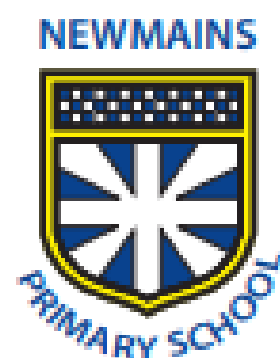




# Newmains Primary School



HANDBOOK 2021-2022

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## Welcome from the Head Teacher



### Dear Parent/Carer

On behalf of all staff at Newmains Primary School I am delighted to welcome you and your child to our school.

Newmains Primary School provides high quality learning experiences which encourage all our pupils to be involved in their learning and the life of the school. We believe learning should be fun, enjoyable and challenging while encouraging pupils to develop into successful and confident learners who are able to make responsible contributions in all aspects of life. Everything we do at Newmains is built around our school vision:

***We are an ambitious school, where everyone works well together, and feels part of the Newmains Team.***

I am sure that your child will benefit fully from the experiences Newmains Primary School has to offer. We regularly share learning experiences and achievements through Seesaw, School app and social media platforms.

Your role in your child's education is vital and we look forward to building positive relationships with you to ensure your child has the best possible experience and for you play an active role in our school community.

I hope that you will find this handbook informative and useful. If at anytime you wish to discuss any aspect of your child's education, please do not hesitate to contact us.

Yours sincerely

A handwritten signature in cursive script that reads 'Louise Dunn'.

Louise Dunn  
Head Teacher

## School Aims



### Vision

***We are an ambitious school, where everyone works well together, and feels part of the Newmains Team***

### Values

**We are Caring** – You are all welcome at Newmains. We are an inclusive school that values the diversity and uniqueness of our pupils and community. We are a nurturing school, and we value caring relationships. We work in partnership with parents and carers to help provide a caring and welcoming environment.

**We are Kind** – We act with kindness towards each other, we value each other, and we respect each other. We are honest and we will always try to make amends for unkind behaviour. We speak to others in a kind way and we support each other to show kindness to the wider world we are part of.

**We are Fair**– Everyone gets the help they need at Newmains. We believe that everyone should get equal opportunities and recognise that some may need extra support in order to get this. We champion Children's Rights at Newmains and we will always address unfair treatment, language and actions.

**We strive for Success** – We recognise that success means different things for different people. We measure success in terms of effort, hard work, commitment and in building relationships. We will support you to achieve your success. We help develop resilience and are ambitious for our pupils. We encourage and support leadership at all levels in the school.

### Aims

**By 'Working Together' we mean the school staff, pupils, parents and carers and the wider community**

- We aim to work together and support one another as we strive for success
- We aim to work together to create a welcoming, inclusive and nurturing community
- We aim to work together to be kind, respectful and fair
- We aim to listen to our pupils and value their contribution to who we are as a school

Through our values, we influence children's learning, behaviour, relationships and the choices they make. We will nurture and forgive each other; we will help our children manage relationships and behaviour in a way that reflects our values. We are a Team at Newmains.

We care about what is happening to others and recognise our role as global citizens. The care, love and concern we show for each other extends to our families, our community and the wider world.

## Service Pledges

### Standards and expectations

#### We will:

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

#### Pupils will have opportunities for:

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

#### You can also expect us to:

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

#### How can you help?

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

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

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

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

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“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.



## School staff

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

**Mrs Louise Dunn**

**Head Teacher**

Overall responsibility for the school



**Mr Ger McGauley**

**Depute Head Teacher**

Deputises for Head Teacher

Responsible for Numeracy and Maths and Sciences

Pupil Support Co-ordinator  
Pastoral Care P4 - P7



**Miss Susan Gillon**

**Depute Head Teacher**

Deputises for Head Teacher

Responsible for Literacy & English, Social Subjects and Technologies

Professional Learning Co-ordinator  
Pastoral Care P1 - P3



**Mrs Gillian Hall**

**Mrs Sheryll Pickering**

**Principal Teacher (Job Share)**

Responsible for Health and Wellbeing  
Eco School Programme, Modern Languages,  
Fairtrade and Rights Respecting Schools.



## **Class Teachers**

<b>P1a</b>	Mrs K Watts
<b>P1b</b>	Mrs A Carlin
<b>P2/1</b>	Mrs A Simpson/Mrs G Hall
<b>P2a</b>	Miss H Campbell/Mrs M Peacock
<b>P2b</b>	Miss A Crawford
<b>P3a</b>	Mrs L Smith/Mrs T Millar
<b>P3b</b>	Mrs A Kirkpatrick
<b>P4/3</b>	Miss M Leitch
<b>P4</b>	Mrs A Simpson
<b>P5/4</b>	Miss E Herd
<b>P5</b>	Miss H Sizeland/Mr G Taylor
<b>P6a</b>	Mrs K Dallas
<b>P6b</b>	Miss SJ Cameron
<b>P7a</b>	Mrs S Jackson
<b>P7b</b>	Miss N Lafferty
<b>Non Contact</b>	Mr G Taylor/ Mrs M Peacock

## **Other Staff in the school**

<b>Early Years Officer</b>	Mrs G Carswell
<b>Classroom Assistants</b>	Mrs L Gillies
	Mrs A McNeil
	Mrs J Jose
	Mrs L Termini
	Mrs K Weir (ASN)
	Mrs A Millar (ASN)
	Mrs L Provan (ASN)
<b>Clerical Assistants</b>	Mrs M Docherty
	Mrs A Merchant
<b>Business Support Officer</b>	Mrs J Clannachan
<b>Environmental Services Staff</b>	
<b>Senior Facilities Operative</b>	Mr C Lincoln
<b>Senior Facilities Operative</b>	Mr D Guild

**Visiting Staff**

<b><i>Home/School Link Worker</i></b>	Mr P Harrison
<b><i>Active Schools Coordinator</i></b>	Mr A Mitchell
<b><i>Educational Psychologist</i></b>	Mrs L Henderson
<b><i>Brass Instruments</i></b>	Mr P Stone
<b><i>Chanter Instruction</i></b>	Ms C MacDonald
<b><i>School Chaplin</i></b>	Rev P Wallace

### School contact details

Newmains Primary School  
Lang Avenue  
Renfrew  
PA4 0DA  
Tel: 0300 300 0172

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

School website: [blogs.glowscotland.org.uk/re/newmains](https://blogs.glowscotland.org.uk/re/newmains)

Twitter: @NewmainsPS

School App: Search Newmains in app store (Jigsaw - [jsa4.me/newmainsps](https://jsa4.me/newmainsps))

Facebook: Newmains PS

### Parent Council contact details

Chairperson: David Miller  
Email address: [newmains.parentcouncil@gmail.com](mailto:newmains.parentcouncil@gmail.com)

### School roll

Newmains Primary School has a planning capacity of 418. The present roll is 415, arranged in stages from P1-P7.

Parents should note that the working capacity of the school may vary dependent upon the number of pupils at each stage and the way in which the classes are organised.

All stages of Primary education are covered from Primary 1 – Primary 7.

The current role at each stage is:

P1 - 64	P2 - 69	P3 - 66	P4 - 58	P5 - 45
P6 - 54	P7 - 59			

The school hall and dining room are available for evening lets to groups and organisations. To apply for a let please see the section on School Lets.

The school has been upgraded in order that access for disabled pupils and parents is available. There is a lift to the upper floor, a disabled toilet and entrance ramp. A dedicated parking space has been created to ease access for disabled staff, parents and pupils.

## School day

### Newmains Primary School – School Hours

<b>Open:</b>	9.00 am
<b>Interval:</b>	10.30 – 10.45 am
<b>Lunch:</b>	12.15 – 1.00 pm
<b>Close:</b>	3.00 pm

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

## School year

First Term	Return date for Teachers	Thursday 12 August 2021 (IS)
	In-service Day	Friday 13 August 2021 (IS)
	Schools re-open	Monday 16 August 2021
	September Weekend	Friday 24 September 2021 and Monday 27 September 2021 (inclusive)
	Schools re-open	Tuesday 28 September 2021
	October holiday (schools closed)	Monday 11 October 2021 to Friday 15 October 2021 (inclusive)
	Return date for Teachers	Monday 18 October 2021 (IS)
	Schools re-open	Tuesday 19 October 2021
	St Andrew's Day	Tuesday 30 November 2021
	Schools re-open	Wednesday 01 December 2021
	Last day of session	Wednesday 22 December 2021
	Christmas / New Year Schools closed	Thursday 23 December 2021 to Wednesday 05 January 2022 (inclusive)
	Second Term	Schools re-open
Mid-term break		Monday 14 February 2022 to Tuesday 15 February 2022 (inclusive)
Return date for Teachers		Wednesday 16 February 2022 (IS)
Schools re-open		Thursday 17 February 2022
Spring Holiday Schools closed		Monday 04 April 2022 to Monday 18 April 2022 (inclusive)
Third Term	Schools re-open	Tuesday 19 April 2022
	May Day	Monday 02 May 2022
	In-service Day	Thursday 05 May 2022 (IS)
	Schools re-open	Friday 06 May 2022
	Local holiday (schools closed)	Friday 27 May 2022
	Schools re-open	Monday 30 May 2022
	Queen's jubilee (schools closed)	Thursday 02 June to Friday 03 June 2022 (inclusive)
	Schools re-open	Monday 06 June 2022
	Last day of session	Tuesday 28 June 2022

**Teachers return Friday 12 August 2022**

### School in-service days

- Thursday 12 August 2021
- Friday 13 August 2021
- Monday 18 October 2021
- Wednesday 16 February 2022
- Thursday 05 May 2022

## School dress

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

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

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

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

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

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

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

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

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

## Newmains School Uniform

Pupils in Newmains are encouraged to wear school uniform at all times.

This comprises:

Grey skirt/trousers/pinafore/shorts

White polo shirt or white shirt and tie

School sweatshirt/cardigan (Royal Blue)

Blue and white checked summer dress

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For special occasions such as class photographs, school concerts or school choir performances, we respectfully ask that pupils wear a white shirt and school tie.

Gym shoes, shorts and polo shirt must be worn for P.E. In the interests of safety and hygiene no jewellery is permitted to be worn during P.E. lessons. Pupils wearing earrings may cover them with tape.

We encourage children to be outdoors as much as possible during breaks and where learning opportunities arise, it is therefore important that pupils come to school suitably dressed for our ever changing weather. Waterproof jackets should be available and leggings/jogging trousers may be worn for outdoor P.E.

Parents are asked to name all items of clothing, which makes it easier to be returned. Un-named items will be taken to our lost property area.

## 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

Our aim is to make your child's transition to Primary One a happy and enjoyable experience. In order to achieve this, we try to get to know your child and also help you to prepare your child for school. If your child has attended one of the local nurseries, a member of our staff will have visited the nursery, spoken to the staff and spent some time with your child. As part of our transition programme, we are inviting your child to visit the school and join in short play sessions.

Pupils and parents are invited along to 'getting to know you' sessions. Parents will be advised of induction days during the spring and summer terms.

## Class Organisation

At present there are 12 straight classes and 3 composite classes in Newmains. A pupil may not remain in the same class throughout their primary school career as this depends on the number of children at the different stages each session. The children are taught in a variety of groups including social and ability. Children also have opportunities to work independently and in collaborative groups.

The maximum class sizes are as follows:



P1 - 25

P2-P3 - 30

P4-P7 - 33

Composite classes - 25

## **Assessment and Reporting**

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

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

Teachers in Newmains Primary School consider and plan teaching and assessment together as complementary aspects of lessons and activities. Pupils play a key role in this process and are given the opportunities to assess their own and others' successes and progress and help to determine their next steps. Assessment is for Learning (AFL) strategies are utilised to give positive and constructive feedback to pupils.

Parents and pupils are invited to attend Parents Nights several times throughout the year with a full written report sent home in June.

### **Tracking learners' progress**

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

### **Reporting**

Annual 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.

## **Summary of the School Improvement Plan 2020-2021**

School Priority 1: Embed the new vision, values and aims across the school community through effective implementation of the new Positive Relationships Policy.

School Priority 2: Develop high quality learning, teaching and assessment with a particular focus on writing and digital technologies.

School Priority 3: Improved use of assessment strategies and data analysis to inform future planning.

School Priority 4: Effective use of professional learning activities to enhance learning and teaching experiences for all.

### **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. We feel it is very important to make the transition from primary school to secondary school as smooth and effective as possible for both children and parents as they reach another important milestone. In conjunction with our associated secondary school, we offer a very full transition programme that is designed to help prepare the children for the move into secondary school. This programme includes:

#### **Open Evenings and Information**

As part of these you will hear from members of the secondary school's Senior Management Team, have an opportunity to ask questions and have a chance to tour the different departments of the school. All prospective pupils and parents are invited to attend these events at their associated secondary school.

#### **School Handbook**

Prior to the pupils visiting the school for their induction days a handbook from the associated secondary school will be issued to each Primary 7 pupil.

#### **Induction Visit**

During these induction days all Primary 7 pupils will have the opportunity to meet school staff and familiarise themselves with the new environment and routines.

#### **Curricular and Sports Events**

Throughout the year events are organised that allow pupils the opportunity to practice their academic and sporting skills, as well as begin to build friendships with peers from other establishments.

#### **Staff Liaison**

Liaison between staff in the primary and secondary school occurs on an on-going basis. Information discussed includes, but is not limited to, additional support needs, Literacy and Numeracy levels and medical information.

### **Primary 7 Transition Teacher**

This sharing of information is supported by the work of the Primary 7 Transition Teacher. He/she will work with pupils from January to June in their primary school and then again with pupils from August to December in their secondary school.

Newmains Primary School is an associated primary school of Renfrew High School

Head teacher: Mr Billy Burke.

Telephone: 0300 300 1414

Email: renfrewhighenquiries@renfrewshire.gov.uk

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.

### **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.

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

### **Car parking**

Dedicated parking spaces have been created to ease access for people with disabilities. Please do not use these spaces without authorisation. When using these spaces, we ask you to proceed with extreme caution as there are children who enter the school through the car park at all times.

Please show care and consideration when in the vicinity of the school. Cars should not park on the yellow zigzag lines outside the gates. The school has a restricted parking area that is only for staff parking. Pupils must not be dropped off or collected within the school grounds unless by prior arrangement with the Head Teacher.

At peak times it is requested that all school traffic avoid parking in Lang Avenue. Broadloan, Newmains Road or Sandy Road should be used at these times.

### **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. 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). The Head Teacher monitors absence and late coming regularly and will write to parents if either become a concern. We are keen to support your child's attendance at school in order for them to fulfil their potential.

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

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

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

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

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

### Bullying

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

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

school office or access them online at <http://www.renfrewshire.gov.uk/article/3469/Anti-bullying>

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

## **Safeguarding including child protection**

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

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

## **Mobile phones**

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

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

parents should be aware that this also leaves pupils open to dangers such as cyber bullying, grooming and access to inappropriate material. Parents are encouraged to read anti-bullying policy for further guidance.

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

### Legal Aspects

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

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

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

## School meals

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>

All schools in Renfrewshire offer a nutritionally balanced, healthy meal for your child each school day. Many studies have shown a strong link between a healthy diet and concentration. The Renfrewshire Council school meals website provides details of these daily choices. The website also offers delicious recipes of some of the pupil's favourites.

All Primary 1 - Primary 4 children are automatically entitled to a free school meal.

For Primary 5 – Primary 7 pupils, the school operates a cashless cafeteria system at lunchtime in the dining hall. All meals cost £2.25 and are to be paid for through Renfrewshire Council's ParentPay Online System.

As part of our Health and Wellbeing curriculum we teach children about the benefits of a healthy balanced diet. Please assist us by discussing menu choices with your child.

Pupils from Primary 1 to Primary 7 eating their own packed lunches will be accommodated in the Dining Hall with the children from their class. Promoted staff are present in the lunch room. Pupils who go home for lunch should be collected from the main school entrance.

If your child has special dietary requirements, please contact Mrs Dunn who will be happy to discuss this with you.

## Breakfast Club

Our breakfast club is available every day from 8.20 am. Children will be checked in by staff when they arrive. If a child arrives at the breakfast club at 8.45 am, it will not be possible to offer them breakfast due to time constraints. The club offers cereals, toast, milk and juice. This must be paid through Renfrewshire Council's ParentPay Online System. Your account must be in credit at all time.

Children from Primary 4 to Primary 7 will leave the breakfast club and go to the playground to line up at 8.50 am. Primary 3 children will leave at 8.55 am to line up and children in Primary 1 and Primary 2 will be taken to their class at 9.00 am.

The numbers for the Breakfast Club are restricted to 66 pupils per day. Newmains breakfast club is very popular and is always over-subscribed. We will strive to divide the places as equitably as possible. All families, who request a place will receive one but it may not be possible to give all families all of the days they require.

## 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.

### Addresses eligible for free transport to Newmains Primary:

Afton Drive - from 42 & 77 (excluding nos. 135 to 157)

Crammond Avenue

Dochart Avenue

Kirkaig Avenue

Lossie Crescent

Gadie Avenue

Leander Crescent

Tanar Way

## 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. The janitor has the duty of being in the playground at intervals and at the beginning and end of each school day. Classroom assistants and Additional Support Needs assistants also supervise the children at intervals and lunchtimes. Promoted staff may also be in the school playground. Staff on duty in the playground, have two-way radios to maintain security contact with management and clerical staff inside the building. Children are expected to behave in a responsible manner at all times during interval and lunchtimes. During summer months pupils will be allowed to play on the playing field area, but in the inclement weather of the winter months, they will be restricted to the tarmac playground area.

### 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; 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.

In Newmains Primary School we are committed to ensuring that equality lies at the heart of the school. We encourage all of our boys and girls to work hard to achieve their full potential as written in our vision. We discourage any kind of discrimination and have expectations of our pupils to value and respect all members of the school community.

## **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). 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.

## **Wet weather arrangements**

During wet intervals and lunchtimes the children will remain indoors as long as they behave in accordance with the rules which are made to ensure their safety. Primary 7 monitors and Playground Buddies are present in each class and support staff are placed in designated areas to supervise. The Senior Leadership Team is also available throughout the school during wet weather intervals.

## 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 2020 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.

### Broad General Education

In Newmains it is our aim that all children will have access to a Broad General Education through which they will experience outcomes in:

Literacy, numeracy and health and wellbeing – responsibility of all; and

Literacy, numeracy and modern languages, sciences, social studies, expressive arts, technologies and religious and moral education.

## Curriculum for Excellence

### Play Pedagogy

Children in Primary 1 and Primary 2 are given opportunities to learn through a play-based approach. They work and play in an environment which enhances their natural curiosity, problem solving skills and creativity.

*“To a child play is about having fun, but to society, it is much more. Play is essential to healthy development from birth to adulthood, contributing to capacity for learning, resilience and the development of cognitive, social and emotional skills”*

Play Strategy for Scotland- Scottish Government

Children in Primary 1 and Primary 2 are given opportunities to experience play in tandem with whole class, group and individual teaching and learning.

## **Our approach to literacy, numeracy and health and wellbeing Literacy and English and Primary Modern Language**

Our curriculum programme follows the Curriculum for Excellence guidelines.

Listening, talking, reading and writing programmes of study are followed.

A variety of texts and resources are used in classrooms. Oxford Reading Tree, Literacy World, North Lanarkshire Active Phonics, Nelson Spelling and Talk for Writing are used to supplement the teacher's own resources which often link to other areas of the curriculum in P1 – P7.

The art of communication through language is of vital importance in everyday life and your child will be given a highly structured programme in Language learning. To encourage further reading, the children also have the opportunity to take part in National Reading Events including World Book Day and Scottish Book Week.

### **Reading**

We use Oxford Reading Tree, Big Cat and Literacy World as our main reading resources. These resources are supplemented by a wide range of readers, reference books and fiction.

Pupils are taught to read using North Lanark Active Phonics which is a carefully constructed phonics programme. As part of Renfrewshire's Literacy Programme, the children are coached in reading where they are taught and encouraged to use different strategies when reading new books. Children in P4-P7 are taught Readers Response strategies allowing children to gain a deep understanding of literature.

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

The importance of reading as a means of communication is stressed and the children are encouraged to develop a personal reading habit which should give them much pleasure through life. We encourage children to read for pleasure in the class and at home. Each classroom has a class library which includes fiction and non-fiction books. Teachers regularly read to the children in class.

### **Writing**

Writing is a major part of the curriculum and along with reading, listening and talking, makes a significant contribution to the development of children as thinkers and learners.

Throughout the school the children use a variety of texts to gain more knowledge about how to improve their own writing. We have a high expectation of the use of core skills of Vocabulary, Connectives, Openers and Punctuation.

We value writing and work hard to achieve high standards from all children within a positive writing ethos.

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

#### **We aim to:**

- have a positive writing ethos throughout the school so that pupils develop confidence

and pleasure in writing

- teach writing through a structured programme with prescribed targets and lesson aims which have to be taught from P1-P7
- teach writing in a structured way to ensure progression, continuity and consistence
- link planning, teaching and assessment in every writing lesson in order to raise levels of attainment/achievement in writing throughout the school
- encourage children to 'uplevel' their writing
- encourage 'free writing' where children are given opportunities to write and create texts based on their interests and individual style.

### Handwriting

The handwriting scheme we use is Nelson handwriting and is based on linked script. The letters are formed individually by children in P1 but in P2 the children are taught to link certain letters. It is important that children use the correct letter formation to help with this. By the end of P4 the children should be linking words with a continuous form with a couple of exceptions.

### Talking

Our aim is to move from the language of conversation to the written language. Children are encouraged to be clear, fluent and confident speakers. Many activities are used to improve talking skills, e.g. co-operative learning, class and group discussions..

### Listening

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

### Modern Foreign Language

All pupils from Primary 1 to Primary 7 have the opportunity to learn French. Primary 5, 6 and 7 will also experience some Spanish vocabulary. This is used within daily class routines as well as being taught as a discrete subject. To further promote foreign language learning the children participate in the European Day of Language and Scotland Loves Languages. The experiences offered to the children focus on culture and vocabulary.

### Numeracy and Mathematics

Numeracy and Mathematics is important in our everyday lives. It allows us to make sense of our world and to manage our lives. Numeracy and mathematics also provides essential analytic, problem-solving and decision-making skills that can be used across the curriculum.

The key areas of study in Numeracy and Mathematics are::

- Number, Money and Measure
- Shape , Position and Movement
- Information Handling

Pupils develop their skills in Numeracy and Mathematics through:

- Stages of Early Arithmetical Learning (SEAL) programme
- Concrete, Pictorial, Abstract (CPA) approach
- Play Pedagogy
- Active Learning opportunities
- Structured approaches to the development of mathematical knowledge and skills through the use of the Tee Jay Maths, Big Maths and Heinemann Active Maths programme
- Use of Technology
- Independent and collaborative learning
- Problem solving activities
- Use of relevant contexts and experiences
- Taking part in school, local and national events

Staff at Newmains Primary School take responsibility to develop, reinforce and extend learning in Numeracy and Mathematics across all other areas of the curriculum and in real life situations.

### **Health and Wellbeing Education**

Health and wellbeing is embedded in our school life to ensure children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Learning through health and wellbeing enables children and young people to:

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

Health and Wellbeing in schools covers:

- Mental, emotional, social and physical wellbeing
- Planning for choices and changes
- Physical education, physical activity and sport

- Food and health
- Substance misuse
- Relationships, sexual health and parenthood.

### Emotions Works

In Newmains we use the Emotions Works programme which provides children with the skills to become more emotionally literate and make connections between emotions, thought and behaviours. The programme is used throughout the school and enables children to manage feelings and emotional behaviours ensuring our children are happy, settled and ready to learn.

### Relationships, Sexual Health and Parenthood

Relationships, Sexual Health and Parenthood (RSHP) is a key element of the Health and Wellbeing curriculum and helps prepare children for changes in their body and relationships.

Newmains Primary School is committed to the provision of high quality RSHP Education in accordance with Local and National Guidelines. We use the RSHP Scotland toolkit which is a progressive programme from Nursery to S6. This toolkit recognises the vital role parents and carers play in RSHP education and can be accessed at [www.rshp.scot](http://www.rshp.scot)

## Other subject areas

### Social Studies

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

We also use the topics for cross curricular learning where topics are used as the main context of learning e.g. The Romans, The Vikings, etc. During the course of each child's school experience there will be many activities relating to Scotland – history, land, culture and society.

### Sciences

Learning in the sciences enables pupils to develop curiosity and understanding of the environment and their place in the living, material and physical world as well as the skills of scientific inquiry and investigation using practical techniques. In addition, pupils recognise the impact the sciences make on their life, the lives of others, the environment and on society while developing an understanding of the Earth's resources and the need for responsible use of them.

- planet earth
- forces, electricity and waves
- biological systems

- materials
- topical science

## **Technologies**

In developing technologies, a range of different contexts for learning will draw on important aspects of everyday life and work. This includes creative, practical and work-related experiences and outcomes in craft design, food and information technologies.

All pupils have access to iPads and Chromebooks and use these to learn ICT skills which can be used across the curriculum. Our aim is to help pupils gain the confidence and skills to embrace and use new technologies now and in the future, at home, at work and in the wider community.

## **Expressive Arts**

We are also developing experiences in Food Technology and have recently received a grant from Education Scotland - Food For Thought to support this. Pupils will be involved in learning about the journey food takes, Farm to Fork, and the importance of zero waste. Pupils will learn food preparation skills along with food hygiene. They will be planting their own food and then cooking it, giving surplus to the local food bank and selling some to ensure sustainability and investment back into the project for future years..

### **Music**

Children in all stages of the school participate in singing, music making and are encouraged to give constructive comments about pieces of music they hear.

Children in P6 and P7 have opportunity to learn to play a brass instrument depending on talent shown.

### **Art and Design**

In the early years we wish children to gain control of line making tools such a pencil, crayon or pen. This work progresses through the school with the result that the children learn to express themselves visually through a variety of media including paint and collage. Art lessons are often inspired by famous artists and usually focus on a visual element e.g. line, shape, colour, tone, form, pattern and texture. This work is displayed throughout the school.

### **Drama**

Drama involves the children in many activities such as memory games, mime, acting, role-play etc.

### **Dance**

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

### 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, in writing, that their children may be permitted to be absent from school in order to celebrate recognised religious events.

### Religious and Moral Education

At Newmains we will foster moral standards and try to develop in your child positive attitudes to work and to other people.

Our programme allows the children to gain knowledge of major world religions including Christianity, Judaism, Islam, Hinduism, Buddhism and Sikhism and gain an insight into the ways of life of people all around the world.

Our local minister, leads an assembly on occasions throughout the session. Parents who do not want their children to participate in such assemblies or church services should make their feelings known to the Head Teacher. Your decisions will always be respected in such matters.

### 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

#### Getting it Right for Children and Young People in Renfrewshire

We want all our children and young people to be fully supported as they grow and develop.

Children's well-being is important at every stage of childhood.

There are 8 areas of wellbeing which they need to progress to do well now and in the future. Every child needs to be healthy, achieving, nurtured, active, respected, and responsible, and, above all, safe. These are the eight indicators of well-being (SHANARRI) which are set within the 'four capacities' which are at the heart of the Curriculum for Excellence.



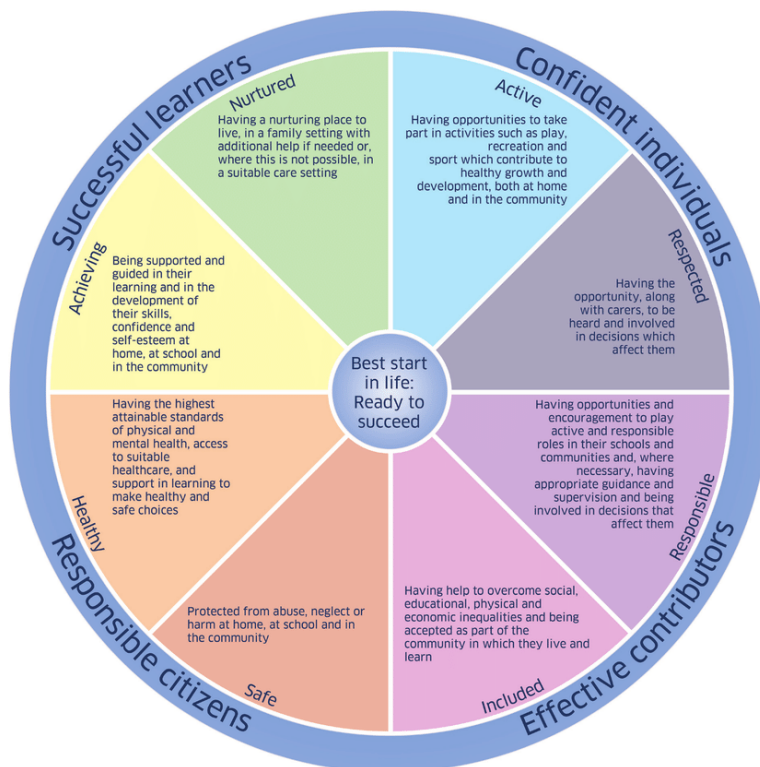
Renfrewshire's GIRFEC policy ensures that children, young people, and their families receive the help they need when they need it. As children and young people progress on their journey through life, some may have temporary difficulties, some may live with challenges and some may experience more complex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

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

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

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

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



### **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 point 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.

There are various ways in which it may be identified that a child would benefit from additional or targeted support and early detection is key. These include teacher professional judgement, screening and diagnostic testing.

If specific learning difficulties are suspected, the permission of parents/carers may be sought to refer their child to an external partner e.g. Educational Psychologist Service for further investigation.

A Wellbeing Plan is constructed for each child with additional support needs. This main purpose of this document is to outline individual targets for the pupil and detail the specific supports that will be put in place to help them achieve these.

We utilise a wide variety of resources, programmes of work, initiatives, learning tools and the expertise of partners and external agencies to assist our pupils with additional support needs.

As Pupil Support Co-ordinator Mr McGauley is the main contact for pupils with additional support needs.

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)

**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](mailto:resolve@childreninscotland.org.uk)

Children who have additional support needs are identified by the class teacher, or by means of screening and diagnostic test. If specific learning difficulties are suspected, parents maybe asked for permission to refer the child to the School Psychological Service for further investigation. Children in Primary 1 are screened using SNSA. In Primary 3 all pupils are screened as part of the Early Screening Programme. Pupils with additional educational needs are identified early and special programmes of work devised for the child to work through in class.

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

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

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

The teams support the additional needs of:

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

### **Homework**

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

Newmains 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.

Pupils are given a small amount of homework to do on a regular basis, instructions for this are noted on Google Classroom. Homework will vary in type as the child progresses through the school but may include reading practice, associated reading follow-up, spelling/dictionary, maths and research work.

The time taken to do homework will vary according to the age of your child. Normally homework for younger children should take 15 minutes at most. Older children would be expected to spend up to 30 minutes, particularly when homework includes researching and reporting on topic study work. In some classes, pupils will be given homework tasks to complete on a weekly basis.

Homework Tips:

- Help your child to succeed by providing a quiet place to work
- Encourage both reading aloud and silently at home
- Remember to ask your child lots of questions as part of their reading
- Help your child with number facts and times tables on a regular basis
- Remember that both written and unwritten homework is valuable
- Ensure that homework is regularly completed and handed in on time
- If you experience homework problems contact the school at once

## 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; and
- Careers 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; 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

These activities rely in part for their success upon the enthusiasm, talents and time of available staff and will vary accordingly. The school encourages pupils to participate in a range of sporting, leisure and cultural activities, a number of which are delivered through partnership initiatives. Our Active School Coordinator, Andrew Mitchell, organises a variety of sporting activities at lunchtimes and after school on set days. These activities include basketball, volleyball, badminton, jogging, rugby and football.

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

Primary 6 pupils are trained as play leaders from October to December. This is with a view to running clubs from January onwards.

Staff in the school also organise committees which include all pupils and staff who work on areas such as: playground champions, litter, modern languages, outdoor classroom, road safety, digital leaders and wellness. Every child's voice is heard.

Newmains has very close links with West College in Paisley. Children in most stages participate in different sporting activities at Renfrew Sports Centre as they work with staff and students from West College.

Newmains Primary also has a well-equipped gym hall and a sports field with space for primary sized football and hockey pitches. The geodesic climbing frame and trim trail, funded by Awards for All, are timetabled to ensure safe and regular playing for all ages of pupils. Primary one have access to a climbing chute and coloured pencils, there is a mini timber trail for Primary 2 and a spider climbing frame, two hoops and two climbing walls in our upper school playgrounds. This equipment was funded by a community grant which was obtained by our Parent Council.

Educational visits are organised by class teachers to complement topics. Such as a visit to Stirling Castle, Vikingar, Scottish Parliament, Science Centre and many more. Visiting

specialists are also invited to the school to enhance topics the children are studying.

## Home School Community Links

Newmains Primary School has many links and partnerships with our local community. Parents are welcome to participate in the life of the school. Our staff run parent workshops on different aspects of the curriculum. We encourage all our parents to attend the workshops.

Communication between parents and the school is very important when developing partnerships. There are a variety of ways in which we communicate with parents such as Sway newsletters, texts, letters home, telephone calls., Twitter, Facebook, Seesaw and Google Classroom. We also ask all parents to download the school app [www.isa4.me](http://www.isa4.me)

Over the session we have various opportunities for parents to meet the teachers to discuss progress, successes and concerns. We also organise induction programmes for when children move from nursery to Primary 1 and from Primary 7 to S1. In term two we have an open evening when families are invited to visit the school to see learning based on a whole school theme.

To foster parental engagement families are invited to participate in virtual cookery lessons.



## Newmains Parent Council

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

- be involved with their child's education and learning;
- 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 type of activities that Newmains Parent Council are involved in includes:**

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

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

### **We would love for you to get involved, you can:**

- come along to our regular Parent Council Meetings
- help out at our fundraising events (discos, fayres)
- contribute to our online surveys by emailing us at [newmains.parentcouncil@gmail.com](mailto:newmains.parentcouncil@gmail.com)
- sign up to easy fundraising <http://www.easyfundraising.org.uk/newmainsprimaryschoolrenfrew>
- add us on facebook – Newmains Parent Council

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

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

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

## **Home School Links**

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



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

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

Support is also offered to pupils who are identified as anxious during times of change, such as moving from nursery to primary, primary to secondary and secondary to further education or employment. These can be stressful times for both pupils and parents and a Home Link Worker 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.

## Community Links

Newmains Primary takes great pride in being part of the wider community and pupils have a sense of identity and pride in their school.

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

We believe that the school should play an important role in the community in order that our pupils learn to take up their role as responsible citizens of society and this community in particular. Examples of our normal involvement include:

- Links to Renfrew North Church
- Visits to Moorcroft Sports Centre
- Links to West College
- Renfrewshire Foodbank involved in Harvest Festival
- Renfrew Rotary – Rotakids club
- Tesco, Sainsbury's and Morrisons – links to different topics
- Visits to Renfrew Library
- Links to Renfrew High and the other cluster schools and nurseries
- Raising money to support local and national charities
- Using sports facilities within the town and High School to expand our pupils' involvement in competitive sporting events
- Using the facilities of the town e.g. Post Office, Health Centre etc as enrichment for local topic studies

- Entering and being successful in local and national competitions
- Our partnership with Monkdyke House and Renfrew Care Home
- Fareshare
- Tesco Community Cookery

We invite local groups to attend school concerts and to share in events we hold throughout the session e.g. concerts. Staff and pupils also raise money for charity through fund raising or donating money from various activities.

### School Lets

Our school may be used in the evenings by various adult and youth groups in the community.

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 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:

- 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

Email  
[csdirector@renfrewshire.gov.uk](mailto:csdirector@renfrewshire.gov.uk)  
Phone: 0141 618 6839

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#### Homelink Service

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

#### Senior Home Link Workers

Email  
[morag.mcquire@renfrewshire.gov.uk](mailto:morag.mcquire@renfrewshire.gov.uk)  
[pamela.mckechan@renfrewshire.gov.uk](mailto:pamela.mckechan@renfrewshire.gov.uk)  
Phone: 0300 300 1415

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#### Community Learning & Development

Community                      Renfrewshire Leisure  
Facilities Section              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                West Johnstone Shared  
Services                          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              Renfrewshire House  
Centre                              Cotton Street  
Paisley  
PA1 1AN

Email  
[customerservices.contact@renfrewshire.gov.uk](mailto:customerservices.contact@renfrewshire.gov.uk)  
Phone: 0300 300 0300

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## Websites

You may find the following websites useful.

- <https://education.gov.scot/parentzone/> - parents can find out about everything from school term dates to exam results. This site also offers information for nursery aged children and young people who have left school. It also lists relevant publications for parents and provides hyperlinks to other useful organisations.
- <https://education.gov.scot/education-scotland/inspection-reports/> - parents can access school and local authority inspection reports and find out more about the work of Education Scotland.
- <https://education.gov.scot/parentzone/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.
- <http://www.rshp.scot> – Relationship, Sexual Health and Paret

## **Glossary**

ASL – Additional Support for Learning

ASN – Additional Support Needs

CFE - Curriculum for Excellence

CLAD – Community Learning and Development

FOI – Freedom of Information

GIRFEC – Getting it Right for Every Child

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

LTS – Learning and Teaching Scotland

SIP – Service Improvement Plan

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

## **Parent feedback**

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

## Tell us what you think

Your feedback will help us to improve our handbook.

Did you find

Please tick

1. the handbook useful?

Yes  No

2. the information you expected?

Yes  No

3. the handbook easy to use?

Yes  No

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

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

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

Policy & Commissioning Team

Children's Services, Renfrewshire Council

Renfrewshire House

Cotton Street

Paisley

PA1 1LE

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





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Website: [blogs.glowscotland.org.uk/re/newmains](https://blogs.glowscotland.org.uk/re/newmains)

Twitter: @NewmainsPS

School App: [jsa4.me/newmainsp](https://jsa4.me/newmainsp)