Heriot Primary School

Where everyone's learning!

HANDBOOK 2021/2022

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Welcome from the Head Teacher

October 2020

Dear Parent/Carer

Welcome to our school handbook which we hope you will find interesting and helpful.

Reading through our handbook will give you information about the curriculum your child learns in school and other aspects of school life. If you wish further details about any section please let us know.

We try to provide a secure and stimulating learning environment to encourage all children to develop their full potential. We are pleased to have the support of our parents in achieving this aim.

Throughout the session we have many activities arranged to encourage close links between home and school. We hope that you will come along to these events and get to know us.

Please don't hesitate to contact us if you have any concerns about your child's progress and wellbeing at school. We will do our very best to help.

Kind regards

Yours sincerely

H. Paterson

Hilary Paterson
Head Teacher

Information re covid-19

Please see the link below to access up to date information on procedures in place for covid-19. This will take you to Renfrewshire Council website.

http://www.renfrewshire.gov.uk/coronavirus-schools

School aims

Our Vision

A school where everyone's learning!

Our Values

Family, Honesty, Respect and Kindness

Our Aims

Curriculum

To provide for each child a broad and balanced curriculum in line with national and council guidelines with structured and progressive programmes in all curricular areas.

Attainment

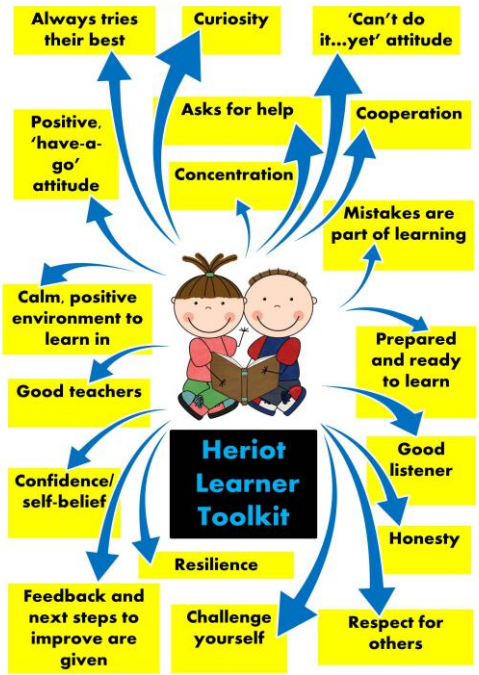
To enable all pupils to achieve their potential by maintaining and developing strategies which raise attainment.

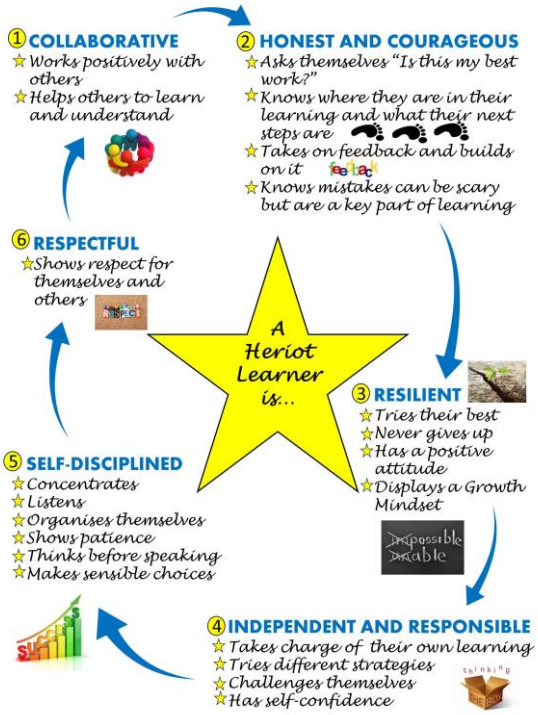
Learning and Teaching

To provide a high quality of teaching which uses a variety of approaches to build on previous experience, to involve parents and to motivate children to take responsibility for their own learning.

At Heriot Primary we are always working hard to ensure our pupils receive the best educational experience possible. To support this, and as part of our continual review of the curriculum we are delivering, we asked all of our pupils to tell us what they felt were the key skills and attributes a pupil at Heriot Primary should have and use. Taking the feedback from these discussions as well as from pupil focus groups pupils' ideas were collated and used to create our 'Heriot Toolkit' and 'A Heriot Learner is…' annotated diagrams, examples of which can be seen below.

These diagrams can be found everywhere in the school from the front entrance to the Janitor's office to every classroom within Heriot Primary. They are one of the key ways that as a school, we ensure a consistency in both the language we use with the pupils as well as the high standards and expectations we work with them to achieve. They are also a fantastic way of helping parents and carers of our pupils work in partnership with us to help all of our pupils to achieve these high standards and expectations.





Support for pupils

To provide support for pupils so that they respect and care for themselves and others as they develop. This will involve their personal, social, emotional, physical, intellectual, aesthetic, moral and spiritual development.

Ethos

To create a sense of identity and pride in the school by fostering caring partnerships among staff, pupils, parents, the community and other services. These partnerships should aim to create an effective and inclusive educational environment, a calm, self-disciplined atmosphere with high standards of pupil behaviour and responsible attitudes to learning.

Resources

To provide a happy, stimulating and safe environment with good use of well-trained staff, and high quality and well-organised resources.

Management, leadership and quality assurance

To manage the school effectively through policies, strategies and systems for planning, implementing and developing the curriculum and other areas of school life. To evaluate the work of the school in all areas through effective monitoring, using information gained to progress future development.

Service Pledges

Standards and expectations

We will:

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

Pupils will have opportunities for:

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

You can also expect us to:

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

How can you help?

By law, you must make sure your child receives education.
As a parent, you can help your child by:

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

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

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

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

- non-resident parents who are liable to maintain or have parental responsibilities in respect of a child;
- carers who can be parents;
- other with parental responsibilities, e.g. foster carers, relatives and friends who are caring for children and young people under supervision arrangements; and
- close relatives, such as siblings or grandparents caring from 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	Miss H Paterson
Depute Head Teacher	Mrs L Scollen
Principal Teacher	Mrs S Staunton

Class	**Teacher**
P1a	Mrs K Harvey
P1b	Mrs C McFarlane / Mrs W Steven
P2a	Mrs S Mauchan
P2b/3a	Miss L Ryan
P3b	Mrs S Milne
P4a	Mrs J Mackay
P4b	Mrs V Hunter
P5a	Mrs E Clarkin / Mrs L Cochrane
P6a	Miss R Wright
P6b/7a	Miss H Corr
P7b	Miss S McNeil
Non-class contact cover	Mrs K McLaren / Miss H Currie
Pupil Support	Mrs W Steven / Mrs K Kerr

Part-time Music Instructor	Mr C Edwards (percussion)
Nursery Class Staff	
Senior Nursery Officer	Vacancy
Nursery Graduate	Miss A McLaughlin
Nursery Officers	Mrs Y Gatherer Mrs M Cox Miss L McKenzie Miss A Ewing Mrs K Thomson Miss C Wilson Ms K McManus
Support Staff	
Service Delivery Officer	Mrs J Duffy
Team Leader	Mrs C Stewart
Senior Clerical Officer	Mrs L Fleming
Clerical Officer	Miss K McCallion
Learning Assistants	Ms F Ronald Mrs L Gordon
ASN Assistants	Mrs L Patrick
Active Schools Co-ordinator	Ms N Brown
Dining Supervisor	Ms R Steele
Environmental Services Staff	
Janitor	Mr A Lyle
Janitor/Cleaner	Mr A Cumming
Cleaner	Mrs J Bryce
Dining Hall Staff	Mrs T O'Neill, Ms D Murphy Mrs M Taylor, Mrs J Ure

Promoted Staff Remits 2021-22

Head Teacher Hilary Paterson

Evaluation - HGIOS /CATC
School and Nursery Class Improvement Plan
Attainment Monitoring
Attendance Monitoring
Monitoring Year Plan
Support for P2-P3
Co-ordinator for :-

- Pupil Support
- Literacy and English
- Expressive Arts (Music, Drama, Art and Design, Dance
- Religious and Moral Education
- Race Equality

Links with outside agencies
Cluster Liaison
PRD Meetings
School Handbook
Health and Safety
DMR
School Outings
Child Protection Coordinator
Home/School Links
Extra-curricular activities
Newsletters
Students' Support
Class Newsletters
Absence cover as required
Timetabling

Depute Head Teacher Lucy Scollen

Aspects of SIP
Support for P4-P7
Evaluation - HGIOS /CATC
Co-ordinator for:-

- Numeracy and Maths
- Social Studies
- Technologies
- Sciences
- CPD
- Anti-bullying / Children's Rights

PRD Meetings
P7/S1 Transition and Curriculum Links
Work experience
Absence cover as required
Support for Learning
Probationer Support
Sports Committee

Principal Teacher Suzanne Staunton

Aspects of SIP
Support for P1 and Nursery Class
Evaluation of Nursery Class using CATC
P1 Induction Programme
Pre-5 /P1 liaison
Nursery Handbook
PRD Meetings
Care Inspectorate Liaison
Nursery/P1 Curriculum links at Early Level
Co-ordinator for:-

- Modern Languages
- Health and Wellbeing

Pupil Council
Nursery Admin (with C.A.)
NCC Support
Absence cover as required
Support for Learning

School information

Heriot Primary School
Heriot Avenue
Paisley
PA2 0DS
0300 300 0158

Miss Hilary Paterson - Head Teacher
heriotenquiries@renfrewshire.gov.uk
School website: https://blogs.glowscotland.org.uk/re/heriot/

Heriot Primary is a non denominational school with an Early Learning and Childcare Class (ELCC) serving the Foxbar area of Paisley. Built in 1961 and refurbished in 2015, the building provides good facilities including an IT suite, separate gym hall with stage, a resource room and a GP Room. We continue to improve the learning environment for our children. In recent years we have added a nurture/parents' room (The Snug), an Early Years Library and a family learning area. We have also made improvements to our IT suite. This session we purchased new furniture for all classes and shared spaces which has transformed our learning environment.

The school building provides barrier free access **and display is of a high standard creating a quality learning environment for all service users. T**he playground is being developed into a community resource. It has two outdoor classrooms, a garden, mini forest, benches, planters and a range of fixed play equipment**. The work of the school is** well supported by our parents and the wider community.

Heriot Primary has around 250 pupils and an ELCC capacity of 40 places. It serves a socially diverse population and is surrounded by both local authority and private housing. We now offer greater flexibility in our provision of ELCC placements in response to supporting the needs of our parents.

There is an HT, DHT and PT. Our HT has overall responsibility for the school with a focus on P2 & 3. The DHT has responsibility for P4-7. Our PT is responsible for our ELCC and P1. In addition there are thirteen class teachers, which includes our Family Learning Co-ordinators, two support teachers, an Eco Co-ordinator and a Digital Learning Champion amongst others. There are also two classroom assistants, one additional support needs assistant, one ELCC Senior, one ELCC graduate, five ELCC officers and two support staff, two clerical officers, an SDO, a Home Link worker, two music instructors, a janitor, catering and cleaning staff.

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Successes and Achievements

- Heriot Primary and ELCC was inspected in October 2019. Our evaluations were very positive and a number of strengths and areas of good practice were identified across the school and ELCC.
- Awarded sportscotland School Sport Gold Award
- Expansion of Place2Be to increase provision on our journey to become a mentally healthy school
- Able to apply for Level 2 Renfrewshire's Nurturing Relationships Approach Accreditation due to progress made across the school
- Learning environment transformed with new furniture throughout the school
- ELCC fully refurbished and reconfigured to enhance children's experience
- Qualified for Junior National Basketball Association tournament and progressed to inter-authority final
- Increased supports for identified children through use of Pupil Equity Funding
- Two Classroom Assistants represented the school at The Scottish Learning Festival
- Able to apply for Digital Schools Award due to our whole school approach to the use of digital technology
- Finalists in the Creative Competition Awards 2020 for inspiring messages about anti-racism and inclusion
- Partnership formed with Glasgow Science Centre to enhance the delivery of STEM (Science, Technology, Engineering and Maths)

School information

Heriot Primary School has a planning capacity of 367. The present roll is 244 arranged in stages from P1-P7.

The current roll at each stage is:

P1 - 25	P2 – 32	P3 – 39	P4 – 29
P5 –34	P6 – 31	P7 - 37	

We estimate that the likely intake at P1 for the next three years will be around 40 children.

The working capacity of the school this session is 284. Parents should note that the working capacity of the school may vary according to the number of pupils at each stage and the way in which the classes are organised.

The school also has an Early Learning and Childcare provision of 40 places (6 hours per day).
Further information can be obtained from Miss Hilary Paterson, Head Teacher.

School day

Morning	9.00 a.m. – 12.15 p.m.
Morning interval	10.30 a.m. - 10.45 a.m.
Lunch	12.15 p.m. – 1.00 p.m.
Dismissal	3.00 p.m.

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

Early Learning and Childcare Class Hours

Full Day Places 9.00 am. – 3.00 pm.

School year

First Term	Return date for Teachers	Thursday 12th August 2021 (IS)
	In-service Day	Friday 13th August 2021 (IS)
	Return of Pupils	Monday 16th August 2021
	September Weekend	Friday 24th September 2021 and Monday 27th September 2021 (inclusive)
	Schools re-open	Tuesday 28th September 2021
	Schools closed	Monday 11th October 2021 to Monday 18th October 2021 (inclusive)
	Return date for Teachers	Monday 18th October 2021 (IS)
	Schools re-open	Tuesday 19th October 2021
	St Andrew's Day	Tuesday 30th November 2021
	Schools re-open	Tuesday 1st December 2021
	Christmas / New Year Schools closed	Thursday 23rd December 2021 to Wednesday 5th January 2022 (inclusive)
Second Term	Schools re-open	Thursday 6th January 2022
	Mid Term break	Monday 14th February 2022 to Wednesday 16th February 2022 (inclusive)
	Return date for Teachers	Wednesday 16th February 2022 (IS)
	Schools re-open	Thursday 17th February 2022
	Spring Holiday Schools closed	Friday 4th April 2022 to Monday 18th April 2022 (inclusive)
Third Term	Schools re-open	Tuesday 19th April 2022
	May Day Holiday	Monday 2nd May 2022
	In-service Day	Tuesday 5th May 2022 (IS)
	Schools re-open	Wednesday 6th May 2022
	Local Holiday	Friday 27th May 2022 to Monday 30th May 2022 (inclusive)
	Schools re-open	Tuesday 31st May 2022
	Last day of session	Tuesday 28 June 2022

Teachers return Friday 12 August 2022.

School in-service days

- Thursday 12th August 2021
- Friday 13th August 2021
- Monday 18th October 2021
- Wednesday 16th February 2022
- Thursday 5th May 2022

School dress

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

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

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

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

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

Grants for footwear and clothing for children are available to parents receiving certain benefits. Please see the council's website:
http://www.renfrewshire.gov.uk/Freeschoolmealsandclothinggrants

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

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

Registration and Enrolment

The date for registration of new school entrants is advertised in all local early learning and childcare classes, national and local press and on the council's website www.renfrewshire.gov.uk. 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

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

Pupils who have enrolled at the school are invited to attend the Induction Days in May and June prior to starting school. Meetings for parents are also held after children start school. Parents will be advised of parent meetings and pupil induction days during the spring and summer terms.

Class Organisation

Primary schools have pupils at seven broad year stages, Primary 1 to Primary 7.

A year stage is a group of pupils entering primary education at a common date.

Pupils are organised within single year classes, e.g. Primary 3 or in composite classes e.g. Primary 5/6 which contain more than one year group.

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 Head Teachers 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.

Renfrewshire Council's normal maximum number of pupils in a single year class in this school is 25 for P1 and P2, 30 for P3, 33 for P4-P7. The maximum number of pupils in a composite class is 25.

The Head Teacher is responsible for structuring classes on the basis of advice given by the council.

In all classes pupils working at broadly the same pace and level in language and/or mathematics are grouped together. This arrangement uses teaching resources most effectively and supports continuity for pupils. For other areas of the curriculum children are often grouped socially with children of mixed abilities working together.

Team Teaching

Sometimes children will be taught by teachers other than the class teacher for different areas of the curriculum. The teachers are able to use their particular strengths, for example, in music or drama. We find that children quickly become used to having different teachers.

Assessment and reporting

Summary of the School Improvement Plan

Key Strengths of the School

- The welcoming, happy and nurturing ethos and the positive climate for learning in the school
- Children are well behaved, motivated and confident and enjoy good relationships with staff
- Dedicated and creative staff team willing to develop their professional knowledge and skills and share the leadership of school improvement priorities
- Staff commitment to the care and welfare of all children
- Pupils support our improvement agenda taking on a variety of leadership roles
- The productive links made with the local and wider community.

Our Next Steps – Priorities for 2020-21

We believe that we have made very good progress during session 2019-2020 and we will use the improvement priorities listed below to build on this progress moving forward.

Due to the impact of Coronavirus we have reduced the number of our improvement priorities for next session.

Our most important priority will be to ensure the safe return of our pupils and staff to school. For this to happen we will support staff to understand and implement policies and procedures in relation to social distancing, hygiene and use of our outdoor spaces.

Whilst raising attainment in literacy and numeracy will remain a priority we will continue to adapt our teaching and learning to best meet the needs of all of our pupils whilst also keeping them safe. This will involve making changes and adaptations to our practice, as required, throughout the session based on national and local guidance.

Health and Wellbeing will be central to all of our work with a continued focus on nurture and mental health. It will be essential that all staff have an enhanced knowledge and understanding of programmes, resources and strategies available to support their own wellbeing. Our partnership with Place2Be will continue and will be invaluable in helping us support our school community throughout next session.

The Scottish Attainment Challenge

Attainment Challenge and Pupil Equity Funding (PEF)

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

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

Transfer to 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.

Heriot Primary School is an associated primary school of Gleniffer High School

Head teacher Miss L Chalmers telephone: 0300 300 1313

Early Learning and Childcare Class of Heriot Primary School

Early Learning and Childcare Class Provision

The school's early learning and childcare class provides 40 places for children aged 3 - 5 years and 0 places for eligible children aged 2 years. (Not all classes have 2 year olds). Currently children are entitled to 600 hours of early learning and childcare per year. The level of entitlement is increasing to 1140 hours per year, the date for full implementation was delayed due to the Covid pandemic and is still to be confirmed by the Scottish Government. Within Renfrewshire most eligible children are receiving the expanded hours, the Council is committed to doing this where there is space to do so. Heriot Primary ELCC is already operating with the new 1140 hours.

Children are eligible for entry to the nursery after their third birthday (dependent on their month of birth). Starting dates for children born on or between 1 March to 31 August will start Autumn term (August). If your child was born outwith these dates then they would start

the month after their third birthday, e.g. child born on or between 1 to 30 September would start in October.

Some children aged two years are eligible to for a funded place if their parent is in receipt of qualifying benefits. They are eligible to start from the term after their second birthday:

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

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

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

To see if your childcare is eligible, please contact the school for further information or on the Council website http://www.renfrewshire.gov.uk/1140ELC

Application forms for an early learning and childcare place is available on the Council website http://www.renfrewshire.gov.uk/2yearolds

Admission to Early Learning and Childcare Class

Early Learning and Childcare class provision is non-denominational. Placement in the 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 admission policy and all applications are dealt with in line with its guidelines.

The head teacher is a member of the local admissions panel, which is made up of representatives from local Early Learning and Childcare establishments. All applications are discussed at a meeting of this panel and agreement about the allocation of places is made by the members. Parents will receive notification when their child is allocated a place and information will accompany this about starting dates and times.

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

Transfer from Early Learning and Childcare to Primary

Before leaving early learning and childcare, 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

A dedicated parking space has been created to ease access for people with disabilities. Please do not use this space without authorisation. The car park is small and therefore for staff use only.

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

If a child is absent from school or early learning and childcare class, 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.

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

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

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

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

Parents from minority ethnic religious communities may request that their children be permitted to be absent from school to celebrate recognised religious events. Absence approved by the head teacher on this basis is regarded as authorised absence. Extended

leave can also be granted on request for families returning to their country of origin for cultural or care reasons.

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

Bullying

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

Our school also has its own anti-bullying policy which sets out our local approach to tackling bullying. You can request a copy of the Council's policy and/or the school's policy from the school office or 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 nursery establishments.

- All phones should be turned off and kept out of sight during the school day within the school campus.
- Photographing or recording of sound or images of staff, other pupils or visitors to the school is not allowed at any time within the school campus or on school transport.
- Mobile phones may be confiscated where these rules are broken.
- Any recordings made on school premises or school transport found on confiscated phones must be deleted on their return.

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

Legal Aspects

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

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

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

School meals

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

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

Children who are also entitled to free school meals are entitled to free milk at lunchtime.

Heriot Primary school is moving to cashless during November 2020 therefore parents will pay for lunches online. The dining staff have a list of children who are entitled to a free meal.

Children come into the lunch room in two groups. Primary 1 - Primary 3 come in first, followed by P4/5 and P6/7 on a daily rotational basis.

Children with packed lunches are offered the use of accommodation at lunchtime.

Promoted staff, a learning assistant and a dining supervisor are present in the lunch room.

Special diets can be arranged when provided with information on dietary needs from the child's doctor. More information is available from the Head Teacher.

School transport

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

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

Pick-up Points

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

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

Placing Requests

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

Assisted support needs

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

Playground supervision

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

The janitor has the duty of being in the playground at intervals and at the beginning and end of each school day. Learning assistants and ASNAs also supervise the children at intervals and lunchtimes. Promoted staff may also be in the school playground from time to time.

Children whose playground behaviour is unacceptable will be reported to class teachers and / or promoted staff. Parents may be informed if unacceptable playground behaviour continues.

Pupils leaving school premises at breaks

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

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

Equalities

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

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

- Eliminate discrimination, victimisation, harassment or other unlawful conduct that is prohibited under the Equality Act 2010;

- Advance equality of opportunity between people who share a characteristic and those who do not; and
- Foster good relations between people who share a relevant protected characteristic and those who do not.

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

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

Medical and health care

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

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

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

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

Wet weather arrangements

Normally, children remain in classrooms when weather is very poor. At times all children are supervised indoors, and at other times only the younger children, depending on the severity of the weather. Learning assistants organise toilet visits as appropriate.

When staff are not available to supervise e.g. due to absence, it may be necessary for children to be outdoors for safety reasons.

Parents are asked to ensure children come to school with suitable wet weather clothing as necessary.

Curriculum matters

School curriculum

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.

The Learner's Journey

Curriculum for Excellence asks us to make learning more child-centred, develop skills for learning, life and work and recognise all aspects of child's achievement both at home and at school.

As we gain a better understanding of a Curriculum for Excellence we are starting to use new terms to describe children's progress.

Level	Stage
Early	Ante and pre-school years and P1 or later for some
First	To the end of P4 but earlier or later for some
Second	To the end of P7 but earlier or later for some
Third	S1 to S3 but earlier for some

A child's progress through each level is described as:-

developing	a child is learning new concepts
consolidating	a child is able to apply learning in familiar situations
secure	a child is able to apply learning in unfamiliar situations

Literacy and English

Our curriculum programme follows the Curriculum for Excellence guidelines and we use the Renfrewshire Literacy Approach.

Listening, talking, reading and writing progression grids are followed.

We use a variety of text books and resources in classrooms to support learning. Big Cat, Storyworlds, Literacy World and Big Writing are the main language resources for pupils in P1 - P 7.

The art of communication through language is of vital importance in everyday life and your child will be given a highly structured programme in language learning.

Reading

We use Big Cat, Storyworlds, Storyworld Bridges and Literacy World as our main resources to support learning in reading. These provide non fiction and fiction texts from a range of genres. These resources are supplemented by a wide range of story books, novels and reference books.

Pupils are taught to read using a carefully constructed phonics programme with the "look and say" approach being used as necessary. Every class has a library and we have a school library located in the lower school corridor.

Learning to read involves learning to say the words as well as understanding the meaning of the words.

The importance of reading as a means of communication is stressed and the children are encouraged to develop a personal reading habit which should give them much pleasure through life.

Writing

Writing is a major part of the curriculum and along with reading, listening and talking, makes a significant contribution to the development of children as thinkers and learners. The resource we use is called 'Big Writing.'

Throughout the school the children use a variety of texts to gain more knowledge about how to improve their own writing. We have a high expectation of the use of core skills of **V**ocabulary, **C**onnectives, **O**peners and **P**unctuation **(VCOP)**. We value writing and work hard to achieve high standards from all children, within a positive writing ethos.

Literacy skills have a significant impact on self-esteem, motivation and aspirations for the future.

We aim to:

- have a positive writing ethos throughout the school so that pupils develop confidence and pleasure in writing
- teach writing through a structured programme with prescribed targets and lesson aims which have to be taught from P1-P7
- teach writing in a structured way to ensure progression, continuity and consistency
- link planning, teaching and assessment in every writing lesson in order to raise levels of attainment/achievement in writing throughout the school
- encourage children to ‘uplevel’ their writing

Handwriting

The handwriting scheme is based on linked script. The letters are formed individually by children in P1 and P2 but in P3 the children are taught to link certain letters. It is important that children use the correct letter formation to help with learning to link. Parents are provided with guidance on correct letter formation. By the end of P4 the children should be linking words in a continuous form except for the few letters which have no linking stroke.

Talking

Our aim is to move from the language of conversation to the written language. Children are encouraged to be clear, fluent and confident speakers. Many activities are used to improve talking skills, e.g. speaking at assemblies, reciting poetry, debating and role-play situations. Children are also encouraged to do solo talks to classmates at different stages.

Listening

We encourage children to listen in order to learn. Skills are fostered by presenting the children with various activities. Encouraging children to listen for particular pieces of information e.g. instructions, is a worthwhile and important activity.

Modern Languages

All pupils from P1-P7 have the opportunity to learn French. From August 2015 some children will also start to learn another modern language as well as French.

Numeracy and Mathematics

Our curriculum takes account of the Curriculum for Excellence guidelines. In the implementation of these guidelines the school uses a variety of resources but the main textbook is "Primary Mathematics" published by Heinemann. The children work at their own level, proceeding through a number of attainment targets. The most able pupils are challenged to find solutions to difficult problems, while the less able pupils succeed at a

lower level of attainment. Pupils are expected to have a sound knowledge of number bonds and multiplication tables. We support children to develop sound mental mathematics skills.

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 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
- 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; and
- Relationships, sexual health and parenthood.

P.E. is part of the Health and Wellbeing curriculum. Children receive 2 hours of P.E. per week. Children in P6 have a block of swimming lessons.

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

Relationships, sexual health and parenthood is part of our Health & Wellbeing curriculum. This programme is currently provided by class teachers. Parents of P6 and P7 children are

provided with information annually on the content of the programme for their children.

Social Studies

A balance is maintained, giving your child the chance to study people, past events and societies; people, place and environment; and people, society, economy and business. While there is a body of knowledge that we hope the children will acquire it is important that children learn the skills and concepts necessary to solve the problems which confront people in day to day living. The children are required to think, enquire and solve problems. We also integrate discussion, role-playing activities, reading, writing and researching.

We are also using and developing cross-curricular topics where the topic is used as the main context of learning e.g. Mary Queen of Scots, The Romans etc.

During the course of each child's school experience there will be many activities relating to Scotland – history, land, culture and society.

Sciences

Within our science curriculum, we use programmes based on

- planet earth
- forces, electricity and waves
- biological systems
- materials
- topical science

Technologies

A major focus of our current technologies curriculum is Information and Communications Technology. This involves teaching ICT skills to children as well as providing opportunities for children to use a variety of software within different curriculum areas and access the internet, according to school policy. Our computer suite, with an interactive whiteboard, is a vital and well used resource for teaching ICT skills which can then be practised in the classroom setting across a range of curricular areas. We have interactive whiteboards in all classrooms.

Our aim is to continue to consider contexts for developing technological skills and knowledge.

Expressive Arts

Activities in Music, Art and Design, Drama and Dance make up the Expressive Arts curriculum.

Music

Children in all stages of the school participate in singing and music making. When you attend various assemblies throughout the year you will see and hear the children performing.

We use ABC Creative Music at P1 and P2 stages.

We have four teachers trained in the Kodaly method of teaching music, where the voice is used as a musical instrument.

Children in P6 and P7 have opportunities to learn musical instruments such as percussion, clarinet and flute depending on talent shown.

Art and Design

In the early years we wish children to gain control of line making tools such as a pencil, crayon or pen. This work progresses through the school with the result that the children learn to express themselves visually through a variety of media including paint, collage and 3D.

Drama

Drama involves the children in many activities such as memory games, mime, acting, role-play etc. No jewellery should be worn for drama lessons involving movement activities.

Dance

Children experience learning in different types of dance from traditional Scottish ceilidh dancing to modern dance.

Religious and Moral Education

In accordance with the wishes of almost all parents this school will foster the moral standards derived from Christian teaching. Class teachers will try to develop in your child positive attitudes to work and to other people.

Our programme allows the children to gain knowledge of the major world religions i.e. the Christian, Jewish and Muslim religions and hopefully gain an insight into the ways of life of fellow human beings.

Parents from minority ethnic religious communities may request that their children be permitted to be absent from school in order to celebrate recognised religious events.

Only written requests detailing the proposed arrangements will be considered. Appropriate requests will be granted on not more than three occasions in any one school session and the pupil noted as an authorised absentee in the register.

Parents who wish suitable religious education and observance for their children should contact the Head Teacher who will make every effort to accommodate your wishes.

Parents who do not want their children to participate in religious education should make their feelings known to the Head Teacher. Your decisions will always be respected in such matters.

Information for parents

Further information on a Curriculum for Excellence is available from the school and also by looking at websites mentioned at the back of this handbook.

Enterprise in Education

Enterprise in Education is an excellent strategy to develop the enterprise and employability skills of our young people. It lies at the centre of curriculum for excellence and promotes a wide range of opportunities, including cross curricular work, for our children and young people from 3-18 to become successful learners, confident individuals, responsible citizens and effective contributors.

The four main areas of Enterprise in Education are:

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

Five inter-related themes are built around the main areas:

- Supporting the development of skills for life, skills for work;
- Engaging employers;
- 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 could include:

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

Curriculum for Excellence: Parental engagement and family learning

Parents, carers and families are by far the most important influences in a child's life. Their support can play a vital role at all stages of education. Parents who take on a supportive role in their children's learning make a difference in improving achievement and behaviour. The active involvement of parents can help promote a learning community in which children and young people can engage positively with practitioners and their peers.

https://education.gov.scot/improvement/Documents/Parental%20involvement/PAR2_EngagingParentsandFamiliesToolkit/par2-engaging-parents-toolkit-section3-060416.pdf

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.

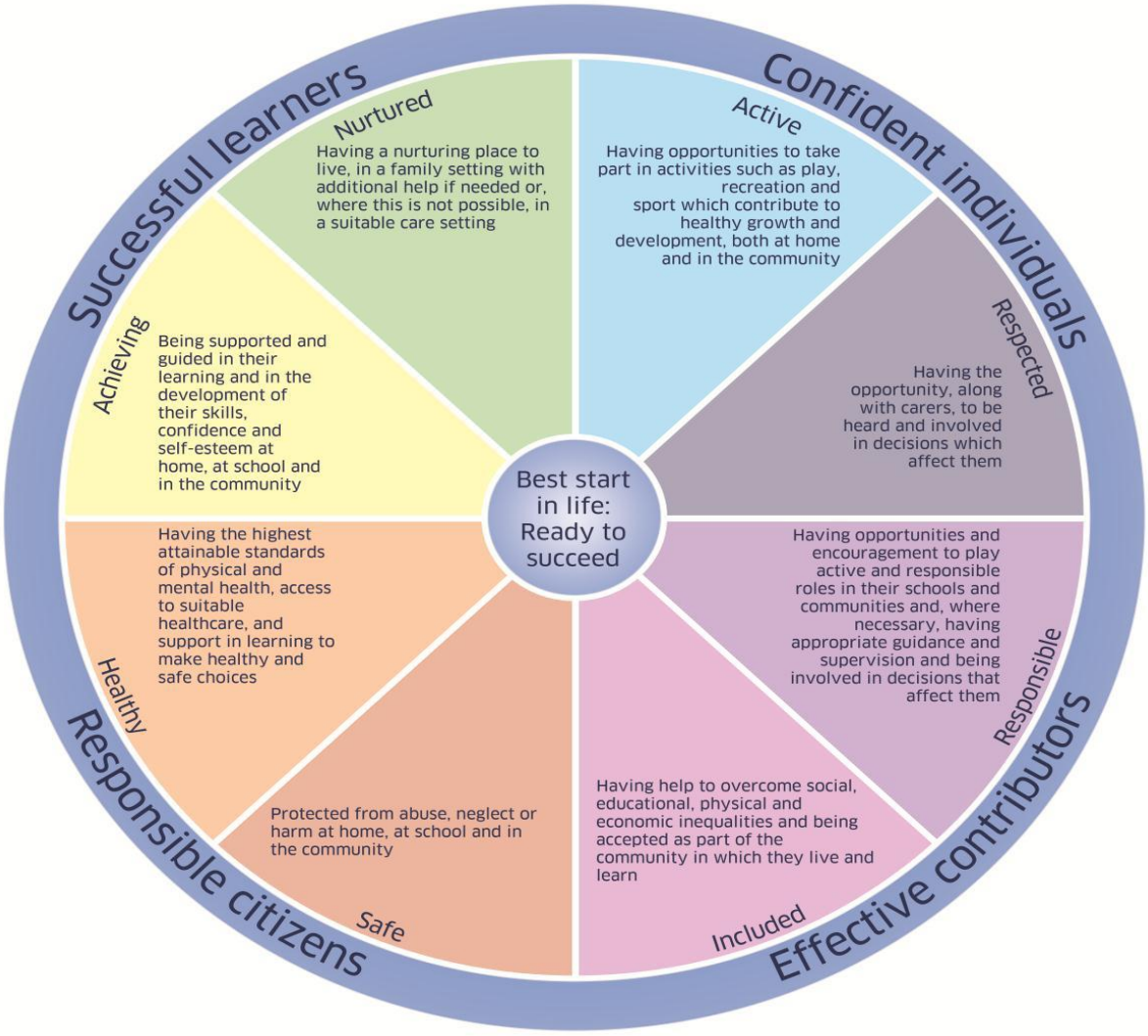
All education staff have a statutory responsibility to promote and support the wellbeing of children and young people in their care. There are 8 wellbeing indicators and you can find out more about these here: https://www.gov.scot/Publications/2016/03/5084/1

Additional support for learning

Getting it Right for Children and Young People in Renfrewshire

We want all our children and young people to be fully supported as they grow and develop. There are 8 areas of wellbeing which they need to progress to do well now and in the future.

Children's well-being is important at every stage of childhood. Every child needs to be **healthy, achieving, nurtured, active, respected and responsible, and, above all, safe**. These are the eight indicators of well-being (SHANARRI) which are set within the 'four capacities' which are at the heart of the Curriculum for excellence.



Renfrewshire's GIRFEC policy ensures that children, young people and their families receive the help they need when they need it. As children and young people progress on their journey through life, some may have temporary difficulties, some may live with challenges and some may experience more complex issues. Sometimes they – and their families – are going to need help and support.

The Getting it Right for Every Child (GIRFEC) approach ensures that when we provide support, it is based on the level of need for each child.

For schools in Renfrewshire the GIRFEC approach is implemented via the Getting it Right for Every Learner policy which gives more detail of additional support needs and help children receive from schools and other services.

For children, young people and their families, the GIRFEC approach will mean:

- They will feel confident about the help they are getting
- They understand what is happening and why
- They have been listened to carefully and their wishes have been heard and understood
- They are appropriately involved in discussions and decisions that affect them
- They can rely on appropriate help being available as soon as possible
- They will have experienced a more streamlined and co-ordinated response from practitioners

The Children and Young People Act (2014) has introduced new duties in relation to GIRFEC which will be enacted in 2016. More information will be provided about this in due course.

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

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

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

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

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

Getting it Right for Every Learner (GIRFEL)

The GIRFEL policy sets out how we discharge our responsibilities under the Education (Additional Support for Learning)(Scotland) Act 2009 and links to the wider GIRFEC agenda to make sure that children and young people get the help they need when they need it.

This policy sets out how we will support all children and young people . It applies to all mainstream schools, specialist provision, and all early years establishments including partner nurseries.

Further information is available by contacting your school directly or by visiting -

www.renfrewshire.gov.uk

Independent sources of information and advice nationally include -

Enquire – the Scottish advice service for additional support for learning

Telephone – 0845 123 2303

E mail – info@enquire.org.uk

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

Telephone – 0131 260 5380

E mail – enquiry@siaa.org.uk

We aim to assist all pupils to achieve their potential. Children who are having difficulties with their work tasks and/or behaviour are assessed and steps taken to plan a suitable programme. We can usually provide some extra individual attention or small group support for these children. Parents are informed where support is available and provided with guidance on how they can help their child at home.

Advice may be sought from our school educational psychologist after consultation with the parent.

We can also receive support for children from support teachers for children whose first language is not English, for children with sensory impairment and for children with social, emotional and behaviour needs.

Inclusion

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

Support

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

Universal support

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

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

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

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

Targeted support

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

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

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

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

Independent sources of information and advice nationally include -

Enquire – the Scottish advice service for additional support for learning

Telephone – 0345 123 2303

Email – info@enquire.org.uk

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

Telephone – 0131 556 6443

Email – enquiry@siaa.org.uk

Educational Psychology Service

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

EPs work with teachers, parents and support staff to help children and young people make the most of their lives and support schools, nurseries and other learning centres to improve and develop supportive healthy learning environments through the Renfrewshire Nurturing

Relationships Approach, Mental Health in Schools, Attunement Coaching and Language and Communication-Friendly Environments.

Our school has a system in place for monitoring and reviewing the progress of all children and we have a link educational psychologist who visits on a regular basis and is part of the extended support team. When concerns are raised about a child or young person, the 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.

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.

Heriot 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.

Homework in Heriot Primary is given for various reasons.

- to provide the child with practice on tasks begun in class
- to encourage independent learning / study skills development
- to provide the opportunity for parents to share in children's learning
- to promote partnership between home and school

Many parents ask us how they can best help to support their child's work at school. Being involved on a regular basis with your child's homework is very helpful.

Homework will reflect the work programme for your child and it will take a variety of forms. On occasion homework could be in the form of talking activities and at other times written assignments will be given. Homework should be seen as meaningful to the child and parents.

Parents are asked to give their time listening to reading, checking written work and commenting on talking assignments.

In P1, P2 and P3 homework should take no longer than 15 minutes per night with this time extending to a maximum of 30 minutes in the older classes. Homework will normally be given 4 nights per week, Monday to Thursday. The exception to this will be reading homework which some children are asked to prepare 5 nights per week.

Leaflets are sent home at the start of each session to let parents know about homework tasks at each stage, as well as giving parents advice to help them support their children.

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 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

Pupils have the opportunity to play sports after school or at lunchtime.

We offer a range of after school classes, such as, football, badminton and rugby on a termly basis. These are organised by the school in conjunction with the Active Schools Co-ordinator. We also have lunchtime classes where children are learning to play various sports e.g. basketball and hockey. Some of our teachers also choose to run after school and lunchtime clubs. This session we have a Glee Club, Homework Club, Running Club, Debating Club, Creative Construction Club, Puzzle Club and Storytelling Club. These are popular activities which are always well attended. We also work in partnership with other services and organisations to provide a range of family learning experiences after school such as Pizza Reading.

A Residential Activity week is arranged by the school for P7 pupils and is currently held at Inverclyde and run by Sports Scotland. This involves the children in a range of outdoor activities which are led by instructors from the centre. This is a very popular activity with the children and the adults who accompany them.

After school activities and the residential trip are currently suspended for 2020-2021 due to covid-19.

We hope to be able to resume these activities as soon as the guidelines allow.

Home school community links

Parental Involvement

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

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

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

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

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

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

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

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

https://education.gov.scot/parentzone

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

Home school links

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

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

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

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

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

Pupil council

The Pupil Council is made up of elected children from P3-P7. The council meets on a regular basis to discuss a variety of issues such as anti-bullying, fund-raising and general improvements to the school. The pupil council plays an active role in the working life of the school.

We also have a 'Wee' Pupil Council with representatives of nursery, P1 and P2 children who talk together about aspects of school and nursery life.

Our Eco-Committee are working hard to improve the school grounds as well as ensuring that pupils, staff and parents are aware of our Eco Code. We have now achieved our third 'Green Flag' for being an environmentally friendly school.

Community links

The current school programme involves children learning about their local community. To this end we encourage visitors from the local community to talk about their work or other interesting subjects. For example, we invite our community policeman to talk to the children about looking after their local area.

The children are actively encouraged to view their local area as a source of knowledge. Visits are made to many local places of interest. For example, as part of environmental studies work children might visit Paisley Abbey and Paisley Museum. Children go for walks around the area of the school and also visit Foxbar Library. Our aim is that children should learn that the school, and they themselves, can play an active part in the life of the community.

The school is used as a polling station at elections.

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 interested in feedback of all kinds, whether it be compliments, suggestions or complaints.

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

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

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

- Complaints about the school should be made first to the head teacher.
- It is helpful if you can give some details of the issue and ask for an early appointment to discuss it.

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

Data protection

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

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

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

Information in Emergencies

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

Parents can register for parent portal through their ‘my account’ with Renfrewshire Council. From this you can update your child’s emergency contact information with any changes as they happen.

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

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

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

Important Contacts

Director of Children's Services		
Steven Quinn	Renfrewshire House Cotton Street Paisley PA1 1LE	Email csdirector@renfrewshire.gov.uk Phone: 0141 618 6839
Homelink Service		**Senior Home Link Workers**
	c/o West Primary School Newton Street Paisley PA1 2RL	Email morag.mcguire@renfrewshire.gov.uk margaret.mcmanus@renfrewshire.gov.uk Phone: 0300 300 1415
Community Learning & Development		
Community Facilities Section	Renfrewshire Leisure 3rd Floor Renfrewshire House Cotton Street Paisley PA1 1LE	Email comfac.els@renfrewshire.gov.uk Phone: 0300 300 1430
Adult Learning Services	Linwood CE Centre Brediland Road Linwood PA3 3RA	Email als.els@renfrewshire.gov.uk Phone: 01505 382863
Youth Services	West Primary School Newton Street Paisley PA1 2RL	Email youth@renfrewshire.gov.uk Phone: 0141 889 1110
Customer Service Centre		
Customer Service Centre	Renfrewshire House Cotton Street Paisley PA1 1AN	Email registrar.cs@renfrewshire.gov.uk Phone: 0300 300 0300

Websites

You may find the following websites useful.

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

Glossary

ASL – Additional Support for Learning

ASN – Additional Support Needs

CFE - Curriculum for Excellence

CLAD – Community Learning and Development

FOI – Freedom of Information

GIRFEC – Getting it Right for Every Child

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

LTS – Learning and Teaching Scotland

SIP – Service Improvement Plan

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

Parent feedback

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

Tell us what you think

Your feedback will help us to improve our handbook.

Did you find	Please tick
1. the handbook useful?	☐Yes ☐No
2. the information you expected?	☐Yes ☐No
3. the handbook easy to use?	☐Yes ☐No

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

Name of school:_____

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

Policy & Commissioning Team

Children's Services, Renfrewshire Council

Renfrewshire House

Cotton Street

Paisley

PA1 1LE

email address: csdatapolicy@renfrewshire.gov.uk