



FORDBANK PRIMARY

School Handbook 2022-23

Renfrewshire Council

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Welcome from the Head Teacher

Dear Parent/Carer

Welcome to Fordbank Primary School. Some of you will already be familiar with the school whilst others are meeting us for the first time. This handbook is your helpful guide, providing you with information on all aspects of the life and work of the school. I hope you will find it a useful reference source.

In Fordbank, we aim to provide a happy, nurturing and safe environment where your child will be encouraged to work hard and achieve their best, develop skills for learning, life and work and celebrate and take pride in their achievements. We strive to provide all our pupils with a wide range of learning opportunities and our aim is to encourage and support pupils to be confident individuals, responsible citizens, effective contributors and successful learners.

I look forward to working with you to achieve these aims and to provide a quality education for your child.

If, at any time, there is any matter you wish to discuss, please do not hesitate to get in touch.

Yours sincerely

Cara Wadsworth

Cara Wadsworth
Head Teacher

Our Values

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

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

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

School Aims

Our Vision, Values & Aims:

Vision

Fordbank Primary provides a safe, nurturing and caring environment in which all pupils are supported to achieve their potential and have the confidence and skills to meet the challenges of the future.

Values

We base our vision on values that enable our pupils to be all they can be:

Honesty

Equity

Achievement

Respect & Responsibility

Teamwork

Aims

Our aim is for all pupil to be **successful learners**, **effective contributors**, **confident individuals** and **responsible citizens** by:

1. Providing broad, balanced, progressive and coherent learning experiences matched to the needs of pupils within a safe, stable and nurturing environment.
2. Encouraging and enabling pupils to be actively engaged in and lead their own learning.
3. Creating an inclusive ethos that fosters healthy, happy children and celebrates wider achievements.
4. Developing and supporting positive relationships between staff and pupils, effective partnerships between homes and school and close links with agencies and the community.

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
- Follow national and local guidance in line with Covid procedures.

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

Meet the Team

Leadership Team

Head Teacher: Ms. Cara Wadsworth

Responsible for the overall management and organisation of the school.

- Specific responsibilities: Whole school strategic planning; Attainment Tracking; Curriculum Development; Development and monitoring of Planning & Assessment; Pastoral Care including behaviour management and support; Child Protection; Transitions

Depute Head Teacher: Mr. Steven Mitchell

- To assist and where necessary deputise for the Headteacher
- Specific responsibilities: Pupil Support Coordinator for mainstream; Community Partnerships; Health and Wellbeing including Nurturing Schools approaches and Promoting Positive Behaviour

Principal Teacher: Mrs. Moira Traynor

- To support the SLT to take forward school priorities and to support the vision, values and aims of the school
- To support and lead Early Years' Transitions
- Pastoral care of Primary 1 & 2

Principal Teacher (Acting): Miss. Lesley McArthur

- To support the SLT to take forward school priorities and to support the vision, values and aims of the school
- To lead and develop the school's ICT strategy including Digital Inclusion; Parental Support; Staff Development and Support

Principal Teacher Flexible Learning Resource (Formerly ACE Base): Mr. Michael McClelland

- Pupil Support Coordinator ACE base
- To lead and support staff in ACE base including staff development

- To create and sustain effective partnership working to meet the needs of pupils

August 2022

Teachers

P1 – Mrs. Traynor

P1/2 – Mrs. Gray

P2 – Mrs. Miller

P3 – Miss. McCreadie

P3/4 – Mrs. MacDonald

P4 – Miss. McAtear/Miss McArthur

P5a – Mrs. Bird/Mrs. Reynolds

P5b – Mr. Bright/ Miss McCracken

P6A – Miss. Young// Mrs Wallace

P6B – Ms. Black/ Mr Mitchell

P7 – Miss. Lowther

Non-contact teachers – Mrs. Clarke & Mrs. Carrigan

Pupil support teacher – Miss. McCracken/ Mrs. Campbell

Pupil Support Staff

Mrs. Scott

Miss. Docherty

Miss. Borland

Mrs. Deary

Mrs. Kennedy

Business Support Staff

Mr Slaven – Service Delivery Officer

Mrs Allen – Senior Clerical Officer

Miss. Hendry – Clerical Officer

Flexible Learning Resource at Fordbank

We are proud to manage and lead the Flexible Learning service at Fordbank which is attended by children across Renfrewshire who require support for social, emotional and behavioural needs. Our children also attend and are included in their own mainstream school and attend Fordbank on an individual timetable.

Principal Teacher Flexible Learning Resource – Mr. Michael McClelland

Teachers

Mrs. Munro

Mr. Paton

ASNAs

Mrs. Speirs

Mrs. Kerr

Key Worker - Mrs. McAllister

Facilities Management / Janitorial Staff (AMEY)

Janitor – Mr. Hughes

Day Janitor – Mr. Brisco

Catering Manager – Mrs. Grady

Home Link Worker

Ashley Hampsay

Educational Psychologist

Rebecca Gibson Knowles

School Information

School contact details

- phone number: 0300 300 0153
- email address: fordbankenquiries@renfrewshire.sch.uk
- write to or visit us at: Teviot Terrace, Johnstone, PA5 0NP

Parent Council contact details

Chairperson: Mrs. KerryAnn Newton

School roll

The roll for session 2022 / 23 is 270

Parental engagement

We welcome Parental Engagement and look forward to working with parents/carers to meet the needs of all our children and strive to foster a partnership of mutual respect and trust. Parents can be involved positively in their child's school experience by:

- Supporting learning at home
- Engaging regularly in our Seesaw app
- Attending Parents' Meetings
- Working in partnership with the school to discuss and identify supports when

required

- Attending school events and learning days
- Keeping up to date with school news

Information, support and advice

Information about the school is shared with parents in a variety of ways. Our main means of regular communication is our Seesaw app which we work hard to ensure all parents are able to engage in. Teachers and pupils regularly share photos and videos about children's learning with parents as well as whole school or class news items.

Regular newsletters are shared with parents as well as Termly Calendars of school events.

We have recently started our school Twitter page where we will post news about school and class experiences. We are also working on developing our new website this session.

We work to ensure we are available for parents as much as possible. Please contact the school at any time to discuss any issues or concerns with a member of the Leadership Team who will get back to you as quickly as possible.

School day

School opens - 9.00am

Interval - 11.00am – 11.15am

Lunch - 12.15pm – 1.00pm

School Closes - 3.00pm

School year

First Term	Return date for Teachers	Friday 12 August 2022 (IS)
	In-service Day	Monday 15 August 2022 (IS)
	Schools re-open	Tuesday 16 August 2022
	September Weekend	Friday 23 September 2022 and Monday 26 September 2022 (inclusive)
	Schools re-open	Tuesday 27 September 2022
	October holiday (schools closed)	Monday 17 October 2022 to Friday 21 October 2022 (inclusive)
	Return date for Teachers	Monday 24 October 2022 (IS)
	Schools re-open	Tuesday 25 October 2022
	St Andrew's Day	Wednesday 30 November 2022
	Schools re-open	Thursday 1 December 2022
	Last day of session	Wednesday 21 December 2022
	Christmas / New Year Schools closed	Thursday 22 December 2022 to Wednesday 04 January 2023 (inclusive)
Second Term	Schools re-open	Thursday 05 January 2023
	Mid-term break	Monday 13 February 2023 to Tuesday 14 February 2023 (inclusive)
	Return date for Teachers	Wednesday 15 February 2023 (IS)
	Schools re-open	Thursday 16 February 2023
	Spring Holiday Schools closed	Monday 03 April 2023 to Friday 14 April 2023 (inclusive)
Third Term	Schools re-open	Monday 17 April 2023
	May Day	Monday 01 May 2023
	Schools re-open	Tuesday 02 May 2023
	Local holiday (schools closed)	Friday 26 May 2023 and Monday 29 May 2023 (inclusive)
	In-service Day	Tuesday 30 May 2023 (IS)
	Schools re-open	Wednesday 31 May 2023
	Last day of session	Tuesday 27 June 2023

Teachers return Monday 14 August 2023

School in-service days

- Friday 12 August 2022
- Monday 15 August 2022
- Monday 24 October 2022
- Wednesday 15 February 2023
- Tuesday 30 May 2023

School dress

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

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

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

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

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

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

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

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

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

At Fordbank Primary, we actively encourage children to identify with our Fordbank Family by wearing school uniform. We will inform parents of Outdoor Learning Days where children can come dressed in more suitable clothing. Please contact the school at any time if you need support with regard to uniform or other clothing for a confidential chat. Please ensure all clothing is labelled so that lost items can be returned to you as quickly as possible.

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

Parents will be advised of parent meetings and pupil induction days during the spring and summer terms. In the summer term, a range of transition events are held to support children to become familiar with their new school, in partnership with early years establishments.

For children with Additional Support Needs the school will work closely with the Nursery to plan enhanced transition sessions and additional meetings as appropriate. It is important that we have as much information about the needs of pupils as possible to ensure that every child is supported to achieve their potential and to enable us to identify and provide the most appropriate support for each individual child. Please contact the school if you have any concerns or wish to meet with a member of the SLT in relation to your child's transition to primary school.

Our Induction Days give all P1 pupils the opportunity to visit their new class and teachers while parents meet with the SLT to discuss a range of information including curriculum and pupil support.

We look forward to working in partnership with all new parents/carers throughout their child's primary educational journey.

Class Organisation

Parents should note that the working capacity of the school may vary depending upon the number of pupils at each stage and the way the classrooms are organised. The design of the school is such that it is easily accessible for pupils with physical disabilities who may require a wheelchair. Dedicated parking spaces have been created to ease access for people with disabilities.

Schools are staffed to agreed standards based on the total number of pupils within the school regardless of the numbers of pupils at each year stage. This means that headteachers need to organise classes to make best use of available staff, resources and space. Balancing up the various factors involves both educational and organisational considerations.

Each year an allocation of teaching staff is made to the school based upon the pupil roll. From this allocation the Head Teacher must provide for the effective management of the school, enable teachers to receive their entitlement to a reduction in class contact time, and form the most advantageous class structure. Classes will either comprise of children of the same age and stage or be composite. A composite class is made up of children of two consecutive stages and cannot contain more than 25 pupils. Teachers of composite classes manage, organise and teach their classes in exactly the same way as teachers of single age group classes. Our pupils are currently organised into 11 classes. Throughout the school year, pupils will learn in a variety of groupings, from individual to groups and whole class.

The head teacher is responsible for structuring classes on the basis of advice given by the Local Authority. The current class structures and roll for session 2022 - 23 is:

Roll - 263

P1 - 21

P1/2 - 19

P2 - 25

P3 - 28

P3/4 - 25

P4 - 26

P5 A - 20

P5 B- 20

P6A - 26

P6B - 19

P7 - 33

Assessment and Reporting

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

In Fordbank Primary, we use a range of summative and formative assessment strategies to help us plan, along with children and parents, the next steps in meeting the needs of all of our pupils. Pupils P3 – 7 are supported to track their progress in literacy and numeracy across our learning pathways (Stepping-Stones to Success) and to identify and evaluate their own learning targets and record the application of skills across the different curricular areas. Teachers provide high quality oral and written feedback on next steps for improvement. Pupils across the school also use the Seesaw app to profile their own achievements which can be shared and celebrated with parents.

Teachers meet regularly with the Head Teacher and Depute Head Teacher to track attainment and identify any support required across the 8 wellbeing indicators in line with the Getting it Right for Every Child Policy (GIRFEC). The wellbeing indicators are – safe, healthy, achieving, nurtured, respected, responsible and included. Children are also encouraged and supported to take an active role in assessment and regularly assess their own and others' learning.

We aim to provide parents with lots of information about the school, individual class work and children's individual achievements through our Seesaw app which is an ongoing approach to reporting at Fordbank Primary School. We formally report to parents on their children's progress 3 times per year (2 Parents' Nights where parents are invited into the school to meet with teachers) and 1 annual report card. Our approaches are reviewed on an ongoing basis and we will continue to seek the views of parents/carers moving forward.

Parents are urged to contact the school at any time to discuss their child's learning and progress. Parents of children with Additional Support Needs will be kept informed of personal targets and achievements and identified support through termly updates on the child's Pupil Support Plan or Individual Education Plan and where appropriate will be invited to attend meetings throughout the school year.

Summary of the School Improvement Plan

1. To improve attainment in writing across the school
2. To promote the positive Health and Wellbeing of children, parents/carers and staff.
3. To establish Fordbank Primary as a community facility supporting the wider community

A copy of the full school improvement plan can be found on the school website.

Quality indicators

Our school uses the new How Good Is Our School 4th Edition (Education Scotland) document to help evaluate how well the school is doing and what steps should be taken to bring about improvements, in particular attainment and achievement. Our school annually reports on the following themes:

- Leadership of change
- Learning, teaching and assessment
- Improving wellbeing, equality and inclusion
- 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.

In Fordbank Primary this session, we will use our PEF fund to –

- Employ a full time Early Years Officer to support early years' attainment and wellbeing as well as the development of outdoor learning
- Employ an Acting Principal Teacher to lead the school's Digital Learning strategy including parental engagement
- Purchase Chromebooks and apps to support digital learning with a focus on literacy and numeracy
- Purchase tablets to support digital inclusion and parental engagement of remote learning
- Employ a project leader to create numeracy videos to support parental engagement in learning
- Continue to enhance current literacy, numeracy and outdoor learning resources to support pupils across all stages

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.

Fordbank Primary School is an associated primary school of Johnstone High School.

Head teacher Lynne Hollywood telephone: 0300 300 1331

Special Unit – Flexible Learning Resource (ACE Base)

We are very proud that Fordbank Primary School is host to one of 2 local authority Flexible Learning Resource (ACE) bases. The base provides a high level of support to children across Renfrewshire who have social, emotional and behavioural needs within a nurturing, high quality environment. The provision has a very good reputation across Renfrewshire and within our local community. We strive to ensure that the young people who attend our base are as fully included in the life of the school as possible in line with our own school ethos and values.

Car parking

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

off/pick up points in the car park at 9am or 3pm if you need to use your car when bringing or collecting children. This will help to support our neighbours by lessening congestion in the streets around the school.

Care and welfare

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

School security

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

Attendance and absence

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

Please let the school know by letter or phone if your child is likely to be absent for some time and provide your child with a note on his or her return to school, confirming the reason for absence. If there is no explanation provided from a child's parents, the absence will be regarded as unauthorised.

Please make every effort to avoid family holidays during term time as this disrupts your child's education and reduces learning time. The head teacher can approve absence from school for a family holiday in certain extraordinary situations. Please discuss your plans with the head teacher before the holiday. Absence approved by the head teacher on this basis is regarded as authorised absence. If the head teacher does not give permission before the holiday, it will be recorded as unauthorised absence.

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

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

Where there are concerns about a child's attendance, a member of the SLT will contact parents to discuss reasons and offer support to maximise attendance.

Bullying

Renfrewshire Council has an anti-bullying policy which was developed in consultation with pupils, parents and staff. The policy provides guidance on the prevention, identification and management of bullying – both the bullying behaviour and the impact it has.

Our school also has its own anti-bullying policy which sets out our local approach to tackling bullying. You can request a copy of the Council's policy and/or the school's policy from the school office or access them online at <http://www.renfrewshire.gov.uk/article/3469/Anti-bullying>

If you have a specific concern about bullying, please report this to the school so that we can investigate and take any action that might be needed. Positive partnership with parents is crucial in addressing incidents of bullying and we strive to achieve this goal.

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.

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

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

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

Our school meals are provided by AMEY. Menus are made available to parents/carers to enable children to choose meals each day.

If your child has any allergies, please contact the school office and speak with a member of the SLT who will liaise with AMEY staff to ensure that your child's needs are met.

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.

Most children are picked up outside the gates at the back entrance to the school. Children will exit from one of two gates in the playground. Parents are respectfully asked not to enter the playground at any time – if you need to speak with a member of staff, please come to the office at the main entrance of the school. Children are quickly taught to come back into the playground if a parents/carer is not there for collection – they will be supervised by a member of staff and taken to the office at the main entrance. If you are running late for pick up, please contact the school as soon as possible.

Placing requests

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

Assisted support needs

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

Playground Supervision

An adult presence is provided in playgrounds at break times, as required by law. In Fordbank Primary School, we have a maximum of 5 adults in our playground including janitorial staff to help supervise the children. Children are expected to behave in a safe and responsible manner in line with our School Expectations and where there are concerns, the school will contact parents and where appropriate reduce or remove playground breaks. Our

lunch hall is supervised by SLT each day.

Our Playground Expectations are –

Be Safe

Be Kind

Follow Instructions

Pupils leaving school premises at breaks

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

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

Equalities

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

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

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

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

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

Medical and Health Care

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

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

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

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

Fordbank has a clear policy on managing accidents at school. A member of the First Aid team will record the incident and this will be sent home with the child detailing the nature of the incident and any first aid that was applied. For all head injuries and for other injuries as appropriate, the office staff will contact parents to inform them of the accident.

Religious Observance

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

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

Our Religious and Moral Education Curriculum reflects all World Religions and these are taught to the children across all stages including through whole school assemblies. We believe that it is important for children to experience and learn about other cultures and to develop understanding and tolerance of difference in line with our value of Equality.

Behaviour and discipline

It is our aim in Fordbank Primary School to create a nurturing and supportive environment that meets the social and emotional needs of all our children. Our Positive Relationships,

Positive Behaviour Policy is based on the importance of encouraging and supporting mutual respect between pupils and staff and amongst pupils themselves and is in line with Renfrewshire Council's Nurturing Relationships Policy. Our approaches are restorative with children being encouraged and supported to make positive choices and to take responsibility for their actions.

Each class has a clear stepped intervention approach clearly displayed across all stages. Our School Expectations are consistent in every class and around the school leading to a shared language and shared understanding for all members of our community. Positive behaviour is recognised and celebrated through our weekly assembly awards which reinforce the 4 capacities of **successful learner, responsible citizens, effective contributor** and **confident individuals**.

Our Expectations -

- Be Safe
- Be kind
- Follow instructions
- Work hard and try your best
- Achieve

Wet weather arrangements

If it is very wet, children will be allowed into the school at around 8.50am and will be supervised by a member of the support staff. In poor weather, it might be necessary for children to have an indoor interval or lunchtime. Children will be supervised in their classrooms by support staff and P7 Buddies.

Curriculum Matters

School curriculum

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

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

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

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

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

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

The Key priorities of the National Improvement Framework are:

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

Curriculum for Excellence

Curriculum for Excellence covers the following curriculum areas –

Literacy (in Fordbank this includes French and Spanish languages), Numeracy, Health &

Wellbeing, Social Studies, Technologies (including Digital Learning), Religious and Moral Education and Expressive Arts.

In Fordbank, our children experience learning across all aspects of the curriculum through discreet learning and teaching as well as Interdisciplinary learning. Our learning and teaching reflect the Principles of Design (progression, breadth, depth, relevance, cohesion, challenge & enjoyment and personalisation and choice) to ensure that children are supported to achieve their full potential working at the most appropriate levels. Our teachers work hard to plan fun and motivating learning experiences and all children are supported to actively engage in and lead their own learning at all stages.

We have a strong focus on skills for learning, life and work and have created a progressive experience planner where children are able to take part in a wide range of activities that enable them to develop and apply skills in a variety of contexts. We work in close partnership with our local community and wider agencies to enhance these experiences.

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 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 point 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.

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

The teams support the additional needs of:

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

Homework

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

Fordbank 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.

We review our homework regularly in consultation with our parents/carers. Homework reinforces learning in literacy and numeracy each week as well as other areas of the curriculum as appropriate. More recently, our homework is shared through our Seesaw app which enables our teachers and parents to work more closely on supporting the children together and increasingly uses digital apps which the children find fun and motivating.

We are always happy to discuss homework and to differentiate this to meet individual pupil needs.

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 value a range of extra-curricular activities that support the development of Health & Wellbeing as well as the development of skills for learning, life and work.

We work closely with our Active Schools Team who provide a range of lunch time and after school sports clubs. We have strong partnerships with the local Scripture Union team who lead a fun club exploring aspects of religion and

Home School Community Links

Parental Involvement

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

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

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

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

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

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

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

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

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

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

Parent Teacher Association

At Fordbank Primary School we are keen to encourage parental involvement in the life of the school. A group of parents meet to discuss and plan events which raise funds for our school. Their events range from organising School Discos to Christmas and Summer Fayres. All parents are welcome to join this much valued group.

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

We have a very pro-active Pupil Council in Fordbank Primary School. Each year, classes vote for 2 children to represent their views on the Pupil Council. The group meets on a regular basis to discuss a wide range of school topics and issues and plan fundraising opportunities for the whole school to participate in.

The Pupil Council is very much run by the children themselves, although one member of staff attends meetings. The children plan the agenda for meetings, take the minutes and report back to their classmates and staff, including the head teacher. They plan and undertake a wide range of tasks which help to improve the school environment for their

peers.

Community Links

The school identifies very closely with the local community through many and varied links such as Croseford Tara, Kibble, local nursing homes and charities. Excellent links exist with our cluster primary schools, local Nurseries and High Schools. We involve the local and wider community with our learning programmes through planned visits to the school from a variety of personnel and outside educational excursions. As developing Fordbank as a community facility for the community features on our school improvement plan this year, these links will be developed much further throughout this session.

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 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](https://www.facebook.com/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.mcguire@renfrewshire.gov.uk
pamela.mckechan@renfrewshire.gov.uk
Phone: 0300 300 1415

Community Learning & Development

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

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

You may find the following websites useful.

- <https://education.gov.scot/parentzone/> - parents can find out about everything from school term dates to exam results. This site also offers information for nursery aged children and young people who have left school. It also lists relevant publications for parents and provides hyperlinks to other useful organisations.
- <https://education.gov.scot/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 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?

☐ 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