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Welcome from the Head Teacher

Inchinnan Primary School

Old Greenock Road, Inchinnan, PA4 9PH

Head Teacher: Mrs Nicola McGlynn

Tel : 0300 300 0161

www.inchinnan.renfrewshire.sch.uk

inchinnanenquiries@renfrewshire.gov.uk

Children's Services

February 2024

Dear Parents,

Myself and the whole staff team of Inchinnan Primary School are proud to welcome you and your child to the school.

Inchinnan Primary is a well established school with a strong reputation within the community for both our welcoming ethos, as well as our high standards in all aspects of the curriculum. We are very aware of the responsibility of educating your child and of working together in partnership with families to develop your child's full potential, not only academically but also socially and emotionally.

We hope the information contained in this handbook will be useful to you and help you to understand how we work towards achieving our vision of 'small school... big aspirations' within a busy primary school like Inchinnan.

The school website www.inchinnan.renfrewshire.sch.uk will offer you further information and an insight into 'Team Inchinnan'.

We look forward to working with you and getting to know you better.

Yours sincerely

Nicola McGlynn

Mrs Nicola McGlynn
Head Teacher



School Aims

1. Provide a relevant and challenging curriculum which ensures breadth and depth in line with Curriculum for Excellence
2. Celebrate achievement and attainment
3. Provide a variety of learning and teaching approaches which encourage personalisation and choice
4. Promote equality and respect by supporting all
5. Foster a welcoming, safe, happy and healthy learning environment
6. Encourage positive partnerships within school which extend to the wider community

Our Vision and Values

Vision - 'Small School, Big Aspirations'

Values - **Respect**, **Trust**, **Kindness**, **Teamwork**, **Perseverance** and **Equity**.

Service Pledges

Standards and expectations

We will:

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

Pupils will have opportunities for:

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



You can also expect us to:

- provide formal written reports on your child's progress
- provide an annual report on school progress within our Standards and Quality Report
- give you opportunities to have a formal meetings with your child's class teacher
- strive to meet all your child's needs

How can you help?

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

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

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

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

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

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

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

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



About Our School

School staff



Head Teacher Mrs Nicola McGlynn

Responsibilities include: Overall responsibility for the running of the school

Specific Duties - Managing all aspects of Learning and Teaching, Resources, Policies and Curriculum Development as well as Staff Development and Leadership



Principal Teacher Mrs Kirsten Ross

Specific Duties - Support for Learning Coordinator, Modern Foreign Languages, ICT coordinator, liaising and development in relation to teaching and learning

Teachers

Class Teacher	P1	Mrs Claire de Lange & Mrs Lisa Derrick
Class Teacher	P2/3	Mrs Louise Hamill & Mrs Chloe Kay (Friday)
Class Teacher	P4/3	Mrs Kyle Smith & Mrs Kirsten Ross (Thursday)
Class Teacher	P5	Mr John Johnston & Mrs Kirsten Ross (Friday)
Class Teacher	P6	Mr John Wilkie & Mrs Leigh Ann Barrett
Class Teacher	P7	Mrs Sarah Retson

The total number of teaching staff is 7.96 FTE

**Support Staff**

Senior Clerical Officer	Mrs Margo Charker
Clerical Assistant	Mrs Angela Oates
Classroom Assistants	Mrs Elaine Patton / Mrs Rini Jose
Temporary Classroom Assistants (PEF)	Mrs Sheila Crawford
ASNA	Miss Katy Neilson
Senior Facilities Operative (SFO)	Mrs Heather Morrison Mr William Taylor
Senior Facilities Operative (Kitchen)	currently advertised
Facilities Operative	currently advertised
Lunch Supervisor	Ms Stacey Grant

Visiting Specialists

Percussion Instrumental	Mr Larry Deveney
Educational Psychologist	Mrs Catriona MacGregor
School Chaplain	Rev Ann Knox
Active Schools Co-ordinator	Mr Fraser Buchan
Senior Service Delivery Officer (SSDO)	Mrs Karly Young



School Information

Inchinnan Primary School is situated in the midst of the village of Inchinnan. It is of traditional design with six classes in the main building and one classroom in accommodation at the front of the building. October 2021 saw the opening of our new attached gym hall. The school grounds have a trim trail and outside classroom. Whenever possible the school makes full use of the playing fields opposite or the forest grounds at the rear of the school. There is a ramp for access and a disabled toilet within the main building. Dedicated parking spaces have been created to ease access for people with disabilities.

School contact details

- Telephone Number: 0300 300 0161
- Email address: inchinnanenquiries@renfrewshire.gov.uk
- Write to us or visit us at: <https://blogs.glowscotland.org.uk/re/inchinnan>
- Parent Council contact details are: inchinnan@renfrewshire.npfs.org.uk

School roll

The school is co-educational, non-denominational and takes pupils from Primary 1 to Primary 7.

The Primary 1 intake for next year is up to a maximum of 25.

P1 – 17 P2 – 18 P3 – 14 P4 – 16

P5 – 23 P6 – 19 P7 – 23 Total Roll = 130

Our pupils continue their education in Park Mains High School in Erskine.
The address and telephone number is:

Park Mains High School
Barrhill Road
Erskine
PA8 6EY
Telephone No: 0300 300 1411



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

Information, support and advice

www.renfrewshirecouncil.gov.uk

www.parentzonescotland.gov.uk

www.educationscotland.gov.uk

School day

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

School hours are from 9.00 a.m. – 3.00 p.m. with a lunch break from 12.15 p.m. – 1.00 p.m. There is a morning interval of 15 minutes. An adult presence is provided in playgrounds at break times in terms of the Schools (Safety and Supervision of Pupils) (Scotland) Regulations, 1990.





School year

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

Teachers return Thursday 14 August 2025

School in-service days

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



School dress

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

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

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

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

In the interests of health and safety, of both individual and others present, all jewellery, including body jewellery, must be removed before taking part in physical education lessons or physical activities. This includes watches, rings, chains and belts with metal buckles and other body jewellery and must all be removed before the physical education lesson, as these may cause injury to the wearer and others.

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

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

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

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

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

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The suggested uniform for Inchinnan Primary School is:

Grey trousers or skirt
Blue or grey pullover, cardigan
White shirt
School tie
School blazer, fleece, or jacket
Black / dark shoes

In the interests of safety/hygiene children should have suitable clothing for P.E. We would suggest - shorts, cotton t-shirt and sandals - not outdoor training shoes. For convenience P.E. clothing should be kept in a suitable bag.

On class gym days a school sweatshirt and or polo shirt maybe worn for ease of changing.

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

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

Parents will be advised of parent meetings and pupil induction days during the spring and summer terms.

Class Organisation (March 24)

P1 – 17	P2/3 – 24	P4/3 – 24	P5 – 23
P6 – 19	P7 – 23		



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.

Summary of the School Improvement Plan (Session 23-24)

<https://blogs.glowscotland.org.uk/re/public/inchinnan/uploads/sites/2553/2023/10/05110702/School-Improvement-Plan-Inchinnan-PS-23.24-002.pdf>

Strategic Improvement Priorities

1. Place the needs of every child at the centre of improvements in children's health & wellbeing
2. Raising attainment in literacy & numeracy – developing high quality learning and teaching opportunities

Actions/Interventions

1. Readiness to learn aspects
 - Further development of Renfrewshire Nurturing Relationships Approach (RNRA) – new principle
 - Child inclusion Research into Curriculum Learning Education (CIRCLE) framework - inclusion
 - Further development of United Nations Conventions on the Rights of the Child (UNCRC) – Silver award
 - Awareness and promoting 'The Promise'
2. All classes introduce new local authority Numeracy & Mathematics planners, with end of units Assessment

The Scottish Attainment Challenge

Attainment Challenge and Pupil Equity Funding (PEF)

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

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

Transfer to Secondary School

Pupils normally transfer to secondary school between eleven and a half and twelve and a half years of age, so that they will have the opportunity to complete at least four years of secondary education. Parents will be informed of the arrangements no later than December of the year before the date of transfer.

Parents who want to send their child to a school other than the catchment school must make a placing request. Information on how to make a placing request is contained in the leaflet 'Sending your child to school.' It is important to note that a successful placing request into a primary school does not guarantee a successful placing request when a child is transferring to secondary school.

Inchinnan Primary School is an associated primary school of [Park Mains High School](#)

Head teacher [Mr Alan Dick](#) telephone: [0300 300 1411](tel:0300 300 1411)

Transfer to Primary

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

Car parking

The school car park is for staff or school visitors' use only. For safety reasons parents should not drop off, collect or walk their children through this area. A dedicated parking space has been created to ease access for people with disabilities. Please do not use this space without authorisation from the school office.





Care and welfare

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

School security

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

Attendance and absence

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

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

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

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

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

Bullying

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

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



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

Safeguarding including child protection

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

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

Mobile phones

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

- All phones should be turned off and kept out of sight during the school day within the school campus. Phones can be handed to class teacher for safe keeping.
- 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 mobile phones that take account of the views of all staff, parents and pupils
- Schools should ensure that pupils, parents and staff are aware that should a pupil breach the policy, there will be consequences in line with the school's positive behaviour/discipline policy
- Individual school policies should clearly state for the benefit of staff, pupils, parents and visitors any variations from the restrictions on use of mobile phones set out below
- Pupils and parents should be notified that mobile phones will be confiscated where these limitations are breached
- Smartphones introduce additional challenges for schools and parents. Pupils and parents should be aware that this also leaves pupils open to dangers such as cyber bullying, grooming and access to inappropriate material. Parents are encouraged to read anti-bullying policy for further guidance
- Staff should not delete photographs or recordings from confiscated mobile phones



- When staff confiscate mobile phones or other devices, they should ensure that these are retained in a safe place that cannot be accessed by others. This may be a lockable drawer or cupboard, a base area or a delegated area in the school office. Confiscated mobile phones should normally be passed to the school office or senior member of staff as soon as possible after confiscation

Legal Aspects

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

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

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

School meals

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

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

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

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

School transport

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

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



Pick-up points

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

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

Placing requests

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

Assisted support needs

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

Playground Supervision

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

Pupils leaving school premises at breaks

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

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

Equalities

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

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

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

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

In line with UNCRC, in Renfrewshire we place the human rights and needs of every child and young person at the centre of education.

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

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

Medical and Health Care

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

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

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

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

Religious Observance

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

In addition, parents and carers from religions other than Christianity may request that their children may be permitted to be absent from school in order to celebrate recognised



religious events. Only written requests detailing the proposed arrangements will be considered.

Managing positive behaviour/ Relationships

At Inchinnan we are focused on wellbeing and relationships. We promote a nurturing ethos and aim to support each child to feel good about themselves and a valued member of our school community. Our Positive Relationships Policy (see website) helps to establish and maintain positive relationships and mutual respect resulting in a positive learning community and a supportive and restorative school ethos and culture. Staff use a variety of approaches to achieve this with the whole school using a house point system to encourage good work and behaviour. Golden choices is a positive monthly activity used as a whole school approach and undertaken to reward all children for their hard work and effort.

Wet weather arrangements

When the weather is particularly bad, e.g. very heavy rain or very strong winds, the children are kept indoors at intervals and lunchtime. At these times they are supervised by primary 7 monitors, classroom assistant/s, SFO and member of the senior leadership team if possible. We have a variety of wet weather activities for the children to use.



Curriculum Matters

School curriculum

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

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

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

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

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

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

The Key priorities of the National Improvement Framework are:

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

Curriculum for Excellence

[**Curriculum for Excellence**](#) (CfE) is the curriculum followed in all Scottish establishments and is built on the values of wisdom, justice, compassion and integrity. All children and young people should very fast. The curriculum in our schools will continue to develop over coming years to ensure that all our children and young people become successful learners, confident individuals develop skills for life, skills for learning and skills for work which will prepare them for a world that is changing, responsible citizens and effective contributors.

The curriculum follows two phases – the broad general education (BGE) and the senior phase.

Broad General Education

One of the key entitlements of CfE is that all children should receive a rounded education, known as the broad general education (BGE), from early years to the end of S3, before moving to a senior phase in S4 to S6 which will include studying for qualifications. This BGE should provide young people with a wide range of knowledge, skills and experiences that they can draw on as their lives, careers and job opportunities continue to change.

The BGE phase of CfE is closely connected to the senior phase with the learning undertaken until the end of S3 providing a strong foundation for choosing and specialising in a range of subjects. In the senior phase, young people will have the opportunity to take qualifications and courses that suit their ability and interests.

The curricular areas which will be followed within the BGE are:

Literacy, numeracy & health and well-being – responsibility of all;

English, mathematics, modern languages, sciences, social studies, expressive arts and religious and moral education/religious education in Roman Catholic schools.

The Learner's Journey

Subjects

Within a Curriculum for Excellence there are 8 subject areas:

- Numeracy and Mathematics
- Literacy and English
- Health and Wellbeing
- Technologies
- Social Studies
- Sciences
- Expressive Arts
- Religious and Moral Education



The experiences and outcomes are set expectations for learning and development within all these areas, while the curriculum levels describe progression and development.

Our approach to numeracy, literacy and health and well-being

Numeracy and Mathematics

In our everyday lives we are regularly required to estimate, use number processes, work with fractions and percentages, manage money and time, make measurements and read information from charts and tables. Therefore, being confident and fluent in numeracy is an essential life skill which increases our opportunities in the world of work.

Developing skills in mathematics and numeracy supports pupils in all areas of learning by providing opportunities to solve problems, develop logical reasoning and think creatively. Pupils' learn to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions. These are important life skills and ones which are desired by employers. Learning mathematics offers pupils' the opportunity to pursue further studies including the areas of science, technology and engineering.

At Inchinnan it is our policy to promote numeracy and mathematics as essential skills for life and work. We have high expectations for our pupils and employ a wide range of learning and teaching approaches that encourage positive attitudes, confidence and resilience in mathematics. At all stages of learning we promote number discussions to develop skills in understanding, memory, reasoning and language development in mathematics. We encourage children to question, explain their thinking and work collaboratively on problem solving tasks. Practical activities are used to ensure children acquire and understand mathematical concepts. A concrete – visual – abstract approach is applied throughout. Meaningful links across the curriculum and real-life contexts for learning are also provided.

Mental agility is developed with regular ongoing practice of number facts and times tables, developing both speed and accuracy.

Differentiation of work and tasks and regular assessment ensures that pupils are given work suited to their particular level of ability.

We also work collaboratively with our Park Mains Cluster schools to develop and share effective teaching and learning ideas which enables our pupils to benefit from a wide variety of learning experiences.

Sources: Parent Zone Education Scotland, Making Maths Count

Literacy and English

(Reading, Writing, Listening and Talking, French in P1 – P7, plus Cultural experiences P5 - 7)

The core reading materials used in the school are book bank reading materials including Story World, Lighthouse, Big Cat and various novels. A variety of materials and topic work is used to give the children opportunities to develop skills associated with different kinds of writing e.g. personal, imaginative and functional which includes the writing of reports, reviews, letters, instructions, questionnaires etc.

Children are encouraged to listen and talk to each other in a variety of ways from telling news



in the early stages to giving prepared talks about specific subjects in the upper stages. The children's progress in all areas is closely monitored.

Our approach to sex education

Relationship, Sexual Health and Parenthood Education (RSHPE) forms a key element of personal, social and health education in schools and is an important part of children's preparation for life, both as they grow up and as adults. The overarching aim of the relationships and sexual health programme is to assist children to make healthy and respectful decisions that will promote positive sexual health and wellbeing for themselves and others.

Key objectives

- Gain accurate knowledge that is age and stage appropriate;
- Develop a sense of personal values and morals about relationships and sexual health
- Develop skills and critical thinking that will help them deal with situations that may occur as they are growing up
- Know how to access support and advice

This will be achieved by implementing the Renfrewshire Council RSHPE pack that has been designed to provide an effective curriculum which works alongside a process of engagement with parents to enable them to be better informed about the curriculum and better able to enter into discussions on this area.

www.rshp.scot.

Technologies

(Technology, Information and Communication Technology)

In Technology, basics skills are taught at each level and these skills are then put into practice to design, make and test a variety of tasks, in relevant contexts. The children work individually, in pairs or in small groups.

Information and communication technology is part of the daily teaching and learning programme for all children. Classes are taught basic computer skills in a variety of subjects including Internet use on an increasing number of laptops (chromebooks) and ipads. Pupils are encouraged to research information or work on programmes specific to their particular stage. There are programmes to cover most aspects of the curriculum and so children are able to take advantage of the computer to assist their learning across the curriculum.

Social Studies

In Social Studies we teach the children about people, past events and societies, people, place and environment, people in society, economy and business using a topic based approach which provides a 'context' or a 'situation' in which the children have opportunities to develop and practise the skills relating to history, geography and citizenship. As these aspects overlap considerably, the topic approach allows them to be taught in an integrated manner which includes discussions, role-playing, reading, research, art and a variety of written work. The children study topics based on local, national and global environments in the present and the past. Our aim is to encourage children to take an active interest in their own local community



and to enable them to view people from varying backgrounds with tolerance and respect. It is important that children learn to think, inquire and have the confidence to tackle problems while extending their knowledge of the world around us. On occasions some aspects are taught separately if this is more appropriate e.g. mapping skills.

RME

Religious and Moral Education enable children to explore the world's major religions and views which are independent of religious belief and to consider the challenges posed by these beliefs and values. This awareness and appreciation will assist in counteracting prejudice and intolerance.

Sciences

Science is often taught as a separate subject in topics such as Living Things, Forces and Energy, Earth and Space. Children are encouraged to carry out investigations, discuss possible solutions and the reasons for the outcomes. Children are encouraged to use problem solving approaches and skills from other areas to investigate and analyse these scientific topics.

Expressive Arts

(Art and Design, Drama, Music, Dance)

In the teaching of Art and Design, Drama, Music and Dance we seek to encourage and promote the creativity of each child. The school programmes expose the children to a wide variety of aesthetic experiences in these curricular areas. Skills and techniques in all areas are taught to help children to develop their own abilities and express their own personalities. The Expressive Arts are often complementary to other areas of the curriculum.



Our instrumental teacher, works with a small group of Primary 6 and 7 pupils, teaching them to play the glockenspiel. The children for this group are selected by simple testing to ascertain their suitability and aptitude for learning to play a string instrument. During the first term, children have the use of a school instrument, but in the final term, they will be encouraged to purchase their own instrument.

Assessment is for Learning

Principles of Assessment

- Support learning
- Promote learner engagement

Ensure appropriate support

What We Assess

Each learner's progress and achievements in developing

- Knowledge and understanding



- Skills
- Attributes and capabilities

as detailed in the experiences and outcomes within curricular areas and subjects.

When We Assess

- As part of our ongoing learning and teaching
- Periodically
- At transitions, especially pre 5 to Primary 1 and Primary 7 to secondary

How We Assess

- We use a variety of approaches and range of evidence to fit the kind of learning
- We make assessments fit for purpose and appropriately valid, reliable and proportionate through partnership working

At Inchinnan Primary we use a variety of motivating assessment techniques, flexibly to meet the needs of all learners. Enabling our pupils to maximize their potential and develop across the four capacities.

National Standardised Assessments (NSA)

Scottish Government have introduced standardised assessments in literacy and numeracy for school children in P1, P4, P7 and S3. The assessments help to identify children's progress, providing diagnostic information to support teachers' professional judgement.

Children and young people do not have to revise or prepare for these assessments. The assessments are as inclusive as possible to accommodate the needs of children and young people who require additional support. There is no pass or fail.

These assessments have been specifically designed to reflect the way we deliver education in Scotland and are aligned with Curriculum for Excellence. Ongoing and periodic assessments are, and will continue to be, the main basis of teachers' professional judgement. Teachers continue to draw on all of the assessment information available to them when considering children's progress and planning next steps in learning.

Getting it Right for Every Child (GIRFEC)

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

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

Additional Support for Learning

Inclusion

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

Support

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

Universal support

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

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

Personal learning planning is at the heart of supporting learning. The conversations about learning, reviewing progress and planning next steps are central to this process. Planned opportunities for achievement which focus on the learning and progress made through activities across the full range of contexts and settings in which the curriculum is experienced also contribute to the universal aspect of support. In addition, all children and young people should have frequent and regular opportunities to discuss their learning and development with an adult who knows them well and with whom they have a mutually trusting relationship. This key member of staff has the holistic overview of the child or young person's learning and personal development.

Targeted support

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

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

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

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

The Additional Support for Learning Act (2004) and Children's and Young Person's Act (2014) GIRFEC outline expectations that any assessment and intervention is timely, proportionate



and appropriate to meet a young person's needs.

In line with these national policies, staged intervention is commonly used as a framework for identifying, assessing, planning and reviewing children and young people's additional support needs.

If your child requires additional support in school for any reason, the school's Pupil Support Co-ordinator will liaise with you to discuss these needs and how we can work together to ensure your child is being fully supported. This will involve working collaboratively with your child's class teacher, partner agencies and of course keeping the child and their voice at the centre of everything we do.

Within our school cluster, our Pupil Support Co-ordinators participate in Local Inclusion Support Network (LISN) Meetings along with Educational Psychology colleagues. The aims of these meetings are:

- To allow consultation about children and young people with additional support needs
- To encourage peer support and sharing of ideas across establishments.
- To allow the Educational Psychology Service to provide consultations on individual or groups of children that can contribute to the robust staged intervention process.
- To develop transparency and equity in support structures and processes across establishments

As always, there is an expectation that the school will discuss the child's needs with the parent/carer in the run up to LISN and parents should know that this is taking place. We will seek your consent before sharing information about your child at a LISN meeting and will also provide some feedback to you with regard to the actions agreed and how we can use these to further support your child.

Independent sources of information and advice nationally include -

Enquire – the Scottish advice service for additional support for learning

Telephone – 0345 123 2303

Email – info@enquire.org.uk

Resolve (Children in Scotland) - Resolve: ASL is an independent mediation service for parents and carers of children and young people with additional support needs.

Telephone – 07955 788967

Email – resolve@childreninscotland.org.uk

Educational Psychology Service

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

EPs work with teachers, parents and support staff to help children and young people make

the most of their lives and support schools, nurseries and other learning centres to improve and develop supportive healthy learning environments through approaches such as the Renfrewshire Nurturing Relationships Approach, Language and Communication-Friendly Environments, Video Interaction Guidance and Non-Violent Resistance.

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

Health and Wellbeing Education

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

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

Health and Wellbeing in schools covers:

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

Effective health and wellbeing education requires exchange of information, mutual support and collaboration with community partners, schools and parents.

Specialist support service – teachers teaching in more than one school

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

The teams support the additional needs of:

- children with a significant hearing and or visual impairment
- children with English as an additional language who are at the early stages of learning English
- care experienced children and young people and those experiencing discontinuity in their learning
- children and young people with a range of additional support needs

Homework

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



[Inchinnan 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 children are given a reasonable amount of work to do at home. Parents should use the following times as a guide.

Primary 1 & 2 - 20 minutes maximum

Primary 3 & 4 - 30 minutes maximum

Primary 5, 6 & 7 - 40 minutes maximum

Homework is given to encourage the children to develop good work habits and self-discipline in relation to completing a given piece of work. Homework often consists of work which has been taught in class and can be consolidated and reinforced at home. Children may also be asked to research information for topic work or from current affairs/news programmes.

Developing the Young Workforce

Developing the Young Workforce [Determined to Succeed] is our strategy to develop the



business and employability skills in young people.

It lies at the centre of curriculum for excellence and promotes a wide range of opportunities for our children and young people aged 3-18 to become successful learners, confident individuals, responsible citizens and effective contributors.

The four main areas are:

- Enterprising learning and teaching
- Entrepreneurial learning
- Work-based vocational learning
- Career education

The themes are built around the main areas:

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

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

The range of activities can include:

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

Extra Curricular Activities

We consider it very important at Inchinnan Primary School to develop the whole child and the provision of extra-curricular activities allows us to offer extra opportunities for pupils to develop skills and talents in other areas. We have a range of activities for pupils which we are happy to extend if volunteers can be found. Most of the activities are at the end of the school day. Some are before school or undertaken during lunchtimes we are indebted to staff volunteers for giving of their time so generously and for their enthusiasm and commitment.



Our active schools co-ordinator supports the school by arranging a variety of school coaching sessions in various sports skills for different age groups.

Home School Community Links

Parental Involvement

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

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

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

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

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

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

Parent council chairs can attend the Parent Council Liaison Group, which gives parent councils an opportunity to speak with elected members and senior managers from the



Council about issues relating to education in Renfrewshire. These meetings take place four times a year and details are sent to Parent council chairs at the start of each new academic year.

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

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

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

Parent Council

Chairperson :- Mrs Fiona Walker

Email :- inchinnan@renfrewshire.npfs.org.uk

Whole Family Wellbeing

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

Parents are fully involved, with an initial home visit to discuss the referral and updates on progress reviewed and evaluated on a regular basis.

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

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

Pupil Council

In Inchinnan Primary school there is a Pupil Council which is run by the pupils. Here representatives from P4 – P7 put forward their views, ideas and opinions which are discussed by the group and a democratic decision is taken. This helps staff understand what the children feel about the school and any improvements or initiatives they may feel worthwhile.

As part of our Citizenship Groups we also have a mini Pupil Council of representatives from Primary 1-3 who join up with the main Pupil Council monthly to share thoughts and opinions about improving and developing school life and Citizenship Groups.



Community Links

In Inchinnan Primary we are keen to promote and extend our links with various members of the community. These include visits to and from Inchinnan Parish Church, Little Inch Care Home, Inchinnan Community Nursery, Inchinnan Community Bowling Club, Rolls Royce and other local businesses which enhance our pupils' learning in various aspects of the curriculum

School Lets

The sale and/or consumption of alcohol on school premises is prohibited. No applications for occasional licences by the school, Parent Council or other party hiring or using the school premises should be made to allow for the sale of alcohol on school premises.

To apply to use school facilities, contact OneRen. Contact details are in the important contacts section at the end of this handbook.

Other Useful Information

Listening to learn - complaints, comments and suggestions

Renfrewshire Council encourages feedback on its services from parents and pupils as part of our overall commitment to giving the best possible service and to working in partnership. We are interested in feedback of all kinds, whether it be compliments, suggestions or complaints.

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

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

Stage 1 complaint:

- Complaints about the school should be directed to the head teacher in the first instance.
- It is helpful if you can give some details of the issue and ask for an early appointment to discuss it.
- We want to resolve complaints as quickly as possible. You will get a decision on your complaint in five working days or less, unless there are exceptional circumstances. If it is going to take longer than five working days, we will let you know.

Stage 2 complaint:

- If you are not happy with the response to your complaint, you have the right to take it further and submit a complaint to Children's Services. This is also known as a stage 2 complaint. You can do this by completing a complaints form (available from the school or any council office), fill in the online form via your 'my account', write to us, email us at complaints@renfrewshire.gov.uk, or call us on 0300 300 0170. At this stage, we will



carry out an in-depth investigation. We will acknowledge receipt of your complaint within three working days and give you a full response within twenty working days. If the investigation is going to take longer than this, we will contact you to inform you.

- If you remain dissatisfied following the stage 2 outcome, you can contact the Scottish Public Services Ombudsman and our response will include the contact details.
- You should also note that you have the right to raise unresolved concerns with your local councillor, MSP or MP.

Data Protection

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

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

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

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

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

Information in Emergencies

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

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

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

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





Important Contacts

Director of Children's Services

Janie O'Neill	Renfrewshire House Cotton Street Paisley PA1 1LE	Email csdirector@renfrewshire.gov.uk
		Phone: 0141 487 0885

Homelink Service

Senior Home Link Workers

c/o West Primary School Newton Street Paisley PA1 2RL	Email morag.mcguire@renfrewshire.gov.uk pamela.mckechan@renfrewshire.gov.uk
	Phone: 0300 300 1415

Community Learning & Development

Community Facilities Section	OneRen 3 rd Floor Renfrewshire House Cotton Street Paisley PA1 1LE	Email comfac@renfrewshire.gov.uk
		Phone: 0300 300 1430
Adult Learning Services	West Johnstone Shared Campus Beith Road Johnstone PA5 0BB	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 customerservices.contact@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/education-scotland/inspection-reports/> - parents can access school and local authority inspection reports and find out more about the work of Education Scotland
- <https://education.gov.scot/parentzone/my-school/> - parents can find out about individual schools. They can choose a school and select what type of information they need such as Education Scotland reports, exam results, stay on rates and free school meal entitlement
- <http://www.renfrewshire.gov.uk/> - contains information for parents and information on Renfrewshire schools
- <http://www.childline.org.uk/Explore/Bullying/Pages/Bullyinginfo.aspx> - contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying
- <https://respectme.org.uk> - Scotland's anti-bullying service. Contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying
- <https://education.gov.scot/> - provides information and advice for parents as well as support and resources for education in Scotland
- <http://www.equalityhumanrights.com/> - contains information for everyone on equality laws within the government and local authorities



Glossary

ASL – Additional Support for Learning

ASN – Additional Support Needs

CFE - Curriculum for Excellence

CLAD – Community Learning and Development

FOI – Freedom of Information

GIRFEC – Getting it Right for Every Child

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

LTS – Learning and Teaching Scotland

SIP – Service Improvement Plan

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



Parent feedback

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



Tell us what you think

Your feedback will help us to improve our handbook.

Did you find	Please tick
1. the handbook useful?	<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:

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