

Contents

Contents	1
Welcome from the head teacher	4
School aims	5
Service Pledges	5
Standards and expectations.....	5
About our school.....	7
School staff	7
School information	9
School day	9
School year	10
School in-service days	10
School dress.....	11
Registration and Enrolment.....	12
Induction procedures for pupils starting school and their parents	12
Class Organisation	13
Assessment and reporting	13
Summary of the School Improvement Plan.....	14
School aims	14
Improvement objectives	14
Quality indicators	15
The Scottish Attainment Challenge.....	15
Transfer to secondary school	15
Transfer to Primary	15
Special unit	16
Care and welfare	16
School security	16
Attendance and absence	16
Bullying.....	17
Safeguarding including Child protection	17
Mobile phones.....	17
School meals	19
School transport.....	19

Pick-up Points.....	19
Placing Requests.....	19
Assisted support needs.....	19
Playground supervision	19
Pupils leaving school premises at breaks	20
Equalities	20
Medical and health care.....	20
Religious Observance.....	21
Behaviour and discipline	21
Wet weather arrangements.....	21
Curriculum matters	22
School curriculum.....	22
Curriculum for Excellence	22
Getting it right for every child (GIRFEC)	22
Additional support for learning	23
Inclusion.....	23
Support.....	24
Universal support	24
Targeted support.....	24
Educational Psychology Service.....	25
Health and Wellbeing Education.....	25
Specialist support service – teachers teaching in more than one school.....	26
Homework	26
Developing the Young Workforce.....	27
Extra curricular activities	28
Home school community links	29
Parental Involvement.....	29
Home school links	30
Pupil council	30
Community links	30
School lets	31
Other useful information	31
Listening to learn - complaints, comments and suggestions	31
Data protection	32

Information in Emergencies	32
Important Contacts	33
Websites.....	34
Glossary	35
Parent feedback	36
Tell us what you think	37

Welcome from the Head Teacher

Dear Parents and Carers,

As your child embarks on their journey through school, I hope our handbook will provide useful information about our practices, procedures and expectations.

Brediland Primary School is a nurturing establishment, in which the needs of all children are considered and supported wherever possible. Every member of the staff team is committed to providing the highest standards of education and care.

We shall be all the more successful in fulfilling these commitments if we work together, supporting and co-operating with one another. We believe that education involves a close partnership between home and school, and we take great care to develop this bond.

We hope that you will enjoy getting to know us better and we look forward to having you and your family join us at Brediland.

Kindest regards,

Mrs MC Temple

Head Teacher

School Aims

The aims of Brediland Primary School are to:

- provide a broad, balanced curriculum tailored to the needs of all pupils, ensuring personalisation and choice, relevance, coherence, depth, challenge and enjoyment
- provide all pupils with opportunities to reach their full potential
- provide quality in the teaching and learning processes, encouraging active involvement, independent learning and promoting lifelong learning
- cater for the physical, social and emotional needs of all our pupils irrespective of race, colour, creed, gender or physical capabilities
- promote an ethos of belonging, giving a sense of identity and pride in our school and sharing and extending links with parents, the Parent Council, local schools and the wider community
- provide, within financial constraints, an appropriate range of resources to support a curriculum suited for the 21st century
- encourage and develop professional competence and commitment in our staff and involve all of our staff in effective self evaluation procedures

Service Pledges

Standards and expectations

We will:

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

Pupils will have opportunities for:

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

You can also expect us to:

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

How can you help?

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

As a parent, you can help your child by:

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

The Act uses the broadly framed definition of 'parent' set out in the 1980 Act. This is as follows:

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

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

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

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

About Our School

School staff

Mrs Marie Claire Temple
Head Teacher B.Ed, S.Q.H

Mrs Lisa Robertson
Acting Depute Head Teacher

Mr D Rigmand
Acting Principal Teacher

Mr S Moran
Acting Principal Teacher (Base)

Teachers

P1 Mrs Forsyth

P1/2 Mrs Reid

P2/3 Mrs Wright and Mrs McCrossan

P3 Miss Bell

P4 Mrs Black

P5 Mrs Turner and Mrs Howat

P6 Miss McNeil

P6/7 Mrs Callaghan

P7 Mrs Hannah

ACE Base Mrs Docherty and Mrs Kocak

ACE Base Mr Maphosa

Additional Support Needs Assistants

Mrs Kirton

Ms Martin

Ms McGreskin

Key Workers

Mrs Riley

Learning Assistants

Mrs Palmer

Mrs Waddell

Mrs Maccari

Support Staff

Miss Lynchahon	Senior Clerical Officer
Mrs Jones	Clerical Officer
Mrs McGuire	Clerical Officer
Mr Thomson	Janitor
Ms Miller	Cleaning Supervisor
Mrs Moyes	Catering Supervisor
Miss May	Educational Psychologist
Helen Orr	Home Link

School Information

School Contact Details

- phone number: 0300 300 1442
- email address: bredilandenquiries@renfrewshire.gov.uk
- write to or visit us at: Achray Drive Paisley PA2 9DJ

Parent Council Contact Details

- Natalie Clark Chairperson
- Pamela Harvey Secretary
- Michelle Bradley Treasurer
- Email address bredilandptfa@yahoo.co.uk

School day

08.30 – 09.00	Breakfast club (free for all pupils)
09.00 – 10.30	Morning session 1
10.30 – 10.45	Interval
10.45 – 12.15	Morning session 2
12.15 – 13.00	Lunch
13.00 – 15.00	Afternoon session

Primary 1 pupils attend school on a full-time basis from the start of the school session.

School year

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

Teachers return Thursday 12 August 2021.

School in-service days

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

School dress

The uniform for Brediland Primary is:

Grey trousers, shorts or skirt, white or light blue polo shirt, or white shirt and Brediland tie, with a blue sweatshirt, jumper or cardigan. In the summer term girls can opt to wear a blue gingham dress.



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

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

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

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

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

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

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

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

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

Registration and Enrolment

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

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

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

Induction procedures for pupils starting school and their parents

Parents will be advised of parent meetings and pupil induction days during the spring and summer terms.

We have a staggered start for all new entrants on the first day of term. A letter stating your child's start time will be sent out before the end of the previous session. Your child will be met in the main hall on their first morning by their Primary 7 buddy who will take them into their class. Parents will have the opportunity to take photographs on the first day when they return to collect their child.

In Brediland Primary School, we operate an Early Entry system for Primary 1 and 2 children from 8.50am. This means that you can drop your child off after 8.50am and they will be able to come straight into school, via the Early Stages Playground. This helps to ease traffic congestion around the school and also assists if you have an older child to drop off in the Upper Stages Playground.

We endeavour to ensure a smooth transition for pupils between Nursery and Primary 1. Every day, your child will be involved in Play. Play is a crucial process in all children's development and is the means by which children come to understand and learn about their environment. A variety of teacher-directed, teacher-initiated as well as child-initiated activities are important in the development of wider experiences, in line with Play Pedagogy. This also builds on the capacities and vision for A Curriculum for Excellence.

Class Organisation

P1	21
P1/2	25
P2/3	25
P3	28
P4	26
P5	29
P6	25
P6/7	24
P7	28

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.

Tracking Learners' Progress

Information on learners' progress is gathered through a variety of planned assessments; this information is recorded. Teachers use this information to track learners' progress. It is also used to identify next steps in learning and to 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.

Summary of the School Improvement Plan

School aims

<p>Our Vision is that every child will enjoy coming to</p> <p>Brediland Primary</p> <p>and have the support and challenge to maximise their personal potential, to continue to develop as Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens.</p>		
<p>HONESTY</p> <p>Aims:</p> <ul style="list-style-type: none">• be honest with yourself be honest with others• always tell the truth• do the right thing, even if no-one is watching	<p>DETERMINATION</p>	<p>Aims:</p> <ul style="list-style-type: none">• always try to do your best try to be confident• believe in yourself• use the power of 'yet'
<p>RESPECT</p> <p>Aims:</p> <ul style="list-style-type: none">• respect yourself• show respect to others respect property• respect the environment• be polite• use good manners	<p>FREEDOM</p>	<p>Aims:</p> <ul style="list-style-type: none">• to be myself• to learn and play• to make choices to be safe• to have my own opinion• to take part• to show my emotions
	<p>KINDNESS</p>	<p>Aims:</p> <ul style="list-style-type: none">• treat other people the way you want to be treated be kind towards others• show others that we care• try not to leave others out

Improvement objectives

The following actions will be implemented during this academic session:

- Continue to improve teaching of Literacy and Numeracy to continue to reduce the poverty related attainment gap and raise attainment for all.
- Introduce the Dyslexia Toolkit.
- Use PEF to increase staff to support all pupils.
- All staff will be trained in and use SEAL approaches.
- Re-start up the PELiCAN business (ACE Base only).
- Re-start Citizenship groups – every child from P3-7 will be a member of a group.
- Hold a World at Work event.
- Introduce Emotion Works to develop our mental Health and Wellbeing programmes.
- Share the new Brediland Anti-bullying Policy.
- Review our Curriculum.
- Learners' achievements in and out of school will be recorded and celebrated – those without achievements will be supported to access opportunities, and avenues to accreditation will be sought.
- Develop outdoor learning for all pupils in Brediland.
- Develop parental partnership through further use of Class Dojo.

Quality indicators

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of learning
- 1.3 Leadership of change
- 1.4 Leadership and management of staff
- 1.5 Management of resources to promote equity

- 2.1 Safeguarding and child protection
- 2.2 Curriculum
- 2.3 Teaching, learning and assessment
- 2.4 Personalised support

- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement

The Scottish Attainment Challenge

Attainment Challenge and Pupil Equity Funding (PEF)

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

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

Transfer to Primary

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

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.

Brediland Primary School is an associated primary school of [Gleniffer High School](#)

Head teacher [Lisa Chalmers](#) telephone: 0300 300 1313

Special Unit

The Alternative Curricular Experience (ACE) Base in Brediland Primary is one of two bases in Renfrewshire providing support for primary aged pupils with social, emotional and behavioural needs.

Care and welfare

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

School security

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

Attendance and absence

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.

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

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

Absence from school is recorded as authorised, that is approved by the education authority, or as unauthorised, that is unexplained by the parent (truancy). Please let the school know by letter or phone if your child is likely to be absent for some time. If there is no explanation from a child's parent, the absence will be regarded as unauthorised.

Please make every effort to avoid family holidays during term time as this disrupts your child's education and reduces learning time. The head teacher can approve absence from school for a family holiday in certain extraordinary situations, for example, in traumatic

domestic circumstances where the holiday would improve the cohesion and wellbeing of the family. Please discuss your plans with the head teacher before the holiday. If the head teacher does not give permission before the holiday, it will be recorded as unauthorised absence. The head teacher may also exercise discretion when a parent can prove that work commitments make a family holiday impossible during school holiday times. Normally, your employer will need to provide evidence of your work commitments. Absence approved by the head teacher on this basis is regarded as authorised absence.

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

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

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 you can access the council policy online at <http://www.renfrewshire.gov.uk/article/3469/Anti-bullying>

If you have a specific concern about bullying, please report this to the school so that we can investigate and take any action that might be needed.

Safeguarding including child protection

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

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

Mobile phones

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

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

Legal Aspects

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

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

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

School meals

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

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

<http://www.renfrewshire.gov.uk/article/2303/School-meals>

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

School transport

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

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

Pick-up points

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

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

Placing requests

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

Assisted support needs

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

Playground Supervision

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

Pupils leaving school premises at breaks

Schools have a duty to look after the welfare of their pupils. This means that the staff should take the same care of pupils as a sensible parent would take and includes taking reasonable care of pupils' safety during intervals and lunchtimes, where they are engaged with them.

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

Equalities

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

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

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

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

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

Medical and Health Care

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

Parents should notify the school of any medical requirements or allergies that their child may have. Wherever possible, where a child requires medication, it is better if this is provided outside of school hours. In cases where it is necessary that the child receives medication during school hours, parents should contact the school to make appropriate arrangements. School staff are under no obligation to give medicines to pupils and staff will advise parents

of local arrangements. Where appropriate, schools will support parents in helping children and young people learn the life skills which allow them to manage their own healthcare needs.

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

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

Religious Observance

Parents have the right to withdraw their child from religious observance and should inform the school in writing.

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

Behaviour and discipline

Brediland Primary School's focus on teaching and learning is underpinned by a behaviour policy, which creates a respectful and positive atmosphere throughout the school, thereby maximising the potential for learning. Restorative approaches encourage pupils to think not only of the consequences of their behaviour on themselves, but also consider the impact of their actions on others, and on the wider community. We use Class Dojo to encourage positive behaviour and attitudes and Dojo points are rewarded for positive behaviours in class by the class teacher. Monthly Dojo reports are sent home to ensure our parents are fully involved in the behavioural development of their children, while at school.

We have four houses; Bruce, Fitzalan, Stewart and Wallace. Each child is allocated a house when they join Brediland Primary School and siblings are in the same house. House points are awarded as part of our Promoting Positive Behaviour Policy. The children sit in their house groups at assembly and we run house events throughout the year. Each house has a house captain and a vice-captain (P7 pupils).

Wet weather arrangements

In the event of inclement weather children may be allowed to enter the building from 8.50am onwards.

During wet intervals and lunch breaks children gather together in the gym hall, supervised by members of the management team and learning assistants.

Curriculum Matters

School curriculum

The curriculum in Scotland is built on the values of wisdom, justice, compassion and integrity. It is recognised that 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 school will continue to develop over coming years to ensure that all our children become successful learners, confident individuals, responsible citizens and effective contributors.

<https://blogs.glowscotland.org.uk/re/brediland/>

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 activity the Scottish Government and partners will take to drive improvement for children and young people.

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

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

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

Getting it Right for Every Child (GIRFEC)

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

All education staff have a statutory responsibility to promote and support the wellbeing of children and young people in their care. There are 8 wellbeing indicators and you can find out more about these here: <https://www.gov.scot/Publications/2016/03/5084/1>

Additional Support for Learning

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

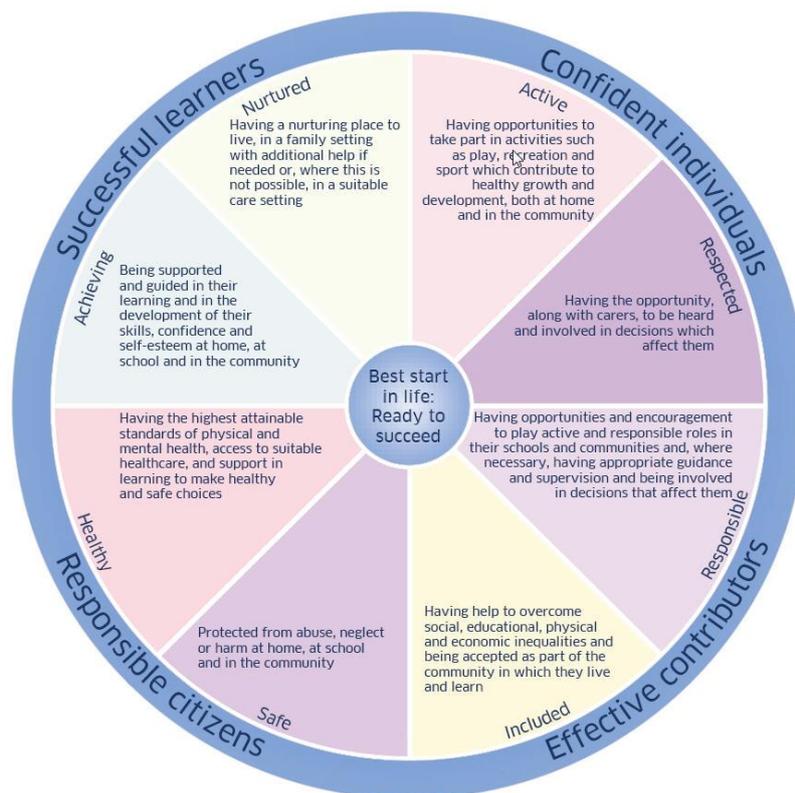
The above Act commenced on November 14th 2010 and is a revision of and replaces the 2004 Act of the same name.

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

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

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

Getting it Right for Every Learner in Renfrewshire: A Partnership Approach.



This policy integrates the principles and practice of Curriculum for Excellence, Additional Support for Learning and GIRFEC. It provides a revised well being planning learning framework for all establishments.

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

Inclusion

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

Support

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

Universal support

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

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

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

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

Targeted support

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

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

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

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

Independent sources of information and advice nationally include -

Enquire – the Scottish advice service for additional support for learning

Telephone – 0345 123 2303

Email – info@enquire.org.uk

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

Telephone – 0131 556 6443

Email – enquiry@siaa.org.uk

Educational Psychology Service

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

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

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

Health and Wellbeing Education

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

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

and leisure industries.

Health and Wellbeing in schools covers:

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

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

Specialist support service – teachers teaching in more than one school

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

The teams support the additional needs of:

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

Homework

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

[Brediland Primary School](#) has a homework policy based on Renfrewshire Council's policy and guidance. You can request a copy of this policy from the school office.

Developing the Young Workforce

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

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

The four main areas are:

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

The themes are built around the main areas:

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

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

The range of activities can include:

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

Extra Curricular Activities

We have an excellent relationship with Active Schools who provide a wide and varied programme of sports and activities before, during and after school. We are also very fortunate to have parents who run our very successful school netball team. Some of the activities on offer are -

Multi sports

Fitness

Basketball

Netball

Football

Badminton

Athletics

Dodgeball

More recently, the children have been part of focus groups to decide on activities for new clubs.

Teaching staff also run a variety of clubs, such as –

Euroquiz

Lego

STEM

Book and Biscuit

Homework

Mindfulness

Primary Engineers

Gardening

Home School Community Links

Parental Involvement

Brediland Primary School is proud to be in partnership with the Parent, Teacher and Friends Association (PTFA) which represents our Parent Forum. More information can be found on the school website.

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

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

Every parent who has a child attending our school is automatically a member of the Parent Forum. As a member of the Parent Forum, each parent can expect to:

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

The Parent Forum elects a smaller group of parents to form the Parent Council. Parent Councillors may be involved in:

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

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

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

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

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

Home School Links

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

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

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

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

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

Pupil Council

Brediland Primary School Pupil Council consists of members from P3 – P7, who represent each of the four houses.

Community Links

The school is the venue for a variety of school and community events and activities. These vary from year to year. The school has links with the Families First service. We also benefit from a strong relationship with the Community Police Team, who often visit the school to nurture partnerships. We seek opportunities to get out into the community as often as possible, to visit local amenities and cultural places such as the local museum. Since the reopening of the local library, we have been making links, with the hope of building a strong partnership with the library team.

School Lets

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

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

Other Useful Information

Listening to learn - complaints, comments and suggestions

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

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

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

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

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

Data Protection

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

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

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

Information in Emergencies

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

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

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

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

Important Contacts

Director of Children's Services

Steven Quinn	Renfrewshire House Cotton Street Paisley PA1 1LE	Email sw@renfrewshire.gov.uk Phone: 0141 618 6839
--------------	---	---

Homelink Service

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

Senior Home Link Workers

Email
morag.mcguire@renfrewshire.gov.uk
margaret.mcmanus@renfrewshire.gov.uk
Phone: 0300 300 1415

Community Learning & Development

Community Facilities Section	Renfrewshire Leisure 3 rd Floor Renfrewshire House Cotton Street Paisley PA1 1LE	Email comfac.els@renfrewshire.gov.uk Phone: 0300 300 1430
------------------------------	--	---

Adult Learning Services	West Johnstone Shared Campus Beith Road Johnstone PA5 0BB	Email als.els@renfrewshire.gov.uk Phone: 01505 382863
-------------------------	---	--

Youth Services	West Primary School Newton Street Paisley PA1 2RL	Email youth@renfrewshire.gov.uk Phone: 0141 889 1110
----------------	--	---

Customer Service Centre

Customer Service Centre	Renfrewshire House Cotton Street Paisley PA1 1AN	Email registrar.cs@renfrewshire.gov.uk 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/what-we-do/inspection-and-review/reports> - parents can access school and local authority inspection reports and find out more about the work of Education Scotland.
- <https://education.gov.scot/parentzone/find-a-school> - parents can find out about individual schools. They can choose a school and select what type of information they need such as Education Scotland reports, exam results, stay on rates and free school meal entitlement.
- <http://www.renfrewshire.gov.uk/> - contains information for parents and information on Renfrewshire schools.
- <http://www.childline.org.uk/Explore/Bullying/Pages/Bullyinginfo.aspx> - contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying.
- <http://www.respectme.org.uk/> - Scotland's anti-bullying service. Contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying
- <https://education.gov.scot/> - provides information and advice for parents as well as support and resources for education in Scotland
- <http://www.equalityhumanrights.com/> - contains information for everyone on equality laws within the government and local authorities.

Glossary

ASL – Additional Support for Learning

ASN – Additional Support Needs

CFE - Curriculum for Excellence

CLAD – Community Learning and Development

FOI – Freedom of Information

GIRFEC – Getting it Right for Every Child

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

LTS – Learning and Teaching Scotland

SIP – Service Improvement Plan

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

Parent feedback

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

Tell us what you think

Your feedback will help us to improve our handbook.

Did you find

Please tick

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

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

Name of school: _____

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

Policy & Commissioning Team
Children's Services, Renfrewshire Council
Renfrewshire House
Cotton Street
Paisley
PA1 1LE
email address: csdatapolicy@renfrewshire.gov.uk