- To allow consultation about children and young people with additional support needs
- To encourage peer support and sharing of ideas across establishments.
- To allow the Educational Psychology Service to provide consultations on individual or groups of children that can contribute to the robust staged intervention process.

- To develop transparency and equity in support structures and processes across establishments

As always, there is an expectation that the school will discuss the child's needs with the parent/carer in the run up to LISN and parents should know that this is taking place. We will seek your consent before sharing information about your child at a LISN meeting and will also provide some feedback to you with regard to the actions agreed and how we can use these to further support your child.

### **Inclusion**

Renfrewshire's inclusive approach affords all children and young people the opportunity to be part of their learning 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. Wellbeing assessment and individual planning is in place for all young people who require additional support.

### **Support**

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

**Resolve (Children in Scotland)** - Resolve:ASL is an independent mediation service for parents and carers of children and young people with additional support needs.

Telephone – 07955 788967

Email – [resolve@childreninscotland.org.uk](mailto:resolve@childreninscotland.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 approaches such as the Renfrewshire Nurturing Relationships Approach, Language and Communication-Friendly Environments, Video Interaction Guidance and Non-Violent Resistance.

Our school has a system in place for monitoring and reviewing the progress of all our young people 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 school's takes action to address these concerns and may involve a link EP. Parental permission will always be obtained before we request to involve the link EP.

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

We have a number of teachers who work in nurseries and schools to provide specialist support to children and young people who have a range of additional support needs. These teachers work with teachers within the nursery or school to plan and deliver an appropriate curriculum. The service also provides staff development and advice on resources.

The teams support the additional needs of:

- children with a significant hearing and or visual impairment;
- children with English as an additional language who are at the early stages of learning English;
- looked after and accommodated children and young people who are experiencing difficulties engaging with school;
- care experienced children and young people;
- children at early stages of primary school who have a developmental coordination disorder along with attention difficulties;
- young people who attend the Flexible Learning provision; and
- nursery aged children who have been identified as having significant support needs.

### Homework

Homework is an integral part of learning and teaching. It provides children and young people with the opportunity to develop self-reliance, self-discipline, self-confidence and be responsible for their own learning. It also strengthens the link between home and school by supporting parents and carers to share in the learning process. Homework can take many forms and will reflect the age, stage and area of learning currently being undertaken by your child. It will be issued on a regular basis and will be varied, meaningful and interesting.

Barsail 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.

In all classes Barsail we use Seesaw to communicate tasks to parents. Children are issued with homework through Seesaw and can record and upload their finished work for the teacher to comment on. A paper copy of homework can be requested.

Homework should be an opportunity for your child to further develop the skills they are learning in class and to demonstrate how they can use these skills in new and interesting ways. Please talk to a member of staff if you have any queries about homework or to comment on your child's progress. Sometimes there will be reminders to bring P.E. kit or other items for topic work.

### Developing the Young Workforce

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

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

The four main areas are:

- Enterprising learning and teaching;
- Entrepreneurial learning;

- Work-based vocational learning; and
- Careers education.

The themes are built around the main areas:

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

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

The range of activities can include:

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

## **Extra Curricular Activities**

We are aware that children participate in many different activities out with school and have developed skills and talents in areas such as dance, gymnastics, football and basketball. We track children's achievements out of school. Please encourage your child to share their successes with us and we will celebrate them at our assemblies.

In Barsail staff, parents and active school coaches are committed to providing a wide variety of activities which enhance and enrich the children's experiences. Within the school these activities are referred to as B.A.S.E.- **B**arsail **A**fter **S**chool **E**vents.

These activities usually take place between 8:20 – 9:00am and 3:15 – 4:15pm. Children have the opportunity to participate in these clubs during term time and we strive to ensure every child has access to at least one of these experiences.

Barsail Primary School has an online booking system for all BASE clubs. This includes before school, lunch time and after school activities run by teachers, Active Schools and volunteers.

All clubs can be found via by typing the following link into your search or address bar

<https://rl-barsail.class4kids.co.uk>

On this page you will be directed to all available clubs and which stage / age group these clubs are available for. Upon using the system for the first time you will be asked to create an account. This account will allow you to register your child and book them on to each club they wish to attend. If you decide to book your child on to a class you will receive an email confirmation of the secured space at the club.

You can then select other clubs you wish your child to attend when the clubs are open for registration. This is normally near the start of each term and it is well advertised to parents. We listen to pupil and parent feedback and we provide clubs based on your requests.

To use this service all accounts require a valid working email address. When using this booking system you will receive emails about clubs that you have booked your child to attend.

Many children go on to participate in wider festivals and events following their participation in school clubs and have been successful both as individuals and as teams. We encourage children to pursue and support sporting activities out with school.

## 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/>

## **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 has representatives from Primary 1 – Primary 7 who meet on a regular basis. They are involved in the school decision making process, enterprising initiatives and elicit views from their class and form these into proposals. They have been instrumental in fund raising events, raising awareness of school and community issues, promoting events and working in partnership with school staff, parents and our partners.

### Pupil Groups

All children in Primary 4 – Primary 7 are involved in a pupil leadership groups. Options include Literacy Champs, Number Champs, Digital Achievers, Healthy Heroes, Community Champs & Eco Warriors. Some Primary 1- Primary 3 pupils represent their class on the Eco Committee and Pupil Council.

### House groups

All children are part of a house tutor group. Each group has a mixture of pupils from P1-7 in it so it is a multi-stage group. Each house has 3 tutor groups. This system has allowed us to further develop pupil voice and pupil leadership; provide enhanced pastoral care and build a sense of community. The children work in their multi stage groups on various challenges and tasks for 45 minutes some Fridays. Teaching staff mentor a tutor group and the pupils will remain in the same group in the coming years. P7 Big Buddies and P1 Wee Buddies are generally in the same tutor group. This provides a lovely opportunity to work together.

Unfortunately, due to current restrictions, the pupils are not mixing year groups indoors for House Groups. We plan to reintroduce House Groups when possible.

### Community Links

Community facilities are provided by the Community Wing attached to Barsail. Activities take place during the day and in the evenings.

Organisations using the premises are as follows :-

Monday	Schools Out
Tuesday	Schools Out
Wednesday	Schools Out
Thursday	Schools Out
Friday	Schools Out

We have established strong links with the local library and local businesses.

Schools Out contact number is:- 07876701467



## School Lets

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

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

## Other Useful Information

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

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

If you want to register a comment of any type about the school you can do this by writing, telephoning or making an appointment to see someone. All feedback is welcome and keeps us in touch.

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

There are some things which you should be aware of when making a complaint:

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

### Data Protection

Information on pupils, parents and guardians is stored on a computer system and may be used for teaching, registration, assessment and other administrative purposes. The information is protected by the EU General Data Protection Requirement and can only be shared or disclosed in accordance with the law.

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

For more information on data protection, please contact the school.

### Information in Emergencies

We make every effort to maintain a full educational service, but on some occasions, circumstances arise which lead to disruption. Schools may be affected by severe weather, traffic and transport disruption, power failures or fuel shortages. In such cases, we will do all we can to let you know when we are closing and reopening the school or nursery.

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

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

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

## Important Contacts

[schools to add to council statement]

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### Director of Children's Services

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

### Senior Home Link Workers

	c/o West Primary School Newton Street Paisley PA1 2RL	Email <a href="mailto:morag.mcquire@renfrewshire.gov.uk">morag.mcquire@renfrewshire.gov.uk</a> <a href="mailto:pamela.mckechan@renfrewshire.gov.uk">pamela.mckechan@renfrewshire.gov.uk</a> Phone: 0300 300 1415
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### Community Learning & Development

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

Customer Service Centre	Renfrewshire House Cotton Street Paisley PA1 1AN	Email <a href="mailto:customerservices.contact@renfrewshire.gov.uk">customerservices.contact@renfrewshire.gov.uk</a> Phone: 0300 300 0300
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### Websites

You may find the following websites useful.

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

## **Glossary**

ASL – Additional Support for Learning

ASN – Additional Support Needs

CFE - Curriculum for Excellence

CLAD – Community Learning and Development

FOI – Freedom of Information

GIRFEC – Getting it Right for Every Child

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

LTS – Learning and Teaching Scotland

SIP – Service Improvement Plan

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

## **Parent feedback**

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

### **Tell us what you think**

Your feedback will help us to improve our handbook.

Did you find

Please tick

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

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

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

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

Policy & Commissioning Team

Children's Services, Renfrewshire Council

Renfrewshire House

Cotton Street

Paisley

PA1 1LE

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