



**Education and Leisure Services**

**St Charles' Primary School  
Rowan Street  
Paisley**



**School Handbook**

**2016 - 2017**

## Contents

Contents.....	1
Letter from the Director of Education and Leisure Services .....	5
Welcome from the head teacher .....	6
School aims.....	7
Service Pledges .....	9
Standards and expectations.....	9
We will: .....	9
Pupils will have opportunities for:.....	9
You can also expect: .....	9
How can you help? .....	9
About our school .....	11
School staff .....	11
Head Teacher .....	11
Principal Teachers .....	11
Class Teachers.....	11
School information .....	12
School contact details.....	12
Parent Council contact details .....	12
School roll.....	12
Parental involvement .....	12
Information, support and advice .....	13
School day .....	13
School dress .....	15
Induction procedures for pupils starting at the school and their parents .....	17
Class Organisation.....	17
Assessment and reporting .....	17
Tracking learners' progress .....	17
Reporting .....	17
Profiles.....	17
Summary of the School Improvement Plan.....	18

What we aim to do: .....	18
Transfer to secondary school .....	19
Nursery class of St Charles' Primary School .....	19
Nursery Class Provision .....	19
Admission to Nursery .....	20
Transfer from Nursery to Primary .....	20
Car Parking .....	20
Care and welfare .....	21
School security .....	21
Attendance and absence .....	21
Contact procedures .....	21
Attendance and absence data .....	22
Child protection .....	23
Mobile phones .....	23
Legal aspects .....	24
School meals .....	25
School transport .....	25
Pickup Points .....	26
Placing Requests .....	26
Additional support needs .....	26
Playground supervision .....	26
Pupils leaving school premises at breaks .....	26
Equalities .....	26
Medical and health care .....	27
Behaviour and discipline .....	28
Wet weather arrangements .....	28
Access to the building prior to 9am .....	28
Curriculum matters .....	29
Curriculum for Excellence .....	29
Broad General Education .....	29
The Learner's Journey .....	29
Expressive Arts .....	30
Learning in health and wellbeing .....	30
Our approach to literacy, numeracy and health and well-being .....	31

Literacy .....	31
Numeracy .....	31
Health & well-being.....	31
Our approach to relationships, sexual health.....	31
Assessment is for Learning.....	31
Additional support for learning .....	32
Educational Psychology Service .....	35
Health and Wellbeing Education .....	35
Specialist support service – teachers teaching in more than one school .....	36
Homework.....	37
Enterprise in education .....	37
Extra-curricular activities .....	38
Home school community links .....	39
Parent council .....	39
Home school links.....	41
Pupil council.....	42
Community links.....	42
School lets .....	42
Other useful information .....	43
Listening to learn - Complaints, Comments and suggestions .....	43
Data protection.....	44
Information in Emergencies .....	44
Important Contacts.....	45
Websites .....	46
Parent feedback .....	47
Tell us what you think .....	48

December 2015

Dear Parents

Each year our schools issue a copy of the handbook which outlines the current policies and practices of the council and of the school. Renfrewshire Council is committed to providing high quality services. This commitment is reflected in our council plan vision which is:

Renfrewshire Council is an organisation which is focused on achieving the following outcomes:

- Increased, sustainable investment in our economy;
- Improved health, well-being and life chances for children and families;
- Improved support to vulnerable adults;
- Reduction in the causes and impact of poverty; and
- a safer and stronger Renfrewshire,

It gives me great pleasure, as the director of children's services, to commend the school handbook to you as a source of helpful information not only on day to day matters of school procedure, but as an interesting insight into the school itself.

Yours sincerely

Peter MacLeod  
Director of Children's Services

# Welcome from the Head Teacher

Dear Parents/Carers,

Welcome to our school.

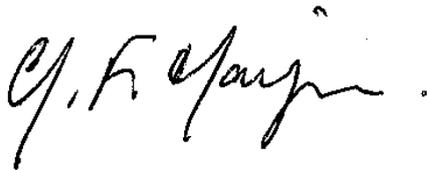
The purpose of this handbook is to provide you with useful and interesting information regarding Saint Charles' Primary School: our aims, our values and the educational opportunities on offer.

The information contained is not exhaustive therefore if any questions remain unanswered after reading the handbook please do not hesitate to contact the school to arrange a meeting.

Parents are always welcome to visit our school or speak with the Headteacher about any aspect of their child's education, as ultimately true success for children is achieved when home and school work together.

I look forward to working with parents, in genuine partnership, to support all learners in our school community.

Yours sincerely

A handwritten signature in black ink, appearing to read 'G. Hannigan', with a small flourish at the end.

Grace Hannigan

Headteacher

## School aims

At St Charles' Primary school we aim to ensure that all children are safe, happy, and confidently engaged as learners in an environment where all individuals are respected; where the message of Christ is central in all that we do; where parents and carers are highly valued as partners and where everyone is motivated and encouraged to do their very best.

Our aims are-

- To ensure that the curriculum provided meets the expectations of national and local advice in terms of structure and content and also the expectations and aspirations of parents and pupils.
- To ensure that pupil attainment is of the highest standard possible with every pupil being supported in achieving their potential as Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors.
- To ensure that learning and teaching is of the highest possible standard, facilitating the pupils in achieving their potential.
- To ensure that all pupils will be supported in their development both educationally and socially.
- To ensure that the ethos of the school is conducive to the development of the pupils and to their safety and well being.
- To provide school resources of the highest possible standard to support the efforts of staff and pupils.
- To ensure that the school's self evaluation and management processes are supportive of the efforts made by all staff, parents and pupils in working to achieve the potential of each pupil.

In St. Charles' Primary School.....

**We value GOD'S LOVE**

We will endeavour to live our lives according to the life & teachings of Jesus Christ.

We will demonstrate our faith in words & actions, through prayer & worship.

**We value INCLUSION**

We will recognise and celebrate our own uniqueness and that of others.

We will encourage everyone to develop in their own individual way.

**We value EACH OTHER**

We will listen to and appreciate the opinions and contributions of others.

We will show consideration and kindness to others, especially those in need.

**We value RESPECT**

We will treat each other, with kindness & courtesy, as we would like to be treated.

We will be mindful of the feelings of others & try to make our school a happy place for all.

We will take care of ourselves, each other, our property & surroundings.

**We value HONESTY**

We will always be truthful & accept ownership of our own words and actions.

**We value HARD WORK**

We will strive enthusiastically to do the best we can in all that we do.

We will take pride in our achievements.

**We value RESPONSIBILITY**

We will be responsible for our own actions and consider the effect of these on others.

We will actively participate in the life of our school, parish, local and wider community.

*(This statement of values was devised by children, parents & staff)*

## **Service Pledges**

### **Standards and expectations**

#### **We will:**

- offer all children and young people 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 to parental involvement in schools;
- provide regular information on school activities; and
- provide 25 hours of class contact time in each regular 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:**

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

#### **How can you help?**

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

As a parent, you can help your child by:

- making sure your child goes to school regularly;
- encouraging and supporting your child with homework;
- 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.

Throughout this handbook the term 'parent' has the meaning attributed in the Standards in Scotland's Schools Act 2000 and the Scottish Schools (Parental Involvement) Act 2006. This includes grandparents, carers or anyone else who has parental responsibility for the child.



## About our school

### School staff

**Head Teacher** Mrs Grace Hannigan  
**Depute Head Teachers** Mrs Judith Kirk, Mrs Yvonne Kinsella (Acting)  
**Principal Teachers** Mrs Jacqueline Rowley ( Acting), Mrs Angela Dolan

#### Class Teachers

Primary 1A Mrs Catherine Powrie  
Primary 1B Miss Sharon Hanlon  
Primary 1C Mrs Jacqueline Rowley  
Primary 2A Mrs Courtney West/ Mrs Michelle Ward  
Primary 2B Miss Katie Leck  
Primary 3A Mrs Laura Armstrong  
Primary 3B Mrs Angela Dolan  
Primary 4A Miss Jemma Weir  
Primary 4B Mrs Pauline Kelly  
Primary 5A Mrs Karen Bonar  
Primary 5B Mrs Maureen Black  
Primary 6A Mrs Angela McWilliams  
Primary 6B Mrs Suzanne Stevenson  
Primary 7A Miss Siobhan Kelly  
Primary 7B Mrs Louise Robinson  
Mrs Lynne Flanagan and Mrs Reba Lawrie

**Senior Nursery Officer** Miss Shameela Tariq

#### Nursery Officers

Mrs Debbie Brown, Mrs Micheline Caldwell, Mrs Irene Downie, Mrs Kathleen Ferguson, Mrs Eileen Rorrison, Miss Julie McFarlane, Mrs Nicola Cavanagh, Miss Rachael Daly.

#### Business Support

Mrs Jill Hayes

#### Senior Clerical Assistant

Ms Carol-Anne Kerr

#### Clerical Assistants

Mrs Kathleen Collins & Mrs Carol Howe.

#### Support Staff

Mrs Bryce, Mrs Winters, Mrs Dineen, Mrs Law & Mrs Girvan.

**Visting Specialists**

Mrs Hazel Douglas                      EAL Support  
Mrs Pamela Higton                      LAC Teacher  
Ms Helen Orr                              (1 day/week) Home School Worker  
Mr Michael Howie    (1/2 day/week) Instrumental Tuition - Brass

**Janitor**

Mr Brian Wilson

**Catering Manager**

Mrs Esther Reid

**School information**

**School contact details**

- phone number: 0141 884 4660 (4lines)
- email address: stcharlesenquiries@renfrewshire.gov.uk
- write to or visit us at: Rowan Street, Paisley , PA2 6RU
- website: [www.st-charles.renfrewshire.sch.uk](http://www.st-charles.renfrewshire.sch.uk)

**Parent Council contact details**

Please contact Parent Council via the school.

**School roll**

Current school roll is 383

**Parental involvement**

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

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

## Information, support and advice

### School day

Opening	9.00am	
Interval	10.40am – 10.55am	
Lunch	12.35pm – 1.20pm	
Dismissal	Primary 1 – 2	2.55pm
	Primary 3 – 7	3.00pm

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



# School Handbook 2016-17

Renfrewshire Council			Amended March 2015
			2 in-service days on return in August
			1 Day St Andrews Day
<b>Proposed School Holiday Arrangements</b>			Finish 20 December 2016
			2 Day February Break
<b>2016/2017</b>			Finish 28 June 2017
			Inservice days before holidays
Term	Break	Dates of Attendance	
First		In-Service Day	Thursday 11 August 2016 (IS)
		In-Service Day	Friday 12 August 2016 (IS)
		Schools Re-Open	Monday 15 August 2016
	Local Holiday/Closed	Schools Closed	Friday 23 September 2016
		Schools Re-Open	Tuesday 27 September 2016
	Mid Term	In-Service Day	Friday 14 October 2016 (IS)
		Schools Closed	Monday 17 October 2016
		Schools Re-Open	Monday 24 October 2016
	St Andrew's Day	Schools Closed	Wednesday 30 November 2016
		Schools Re-open	Thursday 1 December 2016
	Christmas	Schools Closed	Wednesday 21 December 2016
Second		Schools Re-Open	Thursday 5 January 2017
	Mid-Term	In-Service Day	Friday 10 February 2017 (IS)
		Schools Closed	Monday 13 February 2017
		Schools Re-Open	Wednesday 15 February 2017
	Spring	Last day of session	Friday 31 March 2017
		Schools Closed	Monday 3 April 2017
		Schools Re-Open	Tuesday 18 April 2017
Third	May Day	Schools Closed	Monday 1 May 2017
		Schools Re-Open	Tuesday 2 May 2017
	Local Holiday/Closed	In-Service Day	Thursday 25 May 2017 (IS)
		Schools Closed	Friday 26 May 2017
		Schools Re-Open	Tuesday 30 May 2017
		Last day of session	Wednesday 28 June 2017
		Schools Closed	Thursday 29 June 2017
<b>Teachers Return -</b>	<b>Friday 11 August 2017</b>		
<b>(IS) - In-Service Day</b>			
<b>In-Service Days</b>	<b>(Only Staff Attend on these days - No Pupils)</b>		
	<b>Thursday</b>	<b>11/08/16</b>	
	<b>Friday</b>	<b>12/08/16</b>	
	<b>Friday</b>	<b>14/10/16</b>	
	<b>Friday</b>	<b>10/02/17</b>	
	<b>Thursday</b>	<b>25/05/17</b>	

## School dress

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.

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.

In St. Charles' Primary School parents are asked to provide their children with the following items of school uniform.

Grey trousers/skirt, white shirt, school tie, grey pullover/sweatshirt/cardigan, black blazer with badge.

## Summer Uniform

During the months between the beginning of May and the end of August, parents may dress their children in the summer uniform. This is entirely optional and will depend very much on warm weather. The summer uniform is:  
Grey shorts, grey polo shirt, blue gingham dress.

## P.E. Uniform

Children should wear black shorts, grey polo-shirt/tee-shirt and sandshoes or training shoes during Physical Education lessons.

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 swimming lessons.

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

Grants for footwear and clothing for children are available to parents receiving:

- income support;
- job seekers allowance (income based);
- employment and support allowance (income based);
- incapacity or severe disablement allowance;
- state pension credit;
- child tax credit;
- support under part VI of the Immigration and Asylum Act 1999; or
- universal credit.

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: [www.renfrewshire.gov.uk](http://www.renfrewshire.gov.uk).

Please help the school and the education authority by making sure that pupils do not bring valuable or expensive items of clothing to school. Parents are asked to assist in this area by ensuring that valuable items and unnecessarily expensive items of clothing are not brought to school. In this regard, it should be noted that the school/local authority does not carry insurance to cover the loss of such items, and any claims submitted are likely to be met only where the school/local authority can be shown to have been negligent.

### **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 January 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 this procedure 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 0170, 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 at the school and their parents**

Arrangements for meetings with parents and induction days for pupils will be notified during the spring or summer terms. These meetings traditionally take place in May/June each year.

## **Class Organisation**

St. Charles' Primary school is a co-educational school, catering for both boys and girls. The school meets the needs of the Roman Catholic community of the south end of Paisley and the Hawkhead Estate. The Head Teacher organises classes and these are subject to annual review.

Class structures are determined by the number of pupils at each stage. Maximum class sizes are as follows

- Primaries 1 & 2- 25 pupils
- Primary 3 - 30 pupils
- Primary 4-7 – 33 pupils

St. Charles' Primary School has an established tradition of composite classes. The maximum number of pupils in 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.

### **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**

Renfrewshire's Council Plan and Community Plan sets out a vision for Renfrewshire, identifying the challenges and opportunities and provides a framework for improving outcomes for the citizens of Renfrewshire.

From this, Children's Services has developed an action plan setting out how it intends to achieve the outcomes identified in the Council and Community Plan.

As part of Children's Services, St. Charles' Primary School & Nursery Class has developed a school improvement plan which provides a framework for how we intend to continue our work towards achieving better outcomes for those associated with our school community.

In both the national and local context, curriculum for excellence, getting it right for every child and closing the poverty attainment gap are the focus for education and responding to these priorities will be a central aspect for St. Charles' Primary School & Nursery Class since they are central to preparing and supporting children and young people for the future.

Our plan is also informed by the information gathered through the school's own self-evaluation procedures which includes the monitoring of learners' experiences, classroom practice and analysis of attainment data by promoted staff.

The priorities in our plan demonstrate how we will improve our school and work towards ensuring the highest quality experiences for our children.

Progress of the priorities detailed in the plan are carefully and continually monitored by the school's senior management team.

Each year we have a number of main priorities in our plan and various key tasks within each of these priorities.

#### **What we aim to do:**

- Continue to implement GIRFEC policy
- Ensure the school is compliant with specific & general duties of the Equality 2010 Act
- Further develop literacy through the introduction of reciprocal reading approaches across the school

- Enhance curricular transitions within & across levels focussing on science
- Improve assessment processes & procedures
- Further develop opportunities for pupil voice through the role of committees
- Undertake a review of curriculum rationale
- Review procedures for reporting pupil progress

## **Transfer to secondary school**

Pupils normally transfer to secondary school between the ages of eleven and twelve years, so that they will have the opportunity to complete at least 4 years of secondary education. Parents will be informed of the arrangements no later than December of the year 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 this procedure 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 Charles' Primary School is an associated primary school of St Andrew's Academy.

Head teacher: Kevin Henry. Telephone: 0141 887 5201.

## **Nursery class of St Charles' Primary School**

### **Nursery Class Provision**

The school's nursery class provides 50 full-time equivalent places for children aged 3 - 5 years as well as 10 full-time equivalent places for children aged 2-3 years.

Children are eligible for entry to the nursery class from the month after their third birthday for birthdays between September and February. Children with birthdays between March and August will be eligible for entry to the nursery class in August. Application forms for a nursery place are available from the school office and should be returned there on completion. Parents may register an application for their child from the age of 2 years.

Children aged 2 to 3 years will be eligible if:

- they have been looked after at any time since their 2<sup>nd</sup> birthday, been subject of a kinship care order or have an appointed guardian. Parents will be informed of entry following allocation of the nursery admissions panel.
- they are living in households which qualify for certain identified benefits and will become eligible from the term after their 2<sup>nd</sup> birthday

### **Admission to Nursery**

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

All applications are discussed at a central admissions 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.

In some circumstances children awarded a priority ranking within the early years admissions policy may start once they become 2 years of age.

### **Transfer from Nursery to Primary**

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

Your child will be supported in the transition from nursery to primary school. This will include processes such as sharing of information on your child through the transfer of information document, joint curricular experiences with the primary school, and visits to the primary.

### **Car Parking**

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, to make sure children 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. Most do this by sending their child to school regularly. Attendance is recorded twice a day, morning and afternoon.

Absence from school is recorded as authorised, when it is approved by the education authority, or as unauthorised, when the absence is unexplained.

## 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.

Please make every effort to avoid family holidays during term time as this disrupts the child's education and reduces learning time. The head teacher can approve absence from school for a family holiday in certain extreme situations, for example, in traumatic domestic circumstances where the holiday would improve the cohesion and wellbeing of the family. Please discuss your plans with the head teacher before the holiday. If the head teacher does not give permission before the holiday, it will be

recorded as unauthorised absence. The head teacher may also exercise discretion when a parent can prove that work commitments make a family holiday impossible during school holiday times. Normally, your employer will need to provide evidence of your work commitments. Absence approved by the head teacher on this basis is regarded as authorised absence.

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

A supportive approach is taken to unexplained absence. However the education authority has legal powers to write to, interview, or 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

St. Charles' Primary School has a written policy on tackling bullying. Parents should note that concerns regarding bullying should be reported to the Head Teacher or a senior member of staff in keeping with the monitoring procedures outlined in the policy. Bullying is an unacceptable form of behaviour through which an individual or groups of individuals feel threatened, abused, or undermined by another individual. Bullying is behaviour which can be defined as a repeated attack of a physical, psychological, social or verbal nature by those who are able to exert influence over others.

"Tackling Bullying in Renfrewshire" is the authority's policy on 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 anti-bullying policy by asking the school office for a copy of the document or by accessing the policy online at [www.renfrewshire.gov.uk](http://www.renfrewshire.gov.uk).

## 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 are in place to make sure that all council staff are alert to the welfare of children. Our staff work closely with other agencies to protect children and keep them safe. All school staff receive training each year and must report any concerns they have about the welfare of children. In every situation, the welfare of the child overrides other considerations.

## 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 will 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 will be deleted on

their return.

- Childrens Services expects that schools will, through normal collegiate procedures, develop or review existing policies on the use of mobiles phones that take account of the views of all staff, parents and pupils.
- Schools should ensure that pupils, parents and staff are aware that should a pupil breach the policy 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.
- An increasing range and variety of mobile phones possess the ability to access the Internet and to use Bluetooth technology to communicate. These technologies provide unparalleled sophistication and complexity which can provide access to a wealth of online resources and possibilities. Pupils and parents should be aware that this also leaves pupils open to dangers such as Cyberbullying, grooming and access to inappropriate material. Reference should be made to Renfrewshire's anti-bullying policy for further guidance in this area.
- 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 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, 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. In St Charles' Primary School any child bringing a mobile phone to school is asked to hand it into the class teacher at the beginning of each day to ensure it is not used inappropriately by the owner and/or anyone else. Mobile phones can be collected from the class teacher just before dismissal time each day.

## School meals

Children of parents receiving income support or income based job seekers allowance and in some cases child tax credit, 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: [www.renfrewshire.gov.uk](http://www.renfrewshire.gov.uk)

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

All schools in Renfrewshire offer a nutritionally balanced, healthy meal for your child each school day. Many studies have shown a strong link between a healthy diet and concentration.

The Renfrewshire Council school meals website provides details of these daily choices. The website also offers delicious recipes of some of the pupil's favourites, and provides information on upcoming events and theme days.

**From January 2015, children in Primary 1 to 3 across Renfrewshire have the option of receiving a FREE school meal every day. Parents do not have to do anything to claim this; pupils in the appropriate age group will have automatic entitlement.**

## 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 [www.renfrewshire.gov.uk](http://www.renfrewshire.gov.uk). These forms should be completed and returned before the end of February for those pupils beginning school in August to allow the 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 on transport provided by the education authority, where spare places are available, at no additional cost to the authority.

### **Pickup 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 pickup point on time and behaves in a safe and acceptable manner while boarding, travelling in and leaving the vehicle. Children who misbehave can lose their right to home to school transport.

### **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.

### **Additional support needs**

Renfrewshire Council may provide home to school transport for children assessed to attend any school because of their additional support needs. If transport is required an appropriate vehicle to meet the child's need will be provided.

### **Playground supervision**

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

### **Pupils leaving school premises at breaks**

Schools have a duty to look after the welfare of their pupils. This means that the staff should take the same care of pupils as a sensible parent would take, and includes taking reasonable care of pupils' safety during intervals and lunchtimes..

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

### **Equalities**

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

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

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

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

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

## **Medical and health care**

Medical inspections 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. The head teacher will assume that your child will attend all inspections unless told otherwise. Parents are told about any recommended action or treatment. All examinations are carried out by Greater Glasgow and Clyde Health Board staff.

Parents should notify the school of any medical requirements or allergies that their child may have. If medication is required it is better if this can be provided outwith school hours. In cases where it is necessary to take medication during the school day, parents should contact the school to make appropriate arrangements. Staff are not obliged to administer medicine to pupils.

Minor accidents are dealt with by the school. 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 basic first aid and contact parents or carers. So 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.

## **Behaviour and discipline**

A wide range of activities and educational experiences which include outings, visiting theatre groups and extra-curricular activities are undertaken to stimulate pupils and make school a place in which the children will be happy and want to attend.

Teachers actively encourage positive behaviour and seek every opportunity to praise and reward pupils.

In St Charles' Primary School a wide variety of strategies are employed in this respect, however, the whole school emphasises the role of 'Golden Time' as a means of encouraging positive behaviour. Pupils have an entitlement to Golden Time once/week and this may be lost if their behaviour is not of a high enough standard.

Parents would be informed if this is happening on a regular basis.

The relationship between pupil and teacher is similar to that between child and his or her own parents, requiring mutual consideration on both sides. Minor acts of indiscipline are therefore dealt with by the class teacher in relation to Golden Time.

Where a child is repeatedly disruptive in class, the teacher will give the child a warning and record the relevant information. After three such warnings in any one month the teacher will refer him/her to the appropriate senior member of staff. While a variety of sanctions may be used to encourage children to improve their behaviour, we may detain pupils during some of their break times rather than invoke a more serious sanction.

Serious mis-demeanours will always be referred to the Senior Management Team.

The school rules are intended to ensure the well being and safety of the children, and, to foster attitudes of respect, care and concern for others, and, their property.

## **Wet weather arrangements**

### **Access to the building prior to 9am**

Our P1-3 children can come into school every morning from 8.45 as part of our relaxed entry procedures.

On days of inclement weather we would hope to allow all pupils into the building from this time too however this would depend on staffing available.

During the school day we would keep children inside the building only if the weather is particularly inclement at breaktimes.

Please ensure your child attends school each day with appropriate outdoor clothing and footwear to be comfortable & safe playing outside.

## Curriculum matters

### Curriculum for Excellence

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

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

#### Broad General Education

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

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

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

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

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

#### The Learner's Journey

##### Languages

Knowing other languages and understanding other cultures is a 21st century skill set for students as they prepare to live and work in a global society

##### Mathematics

Mathematics equips our learners with the skills they need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

### **Expressive Arts**

The inspiration and power of the arts play a vital role in enabling our children and young people to enhance their creative talent and develop their artistic skills.

### **Sciences**

Science and its practical application in healthcare and industry is central to our economic future, for our health and wellbeing as individuals and as a society.

### **Technologies**

Technologies form a central part of Scotland's heritage, identity and future. Their importance cannot be overstated whether as an economic necessity, a social influence or a vital educational experience

### **Social Studies**

Through social studies, children and young people develop their understanding of the world by learning about other people, societies, their beliefs and values.

### **Health & well-being**

Learning in health and wellbeing ensures that children and young people develop the knowledge, understanding and skills which they need now and in the future.

### **Religious Education**

Religious education includes learning about Christianity and other world religions, and supports the development of beliefs and values. In St Charles' Primary School the curriculum we offer will build on the openness of Roman Catholic schools to other young people regardless of denominations and faiths.

### **Religious Observance**

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

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

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

### **Literacy**

Literacy across learning is one of the three areas which are the responsibility of all staff.

All practitioners are in a position to make important contributions to developing and reinforcing young people's literacy skills. Most learning opportunities provided in educational settings allow for literacy skills to be applied, practised and developed.

### **Numeracy**

Numeracy across learning is another area which is the responsibility of all staff.

It provides opportunities for essential analytic, problem solving and decision making skills to be applied across all aspects of the curriculum.

### **Health & well-being**

Some aspects of the health and wellbeing framework are the responsibility of all adults, working together to support the learning and development of children and young people.

## **Our approach to relationships, sexual health**

From P1 to P7 all pupils are taught sex education through "God's Loving Plan" materials approved by the Catholic Church. These materials are available to be viewed at any time by parents and annually an evening presentation is delivered to P6 & P7 parents.

## **Assessment is for Learning**

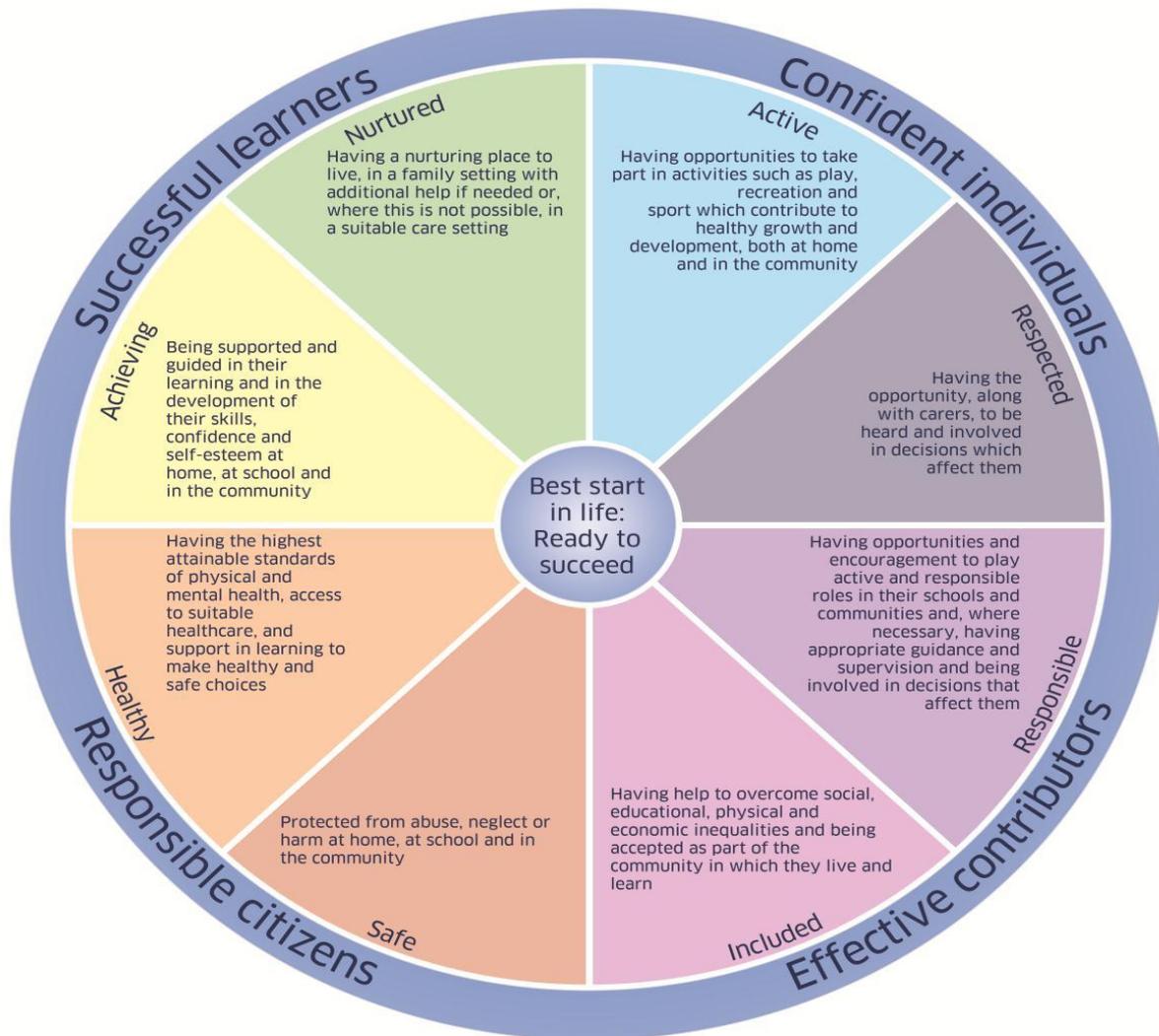
Assessment, as it relates to current curricular guidance, enables teachers to determine each child's progress and to inform the next steps in learning appropriate to the individual. It is also used to profile each child as a learner. This information is communicated to parents / guardians at various times throughout the year.



## **Additional support for learning Getting it Right for Children and Young People in Renfrewshire**

We want all our children and young people to be fully supported as they grow and develop. There are 8 areas of wellbeing which they need to progress to do well now and in the future.

Children's well-being 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 well-being (SHANARRI) which are set within the 'four capacities' which are at the heart of the Curriculum for excellence.



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

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

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

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

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

The Children and Young People Act ( 2014) has introduced new duties in relation to GIRFEC which will be enacted in 2016. More information will be provided about this in due course.

### **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 GIRFEC 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](http://www.renfrewshire.gov.uk) website.

Independent sources of information and advice nationally include -

[Enquire](#) – the Scottish advice service for additional support for learning

Telephone – 0845 123 2303

Email – [info@enquire.org.uk](mailto:info@enquire.org.uk)

[Scottish Independent Advocacy Alliance Ltd](#) - a national organisation which promotes and supports advocacy

Telephone – 0131 260 5380

Email – [enquiry@siaa.org.uk](mailto:enquiry@siaa.org.uk)

## **Educational Psychology Service**

Educational psychologists provide a specialist service to schools and pre five establishments. They work in collaboration with teachers, parents and other professionals to help children and young people make the most of their lives, particularly in educational settings.

This school has a system in place for monitoring and reviewing the progress of all children. As part of this system, we have a named educational psychologist who visits the school on a regular basis and who is part of the school's extended support team.

When concerns arise about a particular pupil, the school plans action to address these concerns. Parents are kept informed throughout this process. When those working with your child would like the help of the educational psychologist, they will discuss this with you and arrange a meeting involving the psychologist.

Through this process the educational psychologist can contribute to the ongoing assessment of your child, where appropriate.

## **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 mental, emotional, social and physical wellbeing now and in the future. Learning through health and wellbeing enables children and young people to:

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

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

Health and Wellbeing in schools covers:

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

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

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

The specialist support service makes provision for children and young people who have a range of additional support needs. The service comprises of teachers who work in the pre-5, special, primary and secondary sectors. Staff in the service work in partnership with staff in the 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;
- bilingual learners who are at early stages of learning spoken English;
- looked after and accommodated children and young people who are experiencing difficulties in school;
- children at early stages of primary school who have a developmental coordination disorder along with attention difficulties;
- young people who attend the extended new directions provision; and

- pre-5 children who have been identified as having significant support needs.

## **Homework**

Homework is an integral part of learning and teaching. It provides the opportunity for the development of self reliance, self discipline, self confidence and participation in taking responsibility for learning by your child. It also strengthens the link between home and school in providing an opportunity for 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.

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

Pupils will be issued homework to be completed Monday to Thursday each week. No homework is issued at weekends or holiday periods. Tasks set should take between ten minutes and thirty minutes to complete depending on a child's age. Homework tasks will be simple enough for a child to undertake without parental assistance. Homework is mainly given as a discipline so that children at the later stages of education are able to settle down to homework unsupervised and unaided. It is assumed all children will complete homework set. Should a parent not wish their child to be given homework they should inform the school, in writing, of this fact.

## **Enterprise in education**

Enterprise in education is an excellent strategy to develop the enterprise and employability skills of our young people.

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

The four main areas of enterprise in education are:

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

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

- Supporting the development of skills for life, skills for work;
- Engaging employers;
- 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 could include:

- Links and partnerships with businesses, colleges , 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 of extreme importance that school life is not viewed as only a narrow set of academic subjects, and for this reason, we encourage the children as far as possible to take up extra-curricular activities during and outwith the school day.

A wide variety of activities are on offer including cookery,drama, football, netball, fitness clubs etc. There are school teams for, basketball and netball and the teams are involved in competitive games.

Pupils also attend film or stage productions which are suitable for their age group. Whenever possible, visiting drama groups are brought to the school. The children themselves give concert and displays to which parents are invited.

Primary 6 & 7 pupils have the opportunity to take part in an annual residential trip and pupils of other stages are taken on educational outings to places of interest connected with their class work throughout the year e.g. Transport Museum , Kelvingrove Art Galleries, Botanic Gardens, David Livingston Centre and various Glasgow Museums.



The above activities would be impossible to organise without the willingness of staff to give of their own time and the active participation of parents. You are invited to assist us and your children whenever possible. However, it must be noted that only adults who have an up to date PVG (Protecting Vulnerable Groups) check carried out may get involved in school related activities. Normally voluntary involvement with the life of the school comes through the Parent Council and PVG checks are carried out via them where this is the case. The school's Business Support Officer carries out the administration of these checks on behalf of the Parent Council. Where we are unable to provide appropriate adult cover some activities may not be able to take place.

## Home school community links

### Parent council

By law schools have a duty to promote parents' involvement in children's education. Parents are welcomed 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 children's schools.

Every parent who has a child at our school is a member of the Parent Forum. The parent council is a group of parents chosen to represent the parent forum. As a member of the Parent Forum, each parent can expect to:

- receive information about the school and its activities;
- hear about what partnership with parents means in our school;

- be invited to be involved in ways and times that suit you;
- identify issues you want the parent council, to work on with the school;
- be asked your opinion by the parent council on issues relating to the school and the education it provides;
- work in partnership with staff; and
- enjoy taking part in the life of the school in whatever way possible.

The type of things the parent council may get involved in include:

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

For more information on parental involvement or to find out about parents as partners in their children's learning, please contact the school or visit the Parentzone website at [www.parentzonescotland.gov.uk](http://www.parentzonescotland.gov.uk).

Our school has a very active Parent Council which represents the views of the wider parental community. Open meetings are held every month and all parents are invited and welcome to attend. The Parent Council is a group of parents, selected by the members of the Parent Forum, to represent all the parents of children at our school. Parent Councils are very flexible groups and the Parent Forum decides on the type of group it wants to represent their views. The Parent Council is involved in many fund raising activities, as well as being involved in the daily life of the school – e.g. Outings, presentations & hospitalities at meetings etc.

**Parental Representation**

<b>Elected Parent Members</b>	<b>Elected Staff Member</b>	<b>Others</b>
Mrs Bernice McDonald – Chair	Mrs Pauline Kelly	Mrs Grace Hannigan - Advisor
Mrs Anji McAleer – Chair (Fundraising)	Mrs Maureen Black	
Mrs Michelle McIlwaine– Treasurer		
Frances Donnachie - Secretary		

**Home school links**

The Home Link Service is one of the services working to support children and families in Renfrewshire. They are a multi disciplinary team based in different areas across Renfrewshire and appointed in teams linked to the school clusters in each area.

The main aim of the service is to increase the educational attainment of young people by developing links between home and school thus ensuring that pupils identified through the school’s Extended Support Framework as facing issues at home, or in school, which are proving to be barriers to learning are offered additional support.

Support offered to pupils can be given individually or in a group setting. Parents are kept fully involved and initially a home visit will be offered to discuss the referral, and thereafter progress will be reviewed and evaluated on a regular basis keeping parents and pupils fully informed.

Support is also offered to pupils having been identified as being anxious at times of change. Moving from pre 5 to primary, primary to secondary school and from secondary to further education or employment. As this can be a stressful time to both pupils and parents we can work with you and your child’s school to ensure a smooth transition, and help them learn how to cope with change.

The Home Link service is a non statutory service and staff work in partnership with parents and school staff. They also work in partnership with other agencies including Counselling and support services, Health, Social Work and Community Learning and Development and other identified local voluntary and government agencies.

## **Pupil council**

The school has a very active Pupil Council which represents the views of all pupils, including nursery children, to the school. The council meets on a regular basis, and not only discusses issues of concerns raised at individual class levels but takes a view on matters which they feel are relevant to the pupils out with the immediate school environment e.g. environmental issues, fund raising priorities for each session. Members are elected to represent their class or an infant class and meet regularly with their peers to ensure issues are presented and discussed at meetings.

It is hoped that through giving the children a share in this responsibility they will develop a degree of independence and maturity which will be of importance to them as individual members of society, whether within school or in the wider community.

The work of the Pupil Council is enhanced by range of pupil committees established to maximise pupil voice in our school. Each year all children choose a committee and are involved in the related work for an academic year. Some examples of committees established are- Fairtrade, Fundraising, Animal welfare, Travel Group, International Education and Social Skills Promotion. Children share their work and learning in these groups during school assemblies and planned events.

## **Community links**

### **School lets**

To apply to use school facilities contact the Community Facilities Section at St. Catherine's Primary School. 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, therefore, 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 arising from making a complaint and we will deal with the issue as confidentially as possible. 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 take note of in relation to making a complaint:

- It is helpful if complaints are made initially to the Headteacher. This makes sure that the school knows what is going on and has an opportunity to respond and resolve the issue.
- It is helpful if you can give some details of the issue and ask for an early appointment to discuss it.
- We will try to respond as quickly as possible, but often issues are complex and we need time to investigate.
- If you are still unhappy with the service or with our response then you will have the right to take up the matter further. You can put your complaint in writing or fill in a complaint form, available in the school or any council office. We can help if you have difficulty with this. Completed forms should be sent to: Renfrewshire Council, Children's Services, Renfrewshire House, Cotton Street, Paisley PA1 1TZ. Telephone 0300 300 3000.
- If you are still unhappy after the further investigation and reply you can take the matter up with the Scottish Public Services Ombudsman, our reply will include the contact details.
- You should also note that you have the right to raise unresolved concerns with your local councillor, MSP or MP.

## **Data protection**

Information on pupils, parents and guardians is stored on a computer system and may be used for teaching, registration, assessment and other administrative purposes. The information is protected by the Data Protection Act 1998 and may only be disclosed in accordance with the law. For more information please contact the school.

## **Information in Emergencies**

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, temporary interruption to transport, power failures or difficulties of fuel supply. In such cases, we will do all we can to let you know about the details of closure or reopening. We will keep in touch using letters, e-mail and text messaging, and on the school and council's websites, announcements in the press and on local radio.

To help us keep you informed it is important that you make sure we have the most up to date emergency contact information for your family.

## Important Contacts

---

### Director of Children's Services

Peter MacLeod	Renfrewshire House Cotton Street Paisley PA1 1LE	Email <a href="mailto:schools.els@renfrewshire.gov.uk">schools.els@renfrewshire.gov.uk</a> Phone: 0141 618 6829 Fax: 0141 842 5655
---------------	---	---

---

### Homelink Service Staff

Paisley/ Renfrew & Erskine Team	St Fergus Primary School Blackstoun Road Paisley PA3 1NB	Email <a href="mailto:morag.mcguire@renfrewshire.gov.uk">morag.mcguire@renfrewshire.gov.uk</a> Phone: 0141 848 1344 Fax: 0141 848 6650
---------------------------------	---	---

---

### Community Learning & Development

Community Facilities Section	Johnstone Town Hall Ludovic Square Johnstone PA5 8EE	Email <a href="mailto:comfac.els@renfrewshire.gov.uk">comfac.els@renfrewshire.gov.uk</a> Phone: 0300 300 1210
------------------------------	---	---

Adult Learning Services	Johnstone West Campus Beith Road Johnstone PA5 0BB	Email <a href="mailto:als.els@renfrewshire.gov.uk">als.els@renfrewshire.gov.uk</a> Phone: 01505 382863
-------------------------	---	--

Youth Services	West Primary School Newton Street Paisley PA1 2RL	Email <a href="mailto:youthservices.els@renfrewshire.gov.uk">youthservices.els@renfrewshire.gov.uk</a> Phone: 0141 889 1110 Fax: 0141 840 5353
----------------	--	---

---

### Registration Area Offices

Paisley Area	Paisley Registry Office 1 Cotton Street Paisley PA1 1BU	Email <a href="mailto:registrar.cs@renfrewshire.gov.uk">registrar.cs@renfrewshire.gov.uk</a> Phone: 0141 840 3388 Fax: 0141 840 3377
--------------	--	---

Johnstone Area	Johnstone Registry Office 16/18 McDowall Street Johnstone PA5 8OL	Email <a href="mailto:registrar.cs@renfrewshire.gov.uk">registrar.cs@renfrewshire.gov.uk</a> Phone: 01505 320012 Fax: 01505 331771
----------------	--	---

---

### Websites

You may find the following websites useful.

- [www.parentszonescotland.gov.uk](http://www.parentszonescotland.gov.uk) - parents can find out about everything from school term dates to exam results. This site also offers information for pre-5 and post school. It also lists relevant publications for parents and provides hyper-links to other useful organisations.
- [www.hmie.gov.uk](http://www.hmie.gov.uk) - parents can access school and local authority inspection reports and find out more about the work of Education Scotland.
- [www.scottishschoolsonline.gov.uk](http://www.scottishschoolsonline.gov.uk) - 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.
- [www.renfrewshire.gov.uk](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
- <http://www.ltscotland.org.uk/> - 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**

CFE - Curriculum for Excellence

ASN – Additional Support Needs

BGE – Broad General Education

EMA – Education Maintenance Allowance

DDA – Disability Discrimination Act

EHRC – Equality Human Rights Commission

IA – Impact Assessment

SIP – Service Improvement Plan

ASL – Additional Support for Learning

LTS – Learning and Teaching Scotland

SQA – Scottish Qualifications Authority

FOI – Freedom of Information

HGIOS/AifL – How Good is our School/Assessment is for Learning

S1 – 1<sup>st</sup> year of secondary school

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

CLAD – Community Learning and Development

RLL – Renfrewshire Leisure Ltd

GIRFEC – Getting it Right for Every Child

Although this information is correct at time of printing in December 2015, there could be changes affecting any of the contents before or during the course, of the school year or in future school years.

## **Parent feedback**

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

## Tell us what you think

Your feedback will help us to improve our handbook.

Did you find the

Please tick

1. handbook useful?

Yes  No

2. information you expected?

Yes  No

3. 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:

**Gayle Fitzpatrick**

Management Information Officer

Renfrewshire Council

Children's Services

Renfrewshire House

Cotton Street

Paisley

PA1 1LE

email address: [gayle.fitzpatrick@renfrewshire.gcsx.gov.uk](mailto:gayle.fitzpatrick@renfrewshire.gcsx.gov.uk)