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Dear Parents

Each year our schools issue a copy of the handbook which outlines the current policies and practices of the council and of the school. Renfrewshire Council is committed to providing high quality services.

This commitment is reflected in our council plan vision which is:

Renfrewshire Council is an organisation which is focused on achieving the following outcomes:

- Increased, sustainable investment in our economy;
- Improved health, well-being and life chances for children and families;
- Improved support to vulnerable adults;
- Reduction in the causes and impact of poverty; and
- a safer and stronger Renfrewshire,

It gives me great pleasure, as the director of children's services, to commend the school handbook to you as a source of helpful information not only on day to day matters of school procedure, but as an interesting insight into the school itself.

Yours sincerely

**Peter MacLeod**  
**Director of Children's Services**

## Welcome from the head teacher



Dear Parents and Carers,

Welcome to Gallowhill Primary School. Our ethos is very much that everyone matters and will be supported and nurtured academically, socially and emotionally.

Our aim is to provide a secure, happy, learning environment that encourages every child to achieve their full potential.

We look forward to getting to know your family and working in partnership with you in order for your child to be a **successful learner**, a **confident individual**, an **effective contributor** and most of all, a **responsible citizen**.

Yours sincerely

*Sheila Hood*

Head Teacher





## School aims

- 1  
To provide a curriculum which enables pupils to achieve and maintain consistently high standards, in keeping with A Curriculum For Excellence. To fulfil our statutory duties.
- 2  
To motivate all pupils in their own learning and development and to actively involve parent, carers and families in the life of the school.
- 3  
To support and enable all staff to provide a high quality experience through improvement planning and self-evaluation.
- 4  
To engage with the local and wider community with an emphasis on adapting practices to meet changing needs.
- 5  
Through careful planning and assessment, create stimulating and well-paced teaching and learning approaches which meet the needs of all children and address barriers to learning, thus ensuring appropriate progress for all learners and celebrating achievement and success.
- 6  
To provide school policies which offer clear guidance to staff and the wider community.
- 7  
To deploy our staff team effectively and through professional staff development activities support continuous improvement priorities.
- 8  
To provide effective leadership that supports and encourages high levels of quality improvement and excellence for all members of our school community

## Service Pledges

### Standards and expectations

#### We will:

- offer all children and young people 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 to parental involvement in schools;
- 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:

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

#### How can you help?

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

As a parent, you can help your child by:

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

Throughout this handbook the term 'parent' has the meaning attributed in the Standards in Scotland's Schools Act 2000 and the Scottish Schools (Parental Involvement) Act 2006. This includes grandparents, carer or anyone else who has parental responsibility for the child.



## About our school

### School staff



#### **Mrs. S. Hood – Head Teacher**

To be responsible to the Director of Education and Leisure Services for the effective management of the school and the provision of the best possible education for all pupils.



#### **Mrs. C. Morgan – Depute Head Teacher**

To be responsible to the Head Teacher for all delegated curricular, administrative and management tasks. Responsibility for the day-to-day running of the nursery.



#### **Mrs. C Gledhill – Acting Principal Teacher**

To be responsible to the Head Teacher for all delegated curricular, administrative and management tasks.



## **Teachers**

Mrs C. Gledhill	Primary 1
Miss D. Blackett	Primary 1
Mrs D. Bell	Primary 2
Mrs A. McLeod/ Mr B. Chapman	Primary 2
Mrs C. Stewart/ Mrs J. Forde	Primary 3
Mrs K. Roy/ Mrs A. McLeod	Primary 3/4
Mr C. McLaughlin	Primary 4
Miss R. Mainland	Primary 5
Mrs C. Falconer	Primary 5/6
Mrs L. Caldwell	Primary 6/7
Mrs A. Rigmand	Primary 7
Mrs L. Langford	Attainment Challenge Teacher

## **Nursery Staff**

Mrs L. Waltham	Senior Nursery Officer
Mrs J. Mckernan	Nursery Teacher
Mrs J. McAllister	Nursery Officer
Miss L. Maclean	Nursery Officer
Mrs A. Hicks	Nursery Officer
Miss M. O'Bike	Nursery Officer
Mrs M. Cairns	Early Years Transition/ Nursery Officer
Mrs R. McAndrew	Early Years Graduate

### **Support Staff**

Mrs J. Maclean	Senior Clerical Officer
Mrs J. Buchanan	Clerical/ Administrative Assistant
Mrs K. Cairns	Classroom Assistant
Mrs M. Boyce	Classroom Assistant
Mrs E. Burns	Classroom Assistant
Miss B. Smith	Classroom Assistant
Miss G. McArdle	Classroom Assistant
Mrs C. Courtney	Classroom Assistant
Mrs A. Hart	ASNA
Mrs A. Rankin	ASNA
Mrs V. Roberts	ASNA
Mrs. A Rae	Early Years Officer
Mr T. Downs	Janitor
Miss M. Hay	Catering Manager
Mrs J. Leitch	Catering Assistant
Mrs A. Goudie	Cleaning Supervisor
Mrs C. Lyle	Cleaning Assistant
Mrs S. Brittain	Crossing Patroller

### **Visiting Staff**

Mr N.Cole	Home/School link worker
TBC	Educational Psychologist
Miss H. Aitken	Active Schools Co-ordinator

## School information

### School day

Open 9.00am

Morning Break 10.30am - 10.45pm

Lunch 12.15pm - 1.00pm

Close 3.00pm

- phone number: 0141 887 7109
- email address: [enquiries@gallowhill.renfrewshire.sch.uk](mailto:enquiries@gallowhill.renfrewshire.sch.uk)
- write to or visit us at: Gallowhill Primary School  
Netherhill Road  
Paisley  
PA3 4SF

### Parental involvement

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 year**

First Term	Return date for Teachers	Tuesday 13 August 2019 (IS)
	In-service Day	Wednesday 14 August 2019 (IS)
	Return of Pupils	Thursday 15 August 2019
	September Weekend	Friday 27 September 2019 and Monday 30 September 2019 (inclusive)
	In-service Day	Friday 11 October 2019 (IS)
	Schools closed	Monday 14 October 2019 to Friday 18 October 2019 (inclusive)
	Schools re-open	Monday 21 October 2019
	St Andrew's Day	Monday 02 December 2019
	Schools re-open	Tuesday 03 December 2019
	Christmas / New Year	Monday 23 December 2019 to Friday 3 January 2020 (inclusive)
Second Term	Schools re-open	Monday 06 January 2020
	In-service day	Friday 07 February 2020 (IS)
	Mid Term break	Monday 10 February 2020 to Tuesday 11 February 2020 (inclusive)
	Schools re-open	Wednesday 12 February 2020
	Spring Holiday	Friday 03 April 2020 to Friday 17 April 2020 (inclusive)
Third Term	Schools re-open	Monday 20 April 2020
	In-service Day	Friday 01 May 2020 (IS)
	May Day	Monday 04 May 2020
	Schools re-open	Tuesday 05 May 2020
	May weekend	Friday 22 May 2020 and Monday 25 May 2020 (inclusive)
	Schools re-open	Tuesday 26 May 2020
	Last day of session	Monday 29 June 2020

**Teachers return Wednesday 12 August 2020.**

**School in-service days**

- Tuesday 13 August 2019
- Wednesday 14 August 2019
- Friday 11 October 2019
- Friday 07 February 2020
- Friday 01 May 2020

### School dress

Renfrewshire Council encourages each school to adopt a dress code after discussion 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.

Our school colours are gold, red and grey. Items of school uniform are:

**Grey skirt/trousers, white shirt with a school tie, grey blazer with the school badge, grey pullover/cardigan. Sweatshirts, polo shirts and jackets with the school badge are also available.**

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:

- income support;
- income based job seeker's allowance;
- pension credit;
- housing benefit;
- council tax benefit; or
- depending on annual income, child tax credit or working tax credit.

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: [www.renfrewshire.gov.uk](http://www.renfrewshire.gov.uk).

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.

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## 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](http://www.renfrewshire.gov.uk). It is normally in January each year. Pupils should be registered in only one school for their catchment area. Parents will be provided with information about the school, when they register their child.

Parents who want to send their child to a school other than the catchment school must make a placing request. Information on this procedure 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 0170, or on our website [www.renfrewshire.gov.uk](http://www.renfrewshire.gov.uk). It is important to note that a successful placing request into a primary school does not guarantee a successful placing request when a child is transferring to secondary school.

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

## Induction procedures for pupils starting at the school and their parents

After the initial enrolment has taken place, steps are taken to ensure that the change from pre-schooler to new entrant is as smooth and happy as possible. As the majority of our pupils attend Gallowhill Nursery the transition is just a walk along the corridor to their new classroom.

At Gallowhill Primary we have a programme of events for new children and their parents. While activities are provided in the Primary 1 classroom, for the children, parents attend workshops on early reading, writing and number and view a selection of the materials that are used.

Arrangements for meetings with parents and induction days for pupils will be notified during the spring or summer terms.

## Class Organisation

Primary 1- Primary 7      Present Roll: 261      Operational Roll: 384

This year our class structures are:

2 x P1, 2 X P2, 1 X P3, 1 X P3/4, 1 X P4, 1 X P5, 1 X P5/6 1X P6/7 and 1 X P7

Class structures will vary from year to year depending on numbers.

The maximum number for a P1 and P2 is 25; P3 is 30 and P4-7 at 33 and a composite class is 25.

## Assessment and reporting

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

Assessment includes supporting learning, learner engagement and ensuring appropriate support.

## Tracking learners' progress

Information on learners' progress is gathered through planned assessments and this information is recorded. This allows teachers to have a clear picture of how learners are progressing. It will also allow teachers to identify next steps in learning and inform reporting on progress and achievement.

## Reporting

Regular reports to parents provide clear, positive and constructive information about their child's learning and progress, reflecting on what has been achieved against standards and expectations.

## Profiles

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

## **Improvement Plan Summary: 2019-2020**

Every year, schools in Scotland produce a *School Improvement Plan* which ensures that continuous improvements take place in a planned and systematic way.

If you are interested in the full School Improvement Plan document, please contact **Sheila Hood** who will be more than happy to provide you with a copy or to discuss any aspect in further detail.



## **Transfer to secondary school**

Pupils normally transfer to secondary school between the ages of eleven and a half and twelve and a half years, so that they will have the opportunity to complete at least 4 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 this procedure 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.

Gallowhill Primary School is an associated primary school of Paisley Grammar High School. Head teacher Mrs J. Levens telephone: 0141 889 3484

## **Nursery class of Gallowhill Primary School**

### **Nursery Class Provision**

The school's nursery class provides 10 morning and 10 afternoon places for children aged 2 and also provides 30 morning and 30 afternoon places for children aged 3- 5 years.

Nursery class provision is non-denominational. Placement in the nursery class does not guarantee a place in the primary school if a placing request is necessary.

Children are eligible for entry to the nursery class from the month after their third birthday for birthdays between September and February. Children with birthdays between March and August will be eligible for entry to the nursery class in August. Application forms for a nursery place are available from the school office and should be returned there on completion. Parents may register an application for their child from the age of 2 years. Eligible 2 year olds whose parents are in receipt of qualifying benefits/credits can collect an application from the school office and forms should be returned there on completion along with proof.

### **Admission to Nursery**

Nursery class provision is non-denominational. Placement in the nursery class does not guarantee a place in the primary school if a placing request is necessary. All Renfrewshire nursery classes adhere to the council's early years admission policy and all applications are dealt with in line with its guidelines.

All applications are discussed at the central admissions panel and agreement about the allocation of places is made by the members. Parents will receive notification when their child is allocated a place and information will accompany this about starting dates and times.

In some circumstances children awarded a high priority ranking within the early years admissions policy may start immediately after their third birthday.

### **Transfer from Nursery to Primary**

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

Your child will be supported in the transition from nursery to primary school. This will include processes such as sharing of information on your child through the transfer of information document, joint curricular experiences with the primary school, visits to the primary which help to ensure a smooth transition and continuity of learning for the child transferring to primary.

## Car Parking

A dedicated parking space has 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 or carers of our pupils, to make sure they are safe, happy and able to benefit for the educational opportunities we offer. This handbook gives details of how we deal with bullying, homework, additional support needs and many other areas that may impact on your child's wellbeing.

## School security

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

## Attendance and absence

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

Absence from school is recorded as authorised, that is approved by the education authority, or as unauthorised, that is unexplained by the parent (truancy).

## Contact procedures

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

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

Please make every effort to avoid family holidays during term time as this disrupts the child's education and reduces learning time. The head teacher can approve

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

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

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

### **Attendance and absence data**

Absence rates are calculated as a percentage of the total number of possible attendances for all pupils of the school in the stage shown. Each morning and each afternoon of each school day is considered as a separate possible 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.

### **Safeguarding including Child protection**

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

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

## Mobile phones

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

- All phones should be turned off and kept out of sight during the school day within the school campus.
- Photographing or recording of sound or images of staff, other pupils or visitors to the school is not allowed at any time within the school campus or on school transport.
- Mobile phones may be confiscated where these rules are broken.
- Any recordings made on school premises or school transport found on confiscated phones will have to 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 will have to be deleted from phones on their return.
- Education and leisure services expects that schools will, through normal collegiate procedures, develop or review existing policies on the use of mobiles phones that take account of the views of all staff, parents and pupils.
- Schools should ensure that pupils, parents and staff are aware that should a pupil breach the policy they will be disciplined in line with the school's positive behaviour/discipline policy.
- Individual school policies should clearly state for the benefit of staff, pupils, parent and visitors any variations from the restrictions on use of mobile phones set out below.
- Pupils and parents should be notified that mobile phones will be confiscated where these limitations are breached.
- An increasing range and variety of mobile phones possess the ability to access the Internet and to use Bluetooth technology to communicate. These technologies provide unparalleled sophistication and complexity which can provide access to a wealth of online resources and possibilities. Pupils and parents should be aware that this also leaves pupils open to dangers such as Cyberbullying, grooming and access to inappropriate material. Reference should be made to Renfrewshire's anti-bullying policy for further guidance in this area.
- 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 character; and, the distribution of certain pornography might be an offence under the Civic Government (Scotland) Act 1982.
- In situations which are so serious that a school might call in the police it is for the police, 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

Children of parents receiving certain benefits, are entitled to a free midday meal. Information and application forms for free school meals are available from schools, registration offices, customer service centres or may be downloaded from the council's website: <http://www.renfrewshire.gov.uk/article/2303/School-meals>  
Children who are also entitled to free school meals are entitled to free milk at lunchtime. Milk may also be on sale in the school during the lunch period.

## **School transport**

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

In special circumstances, the director of education and leisure 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.

### **Pickup 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 pickup point on time and behaves in a safe and acceptable manner while boarding, travelling in and leaving the vehicle. Children who misbehave can lose their right to home to school transport.

### **Placing Requests**

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

### **Assisted support needs**

Renfrewshire Council may provide home to school transport for children assessed to attend any school because of their additional support needs. If transport is required an appropriate vehicle to meet the child's need will be provided.

### **Playground supervision**

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

### **Pupils leaving school premises at breaks**

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

Renfrewshire Council recommends that pupils should not leave school grounds at intervals. Primary pupils should only leave at lunch times when they are going home for lunch, with their parents' agreement in writing. 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 inspections 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. The head teacher will assume that your child will attend all inspections unless told otherwise. Parents are told about any recommended action or treatment. All examinations are carried out by Greater Glasgow and Clyde Health Board staff.

Parents should notify the school of any medical requirements or allergies that their child may have. If medication is required it is better if this can be provided out with school hours but, in cases where it is necessary that during the child's time in school, parents should contact the school to make appropriate arrangements. Staff are not obliged to give medicine to pupils.

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

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

## **Behaviour and discipline**

At Gallowhill Primary we aim to create a safe, happy environment where children can work and learn and develop their full potential. We aim to raise self-esteem, create confident children and encourage achievement; we also aim to encourage the development of good relationships with members of the wider community. An effective school discipline policy is essential if this aim is to be achieved.

In Gallowhill Primary, we have developed a very supportive behaviour strategy which is consistent from nursery to Primary 7; children all strive to keep in the sunshine by obeying 3 simple rules and choosing good behaviour. We have monthly Sunshine Assemblies where pupils' achievement of staying in the sunshine is celebrated.

All children must conform to class and school rules and close contact is kept with parents so that we can work in partnership. Throughout the school we have adopted a positive approach to discipline, rewarding children with merit points for a variety of reasons e.g. good behaviour, helping others. doing best work.

From time to time a child's behaviour may be unacceptable. The class teacher can deal with most cases of indiscipline quickly and effectively.

### **Wet weather arrangements**

On wet mornings, the janitor will open the doors at 8.50am and pupils may wait quietly in the cloakroom areas until 9.00am. We ask that your child does not come to school before that time when the weather is bad. Pupils stay in their classrooms on wet intervals, where they are allowed to play table top games. Classroom assistants , the janitor and promoted staff supervise the children at these times.



## Curriculum matters

### Curriculum for Excellence

Curriculum for Excellence (CfE) - Scotland's approach to learning and teaching - has been a very positive development in our schools. Scotland's children and young people are now much more confident, resilient and motivated to learn.

The National Improvement Framework, updated in 2018, sets out activity the Scottish Government and partners will take to drive improvement for children and young people. Crucially, it sets out a clear **vision** for Scottish Education:

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

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

### Getting it right for every child (GIRFEC)

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

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

### Additional support for learning

#### Inclusion

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

#### Support

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

### Universal support

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

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

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

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

### Targeted support

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

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

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

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

Independent sources of information and advice nationally include -

**Enquire** – the Scottish advice service for additional support for learning

Telephone – 0345 123 2303

Email – [info@enquire.org.uk](mailto: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](mailto:enquiry@siaa.org.uk)

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## 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 schools takes action to address these concerns and may involve a link EP. Parental permission will always be obtained before we request to involve the link EP.

## Health and Wellbeing Education

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

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

Health and Wellbeing in schools covers:

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

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

## **Specialist support service – teachers teaching in more than one school**

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

The teams support the additional needs of:

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

## **Homework**

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

Gallowhill 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.

## **The Learner's Journey**

### **Health and Wellbeing**

(Personal and Social Development, Health and Physical Education)

#### **Developing Successful Learners**

- understand facts that influence Health
  - acquire a range of physical skills and abilities
  - learn social and emotional skills
- develop resilience in dealing with competitive and challenging situation

## **Languages/Literacy**

(Reading, Writing, Listening & Talking and German)

#### **Developing Successful Learners**

- language and literacy skills that enable them to gain access to all areas of learning
- develop and communicate thoughts and opinions effectively
- challenge thinking, encourage openness to alternative approaches and ideas
- apply literacy skills through technologies
- express themselves using different media
- communicate with those from other cultures and backgrounds
- capability and confidence to learn other languages

#### **Developing Confident Individuals**

- relate positively to others and interact successfully
- competence and confidence in Languages leading to self respect
- explore other people's experiences, emotions and relationships through literature
- develop own sense of the creative forces in Scottish culture
- boost confidence and help children to cope in new situations

#### **Developing Responsible Citizens**

- reflect and develop their own stances to a range of issues.
- communicate and consider their own thoughts and feelings and consider those of others
- participate in discussions, resolve conflicts and play a part in influencing decisions
- through learning of additional languages understanding of other cultures can be developed
- challenge preconceptions and stereotypes

**Developing Effective Contributors**

- contribute to life of school and community by sharing of poems and stories
- contribute to developing creative and enterprising ideas and communities
- communicate successfully in ways which are appropriate for different situations
- learning of other languages lead to contribution to the wider international Community



## **Maths/Numeracy**

### **Developing Successful Learners**

- think innovatively
- meet challenges positively
- find imaginative solutions
- strengthen ability to use technologies

### **Developing Confident Individuals**

- develop self confidence through competence in mathematical and arithmetical processes
- use Maths in a variety of real life situations

### **Developing Responsible Citizens**

- apply Mathematics in other curriculum areas
- develop knowledge of how Maths is applied in everyday life
- use Mathematics to enable children to make informed decisions
- interpret numerical data to draw conclusions, assess risk and make reasoned evaluations

### **Developing Effective Contributors**

- apply skills and understanding to creatively and logically solve problems
- develop resilience by working on suitably challenging problems
- communicate solutions to a wider audience

## **Sciences**

### **Developing Successful Learners**

- develop an interest in and understanding of the living, material and physical world
- understand scientific ideas and approaches
- awareness of the pace and significance of developments in the sciences and evaluate their impact
- participate in first hand observations, practical activities, open – ended challenges and investigations
- participate in discussion and debate
- develop a range of skill in critical thinking as well as literacy, communication and numeracy

### **Developing Confident Individuals**

- learn about Science in relevant, real - life contexts
- use appropriate scientific terms and ideas confidently
- express and justify their views on science-based issues of importance to society
- confidence to communicate their own stances

**Developing Responsible Citizens**

- respect for living things and the environment
- respect for evidence and the opinions of others
- an openness to new ideas
- honesty in collecting and presenting data
- appreciate Science contributes greatly to the development of human culture
- realise the impact of developments in Science have on the wellbeing of our Society

**Developing Effective Contributors**

- engage in a range of collaborative and investigative tasks within and beyond the classroom
- design and use experiments
- interpret data, make deductions and draw conclusions based on evidence
- develop skills to become enterprising and creative adults

**Social Studies**

(People in the past, place and society)

**Developing Successful Learners**

- access and use information from different kinds of sources
- think critically about evidence and arguments arising from it
- arrive at own conclusions about a range of issues
- justify own views in discussion and debate
- develop literacy and numeracy skills
- strengthen ability to use technologies

### **Developing Confident Individuals**

- understand more about their sense of identity
- develop an understanding of Scotland's social and political changes
- ability to establish their own views
- confidence to communicate their own stances

### **Developing Responsible Citizens**

- learn about different values, beliefs and cultures
- question others attitudes especially towards intolerance and justice
- develop respect for other people
- participate responsibly in all aspects of life

### **Developing Effective Contributors**

- broaden knowledge through investigative, creative and critical thinking
- understand Scotland's place in the world
- contribute to the wellbeing of society

## **Expressive Arts**

(Art & Design, Drama, Dance and Music)

### **Developing Successful Learners**

- self expression in a range of situations
- think innovatively
- meet challenges positively
- find imaginative solutions
- develop knowledge and skills related to the different arts
- strengthen ability to use technologies

### **Developing Confident Individuals**

- self awareness
- confidence
- express own ideas, experiences and feelings
- gain personal satisfaction and happiness through participating in Expressive Arts
- self-discipline, determination and commitment

### **Developing Responsible Citizens**

- explore difficult ethical questions
- express personal responses to personal and social issues
- develop and question personal views and stances on a range of issues
- explore the importance of the arts in Scottish society
- understand values and achievements of different societies
- recognise the importance of arts to the identities of different nations

**Developing Effective Contributors**

- develop creativity, work co-operatively and communicate with others
- initiative, dependability, leadership and enterprise.
- participate in all areas of Expressive Arts

**Technologies**

(I.C.T, Technology and Enterprise)

**Developing Successful Learners**

- use a wide range of technologies effectively
- learn through practical use of the technologies
- enhance problem solving skills
- develop creative thinking
- make connections across different kinds of learning
- encourage innovative, critical designers

**Developing Confident Individuals**

- equipped with practical skills for daily life and work
- build confidence to continue to learn to use new technologies in the future
- experience a sense of achievement
- develop the capacity to deal with change, risk and uncertainty

**Developing Responsible Citizens**

- engage with questions relating to the environment, sustainable development and ethics
- develop their sense of personal responsibility
- appreciate the merits and impacts of products and services

**Developing Effective Contributors**

- think creatively about how to solve practical problems
- work effectively in teams
- promote enterprising behaviour and ways of learning that prepare young people for their future lives and careers
- operate as skilled, thoughtful, adaptable and resourceful children able to identify and solve problems

**Religious and Moral Education**

**Developing Successful Learners**

- knowledge of different human beliefs, values and behaviour
- learn about how different faith and thinking can help people find meaning in life
- make connections between themes in R.M.E and those in history, science and the arts

### **Developing Confident Individuals**

- develop secure values and beliefs
- express their beliefs and values
- sense of security by being valued as an individual
- understand the role of Christianity in influencing Scottish society

### **Developing Responsible Citizens**

- respect for people of faiths and beliefs other than their own
- respect for people who adopt a stance for living which is independent of faith
- consider moral and ethical questions
- make moral and ethical judgements about right and wrong
- act with concern for others and the world we live in

### **Developing Effective Contributors**

- put their values and beliefs into action in a positive way

### **Our approach to sex education**

We follow Renfrewshire Council's policy on Relationships and Sexual Health.

### **Assessment is for Learning**

We use a variety of strategies to ensure pupils are actively involved in their own learning. Pupils are encouraged to be aware of what they are learning about (learning intentions) and what the teacher will be looking for from their piece of work (success criteria). They are also encouraged to indicate whether they found activities to be easy, difficult or about right and to look towards improving their work. Feedback is given regularly to the children in order for them to make informed and supported decisions about the next steps for their learning.

## **Specialist support service – teachers teaching in more than one school**

The specialist support service makes provision for children and young people who have a range of additional support needs. The service comprises of teachers who work in the pre-5, special, primary and secondary sectors. Staff in the service work in partnership with staff in the 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;
- bilingual learners who are at early stages of learning spoken English;
- looked after and accommodated children and young people who are experiencing difficulties in school;
- children at early stages of primary school who have a developmental coordination disorder along with attention difficulties;
- young people who attend the extended new directions provision; and
- pre-5 children who have been identified as having significant support needs.

## **Homework**

Homework is an integral part of learning and teaching. It provides the opportunity for the development of self reliance, self discipline, self confidence and participation in taking responsibility for learning by your child. It also strengthens the link between home and school in providing an opportunity for 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.

Gallowhill 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.

Gallowhill Primary school has a recently updated homework policy based on Renfrewshire Council's policy and guidance. You can request a copy of this policy from the school office.

## **Enterprise in education**

Enterprise in Education [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 of Determined to Succeed are:

- Enterprising learning and teaching;

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

Six inter-related 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 offer a wide and varied programme of extra-curricular activities at lunch time and after school. These are planned in conjunction with our Active Schools co-ordinator to ensure that every year group will have the opportunity of taking part at some point in the year.

We have a range of Learning committees that pupils can be part of: -

Throughout the session, there are discos, sporting events and homework clubs to support pupils' wider interests and achievements.

## **Home school community links**

### **Parent council**

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;

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- 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/>

Our Chairperson is Tracy Garvey and she can be contacted on the school e-mail address: [enquiries@gallowhill.renfrewshire.sch.uk](mailto:enquiries@gallowhill.renfrewshire.sch.uk)



## **Home school links**

The Home Link Service is one of the services working to support children and families in Renfrewshire. We are a multi-disciplinary team based in different areas across Renfrewshire and appointed in teams linked to the school clusters in each area.

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

Support offered to pupils can be given individually or in a group setting. Parents are kept fully involved and initially a home visit will be offered to discuss the referral, and thereafter progress will be reviewed and evaluated on a regular basis keeping parents and pupils fully informed.

Support is also offered to pupils having been identified as being anxious at times of change. Moving from pre 5 to primary, primary to secondary school and from secondary to further education or employment. As this can be a stressful time to both pupils and parents we can work with you and your child's school to ensure a smooth transition, and help them learn how to cope with change.

Home Link service is a non-statutory service and staff work in partnership with parents or carers and school staff. We also work in partnership with 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 Pupil Council with representatives from Primary 1 –7 which meets weekly and is part of the decision-making process in Gallowhill Primary.

## **Community links**

We have strong links with West College Scotland, local businesses and Glencairn Court. These ensure our pupils are supported in learning about the workplace.

## **School lets**

Lets for schools should not be sought where the group wishes to apply for a licence. To apply to use school facilities, contact the Community Facilities Section at Johnstone Town Hall. 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, therefore, 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 arising from making a complaint and we will deal with the issue as confidentially as possible. 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 take note of in relation to making a complaint:

- It is helpful if complaints are made initially to the Head teacher. This makes sure that the school knows what is going on and has an opportunity to respond and resolve the issue.
- It is helpful if you can give some details of the issue and ask for an early appointment to discuss it.
- We will try to respond as quickly as possible, but often issues are complex and we need time to investigate.
- If you are still unhappy with the service or with our response then you will have the right to take up the matter further. You can put your complaint in writing or fill in a complaint form, available in the school or any council office. We can help if you have difficulty with this. Completed forms should be sent to: Renfrewshire Council, Education and Leisure Services, Renfrewshire House, Cotton Street, Paisley PA1 1LE. Telephone 0141 618 7201.
- If you are still unhappy after the further investigation and reply you can take the matter up with the Scottish Public Services Ombudsman, our reply will include the contact details.
- You should also note that you have the right to raise unresolved concerns with your local councillor, MSP or MP.

### Data protection

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

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

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

## Information in Emergencies

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

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

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

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

## Important Contacts

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### Director of Children's Services

Peter MacLeod	Renfrewshire House Cotton Street Paisley PA1 1LE	Email <a href="mailto:peter.macleod@renfrewshire.gcsx.gov.uk">peter.macleod@renfrewshire.gcsx.gov.uk</a> Phone: 0141 618 6839
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### Homelink Service Staff

Paisley / Renfrew & Erskine Team	Rm 17 West Primary Newton Street Paisley PA1 2RL	Email <a href="mailto:morag.mcguire@renfrewshire.gcsx.gov.uk">morag.mcguire@renfrewshire.gcsx.gov.uk</a> Phone: 03003001415
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### Community Learning & Development

Community Facilities Section	Renfrewshire Leisure 3 <sup>rd</sup> Floor Renfrewshire House Cotton Street Paisley PA1 1LE	Email <a href="mailto:comfac.els@renfrewshire.gov.uk">comfac.els@renfrewshire.gov.uk</a> Phone: 0300 300 1430
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Adult Learning Literacy Services	West Johnstone Shared Campus Beith Road Johnstone PA5 OBB	Email <a href="mailto:als.els@renfrewshire.gov.uk">als.els@renfrewshire.gov.uk</a> Phone: 01505 382 863
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Youth Services	West Primary School Newton Street Paisley PA1 2RL	Email <a href="mailto:youthservices.els@renfrewshire.gov.uk">youthservices.els@renfrewshire.gov.uk</a> Phone: 0141 889 1110 Fax: 0141 840 5180
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### Registration Area Offices

Paisley Area	Paisley Registry Office Cotton Street Paisley PA1 1BU	Email <a href="mailto:registrar.cs@renfrewshire.gov.uk">registrar.cs@renfrewshire.gov.uk</a> Phone: 0300 300 0310 Fax: 0141 618 6436
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Johnstone Area	Johnstone Registry Office Johnstone Town Hall 25 Church Street Johnstone PA5 8FA	Email <a href="mailto:registrar.cs@renfrewshire.gov.uk">registrar.cs@renfrewshire.gov.uk</a> Phone: 0300 300 0310 Fax: 0141 618 6436
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### Customer Service Centre

Customer Service Centre	Renfrewshire House Cotton Street Paisley PA1 1AN	Email <a href="mailto:customerservices.contact@renfrewshire.gov.uk">customerservices.contact@renfrewshire.gov.uk</a> Phone: 0141 840 3477
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## Websites

You may find the following websites useful.

You may find the following websites useful.

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

## Glossary

ASL – Additional Support for Learning

ASN – Additional Support Needs

CFE - Curriculum for Excellence

CLAD – Community Learning and Development

FOI – Freedom of Information

GIRFEC – Getting it Right for Every Child

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

LTS – Learning and Teaching Scotland

SIP – Service Improvement Plan

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

**Parent feedback**

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

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**Tell us what you think**

Your feedback will help us to improve our handbook.

Did you find

Please tick

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

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

Name of school: \_\_\_\_\_

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

Policy & Commissioning Team  
Children's Services, Renfrewshire Council  
Renfrewshire House  
Cotton Street  
Paisley  
PA1 1LE  
Email address: [swcommunications@renfrewshire.gov.uk](mailto:swcommunications@renfrewshire.gov.uk)