

## Contents

Contents .....	1
Welcome from the Head Teacher .....	4
Our Values .....	5
School Aims .....	<b>Error! Bookmark not defined.</b>
Service Pledges .....	6
Standards and Expectations .....	6
About Our School.....	9
School staff .....	10
School Information.....	11
School day .....	11
School year .....	12
School in-service days .....	12
School dress.....	13
Registration and Enrolment.....	155
Induction procedures for pupils starting school and their parents .....	15
Class Organisation .....	16
Assessment and Reporting.....	16
Summary of the School Improvement Plan.....	17
Strategic Improvement Priorities .....	17
Actions/Interventions.....	18
The Scottish Attainment Challenge.....	188
Transfer to Secondary School .....	18
Early Learning and Childcare Class of .....	18
Early Learning and Childcare Class Provision .....	<b>Error! Bookmark not defined.</b>
Admission to Nursery.....	19
Transfer to Primary .....	199
Car parking .....	199
Care and welfare .....	20
School security .....	20
Attendance and absence .....	20
Bullying.....	21

Safeguarding including child protection .....	21
Mobile phones.....	21
School meals .....	22
School transport.....	23
Pick-up points .....	23
Placing requests .....	23
Assisted support needs.....	23
Playground Supervision.....	23
Pupils leaving school premises at breaks .....	23
Equalities .....	24
Medical and Health Care .....	24
Religious Observance.....	25
Positive Relationships & Personalised Learning.....	255
House System.....	256
Wet weather arrangements.....	26
Curriculum Matters .....	28
School curriculum.....	28
Curriculum for Excellence .....	289
The Learners Journey .....	30
Getting it Right for Every Child (GIRFEC) .....	36
Additional Support for Learning .....	37
Inclusion.....	37
Support.....	37
Universal support .....	37
Targeted support.....	37
Educational Psychology Service.....	38
Specialist support service – teachers teaching in more than one school.....	38
Homework .....	39
Developing the Young Workforce.....	39
Extra Curricular Activities .....	40
Home School Community Links .....	41
Parental Involvement.....	41
Parent Teacher Association .....	42
Whole Family Wellbeing .....	42
Pupil Council .....	42

Community Links .....	42
School Lets .....	43
Other Useful Information .....	43
Listening to learn - complaints, comments and suggestions .....	43
Data Protection.....	44
Information in Emergencies .....	44
Important Contacts .....	45
Websites.....	46
Glossary .....	47
Parent feedback .....	48
Tell us what you think .....	49

## Welcome from the Head Teacher

BISHOPTON PRIMARY SCHOOL  
OLD GREENOCK ROAD  
BISHOPTON  
PA7 5BE

Tel: 0300 300 0147

[www.bishopton.renfrewshire.sch.uk](http://www.bishopton.renfrewshire.sch.uk)  
[bishoptonenquiries@renfrewshire.gov.uk](mailto:bishoptonenquiries@renfrewshire.gov.uk)



August 2024

Dear Parent/Carer

The staff and I are very pleased to welcome your child to Bishopton Primary School. Some of you will already be familiar with the school whilst others are meeting us for the first time. We hope that school days here will be happy and beneficial and that we all – staff, pupils, parents and carers – can work together to achieve this aim.

This handbook is a helpful introduction and guide to the school and should provide you with most of the general information about the school which you are likely to require. Please take time to read it and retain it for future reference. If anything is not clear or you would like to know more, please get in touch.

The main part of the present school building was opened in 1962 but the school's history has been traced back as far as 1735. We are proud of our tradition of over 250 years but at the same time are aware of the importance of catering for the ever-changing needs and expectations of modern times.

Yours sincerely

WENDY McNAUGHT  
Head Teacher

## Our Values

More than 4,000 voices including our staff, local residents, partners, young people and community groups helped identify the values most important to us all that describe our promise to our communities, staff and partners and what people can expect of us.

These values have been formally adopted by Renfrewshire Council and will guide how we deliver services and make decisions every day.

- We are **fair**. We treat each other and everyone we deal with respectfully and work hard to build trust in Renfrewshire Council
- We are **helpful**. We care about getting things right and are always approachable
- We are great **collaborators**. We work as one team and with people who care about this place
- We value **learning** to help us innovate, improve and deliver better services

## School Aims

### Vision

Building & Promoting Success

### Values

In Bishopston Primary we all share the following values:-

**FAIRNESS**- everybody getting what they need to be successful

**INCLUSION**- opportunity for all

**HONESTY**- be truthful to yourself and others

**CHALLENGE**- high expectations for all

**GLOBAL CITIZENS**- creating a sustainable future

We **aim** to demonstrate these values as we:-

- Enable everyone to achieve by providing high-quality teaching and learning experiences that take account of individual need
- Promote a safe, welcoming, nurturing ethos of equality, fairness, respect, equity and excellence that represents and values all members of the school community
- Provide leadership opportunities at all levels that allow everyone to develop skills for learning, life and work

Provide a stimulating curriculum that is consistent with Local and National guidelines; and is broad, balanced, coherent, challenging and progressive.

## 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
- 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
- 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 our Standards and Quality Report
- allow you 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
- 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
- others with parental responsibilities, e.g. foster carers, relatives and friends who are caring for children and young people under supervision arrangements
- close relatives, such as siblings or grandparents caring for children who are not looked after or are under home supervision arrangement.

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

#### **Wendy McNaught - Headteacher**

- Child Protection Lead
- Responsibility for School Budget
- PRD / PU for Teaching Staff
- Whole School Pastoral Care of Staff
- Whole School Self Evaluation and Quality Assurance
- Whole School Behaviour Management
- Parent Council Liaison
- Business Support Liaison
- Health and Safety Responsibility
- Assessment/DATA Coordinator



#### **Aaron Kirkwood – Depute Headteacher**

- Pupil Support Coordinator P4-7
- Literacy Coordinator
  - Dyslexia
  - Library
  - Scots Language
- Digital Coordinator
- Self-Evaluation and Quality Assurance
- Staff Support P4-7
- House System Coordinator
- Pupil Council
- P7/S1 Transition Coordinator
- Residential Trip Coordinator
- Child Protection Lead



#### **Stephen Collins – Depute Headteacher**

- Nurture Coordinator
- HWB Coordinator – excluding P.E.
- Pupil Support Coordinator P1-3
- Nursery / P1 Transition Coordinator
- Support Staff Management and PRD
- Self-Evaluation and Quality Assurance
- Staff Support P1-3
- Media/Marketing Coordinator
- Equalities Coordinator
- Child Protection Lead





**Karen McDowall – Principal Teacher**

- RME Coordinator
- Expressive Arts Coordinator
- Skills/IDL coordinator
  - Social Studies Coordinator
- Student-teacher supporter
- Child Protection Lead



**Steven McAvoy – Principal Teacher**

- HWB Coordinator (PE and Sport, Sports Day & Active Schools)
- STEM
  - Technologies Coordinator
  - Science Coordinator
  - Maths Coordinator
- Numeracy Champion
- Child Protection Lead



**Teachers**

Mrs Kane & Mrs Simpson	P1A	Miss Park	P1B
Mrs O'Neill	P1C	Miss Mackay & Mrs Hannigan	P1D
Mrs McKay	P1E	Mrs Hughes & Mrs Hannigan	P2A
Mrs McAvoy	P2B	Miss Carty & Miss Burnett	P3A
Mrs Cameron & Miss Burnett	P3B	Miss Fraser & Mr McAvoy	P4A
Mr Leitch	P4B	Miss Frew	P5A
Miss Davren	P5B	Miss McDowall	P6A
Miss Cauley	P6B	Mr Morrison	P7A
Miss Grant	P7B		

**Other staff in the school**

Team Leader Mr A Sheridan

Senior Clerical Assistant Mrs E Provan

Clerical Assistant Mrs J Jack

Clerical Assistant Mrs J McGhee

Classroom Assistant Mrs A Lochhead

Additional Support Needs Assistant Mr Andrew Ford

Additional Support Needs Assistant Miss Gillian Stewart

Additional Support Needs Assistant Miss Erin Gallagher

Additional Support Needs Assistant Miss Rosalynd Connelly

Dining Room Assistants Mrs Burnhill & Mrs Green

Catering Manager Mrs P Ferguson

Senior Facilities Operative Jennifer MacDonald

Senior Facilities Operative Mark Russell

<b>Visiting Specialists</b>	
Educational Psychologist	Mrs C MacGregor
Music Teachers	Miss K Sharp Mr G Beattie

## School Information

### School contact details

- phone number: 0300 300 0147
- email address: bishoptonenquiries@renfrewshire.gov.uk
- write to or visit us at Old Greenock Road, Bishopton, PA7 5BE

### Parent Council contact details

- bishoptonpc@gmail.com

### School roll

397

### School day

**Our usual school day runs from 9.00 am – 3.15 pm**

**The morning Interval is 10.30 am – 10.45 am**

**Lunch break is 12.15 pm – 1.15 pm**

Primary 1 pupils attend school full-time from the first day of the school year.

Parents should note that a school's working capacity may vary depending on the number of pupils at each stage and the way classes are organised. The school currently has 17 classes across 17 teaching areas.

Our accommodation comprises seventeen teaching spaces, including two purpose-built additional classrooms based in the playground. There is a PE Hall, Dining Hall, Staged Area, Secret Garden, Picnic Paradise, outdoor classroom and a Nurture Room.

There are substantial grassy areas around the school that are utilised during the autumn and summer terms. A Secret Garden and Picnic Paradise give pupils a wide range of outdoor learning opportunities. Benches are provided throughout the grounds for the children to use during playtimes and lunch times, with further playground equipment being planned by the Parent Council and Pupil Council.

Adaptations to our building include accessible toilets; stair lifts and an inside lift giving access to all floors within the building. The main entrance is also wheelchair accessible. Dedicated parking spaces have been created to ease access for people with disabilities.

CCTV cameras provide 24-hour surveillance of the entrances for the safety of our children.

## School year

First Term	In-service Day	Wednesday 14 August 2024 (IS)
	In-service Day	Thursday 15 August 2024 (IS)
	Schools re-open	Friday 16 August 2024
	September Weekend	Friday 27 September 2024 and Monday 30 September 2024 (inclusive)
	Schools re-open	Tuesday 1 October 2024
	In-service Day	Friday 11 October 2024 (IS)
	October holiday (schools closed)	Monday 14 October 2024 to Friday 18 October 2024 (inclusive)
	Schools re-open	Monday 21 October 2024
	St Andrew's Day	Monday 2 December 2024
	Schools re-open	Tuesday 3 December 2024
	Last day of session	Friday 20 December 2024
	Christmas / New Year Schools closed	Monday 23 December 2024 to Friday 03 January 2025 (inclusive)
	Second Term	Schools re-open
In-service Day		Friday 14 February 2025 (IS)
Mid-term break		Monday 17 February 2025 to Tuesday 18 February 2025 (inclusive)
Schools re-open		Wednesday 19 February 2025
Spring Holiday Schools closed		Monday 7 April 2025 to Monday 21 April 2025 (inclusive)
Third Term	Schools re-open	Tuesday 22 April 2025
	May Day	Monday 05 May 2025
	Schools re-open	Tuesday 06 May 2025
	In-service Day	Friday 23 May 2025 (IS)
	Local holiday (schools closed)	Monday 26 May 2025
	Schools re-open	Tuesday 27 May 2025
	Last day of session	Friday 27 June 2025

### Teachers return Thursday 14 August 2025

### School in-service days

- Wednesday 14 August 2024
- Thursday 15 August 2024
- Friday 11 October 2024
- Friday 14 February 2025
- Friday 23 May 2025

## 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
- clothes which encourage the use of alcohol or tobacco, or other inappropriate substances

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

In the interests of the health and safety, of both individuals and others present, all jewellery, including body jewellery, must be removed before taking part in physical education lessons or physical activities. This includes watches, rings, chains, belts with metal buckles, and other body jewellery, and these must all be removed before the physical education lesson, as these may cause injury to the wearer and others.

It is preferred that parents are advised that any child having body jewellery piercing wait until the summer break to allow them time to heal. However, parents wishing children to wear body jewellery during physical education should write to the school expressing their request. Children will be expected to provide tape and cover any such items of jewellery during the activity. Pupils will be responsible for the safekeeping of jewellery.

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.

### Bishopton Primary School Uniform

At Bishopton Primary School pupils are strongly encouraged to wear recognised school uniforms at all times. This includes:

#### Uniform

**At Bishopton Primary we have adopted a less formal uniform policy to support our pupils as active learners and our parents/carers with the growing demands on household budgets.**

Pupils wear a red school polo shirt and sweatshirt (badged or unbadged) navy bottoms and black training shoes suitable for the outdoors. They should also bring a waterproof jacket as we frequently enjoy P.E. and taking the learning outdoors.

Navy blue/red school fleece; navy skirt, trousers or pinafore with black school shoes/gym shoes. On more formal occasions and school photograph days, pupils will be requested to wear a plain white shirt/blouse with a school tie or red school polo shirt and navy school sweatshirt. In better weather, navy school shorts or red/blue checked school dresses are allowed.

On Physical Education(P.E.) days pupils will be expected to bring a P.E. kit comprising of a change of t-shirt, plain shorts and a change of soft shoes/trainers for PE. In better weather, navy school shorts or red/blue checked school dress

Please note that the P.E. kit is for P.E. lessons only, and pupils will be expected to change back to their uniform afterwards.

For ordering of badged items of uniform, the preferred suppliers are:

<https://www.dbleisureworld.co.uk/schoolwear>

[https://schoolwearmadeeasy.com/collections/bishopton-primary?srsltid=AfmBOorDfKajRfFjs5GuK109euCa80Tpujn8RVuK8xv\\_KbhCubaiYiZd](https://schoolwearmadeeasy.com/collections/bishopton-primary?srsltid=AfmBOorDfKajRfFjs5GuK109euCa80Tpujn8RVuK8xv_KbhCubaiYiZd)

[https://myclothing.com/collections/bishopton-primary-school-6446/?gclid=EAlaIqobChMI49jrnoOiiAMVW5pQBh1gGx9gEAAYASAAEgKP2fD\\_BwE&utm\\_source=google&campaign\\_id=21364618932&ad\\_id=704526370301&utm\\_medium=cpc&utm\\_campaign=SWK:+Search+-+Brand&utm\\_content=164423844655&utm\\_term=&qad\\_source=1](https://myclothing.com/collections/bishopton-primary-school-6446/?gclid=EAlaIqobChMI49jrnoOiiAMVW5pQBh1gGx9gEAAYASAAEgKP2fD_BwE&utm_source=google&campaign_id=21364618932&ad_id=704526370301&utm_medium=cpc&utm_campaign=SWK:+Search+-+Brand&utm_content=164423844655&utm_term=&qad_source=1)

Learning can take place in many of the environments in and around the school and pupils must be suitably dressed to participate fully in all activities. It is therefore helpful if children have access to a waterproof jacket daily.

Children can wear leggings/jogging bottoms and a sweatshirt on an outdoor PE day. Fashion clothing is not recommended as outdoor activities will take place, as long as the weather is not overly inclement which may result in water splashes on clothing.

**Please note black is not an agreed colour choice.**

**Red and Navy are the agreed school colours**

## Registration and Enrolment

The date for registration of new school entrants is **1<sup>st</sup> to the 8<sup>th</sup> November 2025** and will be advertised in all local nurseries, national and local press and on the council's website [www.renfrewshire.gov.uk](http://www.renfrewshire.gov.uk). 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

Infants due to start school in August are officially invited to the school for a series of transition events in June. This will give the children an opportunity to spend time in their learning environment and meet their teachers and their future classmates. At the same time, parents are given guidance on how to prepare their children for school. Much of the advice will be practical and will outline the school routines your child will experience when they start. These are often the most difficult for children who are used to eating, drinking and going to the toilet according to the routines at home/nursery. Most children very quickly adapt. If there are any concerns, a member of staff can discuss them with you.

We have strong links with our feeder nurseries which helps to make the transition from nursery to Primary 1 as smooth as possible for your child. The nursery school profile gives us valuable information about your child as a learner and helps us to provide the best possible start for his / her school career.

Our feeder nurseries are offered the opportunity to join us for several key events throughout the session providing children with a chance to visit the school before their official induction days.

Our Primary 6 pupils take on the responsibility of buddying our new Primary 1 children. Before the children start school, the Primary 6 children receive training and support to devise and implement 'play dates' for the new P1s to develop their skills to carry out their buddying role effectively.

The skills your child has acquired in nursery will be developed further and built upon throughout their school career. These are taken from the experiences and outcomes outlined in the Curriculum for Excellence.

Most children will be secure in the work of the Curriculum for Excellence at Early Level by the end of Primary 1, if not before. We look forward to meeting our new parents and children at our induction events.

Parents will be advised of parent meetings and transition events via their child's nursery during the spring and summer terms

### Class Organisation

We currently have the following class structures:

**P1A, P1B, P1C, P1D, P1E, P2A, P2B, P3A, P3B, P4A, P4B, P5A, P5B, P6A P6B, P7A and P7B**

Primary schools have pupils at seven broad-year stages, from Primary 1 to Primary 7.

A year stage is a group of pupils entering primary education at a common date.

- Pupils are organised within single-year classes, e.g. Primary 5, or in composite classes, e.g. Primary 5/4 which contain more than one year group.
- Schools are staffed to agreed standards based on the total number of pupils within the school regardless of the number of pupils at each year stage. This means that head teachers need to organise classes to make the best use of available staff, resources and space. Balancing up the various factors involves both educational and organisational considerations.
- According to the teachers' contract the normal maximum number of pupils in a single-year class is 25 for P1, 30 for P2-3 and 33 for P4-7 and the maximum number of pupils in a composite class is 25.
- The head teacher is responsible for structuring classes based on advice given by the council.

### 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.

#### 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 the 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.



## Profiles

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

## SNSA

The Scottish National Standardised Assessments (SNSA) at P1,4 & 7 are now available to schools and local authorities.

The main purpose of the assessments is to provide information for teachers on how well children are doing in literacy and numeracy and to help guide learning and teaching. The assessments are also designed to produce national-level information about children and young people's progress for teachers' use in school and the Scottish Government at national level. National level information covers the whole of Scotland and not individual schools.

Further information about the Scottish National Standardised Assessments is available in school, so please do get in touch if you would like to know more.

## Summary of the School Improvement Plan

### School aims

The aims of Bishopton Primary are to:

- Enable everyone to achieve by providing high-quality teaching and learning experiences that take account of individual need
- Promote a safe, welcoming, nurturing ethos of equality, fairness, respect, equity and excellence that represents and values all members of the school community
- Provide leadership opportunities at all levels that allow everyone to develop skills for learning, life and work
- Provide a stimulating curriculum that is consistent with Local and National guidelines; is broad, balanced, coherent, challenging and progressive

### Strategic Improvement Priorities

- **Improvement Priority 1** – Raising attainment for all through improvements in Learning, Teaching and Assessment
- **Improvement Priority 2** - Raise attainment in Literacy with a sustained focus on writing
- **Improvement Priority 3** – Raising attainment in Literacy through cluster reading moderation
- **Improvement Priority 4** – Cluster based approach to skills development through practitioner enquiry

### Actions/Interventions

In school, we evaluate ourselves against the quality indicators in HGioS4. For more information, please visit

<https://education.gov.scot/improvement/self-evaluation/hgios4>

## 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.

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

Headteacher Alan Dick telephone: 0300 300 1411

## Early Learning and Childcare Provision in Renfrewshire

In Renfrewshire, some schools have early learning and childcare classes that provide places for children aged 3 - 5 years and for eligible children aged 2 years. **(Not all classes have 2 year olds)**. Children are entitled to 1140 hours of early learning and childcare per year.

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 the Autumn term (August). If your child was born out with 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.

Some children aged two years are eligible for a funded place if their parent receives qualifying benefits. They are eligible to start from the term after their second birthday:

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

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

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

To see if your child is eligible, please contact the school for further information or on the Council website <https://www.renfrewshire.gov.uk/article/11142/How-much-free-nursery-hours-or-childcare-you-can-get>

Application forms for an early learning and childcare place are available on the Council website <https://www.renfrewshire.gov.uk/article/9741/Apply-for-a-free-nursery-or-childcare-place>

### **Admission to Nursery**

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.

The head teacher is a member of the local admissions panel which is made up of [nearby nursery classes, nursery schools and partnership nurseries - state whichever is applicable]. 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.

### **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**

Parking at the school is very limited and is for staff and disabled parking only. Parent vehicles should not enter the school car park nor should parents walk pupils through the car park. This is for the safety of our pupils. Parents should always park outside the school grounds and enter via the main pedestrian gate on Old Greenock Road. A path leads around the school to the main entrance. Two dedicated parking spaces and the front and side vehicle entrances of the school have been created to ease access for people with disabilities.

Please do not use 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 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 several 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. 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, which is approved by the education authority, or as unauthorised, which is unexplained by the parent (truancy).

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

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 by 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 headteacher 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 an 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.

Bishopton Primary is a Gold Award-winning school for Renfrewshire's Nurturing Relationships Approach(RNRA )strategy.

As such we use the Promoting Alternative Thinking Strategies(PATHS) Programme across the school to support our pupil's emotional literacy as well as the Glasgow Wellness and Motivational Profiling tool (GMWP) to explore our pupil's motivation and sense of wellbeing in school. These programmes aim to develop our pupils' pro-social behaviour and minimise instances of anti-social and bullying-type behaviours.

More information can be obtained by contacting Mr Stephen Collins (DHT).

## **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 coordinator.

## **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 mobile phones that take account of the views of all staff, parents and pupils
- Schools should ensure that pupils, parents and staff are aware that should a pupil breach the policy, 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 the 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 cyberbullying, grooming and access to inappropriate material. Parents are encouraged to read the 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 5 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.

## **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 the 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 be required 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.

## **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 lunchtime 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
- Foster good relations between people who share a relevant protected characteristic and those who do not

In line with UNCRC, in Renfrewshire, we place the human rights and needs of every child and young person at the centre of education.

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

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

## Religious Observance

Our school is fortunate to have a close link with the local churches. The ministers assist 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.

## Positive Relationships & Personalised Learning

At Bishopton Primary School pupil learning and behaviour is generally of a very high standard and as a school we actively encourage this through a number of strategies designed to promote positive relationships and communication.

Effective learning and teaching depend upon good relationships and positive communication within our classes. Therefore, through our PATHS, Health and Wellbeing programme, the class teachers at every stage teach a series of lessons based on improving relationships, pupil engagement, motivation, and emotional literacy.

Class teachers form positive relationships with pupils, design stimulating and engaging programmes of study and employ strategies designed to encourage and motivate all pupils to reach their maximum potential.

As a whole school approach, we actively encourage positive communication and personalised learning by allowing our pupils to attend timetabled Masterclass activities. These activities are fun and exciting for pupils but also planned by teachers using the Curriculum for Excellence benchmarks to enhance our pupil's learning experience. These sessions have a focus on developing transferable skills such as problem solving, critical thinking, communication and creativity (see all skills below). The activities will also span Curriculum for Excellence levels, First (P2-4) and Second (P5-7). This allows pupils to work with and build relationships with other staff and pupils across their level. Pupils will choose which activity they wish to attend on a rotational basis.

TEAMWORK	SOCIAL SKILLS	COMMUNICATION
<ul style="list-style-type: none"> <li>cooperation</li> <li>contribution</li> </ul>	<ul style="list-style-type: none"> <li>initiative</li> <li>flexibility</li> </ul>	<ul style="list-style-type: none"> <li>literacy</li> <li>explanation</li> </ul>

<ul style="list-style-type: none"> <li>• collaboration</li> <li>• communication</li> <li>• time management</li> <li>• problem-solving</li> <li>• listening</li> <li>• critical thinking</li> <li>• leadership</li> <li>• conflict resolution</li> </ul>	<ul style="list-style-type: none"> <li>• innovation</li> <li>• enterprise</li> <li>• organisation</li> <li>• listening</li> <li>• resilience</li> <li>• independence</li> <li>• reflection</li> <li>• respect</li> <li>• responsibility</li> <li>• determination</li> <li>• confidence</li> <li>• adaptability</li> <li>• persuasion</li> <li>• leadership</li> <li>• respect</li> <li>• empathy</li> </ul>	<ul style="list-style-type: none"> <li>• active listening</li> <li>• description</li> <li>• presenting</li> </ul>
<b>CREATIVITY</b>	<b>PROBLEM SOLVING</b>	<b>THINKING SKILLS</b>
<ul style="list-style-type: none"> <li>• composing</li> <li>• devising</li> <li>• writing</li> <li>• building</li> <li>• filming</li> <li>• animating</li> <li>• adapting</li> <li>• simulating</li> <li>• negotiating</li> <li>• imagination</li> <li>• curiosity</li> <li>• experimentation</li> </ul>	<ul style="list-style-type: none"> <li>• organisation</li> <li>• information handling</li> <li>• decision making</li> <li>• planning</li> <li>• investigation</li> <li>• discovery</li> <li>• researching</li> <li>• numeracy</li> <li>• ICT</li> <li>• digital safety</li> <li>• adapting</li> <li>• acting on feedback</li> <li>• self-reflection</li> </ul>	<ul style="list-style-type: none"> <li>• remembering</li> <li>• understanding</li> <li>• applying</li> <li>• analysing</li> <li>• synthesis</li> <li>• evaluation</li> </ul>



## House System

We also run a house system that all pupils and staff are all part of. Pupils can be awarded by points by any member of staff, either with tokens or on Class Dojo.

The house system also encourages pupils to build positive relationships with staff and other pupils across the school. Pupils will participate in several house activities throughout the year including fundraising events, art days and sports challenges.

Pupils can also earn house points for effort that they show in any area of their class life. Every House Assembly, usually twice per term, House Captains will count up the points and the winning House will get a reward. You will be notified of this by Seesaw. Once a year the House Cup is awarded to the winning house.

### **Wet weather arrangements**

If the weather is particularly poor, pupils will be allowed to remain in their classrooms at morning break and lunchtime, where they will be allowed to have their snacks/lunch.

Support Staff, the Senior Facilities Operative(SFO) and the Senior Leadership Team provide a presence around the school during wet lunches. Classes will have items that the pupils may use during this time e.g. library books, newsprint, games etc. If you have any games/jigsaws that you have finished with, these can be sent in for use at wet intervals.

## Curriculum Matters

### School Curriculum

Scotland's curriculum – Curriculum for Excellence (CfE) – helps our children and young people gain the knowledge, skills and attributes needed for life in the 21st century.

Curriculum for Excellence places learners at the heart of education. At its centre are four fundamental capacities. These capacities reflect and recognise the lifelong nature of education and learning. The four capacities are aimed at helping children and young people to become:

- Successful learners
- Confident individuals
- Responsible citizens
- Effective contributors

The National Improvement Framework, updated annually, sets out the vision and priorities for Scottish education that have been agreed across the system, and the national improvement activity that needs to be undertaken to deliver those key priorities.

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

- Excellence through raising attainment and improving outcomes: ensuring that every child and young person achieves the highest standards in literacy and numeracy, as well as the knowledge and skills necessary to shape their future as successful learners, confident individuals, responsible citizens, and effective contributors
- Achieving equity: ensuring every child and young person has the same opportunity to succeed, no matter their background or shared protected characteristics, with a particular focus on closing the poverty-related attainment gap

The Key priorities of the National Improvement Framework are:

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy

## Curriculum for Excellence

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 activities 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 (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 the 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 abilities and interests.

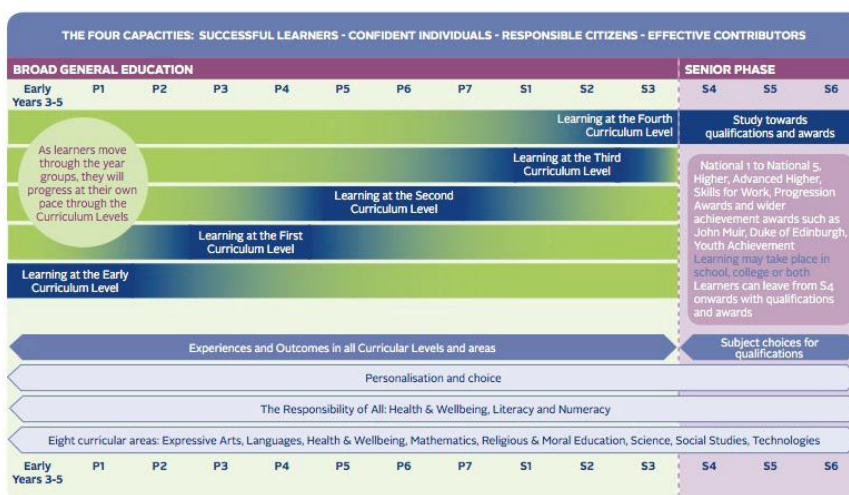
The curricular areas which will be followed within the BGE are:

Literacy, numeracy and health and wellbeing – 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 Learners Journey

The Curriculum for Excellence Learner Journey:  
Children and Young People aged 3–18



Curriculum for Excellence is split into experiences and outcomes that children work on at different levels. Working through each level allows each child to acquire new skills and become confident in using them before being given opportunities to use these skills in a variety of different contexts. Throughout this journey, the children’s progress will be tracked and monitored to ensure that their individual needs are being catered for and that the appropriate supports or challenges are put in place where and when necessary.

Depending upon individual needs and aptitudes, some children will start learning at these levels earlier and others later. The framework is however designed to be flexible to permit careful planning for those with additional support needs, including those who, for example, have a learning difficulty and those who are particularly able or talented. Most children will be secure in their learning at each level by:

- **Early level:** by the end of P1
- **1st level:** by the end of P4
- **2nd level:** by the end of P7
- **3rd/4th level:** by the end of S3
- **Senior phase:** by the end of S6

Children are regularly assessed using a variety of approaches to monitor their progress. The school will track this progress to ensure the journey for each individual and group of learners is appropriate and relevant to them. This journey may vary from year to year and from learner to learner and will reflect the needs, interests and abilities of individuals.

Curriculum for Excellence is all about bringing real-life experiences into the classroom and taking learning beyond it. Learning and teaching will still focus on subjects through which each child's knowledge and understanding, skills, capabilities and attributes will be developed by the experiences they have.

The eight curriculum areas are:

- **expressive arts**
- **religious and moral education**
- **sciences**
- **social studies**
- **technologies**
- **languages and literacy**
- **mathematics and numeracy**
- **health and wellbeing**

These curriculum areas can be delivered as discreet subjects or where appropriate can be combined to encourage deep, sustained learning e.g. the skills needed to write a scientific report may be taught at the time of completing a science experiment rather than during a literacy lesson. This ensures that children see the relevance of the skills they are being taught and have opportunities to transfer these skills to other areas of their learning.

## **Subjects**

### **Expressive Arts (Art, Dance, Drama & Music)**

**Learning through expressive arts enables children to:**

- be creative and express themselves in different ways
- experience enjoyment and contribute to other people's enjoyment through creative and expressive performance and presentation
- develop important skills, both those specific to the expressive arts and those which are transferable
- develop an appreciation of aesthetic and cultural values, identities and ideas and, for some, prepare for advanced learning and future careers by building foundations for excellence in the expressive arts.

### Religious and Moral Education

Learning through religious and moral education enables children to:

- recognise religion as an important expression of human experience
- learn about and from the beliefs, values, practices and traditions of Christianity and the world religions selected for study, other traditions, and viewpoints independent of religious belief
- explore and develop knowledge and understanding of religions, recognising the place of Christianity in the Scottish context
- investigate and understand the responses that religious and non-religious views can offer to questions about the nature of the meaning of life
- recognise and understand religious diversity and the importance of religion in society
- develop respect for others and an understanding of beliefs and practices which are different from their own

### Sciences

Children participating in the experience and outcomes in science will:

- develop a curiosity and understanding of their environment and their place in the living, material and physical world
- demonstrate a knowledge and understanding of the big ideas and concepts of the sciences
- develop skills of scientific inquiry and investigation using practical techniques
- recognise the impact the sciences make on their lives, the lives of others, the environment and on society
- develop an understanding of the Earth's resources and the need for responsible use of them
- express opinions and make decisions on social, moral, ethical, economic and environmental issues based upon sound understanding

### Social Studies

Children participating in the experiences and outcomes of social studies will:

- develop their understanding of the history, heritage and culture of Scotland, and an appreciation of their local and national heritage within the world
- broaden their understanding of the world by learning about human activities and achievements in the past and present



- develop their understanding of their values, beliefs and cultures and those of others
- develop an understanding of the principles of democracy and citizenship through experience of critical and independent thinking
- explore and evaluate different types of sources and evidence
- learn how to locate, explore and link periods, people and events in time and place
- learn how to locate, explore and link features and places locally and further afield
- engage in activities which encourage enterprising attitudes
- develop an understanding of concepts that encourage enterprise and influence business
- establish firm foundations for lifelong learning and for further specialised study and careers

### **Technologies**

Learning in the technologies enables children to be informed, skilled, thoughtful, adaptable and enterprising citizens and to:

- develop an understanding of the role and impact of technologies in changing and influencing societies
- gain the skills and confidence to embrace and use technologies now and in the future, at home, at work and in the wider community
- be capable of making reasoned choices relating to the environment, sustainability and the development of ethical, economic and cultural issues

### **Our approach to literacy, numeracy and health and wellbeing**

#### **Languages and Literacy**

The teaching of language includes **listening and talking, reading and writing**.

Language is inherent in every activity in school and teachers make use of every situation to develop language skills. The approaches used to teach literacy at Bishopton Primary School are detailed below.

Literacy is taught daily. The Renfrewshire Literacy approach is used in all classes to teach **Reading**. We are proud to be a Silver Reading School. Pupils have access to a wide variety of books, including sustainability and diversity themed texts, in our new school library, ably ran by our pupil Library Leads. All pupils can access the library in class and at lunchtime to promote strong reading habits for life. Pupils work through a carefully graded reading programme using Oxford Reading Tree, Big Cats, Literacy World and Group Novels in the upper stages. Accelerated Reader is used to promote reading enjoyment and challenge. A variety of supplementary reading resources are also used to support readers. ERIC time

and daily story time with the teacher is also built into the reading programme.

**Writing** is taught using the Talk for Writing approach. Writing is delivered in short bursts daily, with pupils building up their skills to complete a 'hot piece' at the end of every unit. Pupils will complete eight units per term. Activities are designed to encourage pupils to share ideas and appropriate scaffolds support pupils to improve their skills by focusing on different 'toolkits' for writing, depending on the genre. Grammar is taught as part of this approach. Handwriting is taught separately with high standards of presentation expected in all curricular areas. Spelling is taught using Jolly Phonics and Wrap Around Spelling.

**Listening and talking** are taught across all curricular areas. There is provision for the children to improve their listening skills and to take part in group discussions and other speech activities, such as presentations and collaborative activities.

In line with 1+2 **Modern Foreign Languages** policy, French is our L2 and is taught across the school from P1-7. Our L3 is German and pupils will experience this from P5-7.

### Mathematics and Numeracy

In maths, we attach a great deal of importance to understanding and to providing a solid foundation of practical experience and problem-solving. About half the time is spent on **number** work but **measurement, shape, information handling** and **problem solving** are essential elements at each stage and are integrated with the number work. The main resource used is Heinemann Mathematics. Following the government's initiatives on improving mathematics education, calculator work is limited to number investigations, while a significant amount of time is spent on **oral, and mental arithmetic**.

Number work includes adding, subtracting, multiplying and dividing, place value and fractions, decimal fractions and percentages. This work is supported by the use of concrete aids for as long as necessary and by the calculator from an early stage.

Measurement is a practical activity developing concepts in length, weight, area, volume and time. Children start by using natural measures (eg handspans) until they appreciate the need to adopt common measuring units (eg the metre).

Shape work begins with the investigation of 3-D shapes. Children handle, examine, sort and build shapes and later cut out, fit, move, fold, sort and examine flat 2-D shapes.

Information Handling includes the display in graphical form of information collected by the children and is supported by work on the computer.

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 Bishopton Primary, 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 in mathematics. At all stages of learning, we promote number discussions to develop skills in understanding, memory, reasoning and language development in mathematics. 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 through focus weeks.

Mental agility is developed with the 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 particular level of ability.

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

Sources: Parent Zone Education Scotland

Making Maths Count

## **Health and Wellbeing**

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

- make informed decisions 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 at 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.

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 the exchange of information, mutual support and collaboration with community partners, schools and parents

### **Early Intervention**

We recognise that the early years of school are a vital stage in children's learning. Early achievement provides a positive experience of school and helps to shape children's attitudes towards later learning.

### **Our approach to relationships, sexual health and parenthood education**

At Bishopton Primary School we follow guidance given by the Scottish government and the NHS when teaching about sexual health and relationship education

<https://rshp.scot/>

We teach children how to build and keep good relationships with a variety of people. The teaching of sex education explores our awareness of how thoughts, feelings, attitudes, values and beliefs can influence decisions made about relationships with delay being the primary message.

As children grow older and mature, they will learn about sexual health and develop an understanding of the responsibilities of caring and parenthood.

Teaching about our developing bodies is always age and stage-appropriate and will use medically correct terminology appropriate to the child's level of maturity and ability. Teaching reflects the ethos of the school and Scotland as a diverse society and will ensure that children are treated with respect and sensitivity when covering these areas of the curriculum.

Before your child embarks on a unit of work linked to the teaching of sexual health and relationship education a letter will be sent home outlining the content that will be covered. If you wish to discuss this further, then please contact the Head Teacher who will arrange to meet with you.

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

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

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

## **Additional Support for Learning**

### **Inclusion**

Renfrewshire's inclusive approach affords all children and young people the opportunity to be part of 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 the 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 a holistic overview of the child or young person's learning and personal development.

### **Targeted support**

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

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 schools have 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 schools take 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 several 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
- care experienced children and young people and those experiencing discontinuity in their learning
- children and young people with a range of additional 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 regularly and will be varied, meaningful and interesting.

Bishopton 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.

Homework in Bishopton Primary School serves several purposes.

First of all, it is a means of giving practice in work which has been taught but requires reinforcement, for example, new processes in mathematics, spelling and vocabulary work for the preparation of word lists or reading passages.

Secondly, it is an opportunity to give children responsibility for additional study, such as keeping abreast of current affairs, asking family and friends for information which will enhance their topic work, or promoting the use of the local library for research.

Thirdly, it can be for catching up with uncompleted work.

Each session, your child's class teacher will provide a more detailed account of the type of homework which will be given and the amount of time which should be spent on this. Each child is issued with a homework diary, which comes in different forms at different year stages. As well as a means of recording assignments, it should serve as a channel of communication between home and school to permit parents and teachers to make constructive comments and to draw each other's attention to any concerns.

Parents are asked to sign homework to indicate that:

- the child has shown them their homework.
- they are satisfied that their children have put their best effort into their work.

If you feel your child is struggling with the homework which has been set please alert the teacher by a note in the homework diary and further help can be given.

## Developing the Young Workforce

Developing the Young Workforce [Determined to Succeed] is our strategy to develop

business and employability skills in young people.

It lies at the centre of the 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
- Career 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
- 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
- Work experience placements and speakers

### **Extra Curricular Activities**

Each year various extra-curricular activities are organised by teachers and active school co-ordinator. These take place before school, at lunchtime or the end of the school day. Examples of these are our very popular football, netball, dodgeball and athletics clubs. They also include chess, anime and mathematics.



## 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
- 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
- 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
- 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 PTA (events and fundraising committee) are a subgroup of the Parent Council. If you are interested in helping with fundraising within the school please contact the Parent Council.

### **Whole Family Wellbeing**

The School Family Wellbeing Team is one of the services that supports children and families in Renfrewshire. They will work with young people and families where additional help is required to make sure children and young people can make the most of their school experience. They can help families with issues such as school attendance, managing relationships and any barriers to learning. They will attend team around the child meetings to agree on how they could contribute to your child's wellbeing plan.

Parents are fully involved, with an initial home visit to discuss the referral and updates on progress reviewed and evaluated regularly.

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 the school family wellbeing team 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.

The school family wellbeing service 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, community learning and development, and other identified local voluntary and government agencies.

### **Pupil Council**

Every year each classes from Primary 3 – 7 votes for a member to represent their class on the school's pupil council.

### **Community Links**

The main service which the school offers to the local community is in providing a sound education for its children. This includes teaching the children to recognise their responsibilities towards the community and to share in the community's values. The environmental studies curriculum, for example, gives due emphasis to local studies and to issues such as conservation.

The school building is also a home for an extensive community education programme.

The school maintains close links with other agencies in the community who share a common concern for the children's interests and wellbeing.

## 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 OneRen. 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, in particular, you have a complaint about the school, you can submit this by writing, telephoning or making an appointment to speak with the Headteacher. 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:

#### Stage 1 complaint:

- Complaints about the school should be directed to the head teacher in the first instance.
- It would be helpful if you could 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.

#### Stage 2 complaint:

- If you are not happy with the response to your complaint, you have the right to take it further and submit a complaint to Children's Services. This is also known as a stage 2 complaint. You can do this by completing a complaints form (available from the school or any council office), filling in the online form via your 'my account', writing to us, emailing us at [complaints@renfrewshire.gov.uk](mailto:complaints@renfrewshire.gov.uk), or calling 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 inform you.

- If you remain dissatisfied following the stage 2 outcome, you can contact the Scottish Public Services Ombudsman and our response 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 secure computer system and may be used for teaching, registration, assessment and other administrative purposes. The information is protected by data protection laws, including the UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018, and can only be shared or disclosed in accordance with those laws. To find out more about how your personal information is used, please consult the Council's general Privacy Policy, here:

<https://www.renfrewshire.gov.uk/article/2201/Privacy-policy>

Pupils attending any type of school have a right of access to their own information by virtue of the Data Protection Act 2018. 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. The Pupils' Educational Records (Scotland) Regulations 2003 give parents and carers a specific right of access to their child's educational records. You can find out how to make a Subject Access Request or a request for Educational Records, by visiting the Council's Data Protection page, here:

<https://www.renfrewshire.gov.uk/article/2059/Data-protection>

For specific data protection queries, please contact the school directly.

### Information in Emergencies

We make every effort to maintain a full educational service, but on some occasions, circumstances arise that 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 X (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](https://www.renfrewshire.gov.uk/e-alerts).

## Important Contacts

---

### Director of Children's Services

Janie O'Neill	Renfrewshire House Cotton Street Paisley PA1 1LE	Email <a href="mailto:csdirector@renfrewshire.gov.uk">csdirector@renfrewshire.gov.uk</a> Phone: 0141 487 0885
---------------	---	---

---

### Homelink Service

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

### Senior Home Link Workers

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

---

### Community Learning & Development

Community Facilities Section	OneRen 3 <sup>rd</sup> Floor Renfrewshire House Cotton Street Paisley PA1 1LE	Email <a href="mailto:comfac@renfrewshire.gov.uk">comfac@renfrewshire.gov.uk</a> Phone: 0300 300 1430
------------------------------	--	---

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
-------------------------	--	--

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
----------------	--	---

---

### 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
-------------------------	---	---

---

### 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/my-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
- <https://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 the 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?

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:

Planning & Policy Team

Children's Services, Renfrewshire Council

Renfrewshire House

Cotton Street

Paisley

PA1 1LE

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