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## Welcome from the head teacher

Dear Parents and Carers

Each year our school produces a handbook, which contains information for parents on all aspects of the school.

Our aims are:

1. To provide a stimulating and challenging curriculum for our pupils
2. To improve the standard of achievement and attainment
3. To ensure an appropriate range of teaching and learning approaches which stimulate and motivate pupils in their learning
4. To provide a school environment which promotes support for pupils in their emotional, physical and social care
5. To create a positive school ethos which promotes inclusion and equality
6. To provide a well resourced school which is fit for purpose
7. To ensure effective management, leadership and quality assurance which is committed to continuous improvement

The handbook embraces these aims and will give you an insight into the school itself. I hope you will find it useful and informative. The handbook is given to those parents whose children are about to start school or transfer from one school to another. However it is possible for any parent to inspect or consult the handbook or to request a copy free of charge from the school.

If you have any enquires regarding the handbook please contact the school.

Yours sincerely

**Mrs J McCallum**

Julie McCallum  
Head Teacher



## School Values

RESPECT  
ACHIEVEMENT  
CARE  
TRUST  
RESPONSIBILITY  
CO-OPERATION

### **Mary Russell School Vision**

Through a shared understanding of our core values, we aim to work together with pupils, parents, staff and partners to:

Be an inspirational place with happy, confident learners who thrive in our school to achieve their potential.

Be all WE can be! Be proud of who WE are!

Through a shared understanding of our core values, we aim to work together with pupils, parents, staff and partners to:

## School Aims

**PROMOTE HIGH STANDARDS IN LEARNING AND TEACHING** and ensure that our environment, and everyone within it, is treated with respect.

**TAKE PRIDE IN THE CARE WE SHOW ONE ANOTHER** and enjoy being part of a caring community which allows us to feel safe, secure and happy.

**DEVELOP A SENSE OF SELF-BELIEF AND SELF-WORTH** by celebrating both the pastoral and curricular achievements of everyone.

**SUPPORT AND ENCOURAGE ALL IN OUR COMMUNITY** to reach their full potential so that our pupils have opportunities to thrive within and out with school.

**SHARE THE RESPONSIBILITY AND HARD WORK** through teamwork, which will ensure the continual embracing of our values.

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## **Service Pledges**

### **Standards and expectations**

#### **We will:**

- 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 and 27.5 hours of class contact time for secondary aged pupils

#### **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 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.

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## About our school

### School staff

#### **Head Teacher, Depute Head Teachers and Principal Teachers**

HEAD TEACHER Mrs J McCallum

DHT Miss L Barr (Primary)

DHT Mr I MacFarlane (Secondary and Head of Year S1)

DHT. Mr L Coyle (Post 16 and Head of Year S5 and S6)

PT Mrs L Coffield (Primary)

PT Mr J Smyth (S2)

PT Mrs P Henry (S3)

PT Mrs L Madigan (S4)

PT Mr M Smith (Behaviour / Pupil Support)

PT Mrs Hamill (Employability)

### Teachers

#### **Primary Department**

Miss C Kinsman, Primary 1/2

Miss L Brown, Primary 2/3

Mrs J Watt/Mrs A Carmichael, Primary 4

Mr S Halliday Primary 5

Mr M Coffield, Primary 5

Mrs C Caffrey Primary 6

Mrs L Allan, Primary 7

Mrs Mackenzie P7/ S1 Transition

Mrs A Breslin-Strain Spanish/L Support

#### **Nursery Officers** - Work with the teachers and pupils of Primaries 1 - 3

Mrs S McGrath, Miss C McMeekin, Miss L Glover, Mrs F McEachran.

## Teachers

### Secondary Department

Mrs J Anderson, English

Mrs E Ronald, English

Ms D O'Connor, Maths and Princes Trust

Mrs L Gillespie, Maths

Mr A McCulloch, Social Studies

Mrs A McGroarty, Health Education and Skills for Work

Mrs L Pritchard and Mrs T Lawson, French, Skills for Work

Miss C Ferguson, Art

Mrs H Graham and Mrs Z Ali, Home Economics

Mr J Smyth, Mr J Aitken, Music

Ms G Bream and Ms J Conlon Science

Mrs L Granger, ICT

Mr G Hamilton, PE

Mrs F Montero, PE

Ms A Thomson, PE

Miss K Craigie, PE

Mr C MacCalman, and Mrs J Lamont, Behaviour / Pupil Support

Ms A Bell, Sensory Support Teacher

Mr G Stewart, Mr C MacCalman, Learning Support

### Post 16

Mrs A Robertson

Mrs G Clark

Miss C Durie

Mrs R Kerr

Mrs L Fraser

Mrs L Kelly

Mrs L McKay

Mrs S Crosbie

Mr J McCluskey

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## School information

### School day

#### Other staff in the school (including support staff)

**Additional Support Needs Assistants** carry out many duties - assisting in all areas of classroom management; support for learning; supervising pupils in playgrounds and dining room; escorting pupils to and from school and on curricular outings. An adult presence is provided in playgrounds at break-times in terms of the schools Safety and Supervision of Pupils (Scotland) Regulations 1990.

Mrs I Jackson, Mrs M Clannachan, Mrs L Penman, Mrs S Johnstone, Mrs C Jinks, Mrs C Cherry, Mrs K Smith, Mrs C Murray, Mrs L Quinn, Mrs K McKirdy, Ms N MacDonald, Miss L Ewing, Mrs J Lochans, Miss M Burnside, Mrs B Gould, Mrs Y Macfarlane, Mrs E Halliday, Mrs J Graham, Miss C McDonald, Mrs K Walls, Mrs K Semple, Ms N Collins, Mrs A Durrant. Mrs J Hughes

#### Speech & Language Therapists

Ms U Kordecki

#### Medical Staff

Mrs G Brown

#### Home School Link

Ms D Proctor, Ms A Smith

#### Office Staff

Mrs L Brown (office manager), Mrs R Holmes, Mrs S Donohoe

#### Janitorial Staff

Ms K Marshall and Mr J Murning

There is a full time equivalent of 43.8 members of Teaching Staff.

There are 23.1 Support Staff.

School Address    Mary Russell School  
                          Hawkhead Road  
                          Paisley  
                          Renfrewshire  
                          PA2 7BE



Telephone Number: 0300 300 0171

Internet Address: [www.maryrussell.enquiries@renfrewshire.gov.uk](http://www.maryrussell.enquiries@renfrewshire.gov.uk)

## Location and Facilities

Mary Russell School is a non-denominational school catering for boys and girls who require Additional Support. Stages covered are Primary 1 - S6.

The school has a present roll of 207 pupils

Primary 60

Secondary 89

Post 16 (Step Unit) 58

Parents should note that the operational capacity of the school may vary dependent on the number of pupils at each stage and the way classes are organised. The school is situated in the outskirts of Paisley on the South Bank of the White Cart River. We have fairly extensive grounds - a football/games field, a grassy play area and three paved playgrounds.

The building was opened in 1969 and accommodation comprises of;

- 18 rooms used as class bases
- 5 rooms resourced for practical subjects: - Music, Art, Science, Home Economics, ICT and Vocational Base
- Teachers resource areas and Community/Parents Room
- A Main Hall, which is the dining area (kitchen attached) and also serves as Assembly Hall and Theatre
- Gym hall and fitness suite
- The Health Suite, which has a multi-purpose consulting area, First Aid area, and a Speech and Language Therapy room
- The Step Unit Extension purpose built to accommodate pupils aged 16-18 years and opened by H.R.H. The Princess Royal in 1991

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## **School day**

Primary classes: 9.00 a.m. start, and end at 3.15 p.m.

Lunchtime is from 12.15 p.m. to 1.15 p.m.

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

Secondary Classes: 9.00 a.m. start, and end at 3.30 p.m.

Lunchtime is from 12.15 p.m. to 1.00 p.m.

The morning interval is from 10.10 a.m. to 10.25 a.m.

Secondary pupils follow a timetable, which is divided into six periods.

<b>REGISTRATION</b>	9.00 a.m. – 9.15 a.m.
Period 1	9.15 a.m. - 10.10 a.m.
<b>INTERVAL</b>	10.10 a.m. – 10.25 a.m.
Period 2	10.25 a.m. – 11.20 a.m.
Period 3	11.20 a.m. – 12.15 p.m.
<b>LUNCH</b>	12.15 p.m. – 1.00 p.m.
Period 4	1.00 p.m. - 1.50 p.m.
Period 5	1.50 p.m. - 2.40 p.m.
Period 6	2.40 p.m. - 3.30 p.m.

## School year

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

**Teachers return Wednesday 12 August 2020.**

## School in-service days

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

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## 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.

### **Mary Russell Uniform Colours are:**

School sweat shirt with School logo on the chest

Blue/white shirt or School Polo Shirt

Grey/black skirt/trousers

Maroon tie with light blue stripe

Light blue tie for senior pupils (S5/6)

## **Registration and Enrolment**

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

Enrolment as a pupil in Mary Russell can take place at any stage:

1. As a new pupil in Primary 1 transferring from mainstream nursery provision
2. By transfer from mainstream primary school to Mary Russell Primary
3. As a new pupil in 1st year transferring from mainstream Primary 7 class
4. By transfer from mainstream secondary to Mary Russell Secondary School

Pupils normally transfer to the Secondary Department (S1) between the ages of 11 years 6 months and 12 years 6 months, giving the opportunity to complete at least 4 years of Secondary Education. Parents will be informed of the arrangements no later than December of the year preceding the date of transfer at the start of the new session.

**Guidelines setting out procedures for enrolment contain:**

1. The role of the psychological services.
2. Enrolment in Primary 1.
  - i) The role of Parents/Guardians
  - ii) The role of Mary Russell School
3. Enrolment by transfer from Mainstream Schools
  - i) The role of Parents/Guardians
  - ii) The role of Mainstream School
  - iii) The role of Mary Russell School

## **Induction procedures for pupils starting school and their parents**

Induction procedures are specific to each stage of the school. This will involve the pupils and all key partners of the school, including parents/carers and other relevant support agencies. Details of these procedures can be obtained from the school office or the appropriate Depute Head Teacher.

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## 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.

Throughout the school, the assessment of pupil's work is an integral part of learning and teaching, and is now embedded in learning. Assessment is for Learning (AfL) is where pupils are placed at the centre of the learning process. When planning what is to be taught, class teachers along with pupils identify targets, which the pupils will work towards achieving. These targets are discussed with pupils and recorded in their Learning Plan. Within the broad curriculum offered to pupils staff aim to meet individual targets through a variety of means including:

- Differentiated teaching and learning approaches
- Levels of support according to needs
- Levels of assessment tasks and criteria
- Use of a wide range of resources

How pupils attain their targets is assessed in a number of ways:

- A statement of performance
- A check of skills acquired
- A Folio of log of work completed
- Audio or video recordings
- National Certification

### Reporting

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

### Reporting a child's progress is undertaken through:

- Discussion of targets and progress at Parent's Meetings in October/November
- Summative reporting of each child's progress at the Annual Review Meeting involving parents, staff and where appropriate specialist agencies
- An annual report issued in June

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## **Summary of the School Improvement Plan**

Our School Improvement Plan includes strategic actions, school aims, improvement objectives, and quality indicators. Our summary School Improvement Plan now follows on page 22.

NIF Key Improvement Driver	Strategic Actions	Links To		Equality and human rights impact assessment required (Y/N)	Embedding and Consolidating Developments	Improvement Priority		
		School Aims	HGIOS/CATC QIs			16/17	17/18	18/19
Parental Engagement	Develop parents/carers in partnership model	6	2.2, 2.6, 2.7	N	✓		✓	✓
Employability	Implement joint Employability project initiatives	6	2.7, 3.3	N	✓		✓	✓
Employability	Continue to evaluate Senior Phase pathways	6	1.3, 2.2, 2.6, 3.2	N	✓			
Employability	Audit Word of Work opportunities, skills and experiences at Primary stages	6	1.2, 2.2, 3.3	N	✓			
Assessment of Children's Progress	Implement Literacy Action Plan	6	1.1, 2.2, 3.2	N	✓			
Assessment of Children's Progress	Implement Numeracy Action Plan	5	1.1, 2.2, 3.2	N	✓		✓	✓
Assessment of Children's Progress	Extend target setting collation and monitoring to all curricular areas S1-S6		1.1, 1.3, 2.3, 2.4, 3.2	N	✓			
School Improvement	Continue to implement 1+2 approach to Modern Languages	3	1.3, 2.2	N	✓			
Teacher Professionalism	Continue to develop and implement GIRFEC and GIRFEL policies	3	1.1, 2.1 – 2.7, 3.1, 3.2	N	✓		✓	✓
School Improvement	Implement School Rights Education Action Plan		1.2, 1.3, 2.1, 3.1	N	✓			✓
School Improvement	Continue to develop nurture strategy at across all stages		1.1, 2.1, 2.4 - 2.7, 3.1	N	✓			
School Leadership	Implement 3 year cycle of self-evaluation using HGIOS 4 improvement tool		1.1 – 1.5	N	✓			
School Leadership	Continue to implement leadership strategy		1.1 – 1.5	N	✓			

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## **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.

## **Car Parking**

Three dedicated parking spaces have been created to ease access for people with disabilities. Please do not use these spaces without authorisation. Not all disabilities are obvious please park respectfully.

## **Care and welfare**

Your child's welfare is central to the ethos of the school. Please contact the school to share any concerns you have about your child's welfare or wellbeing. The staff will work with you as parents or carers of our pupils, to make sure they are safe, happy and able to benefit for the educational opportunities we offer. This handbook gives details of how we deal with bullying, homework, additional support needs and many other areas that may impact on your child's wellbeing.

## **School security**

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

## **Attendance and absence**

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

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

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**

Mary Russell has a written policy on tackling bullying. Any concerns parents have should be reported to the Head Teacher or a senior member of staff in keeping with the monitoring procedures outlined in the policy. The following definition is from the Council's policy on Tackling Bullying in Renfrewshire.

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>

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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 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 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/article/2303/School-meals>

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

## School transport

Renfrewshire Council provides transport for all pupils that attend Mary Russell School. Pupils will be picked up and returned to their home address in a bus contracted by the local authority.

### Pickup Points

All children will be collected from their home address. It is the parent's responsibility to make sure that their child arrives at the pickup point on time and behaves in a safe and acceptable manner while boarding, travelling in and leaving the vehicle. Children who misbehave can lose their right to home to school transport.

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## **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 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.

## **Equalities**

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

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

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

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

taking all possible measures to prevent discrimination in the way its services are delivered.

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

## **Medical and health care**

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

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

Minor accidents are dealt with by the school's qualified first aider. 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.

## **Religious Observance**

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

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

## **Behaviour and discipline**

Maintaining effective and positive discipline is an important aspect of meeting the personal and social needs of our pupils and ensuring that they make progress in personal, social and educational terms. Discipline at its best, is about helping our

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young people to shape and develop attitudes, values and behaviours which respect others and lead to increasing levels of self respect. To achieve these aims the school:

- Highlights prevention rather than crisis intervention
- Promotes early identification of discipline behaviour but avoiding escalation
- Emphasises the value of positive attitudes and values
- Encourages partnership work with parents to address serious patterns of indiscipline
- Ensures a continuum of approaches, strategies and sanctions appropriate to varying levels of behaviour to maintain effective discipline
- Encourages pupils to live by the ideals of our School Vision and Values:

Be all WE can be!  
Be proud of who WE are!



Through a shared understanding of our core values, we aim to work  
parents, staff and partners to:

Be an inspirational place with happy, confident learners who thrive in our school to achieve  
their potential.

### **Pupil Support**

Our Pupil Support Policy embraces the message of Better Behaviour – Better Learning and Promoting Positive Behaviour. This is an integral part of school life at Mary Russell. Through our guidance structure we seek to:

- Ensure that each pupil is known and valued as a person in their own right
- Encourage a climate which promotes good working relationships enabling pupils to derive positive values based on co-operation, tolerance and consideration for others
- Develop the full potential of every pupil, personally, socially and educationally and provide advice on courses of study and career routes
- Help pupils to acquire the self-discipline and sense of responsibility to face the demands of adult life
- Promote good relationships between school, home and community and develop close links to the benefit of the pupils

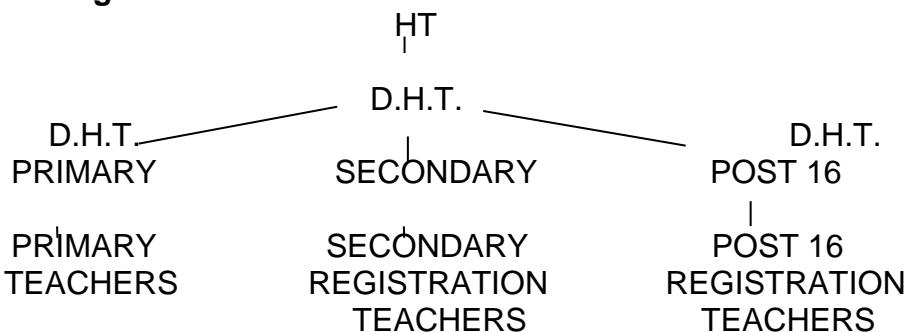
Our guidance system aims are: -

1. To enable pupils to take advantage of the opportunities available to them by:
  - Making sure that information is given to pupils concerning procedures and events shared through the weekly bulletin and assemblies
  - Ensuring pupils are offered advice and help when required
  - Monitoring pupils' personal and social development, attendance and behaviour
  - Providing encouragement, advice and counselling on career routes

2. To provide a link:

- Between the school and the home and establish a partnership with parents. Including the provision of reports, early intervention when difficulties arise and the use of praise when appropriate
- Between the school and other agencies in order to maximise support
- To assist in the implementation of the school aims, code, discipline policy and general welfare of pupils

**The Following Structure is in Place:**



**PRIMARY**

DHT: Miss L Barr

PT: Mrs L Coffield

**SECONDARY**

DHT and S1 Guidance: Teacher Mr I MacFarlane

Principal Teachers

Mr J Smyth PT S2

Mrs P Henry PT S3

Mrs L Madigan PT S4

Mr M Smith PT Behaviour/Pupil Support

Mrs S Hamill PT Employability and Skills for Work

**POST 16**

DHT and S5/ S6 Guidance Teacher: Mr Coyle

Depute Head Teachers and Principal Teachers can be contacted by phone or by making an appointment. Our Guidance team meet weekly at an Extended Support

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Team meeting where pupil needs and support are discussed and a pupil support strategy agreed.

## **The Calm Base**

The Calm Base has been established in Mary Russell for over 15 years now. The role of the Calm Base is to offer social, emotional and behavioural support to pupils, primarily in the S1 – S4 year groups. Since the base has been established there has been a 90% reduction in exclusions from the school for behaviour issues. It is the aim of the Calm Base to promote positive behaviour within the school. With this in mind every pupil attends the Calm Base at some point throughout the year for at least a short programme. Support is then directed to the pupils who would benefit most from an input designed to support their needs.

## **Wet weather arrangements**

When the weather is deemed poor enough to prevent our pupils from enjoying their break or lunch outside in the playground, we have a broad range of wet weather activities to suit the needs of our pupils. These activities include board games, computer-based games and sport related activity (for example, indoor football), all supervised by school staff.

## 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.

### Curriculum for Excellence

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

Curriculum for Excellence - for new info re the parent toolkit-links go to  
.....[www.gov.scot/Resource/Doc/147410/0038822.pdf](http://www.gov.scot/Resource/Doc/147410/0038822.pdf)

### 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

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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 and health and well-being – responsibility of all; and English, mathematics, modern languages, sciences, social studies, technologies, expressive arts and religious and moral education/religious education in Roman Catholic schools.

In accordance with our Local Authority, a special adapted programme for sex education is delivered through the subject of Health Education. This includes consultation with parents and carers, and will involve the inclusion of a range of support agencies to help deliver this programme.

Our approach to literacy, numeracy and health and well-being involves detailed forward planning. Relevant Experiences and Outcomes across the range of Curriculum for Excellence levels are embedded within our school curriculum; while a broad range of approaches to assessment ensure pupils are progressing with their learning. Further detail about literacy, numeracy and health and well-being activity is covered in the following sections that map out the learner's journey.

## **The Learner's Journey**

### **Primary Curriculum**

Within the primary department we offer a differentiated and individualised curriculum to meet the needs of all our pupils. Core areas of the curriculum are supported through nationally recognised programmes such as PM for reading and Scottish Heinemann Maths for maths and numeracy. There is a strong emphasis on Health and Wellbeing with the curriculum focusing on areas of particular importance to our pupils, such as personal and social development and life skills. We work closely with partners to ensure effective specialist input. This may include speech and language therapy, music therapy or specific health care input. Subject specialists deliver music and physical education; while sports specialists offer a range of specific sporting and team events throughout the year. In line with 1+2 languages, children in Mary Russell learn an additional two languages by 2020 which may be French, Italian, Makaton, Spanish or Scots language. Children receive an equivalent of one hour per week of Religious and Moral Education, with Catholic pupils receiving an additional period of instruction. All pupils benefit from active approaches to learning and teaching in literacy, numeracy, the sciences, technology and expressive art. Interdisciplinary Learning as well as outdoor exploratory play are used to develop transferable learning and social skills and to support a broad and balanced curriculum. Children contribute to the life and work of the school through groups such as Eco-Group, Fair Trade and the Pupil Council. As part of Curriculum for Excellence the primary curriculum is developed through flexible timetabling to offer all pupils an element of personalisation and choice. There are a variety of lunchtime clubs to suit pupils in both the lower and upper primary. Learning is enhanced with regular educational outings and other contextualised experiences which support topic development and skills progression. Pupils benefit from a broad and rich curriculum differentiated to meet their individual needs. Through the Child's Plan, Individualised Education Plan and Health and Wellbeing focus, targets are identified and key areas of health and wellbeing are supported and developed in line with skills for lifelong learning. There are strong links with a variety of educational establishments, both locally and in the wider community.



## Secondary Curriculum and Senior Phase

At present our pupils in S1, S2 and S3 have experienced and achieved the outcomes for Curriculum for Excellence. Our S3 pupils make Option Choices for the Senior Phase in the second term of their third year and are presented for SQA qualifications at National 1, 2 and 3. More information and detail of our Senior Phase can be seen on the Education Scotland website or from Year Heads.

All our young people will experience a broad general education in subjects as follows: In Language at S1 – S3 stages a range of class novels, short stories, poems and media text, alongside dedicated programmes of learning, such as Barrington Stokes, develop all aspects of language in a motivating way. Our relevant reading material complements our language resources offering everyone access to the curriculum. Throughout S3 your child will have the opportunity to develop their skills and study in more depth before moving on to appropriate National Qualifications in S4.

In Mathematics we focus on skills for life so that pupils have experiences that help them cope with the skills needed in everyday situations. We use the Teejay maths programme which allows teachers and young people to track progress easily. Broad general education also consists of Social Studies, Personal, Social Health Education and Citizenship, Science, Home Economics, ICT, Art, Music, PE, and Religious and Moral Education. A Curriculum for Excellence enriches pupil's experiences and promotes the practical skills, values and attitudes, which leads them to have positive regard for themselves and others. Through personalisation and choice, we aim to make our young people more successful learners, develop confidence in themselves, responsibility to themselves and others, and to be effective contributors to our school and wider community.

Our young people in S4 will be studying for National Qualifications with the opportunity to specialise in a range of secondary subject areas. Pupils also experience our Skills for Life Learning and Work programme which includes preparing to make vocational choices through investigation and work placements. In S4 your child will spend a short time getting to know about Post 16 by following a taster course allowing them to make the move to their next stage as smoothly as possible. Our Friday elective programme allows pupils to get involved in a variety of subjects which both motivate and interest them, without the pressure of assessment.



In S5-S6 pupils become students and move to the Post 16 area or Step Unit for one or two years. Here the curriculum takes on a fairly radical change and places much greater emphasis on preparing students for the world of work and independent living. Practical life and work skills are the main focus, with students spending more time at FE College placements and gaining experiences in vocational areas. Core skills are integrated into all areas and more student choice is available in vocational, healthy lifestyle and community involvement areas throughout the two years.

The Curriculum for Excellence principles are used to give a broad based curriculum with flexibility to meet individual needs ensuring our students are confident, effective, successful and responsible citizens. All students are fully involved in their learning and gain National Certification in almost all areas. Each year students also enjoy a residential experience. Students leaving the Post 16 area will choose to move to Further Education College, or have the opportunity to be involved in employability programmes. Students and parents are fully involved in the transitional planning process with the Careers Service.

There are 2 buses and drivers assigned by Renfrewshire Council to the school. We also have a school mini-bus, which can be driven by members of staff. Therefore, each class has the opportunity to visit places that enhance their learning, and to transfer the skills learned within the classroom applying these skills to "real life" situations.

**Computers** and other **Information Technology** are extensively used throughout the stages, departments and subjects across the school. Smartboard Technology, the Internet, ipads and specialised interactive software complement and consolidate learning, and provide a tangible motivator for pupils to become more engaged in their own learning.



## Community Learning Activity

Across the stages at senior phase there are a variety of opportunities for pupils and students to gain further recognised qualifications. Through our Community Learning colleagues, the following courses and activities are currently offered:

- Green Gym project
- The Saltire Awards
- John Muir Awards
- Forest School
- The Duke of Edinburgh
- Dynamic Youth Awards
- Princes' Trust Awards



These awards allow our pupils and students to build confidence, skills and resilience through practical activities, supported by peers and specialist community based colleagues.

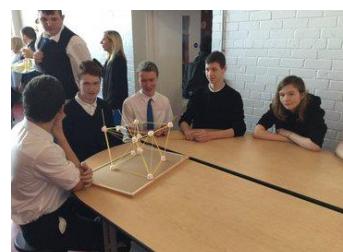


## National Certification

All pupils in S4 – S6 will undertake S.Q.A. National Certification in all subject areas. Pupils will work at their own level with most pupils gaining Nationals 1, 2 and 3.

The following National Units are now being implemented in S4 – S6:

- 1 Art and Design
- 2 Business/Computing
- 3 English and Communication
- 4 ICT/Information Technology
- 5 Home Economics/Hospitality
- 6 Mathematics
- 7 Modern Languages: French
- 8 Music
- 9 Social Studies
- 10 Science
- 11 Social Subjects
- 12 Skills for Work (Work Experience)
- 13 Vocational Choices, including:



Contributing to Enterprise

Work Experience

Work Related Skills

Working with Elderly

Working with Children

Customer Care

Car Valeting

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- Food Service
- Food Preparation
- Business Enterprise
- Managing Environmental Resources

### **Spiritual, Social, Moral and Cultural Values**

Renfrewshire Council values the variety of individuals and communities living and working within Renfrewshire and their contribution to the political, economic, cultural and social life of the area. This is reflected in our equalities policies including promoting race equality in education and our schemes for disability and gender equality.

The council supports the right of each citizen to a quality of life which is free from violence, discrimination and harassment and 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 will have full access to its services, taking all possible measures to prevent discrimination in the way its services are delivered.

### **Religious Education**

The aims of Religious and Moral Education in the school are those set out in the National Guidelines, namely to: -

- develop a knowledge and understanding of Christianity and other world religions and recognise religion as an important expression of human experience.
- appreciate moral values - honesty, liberty, justice, fairness and concern for others.
- investigate and understand the questions and answers that religions can offer about the nature of the meaning of life.
- develop their own beliefs, attitudes, moral values and practices through a process of personal search, discovery and critical evaluation.

These aims are achieved through a thematic approach. Links are made with the children's own experience and pupils are encouraged to develop an understanding of and respect for people of other faiths through extension of some of these themes e.g. Celebrations, books and special places.

### **Roman Catholic Pupils**

Children in the school are able to receive an important contribution to their religious and spiritual development through the R.E. programme. With the assistance of our SPRED group (special religious education), children are prepared for the sacrament of First Communion, Reconciliation and Confirmation. Parents are encouraged to make individual decisions with regard to the timing of the reception and of these sacraments and teachers will carry out the preparations with consideration to the needs of the pupils and parents, seeking the co-operation from local parishes. On special occasions the Catholic community in the school will celebrate Thanksgiving Services, Reconciliation Services and Holy Mass in addition to the interdenominational services throughout the year.

### **Religious Observance**

The aims of Religious Observance are defined for schools in Scotland as:

“To promote the spiritual development of all members of the school community;

“To express and celebrate the shared values of the school community”

Our school provides opportunities for pupils, staff and families to participate in a wide variety of events, which further the aims of Religious Observance, for example:

- Services for our whole school community, led by our chaplains (4 per year)
- Holy Mass celebrated by our Roman Catholic pupils and staff (monthly)
- Assemblies which focus on shared values of our community: i.e. Fairtrade, Remembrance Day, St Andrew’s Day, Charitable appeals, (6 per year)
- Focused retreat days for pupils during ‘transition’ times (P7, S4, S6)

These planned events adopt an open and respectful approach and do not seek to compromise the beliefs of any pupils or their families.

School Chaplains include Rev. Maureen Leitch and Fr Oliver Freney.

#### **Withdrawal:**

Under the terms of the Education (Scotland) Act 1980, parents have the right for their child to be withdrawn from Religious Observance. (By arrangement with the Head Teacher). Where a child is withdrawn from Religious Observance, suitable arrangements will be made for the pupil to participate in a worthwhile alternative activity.

Parents from other minority religious communities may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Such absence will be recorded as authorised absence. In keeping with new advice from the Scottish Executive Edinburgh Department (Circular Number 5/03), extended leave can also be granted on request for families returning to their country of origin for cultural or care reasons.

It is our policy to make our pupils aware of the needs of our local and worldwide community therefore we hold fund raising events for a variety of charities.

#### **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>

#### **Assessment is for Learning**

As a school we fully embrace A Curriculum for Excellence (ACE). As part of this we are also fully committed to Assessment is for Learning (AfL) where a modern, inclusive and cross-curricular approach to teaching and learning is adopted in the classroom and beyond. AfL is embedded across the subjects and stages of our school curriculum. If parents require more information about A Curriculum for Excellence you can visit the web site at [www.educationscotland.org.uk](http://www.educationscotland.org.uk) then click on Parentzone.

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## **Additional support for learning**

### **Inclusion**

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

### **Support**

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

#### **Universal support**

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

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

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

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

#### **Targeted support**

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

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

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

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

Independent sources of information and advice nationally include –

**Enquire** – the Scottish advice service for additional support for learning  
Telephone – 0345 123 2303  
Email – [info@enquire.org.uk](mailto:info@enquire.org.uk)

**Scottish Independent Advocacy Alliance Ltd** - a national organisation which promotes and supports advocacy  
Telephone – 0131 556 6443  
Email – [enquiry@siaa.org.uk](mailto:enquiry@siaa.org.uk)

## **Educational Psychology Service**

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

EPs work with teachers, parents and support staff to help children and young people make the most of their lives and support schools, nurseries and other learning centres to improve and develop supportive healthy learning environments through the Renfrewshire Nurturing Relationships Approach, Mental Health in Schools, Attunement Coaching and Language and Communication-Friendly Environments.

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

## **Health and Wellbeing Education**

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

- make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- experience challenge and enjoyment
- experience positive aspects of healthy living and activity for themselves
- apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- make a successful move to the next stage of education or work

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- establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children and young people
- and, for some, perform at high levels in sport or prepare for careers within the health and leisure industries.

Health and Wellbeing in schools covers:

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

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

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

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

The teams support the additional needs of:

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

## **Homework**

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

learning currently being undertaken by your child. It will be issued upon parent request on a regular basis and will be varied, meaningful and interesting. Mary Russell 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.

## **Enterprise in education**

Enterprise in Education [Determined to Succeed] is our strategy to develop the business and employability skills in young people.

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

The four main areas of Determined to Succeed are:

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

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

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

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

The range of activities can include:

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

## **Extra-curricular activities**

Pupils in P4 – S6 have the opportunity to attend the Club held in the school on Thursday evenings from 6 pm – 8 pm. Community Education runs these clubs. The cost per evening is £1.00

- During the school day at lunchtime there is an extensive range of activity for pupils to choose from including: walking, art club, dance club, football, water polo, fitness gym, karaoke
- S1 and S2 pupils engage in a two-day outdoor activity based residential experience around Easter time

- Our pupils in S3 experience a Residential Stay as part of their certificated course. This takes place around May. Pupils and supporting staff will spend three days at a recognised centre, enjoying a programme of activities arranged by them
- A selection of our S3 and S4 pupils develop key skills when participating in the Duke of Edinburgh Awards in collaboration with our Community Learning partners
- S4 - S6 students travel further afield, experiencing a wide range of UK or European based educational trips. For those students not attending the senior trip there are alternative day activities arranged, suited to their interests and needs.



## School Leaver Destinations

Of 19, all students successfully achieved positive destinations over a variety of college locations and courses, including Project Search and support offered through Skills Development Scotland.

## Home school community links

### Parental Involvement

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

- supporting learning at home;
- developing strong partnerships between home and school;
- taking part in our Parent in Partnership Programmes; and
- engaging with the school, especially with Curriculum for Excellence

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;

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- being involved in the appointment of senior promoted staff; and
- providing a representative to the National Parent Forum of Scotland.

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

For more information on parental involvement or to find out about parents as partners in their child's learning, please contact the school or visit the Parentzone website at:  
<https://education.gov.scot/parentzone>  
<https://www.npfs.org.uk/>

### **Parent teacher association**

The PTA of the school was formed in 1995. Our PTA is made up a committee of teachers, parents and family members. The principal aim of the Association is to enhance the education of children who attend the school. The committee meet on a regular basis to organise fundraising events such as the Autumn Fete and Bingo nights. A Chairperson, Secretary and Treasurer are appointed at the Annual General Meeting.

### **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 pupil representatives from Primary 4 to Secondary 6. Elections are held in September every year, and one pupil from each of these year groups is voted onto the Pupil Council by their fellow pupils.

Pupil members of the Council meet on a regular basis with parent and staff representatives to identify and promote school improvements. To date, under the direction of the Pupil Council, the school has achieved six Eco School green flags, and in doing so has improved the school environment. Pupil Council members are knowledgeable, enthusiastic, work co-operatively and are pro-active ambassadors for the school.

## **Community links**

Our school has forged links with a broad range of partners and contacts in the local community and beyond, some of these include:

- schools within our authority cluster
- further education colleges
- community based training partners
- employers in the community

## **School lets**

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.

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 the Community Facilities Section. 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

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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](mailto:complaints@renfrewshire.gov.uk), or call us on 0300 300 0170. At this stage, we will carry out an in-depth investigation. We will acknowledge receipt of your complaint within three working days and give you a full response within twenty working days. If the investigation is going to take longer than this, we will contact you to discuss timescales.
- If you are still unhappy after the further investigation and our reply, you can take the matter up with the Scottish Public Services Ombudsman. Our reply will include the contact details.
- You should also note that you have the right to raise unresolved concerns with your local councillor, MSP or MP.

## **Data protection**

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

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

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

## **Information in Emergencies**

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

We use a variety of methods to keep you updated in emergency situations including: e-mails, our schools digital newsletter, text messages, the school and council websites

and Renfrewshire Council's social media channels (Facebook - renfrewshirecouncil and Twitter - @RenCouncilNews).

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

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

## Important Contacts

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### Director of Children's Services

Steven Quinn      Renfrewshire House  
Cotton Street  
Paisley  
PA1 1LE

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### Homelink Service

### Senior Home Link Workers

c/o West Primary School  
Newton Street  
Paisley  
PA1 2RL

Email  
[morag.mcguire@renfrewshire.gov.uk](mailto:morag.mcguire@renfrewshire.gov.uk)  
[margaret.mcmanus@renfrewshire.gov.uk](mailto:margaret.mcmanus@renfrewshire.gov.uk)  
Phone: 0300 300 1415

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### Community Learning & Development

Community Facilities Section      Renfrewshire Leisure  
3<sup>rd</sup> Floor  
Renfrewshire House  
Cotton Street  
Paisley  
PA1 1LE

Email  
[comfac.els@renfrewshire.gov.uk](mailto:comfac.els@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](mailto:als.els@renfrewshire.gov.uk)  
Phone: 01505 382863

Youth Services      West Primary School  
Newton Street  
Paisley  
PA1 2RL

Email  
[youth@renfrewshire.gov.uk](mailto:youth@renfrewshire.gov.uk)  
Phone: 0141 889 1110

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### Customer Service Centre

Customer Service Centre      Renfrewshire House  
Cotton Street  
Paisley  
PA1 1AN

Email  
[registrar.cs@renfrewshire.gov.uk](mailto:registrar.cs@renfrewshire.gov.uk)  
Phone: 0300 300 0300

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## Websites

You may find the following websites useful.

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

## **Glossary**

ASL – Additional Support for Learning

ASN – Additional Support Needs

CFE - Curriculum for Excellence

CLAD – Community Learning and Development

FOI – Freedom of Information

GIRFEC – Getting it Right for Every Child

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

LTS – Learning and Teaching Scotland

SIP – Service Improvement Plan

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

## **Parent feedback**

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

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## Tell us what you think

Your feedback will help us to improve our handbook.

Did you find

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

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

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

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

Policy & Commissioning Team

Children's Services, Renfrewshire Council

Renfrewshire House

Cotton Street

Paisley

PA1 1LE

email address: [csdatapolicy@renfrewshire.gov.uk](mailto:csdatapolicy@renfrewshire.gov.uk)

### **Community Facilities Available:**

Our school is currently used as a Community School on Thursday evenings.

Details of lets and applying for a let may be had from the Janitor Miss K Marshall.

### **Facilities for Disabled Pupils:**

Dedicated parking spaces have been created to ease access for disabled pupils and parents.

We have 2 lifts within the school to facilitate access to all areas of the school.

