

Contents

Contents	1
Welcome from the Head Teacher	4
Our Values	5
School Vision.....	6
Service Pledges	7
Standards and expectations.....	7
About Our School.....	9
School staff	9
School Information.....	10
School day.....	10
School year	11
School in-service days	11
School dress.....	12
Registration and Enrolment.....	13
Induction procedures for pupils starting school and their parents	13
Class Organisation	14
Assessment and Reporting.....	14
Summary of the School Improvement Plan.....	15
School aims	16
Strategic Improvement priorities.....	16
The Scottish Attainment Challenge.....	16
Transfer to Secondary School	17
Transfer to Primary	17
Car parking	17
Care and welfare	17
School security	18
Attendance and absence	18
Contact Procedures	18
Bullying.....	19
Safeguarding including child protection	19
Mobile phones.....	19

Legal Aspect.....	18
School meals	21
School transport.....	21
Pick-up points	22
Placing requests	22
Assisted support needs.....	22
Playground Supervision.....	22
Pupils leaving school premises at breaks	22
Equalities	22
United Nations Conventions on the Rights of the Child.....	22
Medical and Health Care	23
Religious Observance.....	24
Managing positive behaviour	24
Wet weather arrangements.....	25
Photographs.....	26
Curriculum Matters	30
School curriculum	30
Broad General Education	31
Curriculum for Excellence	32
Getting it Right for Every Child (GIRFEL).....	38
Additional Support for Learning	39
Inclusion.....	41
Support.....	41
Universal support	41
Targeted support.....	41
Educational Psychology Service.....	42
Health and Wellbeing Education	42
Specialist support service – teachers teaching in more than one school.....	43
Homework	44
Developing the Young Workforce.....	44
Extra Curricular Activities	45
Home School Community Links	46
Parental Involvement.....	46
Home School Links.....	47

Pupil Council	47
Community Links	48
School Lets	48
Other Useful Information	49
Listening to learn - complaints, comments and suggestions	49
Data Protection.....	49
Information in Emergencies	50
Important Contacts	51
Websites.....	52
Glossary	53
Parent feedback	54
Tell us what you think	55

Welcome from the Head Teacher

Dear Parent / Carer,

Welcome to St. Anne's family – we are delighted that you are part of our community!

We hope the information contained in this handbook will be useful to you and helps you to be more familiar with what learning, teaching and assessment looks like across Scotland, and how we approach this in St. Anne's Primary School.

Our school motto is "Love One Another" – and this really does underpin all that we do in our school. Our school is a place where love and respect for all lie at the heart of what we do, and where we value the dignity of each person, made in the image and likeness of God.

We strive to provide the highest quality education for all children in a distinctive Catholic context, helping them to grow and achieve in all aspects of their life.

Bringing about highest standard of achievement which we want for all our children relies on strong Home-School links. Our work includes ensuring you are part of your child's learning journey, and that our partnership with you is positive and supportive.

We are always seeking ways to improve the information we send to parents and welcome any feedback on our handbook.

We are excited to be part of your child's learning journey and are very much looking forward to what we are sure will be happy, fun and successful years ahead.

Yours sincerely,



Mrs Nuala Boyd
Head Teacher

Our 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 every day.

- 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

“Within our learning community, we will inspire one another to achieve our full potential.

Children, families and staff will be supported, challenged and listened to. Rights for all will be respected and promoted, with Christ and love at the centre of everything we do.

*Working in positive partnerships, highly motivated staff will actively strive to create a nurturing, stimulating and joyful environment - **making learning fun!**”*

Motto

Love One Another

Our School Values

- Compassion & Kindness
- Wisdom & Courage
- Integrity & Justice

Aims

The work of everyone associated with our school is directed by the following aims:

- Within a Catholic ethos, develop a community guided by gospel values of love, care and honesty.
- To enable our pupils to become successful learners by providing challenging and relevant programmes of work.
- To enable our pupils to be confident individuals by encouraging them to play an active and increasingly independent part in their own learning.
- To enable our pupils to be responsible citizens by taking an active part in the wider community, respecting people of all beliefs, cultures, background and ethnic origins.
- To enable our pupils to be effective contributors by promoting an ethos of achievement for all, so that they may develop fully in all aspects of their lives.

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 our Standards and Quality Report.
- 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 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 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:

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

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

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

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

About Our School

Head Teacher and Depute Head Teacher

Mrs Nuala Boyd

Head Teacher

Mr Pa

Depute Head Teacher

Teachers

Miss Skea

P1

Mrs Church (Mon – Wed am)

P2

Mrs Smith (Wed pm - Fri)

P2

Mrs Connell

P3

Mrs Hamilton

P4

Miss Smith (Mon – Thursday am)

P5

Mrs McAllan (Mon & Tues)

P6 (Principal Teacher)

Mrs Lusk

P6

Mrs Fitzpatrick

P7

Other staff in the school

Mrs Gallagher

Senior Clerical Officer

Mrs Charmaine McGrory

Clerical Assistant

Mrs McAdam

Classroom Assistant

Mrs Sweeney

ASNA

Mrs Dunlop

ASNA

Mrs Murray

ASNA

Mr McCartan

Senior Facilities Operative

Mrs McGurk

Facilities Operative

Mrs Jamieson

Facilities Operative

Ms Miller

Facilities Operative

Miss Devanney

Facilities Operative

Mr Slimming

Facilities Operative

Visiting Staff

Mr Campbell

Active Schools Co-ordinator

Mr Bruce

Home School Link

Ms Kearney

Educational Psychologist

Mrs Barron

Music Instructor

School Information

School contact details

- phone number: 0300 300 0157
- email address: stannesenquiries@renfrewshire.gov.uk
- write to or visit us at: St. Anne's Primary, Park Drive, Erskine, PA8 7AE

Parent Council contact details

Mrs Gardiner, Chair c/o St. Anne's Primary School

Mrs Borland Treasurer c/o St. Anne's Primary School

School roll

Present roll: - P.1 – 17, P.2 – 20, P.3 – 23, P.4 – 14, P.5 – 23, P.6 – 26, P.7 – 17.

Present Capacity: - 137

Present Working Capacity: - 382

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 classes are organised.

Parental involvement-

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

- supporting learning at home;
- developing strong partnerships between home and school; and
- engaging with the school, especially with Curriculum for Excellence.

School day

Opens	9.00am
Interval	10.30am – 10.45am
Lunch	12.15pm – 1.15pm
Close	3.15pm

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

School year

First Term	Return date for Teachers	Monday 14 August 2023 (IS)
	In-service Day	Tuesday 15 August 2023 (IS)
	Schools re-open	Wednesday 16 August 2023
	September Weekend	Friday 22 September 2023 and Monday 25 September 2023 (inclusive)
	Schools re-open	Tuesday 26 September 2023
	October holiday (schools closed)	Monday 16 October 2023 to Friday 20 October 2023 (inclusive)
	Return date for Teachers	Monday 23 October 2023 (IS)
	Schools re-open	Tuesday 24 October 2023
	St Andrew's Day	Thursday 30 November 2023
	Schools re-open	Friday 1 December 2023
	Last day of session	Friday 22 December 2023
	Christmas / New Year Schools closed	Monday 25 December 2023 to Friday 05 January 2024 (inclusive)
	Second Term	Schools re-open
Mid-term break		Monday 12 February 2024 to Tuesday 13 February 2024 (inclusive)
Return date for Teachers		Wednesday 14 February 2024 (IS)
Schools re-open		Thursday 15 February 2024
Spring Holiday Schools closed		Friday 29 March 2024 to Friday 12 April 2024 (inclusive)
Third Term	Schools re-open	Monday 15 April 2024
	In-service Day	Thursday 02 May 2024 (IS)
	May Day	Monday 06 May 2024
	Schools re-open	Tuesday 07 May 2024
	Local holiday (schools closed)	Friday 24 May 2024 and Monday 27 May 2024 (inclusive)
	Schools re-open	Tuesday 28 May 2024
	Last day of session	Thursday 27 June 2024

Teachers return Wednesday 14 August 2024

School in-service days

- Monday 14 August 2023
- Tuesday 15 August 2023
- Monday 23 October 2023
- Wednesday 14 February 2024
- Thursday 02 May 2024

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.

The school uniform at St. Anne's Primary is as follows:

Boys: Brown blazer/blue fleece jacket with school badge, brown trousers, blue shirt, school tie, brown pullover, brown sweatshirt with school badge,

Boys PE: Blue shorts, white short sleeved t-shirt / polo shirt, no jewellery,

Girls: Brown blazer/blue fleece jacket with school badge, brown skirt / brown trousers, blue shirt, school tie, brown pullover/cardigan, brown sweatshirt with school badge,

Girls PE: Blue shorts, white short sleeved t-shirt / polo shirt, no jewellery.

Jewellery should be kept to a minimum and wherever possible, should not be worn to school.

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.

It is preferred that parents are advised that any child having body jewellery piercing wait until the summer break to allow them time to heal. However, parents wishing children to wear body jewellery during physical education should write to the school

expressing their request. Children will be expected to provide tape and cover any such items of jewellery during the activity. Pupils will be responsible for the safekeeping of jewellery.

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

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

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

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

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

Registration and Enrolment

The date for registration of new school entrants is advertised in all local ELLCs, national and local press and on the council's website 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. 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 (0300 300 0157) for information.

Induction procedures for pupils starting school and their parents

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

During the summer term, parents are invited to bring the new entrants to school so that they can meet the teachers. The children are then invited to spend some time practising being school boys and girls whilst staff talk with parents about life in Primary 1. At this meeting we try to give a general overview of the curriculum, provide details of the first few weeks in school and offer the opportunity to order school uniform. It is also a good opportunity for parents to get to know one and

other.

Class Organisation

Pupils are organised within single year classes or in composite classes which contain more than one year. Schools are staffed to agreed standards based on the total number of pupils within the school, regardless of the numbers of pupils at each year stage. This means that classes need to be organised to make best use of available staff, resources and space. Balancing up the various factors involves both educational and organisational considerations. In all classes pupils working at broadly the pace and level in language and/or mathematics are grouped together. This arrangement uses teaching resources most effectively.

When a composite class is being formed, specific criteria have been provided by the council. In forming new classes full account must be taken of existing groupings of pupils. School should use literacy and/or numeracy groupings as the basis for allocating children to classes. Within this broad guideline a literacy or numeracy working group could be described as:

“A number of pupils of broadly the same attainment who show the capacity of working well as a learning group”

Where a single year Primary 1 class and a composite Primary1/2 class are being formed, the Head Teacher, Primary 1 class teacher and pre-5 colleagues will make use of their professional judgement and all available information to form the two classes. The school makes every effort to involve pupils in any one year group in activities which bring the whole year group together. In this way pupils are able to continue to identify with children of the same age especially at important times such as transfer to secondary school.

Normally classes will be formed before the start of a new school year so that all involved know what class structures exist for the new school session.

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.

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.

Summary of the School Improvement Plan

Strategic actions

As part of Children's Services, St Anne's Primary School and ELCC Class has developed our establishment improvement plan which provides a framework for how we intend to achieve Children' Services vision of working together to get it right for children, families and communities – Protecting, learning, achieving and nurturing.

Children's Services has an agreed set of priorities which will work towards:

- Develop high quality learning and teaching that leads to improved levels of attainment and achievement in all of our establishment;
- Reduce inequalities and deliver improved health and wellbeing outcomes for children and young people;
- Develop high quality leadership to promote empowerment at all levels; and
- Improve employability skills and support all of our young people to enter positive and sustained destinations.

We also have to take account of the Scottish Government's national improvement framework which provides a vision for education in Scotland, namely to:

- place the human rights and needs of every child and young person at the centre of education;
- Improve attainment, particularly in literacy and numeracy;
- Close the attainment gap between the most and least disadvantaged pupils;
- Improve children's health and wellbeing; and
- Improve children and young people's employability skills so that they move into positive and sustained destinations.

The priorities within this plan take into account both national and local priorities and also the needs of our school.

School Aims

1. Within a Catholic ethos, develop a community guided by gospel values of love, care and honesty.
2. To enable our pupils to become successful learners by providing challenging and relevant programmes of work.
3. To enable our pupils to be confident individuals by encouraging them to play an active and increasingly independent part in their own learning.
4. To enable our pupils to be responsible citizens by taking an active part in the wider community; respecting people of all beliefs, cultures, backgrounds and ethnic origins.
5. To enable our pupils to be effective contributors by promoting an ethos of achievement for all, so that they may develop fully in all aspects of their lives.

Strategic Improvement Priorities

Improvement Priority 1 Raise attainment in Literacy with a priority focus on Writing

Improvement Priority 2 Raise attainment in Numeracy with a priority focus on Maths Recovery (School) and Growth Mindset (ELC Class)

Improvement Priority 3 Increase digital literacy and creativity across the school and ELC Class, with a focus on Digital Schools Award achievement and visible learning

Improvement Priority 4 Further improve tracking of health and wellbeing, leading to improved outcomes for children.

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.

St Anne's Primary School is an associated primary school of Trinity High School.

Head teacher: Mr Paul Marshall Telephone: 0300 300 1444

Transfer to from Early Learning and Childcare Class 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 ELCC to primary school. This will include processes such as sharing of information on your child through the transfer of information document, joint curricular experiences with the primary school, visits to the primary which help to ensure a smooth transition and continuity of learning for the child transferring to primary.

Car parking

In the interest of pupil safety, parents are asked to note that the official parking area is for staff cars only. No parents should park in an area which requires them to reverse out and no one should stop on the roundabout area. We ask you to make sure that your child walks round the recommended route and not across the car parking area. A dedicated parking space has been created to ease access for people with disabilities. Please do not use this space without authorisation.

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' sign in book, badges and escorts, while visitors are within the school building. Normally, anyone visiting a school for any reason, will be asked to report to the school office. The school staff can then make the necessary arrangements for the visit.

Attendance and absence

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

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

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

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

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

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

Contact procedures

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

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.

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 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 and establishments:

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

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

Legal Aspects

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

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

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

School meals

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

The children who come to school lunch are supervised and encouraged to eat their chosen meal. If your child is on a special diet, please notify the school and the meal service will provide this.

The school operates a system whereby children select a meal of their choice.

We have pupils in St. Anne's with peanut allergies and try to ensure an environment which is as nut free as possible. We request your co-operation in achieving this and would ask that you avoid including foods which contain peanuts in children's snacks and packed lunches. Your co-operation in this matter is particularly appreciated by parents of children who suffer from these allergies.

Children who bring packed lunches also eat these in the dining hall. For safety reasons we ask that parents do not give children juice / water in glass containers. Water is available in designated areas throughout the school, and we ask that parents provide their children with plastic water containers that can be easily refilled. As part of our commitment to supporting healthy eating, we ask that parents carefully consider the contents of their children's packed lunch and snacks.

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

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

School transport

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

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

Pick-up points

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

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

Placing requests

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

Assisted support needs

Renfrewshire Council may provide home to school transport for children assessed to attend any school because of their Additional Support Needs. We also provide seat belts 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.

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

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

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

United Nations Convention On The Rights Of The Child (UNCRC)

The United Nations Convention On The Rights Of The Child sets out the rights to which all children, regardless of age, disability, race, gender, sex, religion and belief, sexual orientation, are entitled to. St Anne's Primary School actively promotes the rights of the child through all aspects of educational provision in our school.

Our rights-based learning approach compliments very effectively our work in supporting our children to become successful learners, confident individuals, effective contributors and responsible citizens, and further enhances our school as a community of faith where the dignity of each individual, made in the image of God, is respected.

Medical and Health Care

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

Parents should notify the school of any medical requirements or allergies that their child may have. Wherever possible, where a child requires medication, it is better if this is provided outside of school hours. In cases where it is necessary that the child receives medication during school hours, parents should contact the school to make appropriate arrangements. School staff are under no obligation to give medicines to

pupils and staff will advise parents of local arrangements. Where appropriate, schools will support parents in helping children and young people learn the life skills which allow them to manage their own healthcare needs.

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

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

Religious Observance

Our school is fortunate to have a close link with our local church, St Bernadette's and the Diocese of Paisley. Our priest, Father David Boyd assists with the Christianity element of Religious Education in Roman Catholic Schools (RERC) (Religious & Moral Education in non-denominational schools) and provides opportunities for religious observance. Parents have the right to withdraw their child from religious observance and should inform the school in writing.

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

Managing positive behaviour

'Promoting Better Behaviour and Learning in Renfrewshire' recommends that each school should have in place a policy for the management of pupil care, welfare and discipline. Our promoting positive behaviour approach, based on the UNCRC, is agreed in consultation with pupils, parents and staff. A positive approach is encouraged both at home and at school to enable the children to develop into responsible, well-adjusted adults. As school, a positive ethos exists where there is a clear philosophy and well-defined expectations of behaviour. A high standard of behaviour is expected at all times whether in classrooms, dining hall, playground or on organised school trips.

Our school rules, which set out in simple terms appropriate standards of behaviour, are shared with the pupils as follows:

Rules (P1 - 3):

1. Have kind hands and feet.
2. Good listening.

3. Good sitting.
4. Follow instructions.

Rules (P4 - 7):

1. Listen carefully to instructions.
2. Have your tools of the trade ready.
3. Treat each other with respect.

These rules are displayed in every class and are regularly reinforced. All staff have a particular responsibility to set a good example and to help children in the school adhere to the rules.

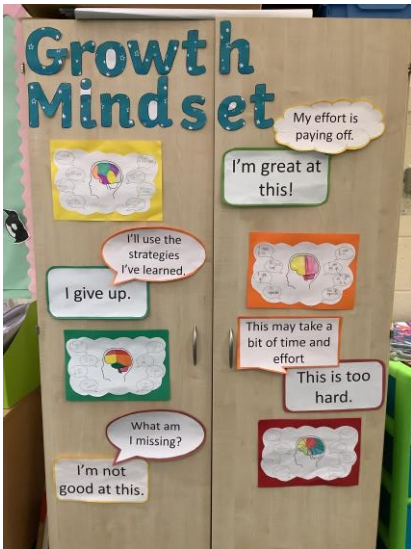
We hope parents will support the work of the school by:

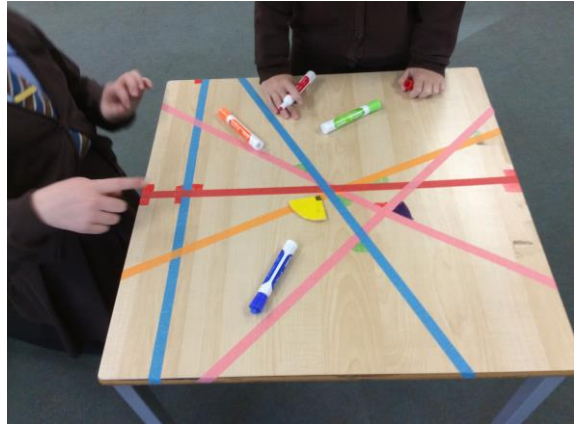
- Encouraging their child to have a positive attitude towards education and a respect for those in authority;
- Expecting a high standard of behaviour, both in and out of school;
- Co-operating with the school in supporting their child;
- Encouraging their child to uphold the ethos of the school;
- Ensuring their children are punctual and regular attenders; and
- Checking and signing homework.

Wet weather arrangements

During inclement weather the pupils have their break indoors and an adult presence is provided to supervise.









Curriculum Matters

School curriculum

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

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

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

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

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

- **Excellence through raising attainment and improving outcomes:** ensuring that every child and young person achieves the highest standards in literacy and numeracy, as well as the knowledge and skills necessary to shape their future as successful learners, confident individuals, responsible citizens, and effective contributors; and
- **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; and
- Improvement in attainment, particularly in literacy and numeracy.

Broad General Education

Curriculum for Excellence is divided into two phases: the broad general education and the senior phase. The broad general education begins in early learning and childcare and continues to the end of S3 (the third year of secondary school).

It is designed to provide the breadth and depth of education to develop flexible and adaptable young people with the knowledge and skills they will need to thrive now and in the future. It aims to support young people in achieving and attaining the best they possibly can.

During the broad general education, children and young people should:

- achieve the highest possible levels of literacy, numeracy and cognitive skills;
- develop skills for learning, skills for life and skills for work;
- develop knowledge and understanding of society, the world and Scotland's place in it, much of which is now included in Learning for Sustainability; and
- experience challenge and success so that they can develop well-informed views and the four capacities.

Learning in the broad general education phase

There are eight curriculum areas: expressive arts, health and wellbeing, languages (including English, Gàidhlig and Gaelic learners and modern languages), mathematics, religious and moral education/religious education in Roman Catholic schools, sciences, social studies and technologies.

Each curriculum area is planned using experiences and outcomes. These describe the knowledge, skills, attributes and capabilities of the four capacities that young people are expected to develop.

Curriculum for Excellence Benchmarks set out clear statements about what learners need to know and be able to do to achieve a level across all curriculum areas.

The Learner's Journey

As part of their learning journey our pupils have a variety of opportunities and experiences. They learn in different contexts so that they acquire skills and positive attitudes as well as progress in their knowledge and understanding of curricular areas. These contexts of the curriculum are described below.

The four contexts of the curriculum

Curriculum is defined as the totality of all that is planned for children and young people from early learning and childcare, through school and beyond. Children's and young people's learning should be planned for and experienced across the four contexts:

- Opportunities for personal achievement;
- Interdisciplinary learning (IDL);
- Ethos and life of the school as a community; and
- Curriculum areas and subjects.

The four contexts are intrinsically related in establishing a climate in which all learners can achieve their full potential. The experiences and outcomes, taken as a whole, define the standards and expectations for the entire curriculum. They will be the focus of planning all aspects of learning across all contexts of the curriculum including opportunities for personal achievement.

Curriculum for Excellence

Subjects

Religious Education in Catholic schools

Learning through religious education will enable our pupils to:

- develop their knowledge and deepen their understanding of the Catholic faith;
- investigate and understand the relevance of the Catholic faith to questions about truth and the meaning of life;
- highlight, develop and foster the values, attitudes and practices which are compatible with a positive response to the invitation to faith;
- develop the skills of reflection, discernment, critical thinking, and deciding how to act in accordance with an informed conscience when making moral decisions;
- nurture their prayer life as individuals and as part of the school community;
- understand and appreciate significant aspects of other Christian traditions and major world religions; and
- make a positive difference to themselves and the world by putting their beliefs and values into action.

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

Literacy

The development of literacy skills plays an important role in all learning.

The pupils in St. Anne's will develop their literacy skills by having the opportunity to:

- communicate, collaborate and build relationships;

- reflect on and explain literacy and thinking skills, using feedback to help improve and progress;
- engage with and create a wide range of texts in different media, taking advantage of the opportunities offered by digital technologies;
- develop an understanding of what is special, vibrant and valuable about their own and other cultures and languages;
- explore the richness and diversity of language, how it can affect them, and the wide range of ways in which they can be creative; and
- extend and enrich their vocabulary through listening, talking, watching and reading.

English language skills will be developed by:

- engaging with a wide range of texts and developing an appreciation of the richness and breadth of Scotland's literary and linguistic heritage; and
- enjoy exploring and discussing word patterns and text structures.

French is taught from Primary 1 to Primary 7 (L2).

In addition to this, Spanish is also taught in P5 & P6 (L3) and Italian is taught in P7 (L3).

Maths and Numeracy

Mathematics is important in our everyday life, allowing us to make sense of the world around us and to manage our lives. Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

The mathematics experiences and outcomes are structured within three main organisers, each of which contains a number of subdivisions:

Number, money and measure

- Estimation and rounding;
- Number and number processes;
- Multiples, factors and primes;
- Powers and roots;
- Fractions, decimal fractions and percentages;
- Money;
- Time;
- Measurement;
- Mathematics – its impact on the world, past, present and future;

- Patterns and relationships; and
- Expressions and equations.

Shape, position and movement

- Properties of 2D shapes and 3D objects; and
- Angle, symmetry and transformation.

Information handling

- Data and analysis; and
- Ideas of chance and uncertainty.

The experiences and outcomes encourage learning and teaching approaches that challenge and stimulate children and young people and promote their enjoyment of mathematics. To achieve this, teachers use a skilful mix of approaches, including:

- planned active learning which provides opportunities to observe, explore, investigate, experiment, play, discuss and reflect;
- modelling and scaffolding the development of mathematical thinking skills;
- learning collaboratively and independently;
- opportunities for discussion, communication and explanation of thinking
- developing mental agility;
- using relevant contexts and experiences, familiar to young people;
- making links across the curriculum to show how mathematical concepts are applied in a wide range of contexts, such as those provided by science and social studies;
- using technology in appropriate and effective ways;
- building on the principles of Assessment is for Learning, ensuring that young people understand the purpose and relevance of what they are learning; and
- developing problem-solving capabilities and critical thinking skills.

Social Studies

Learning in social studies will enable pupils to:

- develop their understanding of the history, heritage and culture of Scotland, and an appreciation of local and national heritage within the world;
- broaden their understanding of the world by learning about human activities and achievements in the past and present;
- develop their understanding of values, beliefs and cultures and those of others;

- develop their understanding of the principles of democracy and citizenship through experience of critical and independent thinking;
- explore and evaluate different types of sources and evidence;
- learn how to locate, explore and link periods, people and events in time and place;
- learn how to locate, explore and link features and places locally and further afield;
- engage in activities which encourage enterprising attitudes;
- develop an understanding of concepts that stimulate enterprise and influence business; and
- establish firm foundations for lifelong learning and for further specialised study and careers.

In St. Anne's this learning can take place in a variety of ways including, working with partners in the community, active learning, inter disciplinary learning and outdoor education.

Science

The sciences provide a range of different contexts for learning which draw on important aspects of everyday life and work.

Learning in the sciences enables pupils to:

- develop curiosity and understanding of the environment and their place in the living, material and physical world;
- demonstrate a secure knowledge and understanding of the big ideas and concepts of the sciences;
- develop skills for learning, life and work;
- develop the skills of scientific inquiry and investigation using practical techniques;
- develop skills in the accurate use of scientific language, formulae and equations;
- apply safety measures and take necessary actions to control risk and hazards;
- recognise the impact the sciences make on everyday life, the environment and on society;
- recognise the role of creativity and inventiveness in the development of the sciences;
- develop an understanding of the Earth's resources and the need for responsible use of them;
- express opinions and make decisions on social, moral, ethical, economic and

environmental issues based upon sound understanding;

- develop as a scientifically literate citizen with a lifelong interest in the sciences; and
- establish the foundation for more advanced learning and future careers in the sciences and the technologies.

In St. Anne's this learning can take place in a variety of ways including, working with partners in the community, active learning, inter disciplinary learning and outdoor education.

Technologies

The technologies curriculum provides a range of different contexts for learning that draw on important aspects of everyday life and work.

Learning in the technologies enables pupils to:

- develop an understanding of the role and impact of technologies in changing and influencing societies;
- contribute to building a better world by taking responsible, ethical actions to improve my life, the lives of others and the environment;
- gain the confidence and skills to embrace and use technologies;
- be capable of making reasoned choices relating to the environment, sustainable development and ethical, economic and cultural issues;
- broaden their understanding of the role that information and communications technology (digital technologies) has in Scotland and in the global community; and
- broaden their awareness of how ideas in mathematics and science are used in the wider world.

It is important to remember that as children play and learn they will develop an interest, confidence and enjoyment in digital technologies skills that can be transferred and applied in different learning contexts.

In St. Anne's this learning can take place in a variety of ways including, working with partners in the community, active learning, inter disciplinary learning and outdoor education.

Expressive Arts

Expressive Arts encourage a child's imagination and creativity and also helps to develop practical and perceptual skills. Expressive Arts include Art, Music and Drama. These are developed from P.1 - P.7 in a variety of ways and using a wide range of resources.

Art

The school has a systematic approach to the development of knowledge, skills and techniques. Pupils consider ideas such as line, texture and colour in order to develop a wider appreciation of Art. They learn to use colour and texture more effectively to create attractive displays.

Music

As they progress through the school, pupils participate in a wide range of musical activities. They acquire basic musical knowledge and skills and the planned programme includes rhythm, notation, singing and use of percussion. We have visiting music instructors teaching pupils from P6 and P7 who show potential with brass and woodwind instruments.

Drama

Role play helps children to gain confidence and to express themselves in front of others. Drama is taught in this school from P.1-P.7 using a balanced programme. Theatre groups visit the school to enhance the curriculum and to entertain the children.

Our approach to sex education

Following extensive consultation, **God's Loving Plan** was published by SCES to guide teachers on how children can be helped to develop healthy and respectful attitudes to their bodies and to relationships with families and friends. This important resource connects children's learning about who they are and how they relate to others, to their learning about God and their relationship in faith. It helps children to understand how love can be at the heart of their lives.

In using this resource, teachers are encouraged to work closely with parents and carers to ensure that young people are supported as they grow, particularly when coming to deal with the physical and emotional impact of puberty. Good communication between home and school is encouraged to ensure that the more intimate aspects of children's growth are dealt with sensitively and skillfully by parents and teachers working together.

The detailed planning framework in **God's Loving Plan** connects learning in Religious Education (RERC) to aspects of Health & Wellbeing (H&WB) taught from Primary 1 to Primary 7. This learning is organised under four **THEMES**, dealing with God as the source of all life who is delighted when we use our unique talents (including our bodies) for good, who calls us to be loving people and who guides us to make choices that are good and responsible.

Curriculum for Excellence

Curriculum for Excellence – further information for parents/carers is available on the following websites:

- Education Scotland - <https://education.gov.scot/>
- European Literacy Policy Network - <http://www.eblida.org/news/elinet.html>

- Generation Working together - <http://generationsworkingtogether.org/about/local-authority-guidelines/>
- Local Authority Websites - <http://www.cosla.gov.uk/councils>
- National Improvement Hub - <https://education.gov.scot/improvement/>
- Parentzone Scotland website - <https://education.gov.scot/parentzone/>
- Parent Club - <http://www.parentclub.scot/>

Assessment is for Learning

Assessment is an integral part of learning and teaching, helping to provide a picture of each pupil's progress and achievements and to identify next steps in learning.

Assessment supports the purposes of learning and reflect the principles of Curriculum for Excellence.

In St. Anne's, high quality classroom interactions which promote thinking and demonstrate learning and development lie at the heart of assessment as part of learning and teaching. Conversations about learning take place between teachers and pupils and among the learners themselves.

Learners receive accurate feedback about what they have learned and how much and how well they have learned it.

This helps to identify what they need to do next and who can help them build up their knowledge, understanding and skills.

A learner's progress is assessed in ways and at times appropriate to their learning needs.

Judgements about learning will be based on evidence from a broad range of sources, over time, and across a range of activities.

The approaches we use in St. Anne's are developed through Assessment is for Learning (AifL).

Learners at all stages are involved in planning and reflecting on their own learning, through formative approaches, self and peer assessment and personal learning planning.

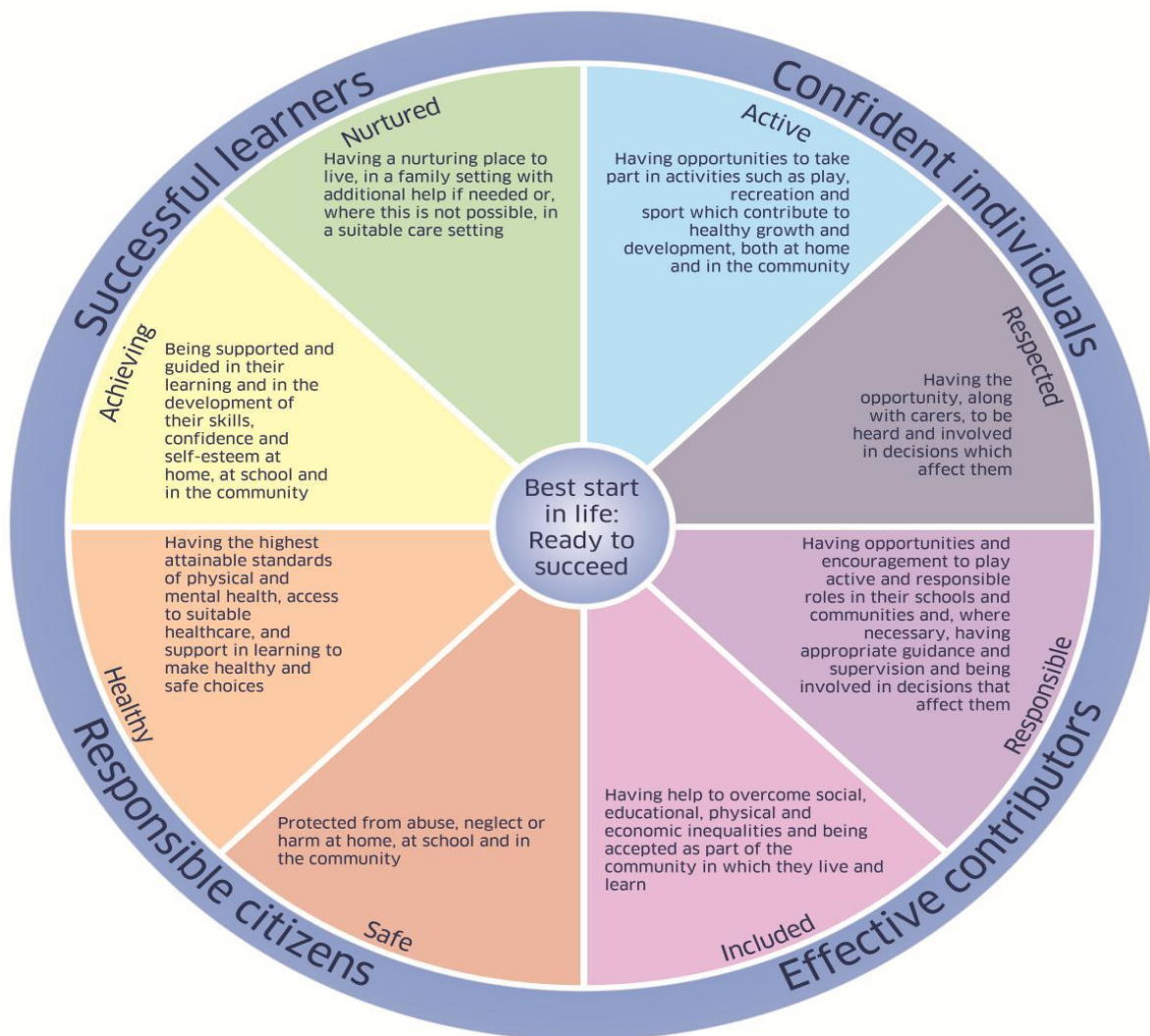
Getting it Right for Every Learner (GIRFEL)

Getting it right for every child (GIRFEL) 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/GIRFEL/wellbeing-indicators-shanarri/>

Additional Support for Learning



Renfrewshire's GIRFEL 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 Learner (GIRFEL) approach ensures that when we provide support, it is based on the level of need for each child.

For schools in Renfrewshire, the GIRFEL 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 GIRFEL 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; and
- They will have experienced a more streamlined and co-ordinated response from practitioners.

The Children and Young People Act (2014) has introduced new duties in relation to GIRFEL which will be enacted in 2016.

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

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

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

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

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

Getting it Right for Every Learner (GIRFEL)

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

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

Further information is available by contacting your school directly or by visiting the www.renfrewshire.gov.uk website.

Inclusion

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

Support

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

Universal support

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

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

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

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

Targeted support

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

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

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

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

Independent sources of information and advice nationally include -

Enquire – the Scottish advice service for additional support for learning

Telephone – 0345 123 2303

Email – info@enquire.org.uk

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

Telephone – 07955 788967

Email – resolve@childreninscotland.org.uk

Educational Psychology Service

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

EPs work with teachers, parents and support staff to help children and young people make the most of their lives and support schools, nurseries and other learning centres to improve and develop supportive healthy learning environments through approaches such as the Renfrewshire Nurturing Relationships Approach, Language and Communication-Friendly Environments, Video Interaction Guidance and Non-Violent Resistance.

Our schools have a system in place for monitoring and reviewing the progress of all our young people and we have a link educational psychologist who visits on a regular basis and is part of the extended support team.

When concerns are raised about a child or young person, the schools take action to address these concerns and may involve a link EP. Parental permission will always be obtained before we request to involve the link EP.

Health and Wellbeing Education

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

- make informed decisions in order to improve their mental, emotional, social

and physical wellbeing;

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

Health and Wellbeing in schools covers:

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

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; and
- 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.

Pupils are normally given homework at every stage in the school. Work at home is encouraged for two reasons – it increases children’s independent learning and it allows parents to work with their child. It also allows parents to see what work is being done in school.

Pupils are given work which will help reinforce skills already taught. Homework should not take more than 15 – 30 minutes to complete and children should be stopped from working if they appear to be experiencing difficulty with it. A note to this effect to the school would alert teachers to any problems. Work given includes reading, spelling, mathematics, written language work and research. It would be appreciated if parents would supervise the neatness and legibility of written homework and sign the page, to show that they have checked over the work done.

If at any time you have difficulty regarding your child’s homework, the class teacher should be informed.

St. Anne’s 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.

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
- Career education.

The themes are built around the main areas:

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

It is one of the general aims of the school to contribute towards the development of the whole person. Organised activities included outings to museums and art galleries, art displays, theatrical performances, religious events, inter-school sports competitions.

Home School Community Links

Parental Involvement

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

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

Every parent who has a child attending our school is automatically a member of the Parent Forum.

As a member of the Parent Forum, each parent can expect to:

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

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

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

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

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

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

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

Home School Links

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

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

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

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

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

Pupil Council

“Children and young people have the right to be involved in decisions that affect them and to have their gifts and talents developed fully. In St. Anne's Primary School, we provide a range of opportunities and support to help children receive these rights and to ensure that they can take responsibility for their own learning,

successes and achievements. Each child in our school is a member of a citizenship group which helps them to become responsible citizens, effective contributors, successful learners and confident individuals, contributing to our local and global community to bring about positive change and work towards all children (and adults) receiving their rights. Our Pupil Voice Groups are:

How Good is OUR School (Pupil Council) - helping children to receive their right to be involved in decisions about our school that affect them.

Laudato Si – to inspire our school community to think about and take action to improve how we look after our world and what more we can do.

Digital Schools – to inspire our school community to use digital technologies in creative and innovative ways.

Reading Schools Award – to inspire and challenge our school community to make our school a place where everyone loves reading and achieves success in reading.

Junior Road Safety Officers (JRSO) – helping our school community to plan and resource initiatives such as Road Safety Week, Walk to School Week and Health Week.

Gardening Club – to help improve the biodiversity of the school by planting and growing different plants and shrubs and also, to really enjoy God’s beautiful creation.

Children are consulted on their preference of Pupil Voice Group during September each year, with groups then running weekly between October and December, and January and April. Children are encouraged to wear their citizenship group badges daily from October onwards, and we appreciate your support in this.

Community Links

The school maintains very close links with St. Bernadette’s Church and other agencies in the community, such as the Police, Health Services and Erskine library.

School Lets

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

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

Other Useful Information

Listening to learn - complaints, comments and suggestions

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

If 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 Headteacher;
- It is helpful if you can give some details of the issue and ask for an early appointment to discuss it;
- We want to resolve complaints as quickly as possible. You will get a decision on your complaint in five working days or less, unless there are exceptional circumstances. If it is going to take longer than five working days, we will let you know;
- If you are not happy with the response to your complaint, you have the right to take it further. You can fill in a complaints form (available from the school or any council office), fill in the online form, write to us, email us at complaints@renfrewshire.gov.uk, or call us on 0300 300 0170. At this stage, we will carry out an in-depth investigation. We will acknowledge receipt of your complaint within three working days and give you a full response within twenty working days. If the investigation is going to take longer than this, we will contact you to discuss timescales;
- If you are still unhappy after the further investigation and our reply, you can take the matter up with the Scottish Public Services Ombudsman. Our reply will include the contact details; 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 school's digital newsletter, text messages, the school and council websites and Renfrewshire Council's social media channels (Facebook - renfrewshirecouncil and Twitter - @RenCouncilNews).

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

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

Important Contacts

Director of Children's Services

Julie Calder (Interim)	Renfrewshire House Cotton Street Paisley PA1 1LE	Email csdirector@renfrewshire.gov.uk Phone: 0141 618 6839
---------------------------	---	---

Homelink Service

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

Senior Home Link Workers

Email
morag.mcguire@renfrewshire.gov.uk
pamela.mckechan@renfrewshire.gov.uk
Phone: 0300 300 1415

Community Learning & Development

Community Facilities Section	OneRen 3 rd Floor Renfrewshire House Cotton Street Paisley PA1 1LE	Email comfac@renfrewshire.gov.uk Phone: 0300 300 1430
---------------------------------	--	---

Adult Learning Services	West Johnstone Shared Campus Beith Road Johnstone PA5 0BB	Email als.els@renfrewshire.gov.uk Phone: 01505 382863
----------------------------	---	--

Youth Services	West Primary School Newton Street Paisley PA1 2RL	Email youth@renfrewshire.gov.uk Phone: 0141 889 1110
----------------	--	---

Customer Service Centre

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

Websites

You may find the following websites useful.

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

GIRFEL – Getting it Right for Every Learner

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