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Welcome from the Head Teacher

A warm welcome to Bushes Primary School & Early Learning and Childcare Class



It gives me great pleasure to be writing this welcome message to you in my role as Head Teacher of Bushes Primary School and Early Learning and Childcare Class.

From the moment you step into Bushes, it is clear that we are a school with an extraordinary community, who wish the greatest success for their children and who have a caring and supportive ethos at their core. You will find us to be a welcoming and nurturing school with talented children, dedicated staff and a devoted management team. It is my privilege to be leading our forward thinking and ambitious school.

Being a parent myself, and having taught across all stages during my teaching career, I fully appreciate how important each year of a child's school life is towards preparing them for life beyond school. I am passionate about teaching, have high expectations of all children and will strive to ensure that our school supports all children to be the best versions of themselves possible. I firmly believe that every child has the ability to achieve amazing things. Our role at Bushes Primary School and Early Learning and Childcare Class is to support children in achieving these by providing both the right opportunities and a safe and nurturing environment.

You will find me committed to our school and committed to working alongside pupils, staff and parents to lead our school in the future. We hope that your child will be happy with us and will respond positively to the many opportunities we offer. If there is any matter you wish to discuss further, please do not hesitate to contact me. I operate an 'open door' policy and I am keen to work closely with all parents and carers, working in partnership to support all children to achieve amazing things.

Warm wishes

Craig McCrorie

Head Teacher

Tel: 0300 300 0149

Email: bushesenquiries@renfrewshire.gov.uk





Bushes Vision, Values and Aims



"Blossom at Bushes"

To create the happy environment our school community needs to thrive, all stakeholders have established a clear Vision and set of Core Values as well as our aims for the whole school community.

Our Vision

We believe that all children are created equal and are owed the best we have to give. As a whole school community, we will work together tirelessly to develop and advance the unique set of skills and talents each of our pupils have and encourage every one of them to believe they can be successful and empower them to achieve amazing things.

Our Values are at the **root** of everything we do at Bushes:

Build each other up through **KINDNESS** and **FRIENDSHIP**

Uphold **HONESTY**

Share **RESPECT**

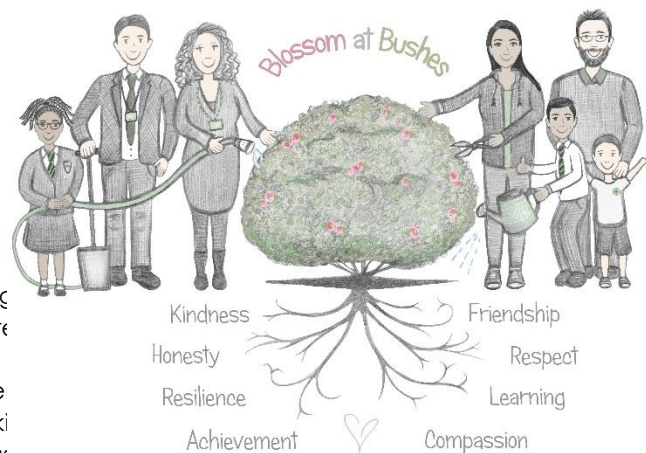
Have **RESILIENCE**

Encourage **LEARNING** and **ACHIEVEMENT**

Show **COMPASSION**

Aims for our Pupils

- To provide a happy, safe, stimulating, supportive and nurturing full potential as both learners and people, and can develop re surroundings.
- To provide a rich, exciting and progressive curriculum which e which every child can develop fully as lifelong learners with ski
- To encourage children to be independent, motivated, curious, love of, and are capable of leading, their own learning.
- To provide children with the opportunities to contribute their voice to, and play an active role in, the development of the School and ELC Class.
- To provide opportunities for every child to feel part of, and be able to positively contribute to, the school, local and global community, helping them to become responsible members of society.
- To actively promote good physical and mental health amongst all children.
- To celebrate children's achievements and ensure they receive recognition and praise for their efforts and achievements in all areas of their life, both within and out with the ELC Class and School.
- To provide equity for all children.



Aims for our Families and Community

- To provide a supportive and nurturing environment, working collaboratively and in partnership with parents and carers to help every child achieve their full potential.
- To empower parents and carers to play an active role in their child's education.
- To develop and sustain close links between parents and the local community to further children's learning.
- To promote, support, respect and value parental engagement in contributing to the ongoing development of the school.

Aims for our Staff

- To provide a supportive and nurturing environment wherein staff work collaboratively to provide the best educational experience possible for every child.
- To support them in keeping up to date with latest National and Council policies and procedures and continuing to develop their practice through Continual Professional Development opportunities.
- To nurture and respect each child as an individual and play an active role in their personal, as well as their educational development.
- To serve the community of Bushes with empathy, progressive learning and pride.



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

Service Pledges

Standards and expectations

We will:

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

Pupils will have opportunities for:

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

You can also expect us to:

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

How can you help?

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

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

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

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

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

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

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

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

About Our School

Senior Management Team:

Mr Craig McCrorie – Head Teacher (Overall Responsibility)
Mrs Donna McConnell - Depute Head Teacher - (Early Learning & Childcare Class – P3)
Mrs Alison Warnock – Depute Head Teacher - (P4- P7)
Mrs Lynn Paterson - Principal Teacher (Job share)
Mr Scott Bannerman- Principal Teacher (Job share)

Teaching Staff:

Primary 1A – Mrs Laura Sweeney-Gardner
Primary 1B – Mrs Emma McMullan
Primary 2A – Miss Katie Boyle
Primary 3/2 - Mrs Kathryn Wake and Mrs Jennifer Hendry
Primary 3A - Mrs Anne Marie Bowden
Primary 4/3 – Mrs Laura Collin
Primary 4A – Mrs Michelle Moseley and Mrs Diane Irvine
Primary 5/4 – Mrs Laura Robertson (covered by Miss Evie Fowler while on maternity leave)
Primary 5A - Miss Chloe McManus and Mrs Lynn Paterson
Primary 6/5 – Mrs Kirsty Diver and Miss Amy Carrigan (while Mrs Robertson is on maternity leave)
Primary 6A – Mr Scott Bannerman
Primary 7A - Mrs Pauline MacIntosh and Mr Neil Ramsay
Primary 7B – Mrs Kirsty MacLeod and Mr Neil Ramsay
PEF teacher - Mr Neil Ramsay
German - Mrs Abi Bryan

Early Learning and Childcare Class Staff

Senior Early Learning & Childcare Officer- Mrs Margaret McKinney
Early Years Graduate: Mrs Debbie Wilson
Early Learning & Childcare Officer- Mrs Rachael McCabe
Early Learning & Childcare Officer- Mrs Angie Main
Early Learning & Childcare Officer- Mrs Amy Browne
Early Learning & Childcare Officer- Mrs Barbara Gillespie
Early Learning & Childcare Officer- Mrs Sharon Richardson
Early Learning & Childcare Officer- Mrs Fiona Simpson
Early Learning & Childcare Support Worker – Mrs Lauren McArthur
Early Learning & Childcare Support Worker- Mrs Rachael Murchie

Other Staff in the School:

Classroom Assistants – Mrs Sharon McPherson and Mrs Rosalind McDonald
Additional Support Needs Assistants (ASNA) – Mrs Lizette Gemmell, Mrs Fiona Grier, Ms Kelly Anne Kelly

Clerical Assistants – Mrs Dorothy Lockhart, Mrs Julie Cameron, Mrs Karen Blair

Janitors (SFOs) – Mr Allan Cumming, Ms Bridget Spendley, Mr Jim Burns

Support Staff:

Service Delivery Officer – Mrs Joanne Duffy

Home Link Worker – Mrs Sharon Lamb

Visiting Specialists:

Educational Psychologist – Mr Darren Rae



School Information



Bushes Primary was opened on 1 September 1958 to serve the children of the Glenburn and Potterhill area of Paisley. In 2007 the school underwent a major refurbishment and a purpose built Early Learning and Childcare Class was erected on the site to replace the previous hatted accommodation.

Bushes Primary caters for boys and girls of all religions from Early Learning and Childcare Class to Primary 7. Children can start at the Early Learning and Childcare Class after their third birthday.

The classrooms are traditional in size and design with cloakroom facilities in the corridors. The building has very good amenities including GP area, library, a dining room, a family room, a nurture space, a resource room, a sports hall and a stage. The Early Learning and Childcare Class consists of two playrooms, a kitchen, a quiet room, a covered patio and a dedicated outdoor play area within the main playground of the school. The school provides barrier free access and has facilities for pupils with disabilities including a lift to the upper floor. A dedicated parking space has been created to ease access for people with disabilities. Much has been done to improve the quality of the playground, including a secret garden, play equipment and a woodland area. Our supportive and hard-working Parent Council raise funds to improve and maintain areas of the playground on an annual basis.

School Contact Details

- phone number: 0300 300 0149
- e-mail address: bushesenquiries@renfrewshire.gov.uk

Parent Council Contact Details

Should you wish to contact the Parent Council chairperson please phone the school office for details.

School Roll

At present there are 336 children in the school and 40 full time (1140 hours) places for children in the Early Learning and Childcare Class. Parents should note that the working capacity of the school may vary dependent upon the number of pupils at each stage and the way in which the classes are organised.

Parental Involvement

Parents can be involved in their child's learning by:

- Supporting learning at home
- Developing strong partnerships between home and school
- Engaging with the school, especially with Curriculum for Excellence

School Day

School opens: 9.00am and school closes: 3.00pm

Interval 10.30am till 10.45 am

Lunch 12.15pm till 1.00 pm



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

Early Learning and Childcare Class 9am until 3pm

Parents or a responsible adult over sixteen may bring and collect children from Early Learning and Childcare Class. In the interests of safety, it would be helpful if parents would tell the key worker if their child is to be collected by someone not known to staff members.

School Year



School year

First Term	Return date for Teachers	Monday 14 August 2023 (IS)
	In-service Day	Tuesday 15 August 2023 (IS)
	Schools re-open	Wednesday 16 August 2023
	September Weekend	Friday 22 September 2023 and Monday 25 September 2023 (inclusive)
	Schools re-open	Tuesday 26 September 2023
	October holiday (schools closed)	Monday 16 October 2023 to Friday 20 October 2023 (inclusive)
	Return date for Teachers	Monday 23 October 2023 (IS)
	Schools re-open	Tuesday 24 October 2023
	St Andrew's Day	Thursday 30 November 2023
	Schools re-open	Friday 1 December 2023
	Last day of session	Friday 22 December 2023
	Christmas / New Year Schools closed	Monday 25 December 2023 to Friday 05 January 2024 (inclusive)
Second Term	Schools re-open	Monday 08 January 2024
	Mid-term break	Monday 12 February 2024 to Tuesday 13 February 2024 (inclusive)
	Return date for Teachers	Wednesday 14 February 2024 (IS)
	Schools re-open	Thursday 15 February 2024
	Spring Holiday Schools closed	Friday 29 March 2024 to Friday 12 April 2024 (inclusive)
Third Term	Schools re-open	Monday 15 April 2024
	In-service Day	Thursday 02 May 2024 (IS)
	May Day	Monday 06 May 2024
	Schools re-open	Tuesday 07 May 2024
	Local holiday (schools closed)	Friday 24 May 2024 and Monday 27 May 2024 (inclusive)
	Schools re-open	Tuesday 28 May 2024
	Last day of session	Thursday 27 June 2024

Teachers return Wednesday 14 August 2024

School in-service days

- Monday 14 August 2023
- Tuesday 15 August 2023
- Monday 23 October 2023
- Wednesday 14 February 2024
- Thursday 02 May 2024

School Dress



The items we suggest for Bushes school children are:-

- Grey shorts, trousers or skirt
- Tartan skirts or pinafore
- Grey jumper / Green sweatshirt
- White shirt and school tie / White polo shirt
- Green fleece or green outdoor jacket
- Black shorts and white polo shirt for PE
- Indoor gym shoes / soft shoes for wearing inside school
- Old shirt / apron for messy activities
- Black or grey blazer

The items we suggest for Bushes Early Learning and Childcare Class children are:-

- Yellow polo shirt
- Green sweatshirt
- Indoor gym shoes / soft shoes for wearing inside Early Learning and Childcare Class
- These items are comfortable and allow children to take part in all Early Learning and Childcare Class activities. Aprons will be provided in the Early Learning and Childcare Class for messy activities.

It is helpful if the Early Learning and Childcare Class children and primary one pupils have clothing that they are able to manage on their own, particularly for going to the toilet.

Please ensure that all items of uniform including shoes are clearly labelled with your child's name. A lost property box is situated in the photocopying room. Please feel free to ask a member of the school office staff who will show you where this room is situated and offer help to locate missing items.

We would advise that any child having body jewellery piercing wait until the first week of the summer break to allow them time to heal for the start of the new school session. We would strongly recommend that for best health and safety practice, children do not wear any body piercings or earrings to school on days they have P.E. or are undertaking any physical activity. However if this is not possible, parents wishing their children to wear earrings do so at their own risk and must ensure that they are studded and not hooped. Parents must also ensure that earrings are either taped up before the start of the school day, provide tape for

your child to administer the tape if you feel they are capable of doing so independently or that your child is able to remove the earrings by themselves. Please note that adults in the school will not be responsible for taping up pupil's ears and that pupils are responsible for the safekeeping of their jewellery.

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 November each year. Pupils should be registered in only one school for their catchment area. Parents will be provided with information about the school when they register their child.

Parents who want to send their child to a school other than the catchment school must make a placing request. Information on how to make a placing request is contained in the leaflet 'Sending your child to school.' The leaflet is available from any school, by phoning our customer contact centre on 0300 300 0300, or on our website www.renfrewshire.gov.uk. 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

We write to all new entrants and their parents to join us in May for a preschool programme of events to welcome and prepare them for life in school. This involves workshops for parents and play sessions for the children. The workshops are very informal and parents' opinions, expertise, and experience are respected and valued. The play sessions give the children the opportunity to become familiar with the classroom, adults who work in the school and the other children helping them to settle in August. We take a great deal of care to try to ensure that the start to school is a happy event for all. Arrangements for meetings with parents and induction days for pupils will be notified during the spring or summer terms.

Class Organisation

Composite classes, which contain two or more year groups taught by one teacher, are formed using Renfrewshire Council guidelines. Composite classes have a maximum of 25 pupils. Primary 4 – Primary 7 have a class maximum of 33, Primary 1 have a class maximum of 25 and Primary 2 & Primary 3 have a class maximum of 30 pupils.

Assessment and Reporting



Assessment

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

When children join the Primary 1 class, they are assessed to determine their knowledge of literacy and numeracy. Other assessments throughout primary include standardised tests in reading, spelling and maths. Profiles are built up on children, which then allow staff to identify next steps in learning and inform reporting on progress, attainment and next steps.

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

The school improvement plan identifies the development needs of the school. These are established through continuous self-evaluation, questionnaires and discussion with staff, parents, pupils and partner organisations. We currently use the document 'How Good Is Our school 4 - HGIOS4 and regular review our practices.

A summary of the plan and a report on last year's progress is issued annually to parents, and is also on our school website at blogs.glowscotland.org.uk/re/bushes/improvement-planning/. A full copy is also available, on request, from the school office.

Key Strengths of the School

- ✓ Highly nurturing and inclusive ethos which helps pupils to feel safe and valued and which helps to support successful learning across all stages.
- ✓ Highly motivated and confident pupils who are enthusiastic about learning, are very proud of their achievements and successes and look to always uphold the school values.
- ✓ Pupils who are well-behaved and are confident, willing, and ready to contribute their voice to the development of the school.
- ✓ Supportive and enthusiastic parents who are keen to support their child's learning and development.
- ✓ Development of our approach to play across the school.
- ✓ A dedicated staff team who has developed strong relationships with children, parents, and visiting professionals, creating a welcoming ethos where all children feel valued and encouraged to do their best.
- ✓ Staff who are willing to develop their professional knowledge and skills and who are keen to develop both their leadership of school improvement priorities and sharing of their knowledge and skills with one another.

- ✓ A very effective and supportive Parent Council who work in partnership with school staff to the benefit of all our pupils.

OUR NEXT STEPS – PRIORITIES FOR 2023-24

We believe that we have made good progress during session 2022-23 and we will use the improvement priorities listed below to build on this progress moving forward.

In 2023-24 we will:

- Continue to support and tend to our pupils, parents, and staff's mental and physical health.
- Place particular focus on attainment in Writing across the school, continuing to implement Talk for Writing.
- Continuing to develop high quality learning, teaching and assessment with a focus on Numeracy and outdoor learning.
- Continue to develop and embed our Play Pedagogy in Primary 1 to 4 pupils and introduce it into Primary 5, Primary 6 and Primary 7.
- Continue to develop the nurturing community we have at Bushes by working on Renfrewshire's Nurturing Relationships Approach (RNRA) as a whole school community.
- Continue to develop our Health and Well Being curriculum including Promoting Alternative Thinking Strategies (PATHS) and United Nations Convention of the Rights of the Child (UNCRC)
- Develop leadership across the whole school providing regular leadership opportunities given for pupils and staff.

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.

Bushes Primary School is an associated primary school of Gleniffer High School, Amochrie Road, Paisley PA2 0AG.

Head Teacher - Miss Lisa Chalmers - Telephone: 0300 300 1313

We try to make the transfer to secondary as easy as possible for our pupils. Miss Chalmers and her management team invite the pupils and parents of Primary 7 in September/October to visit Gleniffer High School. Later on in the year, there are other opportunities for the Primary 7 pupils and their parents to visit Gleniffer before the children have their two-day induction visit in May. Information on children's progress and development needs is shared with the secondary staff. Individual meetings are arranged for parents and staff from Gleniffer where a child may have significant additional needs. These children may also have the opportunity to be involved in an enhanced transition programme where they will have more visits to the High School to allow them to become more familiar with the staff and surroundings. The secondary school has a close working relationship with its associated primaries and feeds back to the school on the progress of their former pupils.

Early Learning and Childcare Class of Bushes Primary School

Early Learning and Childcare Class Provision



The school's early learning and childcare class provides 40 places for children aged 3 - 5 years. 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 Autumn term (August). If your child was born outwith these dates then they would start the month after their third birthday, e.g. child born on or between 1 to 30 September would start in October.

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

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

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

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

birthday.

To see if your 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 Early Learning and Childcare Class

Early Learning and Childcare Class 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 Depute Head Teacher is a member of the local admissions panel which is made up of Early Learning and Childcare Classes and partnership nurseries. All applications are discussed at a meeting of this panel and agreement about the allocation of places is made by the members. Parents will receive notification when their child is allocated a place and information will accompany this about starting dates and times.

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

Before the children start at the Early Learning and Childcare Class, parents and children are invited to meet the key worker. The key worker takes responsibility for developing a special relationship with the child and family. During this introductory visit the children play, whilst the parent completes the necessary admission forms. Parents are also to share with their child's the key worker some background information on the children and their families. Every effort is made to support the children as they start the Early Learning and Childcare Class and parents may wish to stay to help settle their children if they are upset.

Transfer from Early Learning and Childcare Class to Primary

Before leaving the Early Learning and Childcare Class, a transfer of information record for each child will be prepared by Early Learning and Childcare Class staff to ensure a smooth transition and continuity of education for the child transferring to primary.

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

Car Parking



One dedicated parking space has been created to ease access for people with disabilities. Please do not use this space without authorisation.

Care and Welfare



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

School Security



Renfrewshire Council has introduced procedures to ensure the safety and security of pupils and staff when attending or working in a school. We use a number of security measures including a visitors' book, badges and escorts, while visitors are within the school building. 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



Contact Procedures

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).

We also promote good attendance within our Early Learning and Childcare Class as this supports the development of children.

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 give your child a note on his or her return to school, confirming the reason for absence. If there is no explanation from a child's parents, the absence will be regarded as unauthorised.

If an absence is planned, please inform the Head Teacher in writing. If a child requires to leave for any reason, the school office must be notified in advance. No child will be permitted to leave early unless collected by an authorised adult. If at the end of the school day, for any reason a child is not collected at his/her usual meeting place, he/she must return to the

building and report to the office immediately. Please ensure that your child understands this arrangement.

Please make every effort to avoid family holidays during term time as this disrupts the child's education and reduces learning time. The Head Teacher can approve absence from school for a family holiday in certain extreme 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. 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

<https://blogs.glowscotland.org.uk/re/bushes/information-2/anti-bullying/>

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



Safeguarding Including Child Protection

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

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

Mobile Phones



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

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

Legal Aspects

- There are a number of aspects of the law that may apply to mobile phone misuse and the responses to that misuse. In the most serious cases there may be a crime involved – an incident that is being filmed might be an assault or breach of the peace. The misuse of a mobile phone might be an offence under the Communications Act 2003, if it involves a call or message that is grossly offensive or is of an indecent, obscene or menacing in character; and, the distribution of certain pornography might be an offence under the Civic Government (Scotland) Act 1982.
- In situations which are so serious that a school might contact the police, it is for the

police, and not the school to consider what, if any, criminal offence may apply. These restrictions on use apply equally during any school activity that takes place off campus.

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

School Meals



All Primary 1 – Primary 5 children are automatically entitled to a free school meal.

All children in the Early Learning and Childcare Class receive milk, water and a snack whilst at Early Learning and Childcare Class and usually they even help prepare it! The snack is varied each day and encourages healthy eating.

We would ask that the snacks and drinks that children bring to school are healthy e.g. please no king-size bars of chocolate or fizzy/sugary drinks. Children are encouraged to bring a refillable water bottle which can be refilled at break times during the day as necessary.

Children of parents receiving certain benefits, are entitled to a free school meal. Information and application forms for free school meals are available from the school office, registration offices, customer service centres or may be downloaded from the council's website: <http://www.renfrewshire.gov.uk/schoolmeals>

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

Children may bring a packed lunch with them to school and eat in the dining hall or outdoors dependent on the weather. Please label lunch boxes and flasks to avoid loss. Please do not send glass containers into school. Every effort is made by staff to make lunchtime a relaxing and sociable event.

School Transport



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

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

Pick-up Points

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

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

Placing Requests

You should be aware that if we grant your placing request, we 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



The Early Learning and Childcare Class children have a dedicated fenced outdoor play area with equipment.

The Primary 1 and Primary 2 children play around their own classrooms and have Primary 7 monitors to help look after them and play games with them.

The Primary 3 – Primary 7 pupils play in the rest of the playground. There are seats and play equipment. An adult presence is provided in playgrounds at break times, as required by law. The staff on duty wear red jackets to help the children identify them and promoted staff are always available to assist when required.

Pupils Leaving School Premises at Breaks

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

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

Equalities



Renfrewshire Council is committed to ensuring that all employees, customers and partners are treated fairly and with respect at all times. We are committed to promoting equality and tackling discrimination through the way services are planned, delivered and purchased. The

council promotes and encourages a culture whereby equality of opportunity exists across all the protected characteristics of age, disability, race, gender reassignment, pregnancy and maternity, religion and belief, marriage and civil partnership, sex and sexual orientation.

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

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

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 equalities related information when asked.

Medical and Health Care



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

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

Minor accidents are dealt with by the school's qualified first aider(s) 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 or carers will be notified immediately.

Religious Observance



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

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

Behaviour and Discipline



Staff should provide a role model to children through their own behaviour. In Bushes, our aim is to teach the children self-discipline in an atmosphere of security in order that learning can take place. The relationship between a child and staff member should be the similar to that between a child and a parent. Children, like adults, must work together, respect each other and show consideration at all times. The school rules, which operate, do so for the benefit and wellbeing of all pupils. The rules are: -

- Children and staff will treat one another with mutual respect,
- Children will care for themselves and keep others safe,
- Children will look after their own property and that of others.

Staff will make a conscience effort to look for and reward good behaviour and pupils upholding the school Values. These rewards can include praise, a sticker, house points, a mention at assembly, extended playtime, golden time and a letter home.

Whilst the majority of time children are well behaved, on occasion they do need support with their behaviour. It is important that the children have a clear understanding of the standards of behaviour expected of them and the consequences of failing to meet these standards. Parents will be involved early if their child is having any difficulty behaving. We greatly appreciate the support and backing that we receive from parents allowing us to work together as a team.

An annual leaver's ceremony is held in the school in June. All pupils in Primary 7 are presented with a tie for their High School from the Parent Council. Individual prizes are awarded for effort, attainment, behaviour, sports, drama, the arts and citizenship.

Wet Weather Arrangements



Children play in their own classrooms when it is too wet to go outdoors. Primary 7 children are monitors for their specified younger classes, and the Classroom Assistants, ASNAs Janitor and promoted staff are on hand to supervise.

On mornings with particularly inclement weather, entrance doors will be opened from around 8.50am by members of the management team and when there are enough staff present to supervise the children. Please note that we do not have enough space to accommodate adults accompanying their children into the school building and would ask you drop off children at their

normal entrance doors. Thank you for your support in this.

I would like to point out that it is your choice whether you send your child into school early on days such as these and make use of the arrangements we have put in place. If you wish to wait outside until 9am and enter through your normal doors then please feel free to do so.

Curriculum Matters



Curriculum for Excellence

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

School Curriculum

- **The Learner's Journey**

Teaching and learning are organised to allow a natural progression from one stage to another with children moving at their own individual pace. Teachers work with the whole class, groups or individuals depending on what is appropriate at any given time. Teaching methods allow children to be far more actively involved with projects, experiments, research, design and problem solving activities, all of which help develop skills and confidence.

In the Early Learning and Childcare Class, children move freely from one area to another, however, staff will guide children and encourage them to make use of all the activities that are on offer. An Early Learning and Childcare Class session includes the children in free play, working in groups with their key worker on a specific learning activity and coming together to sing, make music or listen to a story.

Research has proven that by involving children in discussion about their own learning, we improve their performance.

- **Literacy and Languages**

This describes the studies in listening, talking, reading and writing which are essential for learning, work and life and the experience of learning another language. Language is at the core of thinking, and a love of reading can be an important starting point for lifelong learning.

Competence in language is important to a child's self-respect. Scotland has a rich diversity of languages and dialects and we value and build upon the language that a child brings to school.

There is a linked approach to teaching all aspects of reading and writing including spelling, punctuation and grammar. We have a very well stocked school library which children use on a weekly basis.

Children learn German from Primary 5 to Primary 7 and continue with this language in to secondary school. We are introducing Spanish as a second modern language to our children.

- **Numeracy and Maths**

This describes developing children's awareness of number, money and measurement, information handling and shape position and movement. Children need mathematical skills for their everyday life. Numbers, patterns and shapes intrigue children and often form part of their play. Both calculators and computers are introduced in mathematical contexts, table practice and daily mental arithmetic are however essential to develop mental agility.

- **Religious and Moral Education**

This describes developing children's awareness of Christianity and other world religions. It allows children to explore moral values and make a positive difference to the world by putting their beliefs and values into action. Through religious and moral education, we encourage our children to develop understanding and respect for all people.

At Bushes, children learn about Christianity, Islam, Judaism and other world religions. The school celebrates the Christian festivals of Easter and Christmas. Our school is fortunate to have a close link with the local church.

- **Science**

This describes developing in children an interest in, and understanding of, the living, material and physical world. Children are encouraged to recognise the impact science makes on their lives, the lives of others, on the environment and on culture. Children are encouraged to explore energy sources and develop an awareness of sustainability issues.

- **Social studies**

This describes developing in children an understanding of the world by learning about human activities and achievements in the past and present, political, social and environmental issues and the values underpinning their own society and other societies. Children will gain an understanding of Scotland's contribution to a sustainable global economy and consider how they, as active citizens can contribute to the wellbeing of society.

- **Technologies**

This describes giving the children the confidence and skills to embrace and use technologies now and in the future. Children are encouraged to promote creative thinking and become innovative and critical designers. Much of the learning is 'hands on' and 'active' and involves interdisciplinary projects across all other curriculum areas.

The school has a set of iPads, which are used regularly within the classes. Each classroom is also equipped with PCs, and an interactive whiteboard connected to a staff laptop. All computers are on-line and linked to the GLOW network.

- **Physical Education**

Each pupil has a minimum of two hours of physical education a week ensuring a progressive development of apparatus work, games related skills, dance movement and athletics. Pupils in Primary 6 have swimming lessons and cycling proficiency training. A number of pupils will be selected throughout the year to take part in inter school sports challenges. Our annual sports day involves all children taking part in team games and is held in the summer term. A great deal of care is taken to nurture children's emotional health. Staff always try to find time to listen and help children with any difficulties they may be experiencing.

- **Drugs Education**

Drug education in schools is designed to promote the health and wellbeing of every child and young person. It aims to:

- provide young people with the information they need to make sensible and informed choices,
- challenge and explore attitudes to drugs and drug users,
- help pupils to develop personal and interpersonal skills,
- build pupil self-esteem and confidence,
- help young people resist drug misuse and to reach their full potential in society.

Drug education in schools covers, safe use of medicines, controlled drugs, alcohol, tobacco and solvents.

Effective drug education cannot exist in a vacuum. It needs the mutual support, collaboration and co-operation of parents. There needs to be an exchange of information between schools and parents to make sure that their awareness is raised so that they can make a valuable contribution to building their children's skills.

- **Relationships and Sexual Health Education**

Sexual health education is designed to keep children safe, delay the onset of sexual activity and prepare them to make sensible and informed choices. In Primary 3, the children learn the differences between the bodies of a man and a woman and about where babies come from. In Primary 7, the children watch a video covering all aspects of sexual health including relationships, the challenges of parenthood, puberty, intercourse, contraception and the birth of a baby. Parents are advised by letter and offered the opportunity to view the materials, allowing parents to discuss the content with their own child.

- **Expressive Arts**

This describes the studies and activities in music, arts and craft, and drama. Children learn to express ideas and feelings through painting, drawing, modelling, acting out situations, singing and making music, movement and dance. Through the expressive arts, children have rich opportunities to be creative and imaginative and to experience inspiration and enjoyment. Drama performance is incorporated in to the class led assemblies, the Early Learning and Childcare Class, Primary 1 and Primary 2 perform the Nativity at Christmas and the Primary 7 pupils produce a most professional annual concert that is enjoyed by the wider community. In Primary 5, selected pupils with aptitude are offered instruction in a brass instrument. Children's artwork is attractively displayed throughout the school.

Getting It Right For Every Child (GIRFEC)



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

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

Additional Support for Learning

Inclusion

Renfrewshire's inclusive approach affords all children and young people the opportunity to be part of their learning community, boosting their emotional wellbeing and aiding the development of social skills. This approach is based on the core inclusive value of providing education for children within their own community as much as possible. Wellbeing

assessment and individual planning is in place for all young people who require additional support.

Support

The needs of the child or young person should always be central to the identification, planning and provision of support. Support should be appropriate, proportionate and timely.

Universal Support

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

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

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

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

Targeted Support

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

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

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

This targeted support is usually, but not exclusively, delivered by staff with additional training and expertise.

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

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

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, Language and Communication-Friendly Environments, Video Interaction Guidance and Non-Violent Resistance.

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

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.

Effective health and wellbeing education 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 Early Learning and Childcare Classes 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 Early Learning and Childcare Class 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
- young people who attend the Flexible Learning provision; and
- Early Learning and Childcare Class 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.

Bushes 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.

Being involved on a regular basis with your child's homework is one way in which you can best help and support his/her learning. We therefore ask, that where possible, homework be supervised and signed by parents. The homework given to your child will have been

prepared in school or will be something with which the child is familiar with. Homework should normally take about 15 minutes for children in Primary 1 - Primary 3 and 30 minutes for children in Primary 4 – Primary 7 to complete. Homework tasks can cover a range of tasks including reading, spelling, maths and research.

It may be that if your child has been absent for any length of time, they will have some work to catch up on. This is intended to keep your child up to date with the work of the class. If homework is causing problems for you or your child, please do not hesitate to contact the class teacher.

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

Mrs Lynn Paterson runs an after-school netball club for Primary 6 and Primary 7 pupils.

Mr Neil Ramsay organises an after-school football club for Primary 6 and Primary 7 pupils

Mrs Donna McConnell, Miss Diane Logan, Miss Emma Roseman and Miss Katie Boyle run an after-school art and craft club.

Throughout the session, the Active School's Coordinator arranges a number of different activities for children for both after school and at lunchtime. These are available to book online through the school website.

School Trips, Excursions and Visiting Groups



Throughout the year, various outings will be arranged for each class. These trips usually relate to the work being undertaken in the classroom and can include library visits, studies of the local environment, theatre visits and visits to places of significant interest. There is also a residential outdoor activity week for the Primary 6 pupils during the third term.

When trips are planned, parents will be advised by letter and asked to complete a consent form giving permission for their child to participate. Unfortunately, we do have to charge for most activities, however, a child would not be prevented from participating if their parents could not afford the cost. Our Parent Council raise money throughout the school year to subsidise school trips for every pupil. A number of theatre and arts groups visit the school throughout the year to entertain the children. At Christmas, the whole school enjoys a festive pantomime.

Home School Community Links



Parent Council

We have a very active and supportive Parent Council at Bushes. Bushes Parent Council meet in the staffroom at 6.30pm on the first Tuesday of the month. All are welcome and we look forward to working with you.

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.

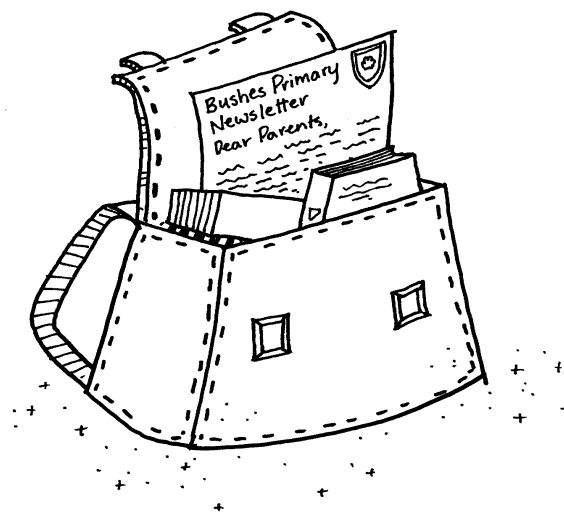
Support offered to pupils can be given individually or in a group setting. Parents are fully involved, with an initial home visit to discuss the referral and updates on progress reviewed and evaluated on a regular basis.

Support is also offered to pupils who are identified as anxious during times of change, such as moving from the Early Learning and Childcare Class 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.

Parental Involvement

We feel very strongly here at Bushes that education should be a partnership between home and school and recognise home as the most significant influence in a child's life. We do try to involve parents in as many aspects of school life as possible. Children will bring home books to be shared, topic worksheets to be completed, paintings to be admired and perhaps even baking to be eaten! Regular newsletters will help to keep you informed on activities and in the Early Learning and Childcare Class the notice board will help to keep you involved. No important changes affecting pupils or parents will be undertaken without consultation. Please search for the newsletters on Seesaw, in your child's school bag, or have a look on the school website or twitter page.



We try to alert parents as quickly as possible to any problem that might be arising in school with their child. Likewise, it is important if parents have a concern regarding their child they contact us as soon as possible. Parents are welcome to visit the school at any time to see promoted staff. It is however better to make an appointment to see the class teacher as they may need to be released from class. If the message is brief, however, a word at the class door is usually possible.

Many parents are actively involved in the school in a number of ways;

- Helping with activities,
- Accompanying children on trips,
- Assisting in the classroom

If you would like to join in, please discuss the possibilities with the Head Teacher, Craig McCrorie.

Pupil Council

The school has a Pupil Council made up of representatives from across the school. The Pupil Council seek the views of other pupils in the school, organise some fundraising activities and work collaboratively on a range of other issues, all for the good of the school.

Fairtrade Committee

The school has a Fairtrade committee managed by Mrs Paterson. They run a number of awareness raising events throughout the year and provide Fair Trade produce for the staffroom and other events.

Eco Committee

The school has an Eco committee made up of representatives from across the school. They have brought about significant changes in the school's attitude to recycling and other environmental issues. We have been awarded our Green Flag.

Community Links

Pupils are encouraged to be active citizens and make positive contributions to the local and wider communities.

An independent after school care provider, Crazy Capers, operates in the school from 7.30am till 9.00am and then from 3.00pm till 6.00pm at night. Please contact Fiona Campbell for details Tel: 07887851384

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 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 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 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 Early Learning and Childcare Class.

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 csdirector@renfrewshire.gov.uk Phone: 0141 618 6839
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Homelink Service

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

Senior Home Link Workers

Email
morag.mcquire@renfrewshire.gov.uk
pamela.mckechan@renfrewshire.gov.uk
Phone: 0300 300 1415

Community Learning & Development

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

Customer Service Centre	Renfrewshire House Cotton Street Paisley PA1 1AN	Email customerservices.contact@renfrewshire.gov.uk Phone: 0300 300 0300
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Websites

You may find the following websites useful.

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

Glossary

ASL – Additional Support for Learning

ASN – Additional Support Needs

CFE - Curriculum for Excellence

CLAD – Community Learning and Development

FOI – Freedom of Information

GIRFEC – Getting it Right for Every Child

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

LTS – Learning and Teaching Scotland

SIP – Service Improvement Plan

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

Parent feedback

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

Tell us what you think

Your feedback will help us to improve our handbook.

Did you find

Please tick

1. the handbook useful?

Yes No

2. the information you expected?

Yes No

3. the handbook easy to use?

Yes No

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

Name of school: _____

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

Policy & Commissioning Team

Children's Services, Renfrewshire Council

Renfrewshire House

Cotton Street

Paisley

PA1 1LE

email address: csdatapolicy@renfrewshire.gov.uk