



Fordbank Primary and Flexible
Learning Resource

School Handbook 2024-25

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Welcome from the Head Teacher

Dear Parent/Carer,

Welcome to Fordbank Primary School and Flexible Learning Resource (FLR). 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 Primary and FLR, 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

Fordbank Primary provides a safe, nurturing and stimulating environment in which all pupils are supported to reach their potential to lead fulfilling and happy lives. We actively promote a sense of belonging through our trusting relationships and community partnerships and have high expectations for our learners.

At the HEART of our school ethos are our values of



Hope, Equity, Achievement, Respect and Teamwork.

School 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
- provide 25 hours of class contact time in each normal school week for pupils of primary-school age

Pupils will have opportunities for:

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

You can also expect us to:

- provide formal written reports on your child's progress
- provide an annual report on school progress within our Standards and Quality Report
- 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
- being involved in the school

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

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

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

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

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

About Our School

School staff

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.

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
- To lead and develop the school's ICT strategy including Digital Inclusion; Parental Support; Staff Development and Support
- Transitions

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
- Parental Engagement and Pastoral Care P1 & 2 and Transitions

Mr Michael McClelland – Principal Teacher FLR

- Pupil Support Coordinator of FLR
- To lead and support staff in FLR including staff development.
- To create and sustain effective partnership working to meet the needs of pupils.

Teachers

Primary 1: Mrs. Moira Traynor

Primary 1/2: Mrs. Lyndsay Gray

Primary 2: Mrs. Nicola Miller

Primary 3: Miss. Laura McCracken

Primary 4: Mrs. Louise MacDonald

Primary 4/5: Mrs. Laura Bird/ Mrs. Rachel Reynolds

Primary 5: Miss. Chloe Lupton / Miss. Carla McCreadie

Primary 5/6: Mrs. Laura Bird/ Mrs. Rachel Reynolds

Primary 6A: Mrs. Kirsty Stevenson/ Mrs. Gillian New

Primary 6B: Ms. Ann Young

Primary 7A: Ms. Lesley McArthur

Primary 7B: Miss. Rachael Denny

NCCT: Mrs. Karen Clarke and Mrs. Kellyann Wallace

Support for Learning: Mrs. Anne Carrigan and Mrs. Ailidh Campbell (PEF)

Support Staff

Classroom Assistant – Mrs. Christine Kennedy

Classroom Assistant – Mrs. Natalie McCann

ASNA – Ms. Joan Docherty

ASNA – Mrs. June Borland

ASNA – Mrs. Lynne Scott

ASNA – Miss. Stacey Kerr

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

Principal Teacher FLR – Mr. Michael McClelland

Teachers

Mrs. Eileen Munro

Miss. Sarah Hughes

Miss. Rachael Miller

ASNAs

Mrs. Sharon Speirs

Mrs. Joanne Kerr

Key Worker

Mrs. Gail McAllister

Business Support Staff

Service Delivery Officer – Mr. Paul Slaven

Senior Clerical Officer – Mrs. Ashley Allen

Clerical Officer - Miss. Natalie Hendry

Facilities Management / Janitorial Staff (AMEY)

Janitor – Mr. John Hughes

Day Janitor – Ms. Pauline Blackwood

Catering Manager – Mrs. Marion Grady

Visiting Professionals

Home Link Worker – Ms. Linda Brewster

Educational Psychologist – Mrs. Rebecca Gibson Knowles

Education Manager – Ms. Amelia Hall



School Information

- 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. Deborah Murray
c/o Fordbank Primary
Teviot Terrace, Johnstone
PA5 0NP

School Roll

The roll for session 2024/2025 is 266

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

- supporting learning at home;
- developing strong partnerships between home and school; and
- engaging with the school, especially with Curriculum for Excellence

School day

Primary 1 pupils attend school on a full-time basis from the first day in school.

School opens - 9.00am

Interval - 11.00am – 11.15am

Lunch - 12.15pm – 1.00pm

School Closes - 3.00pm



School year

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

Teachers return Thursday 14 August 2025

School in-service days

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



School dress

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

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

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

Pupils will not be deprived of education, any 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. This includes watches, rings, chains and belts with metal buckles and other body jewellery and must all be removed before the physical education lesson, as these may cause injury to the wearer and others.

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

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

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

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

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

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.

Pupils are encouraged to wear the following:

Grey or black trousers or skirt

Grey or black jumper or green/turquoise sweatshirt

White shirt

White or green/turquoise polo shirt with school badge

School tie with shirt

Grey or black blazer with school badge

Green/turquoise fleece with badge can also be purchased as can a range of jackets/waterproofs.



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.

We feel it is very important to make the transition from Nursery to Primary 1 as smooth and effective as possible for both children and parents as they reach this important time. We have strong links with the local nurseries, including Spateston Nursery with. All children are welcomed warmly into our school community and we encourage families to contact the school at their earliest convenience should they choose for their child to attend Kilbarchan Primary School. Our very full induction programme is designed to help prepare all children for the move into Primary 1 and includes:

An Open-Door policy - Please take advantage of our open-door policy. Share your child's experiences with us, tell us about the things they are doing at home and the progress they are making.

A Buddy - This is a pupil who will be in Primary 7 when your child is in Primary 1 and the relationship often begins whilst your child is still in nursery. The buddy will be part of an initial welcome to the school and will send their new P1 friend a video introducing themselves.

Primary 1 Staff visits - There is a variety of opportunities for children to become familiar with Primary 1 staff both in the nursery and in the Primary 1 classroom. Primary 1 staff spend time with the children in the nursery in the final term so that they can begin to get to know and work with them in a place where the children are already very comfortable. Mrs. Traynor, our PT organises multiple visits before the child starting Primary 1.

Transition visits – A member of the leadership team will lead the information session while the children spend time with their new teacher. outline some useful information relating to the transition from nursery to Primary 1. These sessions are also a chance for parents to begin to develop relationships with school staff and share a little more about their child's development.

Term 1 visits - Our induction programme extends into the first term of Primary 1. During this period, you will be invited along to see your child in their new learning environment. There will also be an opportunity to attend an information session on the Primary 1 curriculum with a Primary 1 member of staff as part of our Meet the Teacher event.

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.

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 2020 - 21 is:

In Session 2024/2025, our classes will be organised as follows: P1, P1/2, P2, P3, P4, P4/5, P5, P6a, P6b, P7a & P7b

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.

Summary of the School Improvement Plan

- Priority 1 - To raise attainment in Literacy with a priority focus on Writing
- Priority 2 - To improve wellbeing and relationships across our school community through inclusion.
- Priority 3 - To improve attainment through embedding high quality robust assessment and moderation approaches.

Strategic Improvement Priorities

Renfrewshire's Education Priorities

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

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.

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

Johnstone High School

Head Teacher: Mrs. Tracey O'Malley

Telephone: 0300 300 1331

Email: johnstonehighenquiries@renfrewshire.gov.uk.



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.

Transfer to Primary

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

Car parking

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

Care and welfare

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

School security

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

Attendance and absence

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

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

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

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

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

Bullying

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

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

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

Safeguarding including child protection

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

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

Mobile phones

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

- All phones should be turned off and kept out of sight during the school day within the school campus
- Photographing or recording of sound or images of staff, other pupils or visitors to the school is not allowed at any time within the school campus or on school transport
- Mobile phones may be confiscated where these rules are broken
- Any recordings made on school premises or school transport found on confiscated phones must be deleted on their return
- Any photographs or recordings of staff in any situation, whether taken on school premises or elsewhere, found on confiscated phones must be deleted from phones on their return
- Children's Services expects that schools will, through normal collegiate procedures, develop or review existing policies on the use of mobiles phones that take account of the views of all staff, parents and pupils
- Schools should ensure that pupils, parents and staff are aware that should a pupil breach the policy, there will be consequences in line with the school's positive behaviour/discipline policy

- Individual school policies should clearly state for the benefit of staff, pupils, parents and visitors any variations from the restrictions on use of mobile phones set out below
- Pupils and parents should be notified that mobile phones will be confiscated where these limitations are breached
- Smartphones introduce additional challenges for schools and parents. Pupils and parents should be aware that this also leaves pupils open to dangers such as cyber bullying, grooming and access to inappropriate material. Parents are encouraged to read anti-bullying policy for further guidance
- Staff should not delete photographs or recordings from confiscated mobile phones
- When staff confiscate mobile phones or other devices, they should ensure that these are retained in a safe place that cannot be accessed by others. This may be a lockable drawer or cupboard, a base area or a delegated area in the school office. Confiscated mobile phones should normally be passed to the school office or senior member of staff as soon as possible after confiscation

Legal Aspects

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

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

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

School meals

All Primary 1 – Primary 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.

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.

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

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
- 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 will be notified immediately.

Religious Observance

Our school is fortunate to have a close link with the local 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.

Managing positive behaviour

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.

We have two very simple expectations:

- Be Safe
- Follow instructions

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.



Interval and Lunchtime

In very inclement weather pupils will remain in their classes. Pupils will be supervised by P7 Monitors and Support Staff during these times. Pupils can enjoy a breaktime snack and will go to the Dinner Hall as normal for lunch. Suitable indoor activities will also be available for the children to access in their classes during wet intervals or lunchtimes. We ask that pupils remain within a seat, where possible during this time in order to ensure their health and safety.



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 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 approaches such as the Renfrewshire Nurturing Relationships Approach, Language and Communication-Friendly Environments, Video Interaction Guidance and Non-Violent Resistance.

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

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
- care experienced children and young people and those experiencing discontinuity in their learning
- children and young people with a range of additional support needs

Homework

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

The themes are built around the main areas:

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

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

The range of activities can include:

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

Extra Curricular Activities

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.



Home School Community Links

Parental Involvement

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

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

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

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

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

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

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

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

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

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

Parent Teacher Association

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.

Parent Council

Chairperson: Mrs. Deborah Murray

Treasurer: Mrs. Susan Patterson

Every parent who has a child at our school is a member of the Parent Forum. The parent council is a group of parents chosen to represent 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 you can.

The type of things the parent council may get involved in include:

- supporting the work of the school
- gathering and representing parents' views to the head teacher, education authority and His Majesty's Inspectorate of Education (HMIE)
- promoting contact between the school, parents, pupils, and the local community
- fundraising

- organising events
- reporting to the parent forum and being involved in the appointment of senior promoted staff.

For more information on parental involvement or to find out about parents as partners in their children's learning, please contact the school or visit the [Parentzone website](#). The link is found in our parent websites page.

Whole Family Wellbeing

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

Parents are fully involved, with an initial home visit to discuss the referral and updates on progress reviewed and evaluated 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 the school family wellbeing team can support parents and the school to work together to ensure a smooth transition, and help children and young people learn how to cope with change.

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

Pupil Council

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 Corseford 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, in particular, you have a complaint about the school, you can submit this by writing, telephoning or making an appointment to speak with the Headteacher. It is better that these things are shared openly and resolved fairly, rather than being allowed to damage the relationship between the family and the school. There will be no negative consequences from making a complaint and we will deal with the issue confidentially. If we have made a mistake, we will apologise quickly and clearly and try to put things right.

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

Stage 1 complaint:

- Complaints about the school should be directed to the head teacher in the first instance.
- It 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.

Stage 2 complaint:

- If you are not happy with the response to your complaint, you have the right to take it further and submit a complaint to Children's Services. This is also known as a stage 2 complaint. You can do this by completing a complaints form (available from the school or any council office), fill in the online form via your 'my account', 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 inform you.
- If you remain dissatisfied following the stage 2 outcome, you can contact the Scottish Public Services Ombudsman and our response will include the contact details.

- You should also note that you have the right to raise unresolved concerns with your local councillor, MSP or MP.

Data Protection

Information on pupils, parents and guardians is stored on a secure computer system and may be used for teaching, registration, assessment and other administrative purposes. The information is protected by data protection laws, including the UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018, and can only be shared or disclosed in accordance with those laws. To find out more about how your personal information is used, please consult the Council's general Privacy Policy, here:

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

Pupils attending any type of school have a right of access to their own information by virtue of the Data Protection Act 2018. This is known as the right of subject access. When a child cannot act for themselves or the child gives permission, parents will be able to access this information on their behalf. The Pupils' Educational Records (Scotland) Regulations 2003 give parents and carers a specific right of access to their child's educational records. You can find out how to make a Subject Access Request or a request for Educational Records, by visiting the Council's Data Protection page, here:

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

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

Information in Emergencies

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

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

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

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

Important Contacts

Director of Children's Services

Janie O'Neill	Renfrewshire House Cotton Street Paisley PA1 1LE	Email csdirector@renfrewshire.gov.uk Phone: 0141 487 0885
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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/my-school/> - parents can find out about individual schools. They can choose a school and select what type of information they need such as Education Scotland reports, exam results, stay on rates and free school meal entitlement
- <http://www.renfrewshire.gov.uk/> - contains information for parents and information on Renfrewshire schools
- <http://www.childline.org.uk/Explore/Bullying/Pages/Bullyinginfo.aspx> - contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying
- <https://respectme.org.uk> - Scotland's anti-bullying service. Contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying
- <https://education.gov.scot/> - provides information and advice for parents as well as support and resources for education in Scotland
- <http://www.equalityhumanrights.com/> - contains information for everyone on equality laws within the government and local authorities



Glossary

ASL – Additional Support for Learning

ASN – Additional Support Needs

CFE - Curriculum for Excellence

CLAD – Community Learning and Development

FOI – Freedom of Information

GIRFEC – Getting it Right for Every Child

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

LTS – Learning and Teaching Scotland

SIP – Service Improvement Plan

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

Parent feedback

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

Tell us what you think

Your feedback will help us to improve our handbook.

Did you find

Please tick

1. the handbook useful?

Yes No

2. the information you expected?

Yes No

3. the handbook easy to use?

Yes No

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

Name of school: _____

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

Planning & Policy Team

Children's Services, Renfrewshire Council

Renfrewshire House

Cotton Street

Paisley

PA1 1LE

email address: csdatapolicy@renfrewshire.gov.uk