

Ralston Primary School



Handbook 2024 - 2025

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Welcome from the Head Teacher



Dear Parent/Carer

The staff of Ralston Primary are pleased to welcome you to our school. Some of you are familiar with our school while others are meeting us for the first time.

We are very aware of our responsibility in educating your child and of working with you to develop your child's full potential, not only intellectually, but also socially and morally.

We strive to provide a warm, caring atmosphere in which your child will be happy and respond positively to the opportunities for learning, offered through the many wide and varied activities in the school.

This handbook does not contain everything! If you would like more information about the school, please do not hesitate to contact me.

I look forward to working with you and your child.

Yours sincerely

Jillian McGown

Jillian McGown
Head Teacher

Janie O'Neill – Head of Education
Council Headquarters, Renfrewshire House, Cotton Street, Paisley, PA1 1LE

Renfrewshire Council Values

More than 4,000 voices including our staff, local residents, partners, young people and community groups helped identify the values most important to us all that describe our promise to our communities, staff and partners and what people can expect of us.

These values have been formally adopted by Renfrewshire Council and will guide how we deliver services and make decisions everyday.

- We are fair. We treat each other and everyone we deal with respectfully and work hard to build trust in Renfrewshire Council.
- We are helpful. We care about getting things right and are always approachable.
- We are great collaborators. We work as one team and with people who care about this place.
- We value learning to help us innovate, improve and deliver better services.

School Vision

- To Learn with a Happy Heart.

School Values

- Respect
- Kindness
- Honesty
- Inclusion
- Success

School Aims

- To provide a caring and nurturing environment where children feel safe and secure and are treated as individuals.
- To provide a high standard of education where each child is supported to have high levels of achievement and attainment.
- To develop resilience, motivation, confidence and self-esteem.
- To provide opportunities for every child to develop skills for lifelong learning.
- To foster effective partnerships with pupils, parents and the wider community to ensure a sustainable future.
- To promote active and healthy lifestyles.

Service Pledges

Standards and Expectations

We will:

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

Pupils will have opportunities for:

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

You can also expect us to:

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

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

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

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

- non-resident parents who are liable to maintain or have parental responsibilities in respect of a child;
- carers who can be parents;
- 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.

About our School

School Staff



Overall responsibility for the School and the Early Learning and Childcare Class.

Jillian McGown
Head Teacher



Pastoral Care Primary 4 – Primary 7.

Caron Kerr
Depute Head Teacher



Pastoral Care and daily management of Early Learning and Childcare Class and Primary 1-Primary 3.

Maternity Leave. Acting DHT – Mrs Heather Moynihan

Kerry Montgomery
Depute Head Teacher

Principal Teachers

Mrs L McLaughlin (Maternity Leave)

Miss N Chisholm

Mrs K Miller (Maternity Leave)

Mrs J MacLean (Acting PT)

Teachers

P1a Miss M MacDonald

P1b Miss N Chisholm

P2/1 Mrs R Marley

P2 Mrs D Lamont

P3/2 Mrs J MacLean

P3 Mr A Wilkinson/Mrs K Taylor

P4/3 Miss E Brown/Miss L Curran

P4 Mrs Denise McLuskey

P5a Mrs S Wilson/Mr A Wilkinson

P5b Mrs L Martin/Mr A Wilkinson

P6a Miss C Brocket/Mr A Wilkinson

P6b Miss S Pollock/Mrs K Taylor

P7a Miss L Bradbury

P7b Miss E Fulton/Mrs Y Dobson

Class & NCCT

Mrs A Pinder/Miss L Curran

Other Staff in the School

Miss F Ballantyne Senior Clerical Officer

Mr S Thomson Clerical Officer

tbc Clerical Officer

Mrs J Tait Classroom Assistant

Mrs P Barclay Classroom Assistant

Miss E Whiteford Classroom Assistant

Mrs K McCulloch Classroom Assistant

Mrs S Williamson Classroom Assistant ASN

Mrs M J McCann Classroom Assistant ASN

Miss H Murdoch / Senior Facilities Operatives
Mrs A Bryce

Mrs M Hay Catering Supervisor

Nursery Staff

Mrs L Taylor	Senior Early Learning Childcare Officer
Miss L Carr	Early Learning Childcare Officer
Mrs M Leitch	Early Learning Childcare Officer
Mrs M Durkin	Early Learning Childcare Officer
Miss A Lenihan	Early Learning Childcare Officer
Miss V Crawford	Early Learning Childcare Officer
Mrs E Wotherspoon	Early Learning Childcare Officer
Mrs C Bennett	Early Learning Childcare Officer
Miss M Grabowski	Early Learning Support Worker
Miss M Byrne	Early Learning Support Worker

Visiting Staff

Ms D Meldrum	Senior Service Delivery Officer
Mrs D Macdonald	Team Leader
Mrs C Briggs	Educational Psychologist
School Nurse	Johnstone Community Team
Mrs C McGilvray	Violin Instructor
Ms I Klimach	Woodwind Instructor
Community Police	Ferguslie Park Station

School Information

School Contact Details

- Phone number: 0300 300 0175
- Email address: ralstonenquiries@renfrewshire.gov.uk
- Address: Ralston Primary School, School Road, Ralston, Paisley, PA1 3AT
- Website: www.ralston.renfrewshire.sch.uk

Parent Council Contact Details

Chair: Gabriela Francescoli

Vice Chair: Vacant

Treasurer: Lindsay Kerr

Secretary: Katie Hall

Parent Council may be contacted at: ralstonparentcouncil@gmail.com

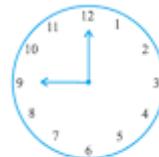
School Roll

P1 – 53, P2 – 58, P3 – 46, P4 – 49, P5 – 59, P6 – 62, P7 – 54

Planning capacity: 434

Present working capacity: 379

Anticipated Roll for Session 2025 – 2026: 384



School Hours

School Office Hours are from 8.30 am till 4.00 pm.

School day is from:	9.00 am – 3.00 pm
Morning break:	10.30 am – 10.45 am
Lunch break:	12.15 pm – 1.00 pm
Afternoon session:	1.00 pm – 3.00 pm

Primary 1 pupils attend school on a full time basis from Friday 16 August 2024.

Parents wishing to take their children from school at different times e.g. for medical or dental appointments should put their request in writing to the school office advising when they wish to collect their child from school.

School Year

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

Teachers return Thursday 14 August 2025

School in-service days

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

School Uniform

White shirt/blouse with red Ralston school tie.

White or red polo shirt.

Red sweatshirt/cardigan.

Grey trousers/grey skirt/plain grey pinafore.

Black school shoes.

(Please note the wearing of sport/football trainers at school is actively discouraged).

White/grey/red socks or tights.

Red gingham 'Summer' dress.

Grey blazer with school badge.

P.E. Kit– Black shorts or dark grey/black joggers with white/red T-shirt. Plimsoles/Trainers.

Track Suit available.



Please make sure that all clothing is clearly marked with your child's name.

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

There are many stockists for our badged items within the Renfrewshire area.

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. This includes watches, rings, chains and belts with metal buckles and other body jewellery and must all be removed before the physical education lesson, as these may cause injury to the wearer and others.

We would ask parents that if they wish their child to have jewellery piercing they wait until the summer break to allow time to heal. However, parents wishing children to wear jewellery during physical education should write to the school expressing their request. **Children will be expected to provide tape and cover any such items of jewellery** during the activity. Pupils will be responsible for the safekeeping of jewellery.

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

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

Information and application forms for free school meals are available from registration offices and customer service centres. A form can be downloaded from the council's website:

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

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

Registration and Enrolment

The date for registration of new school entrants is advertised in all local 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

After the initial enrolment takes place, steps are taken to ensure that the change from Nursery to new entrant is as smooth and happy as possible.

During the summer term, new entrants are invited to visit the school in small groups. There is also the opportunity for them to meet their new class teacher.

Parents will be invited to attend a meeting, where staff will talk about life in Primary 1. At the meeting we try to give a general overview of the curriculum and details of the first few weeks in school. It is also a good opportunity for new parents to get to know each other. Arrangements for meetings with parents and induction days for pupils, will be notified during the spring term.

Class Organisation

The structure of classes is organised within the policy of Renfrewshire Council.

Classes are organised according to the capacity of the school.

The maximum class size in P1 is 25, P2 and P3 is 30 and P4 – P7 is 33.

In order to ensure the effective use of resources, it is sometimes necessary to form composite classes where children from two or more year stages are grouped together.

The maximum size for a composite class is 25.

Assessment and Reporting

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

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

Tracking Learners' Progress

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

Reporting

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

Parent Interviews

These are held twice a year in October and March when parents are given a detailed account of their child's progress. Written progress reports are issued in May.

It is school policy to inform parents as early as possible if a child is not making satisfactory progress at an appropriate level, so that the problem can be discussed and resolved on an individual basis. However, if you are at all concerned about any aspect of your child's progress at any time, please do not hesitate to make an appointment to discuss it with the class teacher or a promoted staff member.

Profiles

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

The Scottish Attainment Challenge

Attainment Challenge and Pupil Equity Funding (PEF)

The Scottish Attainment Challenge, launched in 2015, is about achieving equity in education. This can be achieved by ensuring every child has the same opportunity to succeed. Renfrewshire is one of nine 'challenge authorities' who have received funding to improve literacy and numeracy and health and wellbeing, with a particular focus on closing the poverty-related attainment gap. The Pupil Equity Fund (PEF) is being provided as part of the Attainment Scotland Fund. The PEF is allocated directly to schools and targeted at closing the poverty related attainment gap. Every council area is benefitting from the fund and is based on the number of pupils in P1-S3 known to be eligible for free school meals. The funding is to be spent at the discretion of the head teacher working in partnership with parents, pupils and staff to devise plans which focus on closing the poverty-related attainment gap.

Transfer to Secondary School

Pupils normally transfer to secondary school between eleven and a half and twelve and a half years of age, so that they will have the opportunity to complete at least four years of secondary education. Parents will be informed of the arrangements no later than December of the year before the date of transfer. Parents who want to send their child to a school other than the catchment school must make a placing request. Information on how to make a placing request is contained in the leaflet 'Sending Your Child to School.' It is important to note that a successful placing request into a primary school does not guarantee a successful placing request when a child is transferring to secondary school.

Ralston Primary School is an associated primary school of Paisley Grammar School.

Head Teacher: Janice Levens Telephone: 0300 300 1400

Ralston Early Learning and Child Care Class

Early Learning and Childcare Class Provision

The school's early learning and childcare class provides **56 term time places** for children aged 3 - 5 years. Children are entitled to 1140 hours of early learning and childcare per year.

All children aged 3 and 4 are eligible for an early learning and childcare place, with three-year olds becoming eligible as follows:

Birthday	Eligible Month
March, April, May, June, July or August 2024	August 2024
September, October, November or December 2024	January 2025
January or February 2025	April 2025

To see if your child is eligible, please contact the school for further information or on the Council website <https://www renfrewshire gov uk/article/11142/How-much-free-nursery-hours-or-childcare-you-can-get>

Application forms for an early learning and childcare place are available on the Council website <https://www renfrewshire gov uk/article/9741/Apply-for-a-free-nursery-or-childcare-place>

Admission to Nursery

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

Miss Montgomery, Depute Head Teacher, is a member of the local admissions panel which is made up of nearby Early Learning and Child Care Class Centres. All applications are discussed at a meeting of this panel and agreement about the allocation of places is made by the members. Parents will receive notification when their child is allocated a place and information will accompany this about starting dates and times.

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

Transfer from Nursery to Primary

Before leaving their Early Learning and Childcare Class, a transfer of information record for each child will be prepared by nursery staff along with joint curricular experiences and visits to the Primary School to ensure a smooth transition and continuity of education for the child transferring to primary.

Car Parking

Two dedicated parking spaces have been created to ease access for people with disabilities. Please do not use these spaces without authorisation.

Parking in School Road:

- The zigzag lines at all school gates indicate that there should be no parking in this area.
- Double parking is illegal and puts the safety of our pupils at risk.
- Look out for the Lollipop person as inconsiderate parking can impair his/her view and prevent him/her from crossing the children safely.
- The Nursery drop off area is not a parking area and those who park there are causing traffic congestion and are jeopardising our pupils' safety.

As a Cycle Friendly School, we actively encourage children to walk or cycle to school. The path from Penilee Pavilion to the school gate provides a safe route to school. Pupils should not walk through the car park; we encourage use of the pedestrian gate at all times

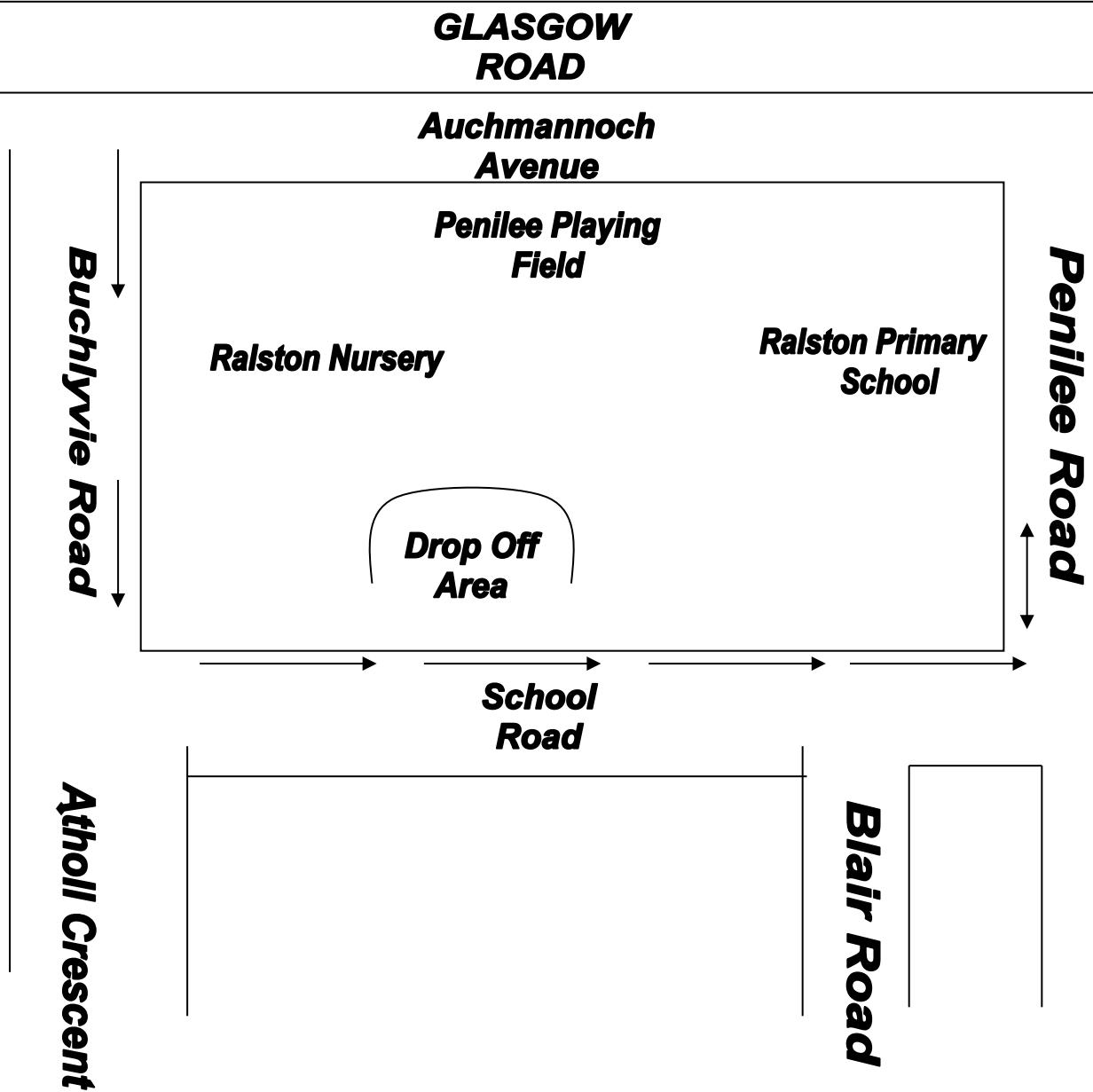
Support Pupil Safety

- Support the voluntary one-way system around Ralston Primary School.

You can support the Ralston Primary Safety Code by:

- Using the voluntary one-way system, down Buchlyvie Road, along School Road and into Penilee Road.
- Using the Nursery Drop off Area in School Road for dropping off only, not parking.
- Keeping the zigzags and School and Nursery Gates free.
- Not double parking.

Voluntary One Way System



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 from 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. Attendance is recorded twice a day, morning and afternoon. If a child is absent from school, parents are required to **phone the school office by 9.15 am** on the first and subsequent days. If no telephone call is received, to ensure the safety of children, parents will automatically receive a text message asking them to phone the school immediately.

School phone lines open at 8.30 am.

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.

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

Please make every effort to avoid family holidays during term time as this disrupts your child's education and reduces learning time. The head teacher can only approve absence from school for a family holiday in certain extraordinary situations. Please inform the head teacher in writing 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.

Attendance and Absence Data

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

Bullying

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

The school has a 'Respect for All' policy which details our approach to preventing and dealing with bullying in our school. The policy stresses the importance of involving the whole school community – pupils, parents and all the staff in the school. You can view the 'Respect for All' policy on our school website and access Renfrewshire Council policy online at <http://www.renfrewshire.gov.uk/article/3469/Anti-bullying>

Bullying of any kind is unacceptable in our school. In Ralston Primary School, we actively promote openness where children are encouraged to tell staff about any concerns. If bullying does occur all pupils should be able to tell and know that incidents will be dealt with promptly and effectively by any member of staff. Any concerns that you may have should be reported to the Head Teacher or any member of staff.

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.

- 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 to Primary 5 children across Renfrewshire are automatically entitled to receive a FREE school meal every day. Parents do not have to do anything to claim this.

The school has excellent dining facilities with a large dining hall and modern kitchen where a wide selection of meals are prepared. For a basic cost of £2.25, children will get a fully balanced two-course meal. All hot meals are prepared in our kitchen with fruit available to supplement the meal. Each day children choose from the options available from three weekly rotating menus which may be found on the Council and our school website at www.ralston.renfrewshire.sch.uk

Arrangements are made for children who bring a packed lunch from home to eat these in the lunch hall. Children are discouraged from bringing glass bottles or glass containers for safety reasons. All pupils are encouraged to have healthy lunch boxes.

Children of parents receiving certain benefits, are entitled to a free midday meal. Information and application forms for free school meals are available from 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.

****Please note that Ralston Primary is a NUT FREE SCHOOL****

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 Children's Services in Renfrewshire House, Paisley or online at <http://www.renfrewshire.gov.uk/article/3486/Home-to-school-transport>. These forms should be completed and returned before the end of February for those pupils beginning school in August to allow appropriate arrangements to be made. However, parents may make an application at any time.

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

Pick-Up Points

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

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

Placing Requests

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

Assisted Support Needs

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

Playground Supervision

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

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.

Inline with UNCRC, in Renfrewshire we place the human rights and needs of every child and young person at the centre of education. The council supports the right of each citizen to a quality of life which is free from violence, discrimination and harassment. The council will take steps to ensure that all citizens, regardless of race, ethnic or national origin, religion, social background, marital status, gender, disability, age or sexuality have full access to its services, taking all possible measures to prevent discrimination in the way its services are delivered.

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

As a Rights Respecting School, we believe that staff and children have the right to learn in a caring and safe environment. We will not tolerate any behaviour or attitudes which lead to staff and pupils being humiliated or harmed because of their race, colour, language, nationality, ethnic origin, cultural and religious beliefs, sexual orientation, gender, marital status and disability. Incidents will be recorded and reported.

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. **Medication for administration by school staff must be prescribed for that child and in original labelled container.** 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/appointed person in the first instance. 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

As a non-denominational school, we embrace the many cultures and religions of our young people and families. Children are encouraged to show tolerance towards each other's differences and beliefs and learning is done for the main religions of the world. Our children enjoy sharing stories of the festivals they celebrate with their families – Eid, Birthdays, Christmas etc., and children enjoy hearing from others.

Our school is fortunate to have a close link with St Mark's Church supporting our religious and moral education programme and religious observance.

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

Managing Positive Behaviour

We believe that the positive learning environment existing in Ralston is necessary if all our pupils are to achieve their optimum potential. To maintain this, we expect acceptable standards of conduct and behaviour during the school day of our pupils, as you the parent would expect of them out-with school. We encourage a working atmosphere free from distractions, friction or disturbances. We ask that children demonstrate an attitude of care and consideration whether it be to other children, staff or visitors to the school. The school community are encouraged to display our school values of Respect, Kindness, Honesty, Inclusion and Success. If any child's behaviour is giving cause for concern, parents will be informed in order that we can work together to develop acceptable standards of behaviour.

To encourage our children and improve communication with parents, each class will use the Class Dojo System. You will receive a letter from the class teacher in order to sign up to the system. This will allow you to monitor your child's behaviour at home.

Wet Weather Arrangements

Much of our learning in school takes place outdoors and we would ask that all children come to school appropriately dressed for the weather. We try whenever possible to allow the children to go outside during break times as we have large shelters in each playground.

When the weather is such that the children have to remain inside school, they stay in their classrooms monitored by the support staff and Primary 7 pupils.

Curriculum Matters

School Curriculum

We at Ralston aim to be an 'excellent school'.

At Ralston Primary School we offer a wide curriculum, which fosters the all-round development of your child. We aim to provide depth, breadth, challenge and enjoyment in all we teach. This is planned through a variety of core teaching and interdisciplinary approaches to learning.

Interdisciplinary learning brings real life into the classroom, making learning relevant and helps young people apply lessons to their life beyond the classroom. It links knowledge in one subject area to another helping children understand the world and make connections. It develops skills so that children can think for themselves, make sound judgements, challenge, enquire and find solutions.

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.

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

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

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

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

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

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

The Key priorities of the National Improvement Framework are:

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

Curriculum for Excellence

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 phases in S4 to S6 which will include studying for qualifications. This BGE should provide young people with a wide range of knowledge, skills, and experiences that they can draw on as their lives, careers and job opportunities continue to change. The BGE phase of CfE is closely connected to the senior phase with the learning undertaken until the end of S3 providing a strong foundation for choosing and specialising in a range of subjects. In the senior phase, young people will have the opportunity to take qualifications and courses that suit their ability and interests.

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

Literacy, Numeracy and Health and Wellbeing – responsibility of all, and English, Mathematics, Modern Languages, Sciences, Social Studies, Expressive Arts and Religious & Moral Education.

The Learner's Journey

Our children are individuals, with their own desires, interests and aspirations. We continue to focus on your child's learning in all that we do, and what we do is to enable children to embark on a crucial journey. The learner's journey has a number of sign posts which give the child direction, show the progress made through Early, First, Second and for some Third level.

We recognise that children take different routes and different amounts of time to achieve the same goal. An important part of our job is to put in place, the things that make transitions between levels, places and types of learning, smooth and seamless.

Curriculum for Excellence is about bringing real life experiences into the classroom and taking learning beyond it. Learning and Teaching will still focus on subjects through which each child's knowledge and understanding, skills and capabilities and attributes will be developed by the experiences they have.

Subjects

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

Our Approach to Literacy, Numeracy and Health and Wellbeing

Literacy and English

Within Curriculum for Excellence the literacy frame work has three elements:

- Listening and Talking
- Reading
- Writing

Listening and Talking skills permeate all areas of the curriculum. Children learn how to contribute ideas and opinions confidently and clearly, whilst respecting the rights of others to be heard through group tasks, debates and individual talks.

Children develop their reading skills using a variety of approaches. We aim to foster a positive reading culture within our school where children are reading for enjoyment on a regular basis and developing positive reading habits at their own level. We make effective use of an extensive bank of both fiction and non-fiction resources within our class and school library and our literacy programme, developing and enriching children's reading experiences and cultural capital. Our accelerated reading approach encourages children to read for pleasure at an accurate level for their stage of reading development.

In Writing, we use the Talk for Writing approach, using various strategies to support us with the teaching of writing. Children are engaged in writing in a wide variety of genres and meaningful contexts. We develop phonics and spelling in a structured and progressive programme from P1-P7 using the North Lanarkshire Phonics and Spelling programme P1-P2 and Wraparound Spelling P3-P7. Each child in P1 and P2 has a magnetic board and letters which they use to develop phonological awareness and word building strategies using the active approach of:

Say It, Read It, Write It, Break It, Blend It

Modern Languages

Children from P1-P7 develop their knowledge and skills in German through a variety of different activities and experiences. In P5-P7 children build on this ability to learning in French.

Numeracy and Mathematics

Mathematics is important in our everyday life and it equips our children with the skills they need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions. Children need to have confidence in using mathematical skills as they progress through the school and they are encouraged to apply numeracy skills throughout their learning.

In P1-P3 there is a strong emphasis on numeracy and initially all number is taught with the aid of concrete materials before moving on to visual and abstract methods. Other mathematical concepts such as measure, money, shape, position and movement and information handling are also experienced. Children learn through play pedagogy.

In P4-P7 the development of numeracy continues involving;

- calculating mentally.
- explaining our thinking.
- using relevant real life contexts.
- using technology in appropriate and effective ways.
- collaborating and learning independently.

At Ralston Primary we use a variety of resources and strategies to support the development of numeracy skills. These include Scottish Heinemann at P1-P3 and TeeJay Mathematics at P4-P7. These resources focus on the development of mathematical skills and provide opportunities to increase the confidence and competence of children in applying their learning to new and challenging situations which are age and stage appropriate. Our children are supported in progressing at a level of pace and challenge appropriate to them as individuals.

Numeracy skills can be developed outside school in a variety of ways.

- Weighing in cooking and baking.
- Using money to calculate totals and change.
- Looking at clocks to tell the time in digital and analogue displays.
- Estimating and measuring in D.I.Y.

Additional information on supporting your child with numeracy is available on our website.

Health and Wellbeing

We develop all aspects of Health and Wellbeing across the curriculum. Areas covered include mental, emotional, social and physical wellbeing. We also promote healthy eating and building relationships.

Our Approach to Sex Education

The need for a positive high quality programme in schools is essential therefore we follow Renfrewshire Council's programme 'Relationships, Sexual Health and Parenthood Education' which was created in partnership with NHS Greater Glasgow and Clyde. The curricular materials take account of the age and stage of development of children and young people. Key objectives are to help children and young people gain accurate knowledge, develop a sense of personal values and morals, develop skills and critical thinking and know how to access support and advice. More information on the programme of study can be found on our website.

Assessment is for Learning

AifL is a national initiative embedded in our work, comprising three main concept areas:

- Assessment **for** Learning
- Assessment **as** Learning
- Assessment **of** Learning

At each stage of the school, a number of strategies are agreed to assist teacher and pupils assess the learning which is taking place.

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 eight wellbeing indicators and you can find out more about these here: <https://www.gov.scot/policies/girfec/wellbeing-indicators-shanarri>

We want all our children and young people to be fully supported as they grow and develop. Children need to progress through the eight areas of wellbeing to do well now and in the future. Children's wellbeing is important at every stage of childhood. Every child needs to be healthy, achieving, nurtured, active, respected and responsible and, above all, safe. These are the eight indicators of wellbeing (SHANARRI) which are set within the 'four capacities' which are at the heart of Curriculum for Excellence.

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

In Ralston, we aim to provide every child with a broad and balanced curriculum. Where pupils have additional support needs, we plan a programme of work which is appropriate to the abilities of the child. Support can then be provided to ensure that an appropriate curriculum is in place, both for more able pupils and those who may be experiencing difficulties.

As an integral part of our assessment policy within the school, we undertake an Early Screening Programme with all children in Primary 3. This screening enables us to monitor each child's progress and assess each pupil's learning needs or difficulties. Where necessary referrals may be made, with permission from parents, to support services such as Audiology, Speech and Language Therapy or Psychological Services. An informal review of each child's progress takes place annually thereafter to ensure progress.

Pupils who have English as an Additional Language may receive support. Parents are regularly informed, consulted and are encouraged to contact the school should they have any concerns about their child's progress. Under the law schools have to make arrangements to identify children and young people who need additional support. Schools must also address such pupil's needs and keep the provision made for them under review. Each school has a Pupil Support Coordinator who is responsible for pupils with Additional Support needs within the school. The Education Manager (Education Support) is the education authority contact for further information on all matters relating to additional support needs.

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. Wellbeing assessment and individual planning is in place for all young people who require additional support.

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.

Independent sources of information and advice nationally include:

Enquire – the Scottish advice service for additional support for learning

Telephone – 0345 123 2303

Email – info@enquire.org.uk

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

Telephone – 07955 788967

Email – resolve@childreninscotland.org.uk

Educational Psychology Service

Educational Psychologists (EPs) support equity, inclusion and attainment and deliver evidence-based intervention to support pupils' wellbeing in Renfrewshire's schools, early learning and childcare 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 School, 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 children and we have a link educational psychologist who visits on a regular basis and is part of the extended support team. When concerns are raised about a child or young person, the schools takes action to address these concerns and may involve a link EP. Parental permission will always be obtained before we request to involve the link EP.

Health and Wellbeing Education

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

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

Health and Wellbeing in schools covers:

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

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

Specialist Support Service – Teachers Teaching in More Than One School

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

The teams support the additional needs of;

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

Homework

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

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

Homework is considered a learning activity related to the experience gained within the school and should be used to supplement and enrich the work of the classroom. In the early stages, homework will consist of reading, maths or language activities, where parental help is encouraged and welcomed. This fosters an interest in reading and enhances talking and listening.

A homework jotter facilitates the daily contact between school and parents. Both teachers and parents are encouraged to write comments. A letter of guidance about homework tasks is attached to the front page of the homework jotter. As our pupils get older, homework is used to encourage pupils to manage their time, integrate learning by using a variety of sources of information and establish discipline of self-motivation, preparing them for the greater depth of study to be encountered in Secondary Education. Homework should not exceed 10 to 15 minutes for P1 – P3 pupils, 15 to 20 minutes for P4 – P5 pupils, or 20 to 30 minutes for P6 – P7 pupils each evening.

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

We have various after school classes which pupils at various stages are given the opportunity to join at some point throughout the session.

We work very closely with our Active Schools Coordinator in providing a wide variety of activities for our children.

Various members of staff and Active School staff give up some of their time in order to provide a worthwhile programme of activities for the children.

The activities on offer mainly happen at lunchtime or at the end of the school day and can include, choir, performing arts, netball, basketball etc.

Primary 7 children are given the opportunity to take part in a residential outing to Lockerbie Manor, Dumfries. Parents are encouraged to attend an information meeting which is held prior to the outing.

Home School Community Links

Parental Involvement (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 Parent Forum elects a smaller group of parents to form the Parent Council. Parent Councillors may be involved in;

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

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

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

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

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

Whole Family Wellbeing

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

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

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

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

Pupil Council

The Junior Leadership Team is one of our leadership groups who meet to discuss matters concerning the children. Representatives meet together with the Head Teacher, make decisions and then feedback to their classes.

Community Links

At Ralston Primary School, we value the links we have within the community and other agencies.

School Lets

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

To apply to use school facilities, contact 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:

Stage 1 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

Stage 2 Complaint:

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

Data Protection

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

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

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

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

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

Information in Emergencies

We make every effort to maintain a full educational service, but on some occasions, circumstances arise which lead to disruption.

Schools may be affected by severe weather, traffic and transport disruption, power failures or fuel shortages. In such cases, we will do all we can to let you know when we are closing and reopening the school or nursery.

We use a variety of methods to keep you updated in emergency situations including: e-mails, our schools digital newsletter, text messages, the school and council websites and Renfrewshire Council's social media channels.
(Facebook - renfrewshirecouncil and 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 schools digital newsletter via www.renfrewshire.gov.uk/e-alerts.

Important Contacts

Director of Children's Services

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

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

Senior Home Link Workers	Email moraq.mcquire@renfrewshire.gov.uk pamela.mckechn@renfrewshire.gov.uk Phone: 0300 300 1415
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Community Learning & Development

Community Facilities Section	OneRen 3 rd Floor Renfrewshire House Cotton Street Paisley PA1 1LE	Email 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 Phone: 01505 382863
Youth Services	West Primary School Newton Street Paisley PA1 2RL	Email youth@renfrewshire.gov.uk Phone: 0141 889 1110

Customer Service Centre

Customer Service Centre	Renfrewshire House Cotton Street Paisley PA1 1AN	Email customerservices.contact@renfrewshire.gov.uk Phone: 0300 300 0300
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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.

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/DHT – Head Teacher/Principal Teacher/Depute Head 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 handbook next year.

Tell us What You Think

Your feedback will help us to improve our handbook.

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

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

Name of School: _____

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

Policy & Commissioning Team
Children's Services, Renfrewshire Council
Renfrewshire House
Cotton Street
Paisley
PA1 1LE
email address: csdatapolicy@renfrewshire.gov.uk

Contact Details:

**Ralston Primary School
School Road
Ralston
Paisley
PA1 3AT**

Tel: 0300 300 0175

Email: ralstonenquiries@renfrewshire.gov.uk