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Welcome from the Head Teacher

Dear Parents/ Carers,

Welcome to St David's Primary school. We are a small school who serve the West Johnstone area in Renfrewshire. We are situated in West Johnstone Shared Campus which we share with our friends in Cochrane Castle Primary School, West Johnstone Early Learning and Childcare Centre and the Adult Literacies Service.

We are very proud of our school and the community in which we serve. It is with great pride that I introduce your school handbook. It provides a practical guide to our school, the curriculum we teach and our role in the wider community. I am sure you will find the information, helpful and informative.

The staff of Saint David's recognise parents as the first educators of children, and as such, we share with you a common goal in wanting your child to be happy and enjoy being a valued member of the school community. We will support you by delivering education of the highest quality to all our learners.

We strive to ensure each child has the opportunities to reach their full potential. We achieve this by providing a broad range of learning experiences in the classroom setting and beyond. In Saint David's we provide a secure, happy, working environment where your child's efforts are valued and where talent and interests are developed. We also promote positive behaviour, confidence and self-esteem. We achieve this through an ethos of mutual respect, fairness and consistency.

We work very closely with our partners from St Margaret's Parish, Families First, Active Schools and Home Link. We also have excellent relationships with our cluster primary schools and associated secondary school, St Benedict's High School. Together we will equip your child with the skills and abilities for life in the future.

Our school website is an excellent source of information about our school community and also where to find the most up to date information. Please visit us at:

<https://blogs.glowscotland.org.uk/re/stdavids/>

As always, our biggest priority is the health and safety of our pupils and staff and we have had to put a lot of measures in place to protect that, in line with national guidance. The link below will provide up-to-date information for you, and hopefully answer as many of your questions as possible:

<http://www.renfrewshire.gov.uk/coronavirus-schools>

Yours sincerely



Service Pledges

Standards and expectations

We will:

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

Pupils will have opportunities for:

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

You can also expect us to:

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

How can you help?

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

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

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

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

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

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

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

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

About Our School

School staff

<i>Mrs Linda Berry</i>	Head Teacher
<i>Miss Joanne Munro</i>	Principal Teacher

Teachers

Miss Emma Crawford
Mrs Diane Foy
Mrs Laura Granger
Mr Michael Kerr
Mrs Stephanie Mackenzie
Mrs Carine McCann
Mrs Laura McFaite
Mrs Stephanie McLeish

Support Staff

<i>Mrs Marion Fletcher</i>	Classroom Assistant
<i>Mrs Carole Anne Lamont</i>	Classroom Assistant
<i>Mrs Janette Wilson</i>	ASNA (Part Time)
<i>Mrs Jane McGoldrick</i>	Lunch Time Supervisor
<i>Miss Gemma Pyke</i>	Business Support Team Leader
<i>Mr Paul Slaven</i>	Service Delivery Officer
<i>Mrs Elaine Wilson</i>	Senior Clerical Officer

Other staff in the school

<i>Ms Pauline Smith</i>	Home Link Worker
<i>Mrs Nadia Gilmour</i>	Transition Teacher
<i>Mrs Michelle Calderwood</i>	Janitor
<i>Mrs Carolann Gault</i>	Janitor

Visiting Specialists

<i>Fr Paul Brady</i>	Chaplain
<i>Mrs Joanne Thomson</i>	Violin Tutor
<i>Ms Amy Coultie</i>	Active Schools Co-ordinator
<i>Mr Sean Crampsey</i>	Active Schools Leader
<i>Ms Sandra Menary</i>	Educational Psychologist
<i>Mrs Katrina McGovern</i>	PAThS Co-ordinator
<i>Ms Melissa Dever</i>	Place2Be School Project Manager
<i>Mr Paul Porteous</i>	Sensory Impairment Team

School Information

- **Phone number:** 0300 300 0198
- **Email address:** stdavidsenquiries@renfrewshire.gov.uk
- **Website:** <https://blogs.glowscotland.org.uk/re/stdavids/>
- **Facebook:** St. David's Primary
- **Twitter:** @STDavidsPS
- **Write to or Visit us at:** St David's Primary School,
West Johnstone Shared Campus,
Johnstone,
Renfrewshire,
PA5 0BB

School day

**** Due to current restrictions, we are currently operating a slightly staggered start and end to the day. This means that pupils will enter the building between 9.00am and 9.05am and will exit between 3.00pm and 3.05pm. Breaks are also staggered throughout the day. Please note that time in class is not affected by these changes. We are also unable to offer our Breakfast Club or Family Start/Finish at this time, but we hope to reinstate these as soon as it is safe to do so. ****

Our school day runs from 9am until 3pm, Monday to Friday. We offer a breakfast club that runs free of charge from 8.15am until 9am, final admittance to Breakfast Club is at 8.45am. All pupils are welcome to drop in and enjoy breakfast in the dining hall or to join in with our Active School's coaches in some sports activities in the Gym Hall. This is available via the main entrance from 8.15am. Pupils who attend breakfast club must remain inside until the start of the school day.

School staff welcome pupils and/or parents at 9am for the start of the school day. Our Family Start is underpinned by our school value of Community – we extend a warm welcome to parents/carers to accompany their child into school and settle in to class before saying goodbye at 9.05am. As in all Renfrewshire schools, Primary 1 pupils attend on a full time basis from their first day in August.

Interval is held from 10:40am – 10:55am each day. This is a time for pupils to get outside and explore our extensive playground. There are many opportunities for play as well as spaces to sit and relax. We encourage our pupils to go outside as often as possible and ask for your support in sending them to school appropriately dressed for the changeable Scottish

weather to facilitate this. During interval, pupils can purchase toast and milk from the school dining hall for a small fee or alternatively can bring a healthy snack from home. We are a nut free school and ask for your support with this matter.

Lunch is from 12:35pm – 1.20pm. Each day pupils have three menu options for lunch and these are selected in the morning. Menus are provided and are also available on the website so that you can discuss the menu options with your child beforehand. Alternatively, a healthy and balanced packed lunch can be brought from home. All pupils in Primary 1,2 and 3 have the option of having a free school meal daily. For other pupils not in receipt of free school meals, a lunch costs £2.25. Free School Meal and Clothing Grant applications are made directly to the Local Authority – we will share relevant information at key points during the year. This can also be accessed at <http://www.renfrewshire.gov.uk/Freeschoolmealsandclothinggrants>

We end each day with a Family Finish. From 2.55pm, parents and carers are invited into their child's classroom via the pupil entrance. During this time, parents and carers have the opportunity to engage with their child in the learning environment and find out what they have been doing that day as well as an opportunity to catch up with the Class Teacher if required.

School year

First Term	Return date for Teachers	Monday 10 August 2020 (IS)
	In-service Day	Tuesday 11 August 2020 (IS)
	Return of Pupils (phased)	Wednesday 12 August 2020
	September Weekend	Friday 25 September 2020 and Monday 28 September 2020 (inclusive)
	Schools re-open	Tuesday 29 September 2020
	Schools closed	Monday 12 October 2020 to Friday 16 October (inclusive)
	Return date for Teachers	Monday 19 October 2020 (IS)
	Schools re-open	Tuesday 20 October 2020
	St Andrew's Day	Monday 30 November 2020
	Schools re-open	Tuesday 01 December 2020
	Christmas / New Year Schools closed	Monday 21 December 2020 to Tuesday 05 January 2021 (inclusive)
Second Term	Schools re-open	Wednesday 06 January 2021
	Mid Term break	Monday 08 February 2021 to Tuesday 09 February
	Return date for Teachers	Wednesday 10 February 2021 (IS)
	Schools re-open	Thursday 11 February 2021
	Spring Holiday Schools closed	Friday 02 April 2021 to Friday 16 April 2021 (inclusive)
Third Term	Schools re-open	Monday 19 April 2021
	May Day	Monday 03 May 2021
	In-service Day	Tuesday 04 May 2021 (IS)
	Schools re-open	Wednesday 05 May 2021
	May holiday	Monday 31 May 2021
	Schools re-open	Tuesday 01 June 2021
	Last day of session	Friday 25 June 2021

Teachers return Thursday 12 August 2021

School in-service days

- Monday 10 August 2020
- Tuesday 11 August 2020
- Monday 19 October 2020
- Wednesday 10 February 2021
- Tuesday 04 May 2021

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.

Our school uniform consists of:

- Grey skirt/trousers
- White shirt/blouse
- School tie – gold/green stripes
- Bottle Green jumper/cardigan/sweatshirt
- Black footwear

As a temporary measure, this year we are operating a relaxed school uniform policy and we are encouraging pupils to wear more comfortable clothing, still with the school colours.

- Grey leggings/jogging bottoms
- White polo shirt
- Bottle Green jumper/sweatshirt/fleece
- Black sturdy footwear

At this time, there is no requirement for pupils to change in to a different P.E Kit so we ask that pupils are dressed comfortably, with suitable shoes to participate in such activities.

Please note that P7 pupils have Leaver's Hoodies in the final term of the year – this is a special privilege for our senior pupils. Hoodies are not appropriate uniform for any other stage.

Outdoor learning is key part of our curriculum and as such, pupils will take their learning experiences outside into the local environment on a regular basis. Weather will not be a barrier to this type of learning taking place and therefore we ask pupils to always have suitable clothing available – e.g. a warm, waterproof jacket, appropriate footwear etc.

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

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

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

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

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

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

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

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

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. 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 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. We work closely with our partners in local Early Learning and Childcare Centres as well as St Benedict's High School to ensure that we have a strong transition programme.

We aim to provide many opportunities for both parents and pupils to visit their new school and find out as much as possible about the life and ethos of the school. Outwith planned events, we are always happy to speak to parents and pupils about any aspect of transition they may be concerned about.

Class Organisation

Currently, we have 5 classes in St David's Primary School:

Primary 1

Primary 2

Primary 3/4

Primary 4/5

Primary 6/7

Due to the small nature of our school, many of our classes are composite classes. Composite classes occur where children from two or more year stages are grouped together. Staff throughout the school are skilled at meeting the learning needs of all children, no matter which class they are in. We will endeavour to ensure that pupils in the same year group have opportunities to engage in shared social or curriculum events and maintain their sense of year group identity, wherever possible.

Assessment and Reporting

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.

Pupils are regularly assessed in class by their teacher to ensure their progress. Our pupils engage in reflective learner conversations with the class teachers and other staff. This is an opportunity for them to identify achievements, targets, goals and next steps in their own learning journey.

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. Each session, you can expect a written Interim Report as well as a Final Annual Report from your child's class teacher. There are also termly opportunities throughout the year to meet with your child's class teacher on a formal basis as well as to

engage in the target setting process with your child.

Summary of the School Improvement Plan

Each year we publish a School Improvement Plan, which outlines the areas that the staff, pupils, families and school community have identified as areas for development. Full copies of this report along with the Standards and Qualities Report are available from the School Office and on our school website. Below, you will find a summary of what we achieved last year and what we will be working on this year

Successes and Achievements

- The school have achieved their 4th Eco Green Flag through the work of the pupils in the House of Iona. The House of Islay have also been successful in raising money for pupil chosen charities throughout the year including SCIAF, St Vincent's Hospice and the local branch of the Renfrewshire Foodbank.
- We have redesigned our school events to take account of the Cost of the School Day Agenda and provide meaningful, inclusive experiences for all. Our Christmas family event was attended by almost all families.
- Our Family Learning Clubs continue to provide support and be well attended throughout the school. Due to the COVID-19 School closure period, we were only able to host 4 of our 7 groups however they were attended by 67% of families at these stages.
- Renfrewshire's Spotlight on Learning Raising Attainment document also featured a case study of our Pizza Clubs.
- Pupils throughout the school have continued to represent the school and community at sporting events including Active Schools Festivals, Cross Country Race, Road Race and the Strathgryffe Tennis Event. Our senior Netball Team enjoyed great success in the Active School Netball Tournament this session.
- Outdoor Learning has maintained a high profile with our monthly themed calendar of hashtags to promote this in school, across stages and through Home Shared Learning. All teaching and support staff are undertaking further formal Professional Learning in this area to support the recovery phase of next session and beyond.
- A new Joint Campus Respect for All: Anti Bullying Policy which was collaboratively designed and approved by all stakeholders, was launched in Anti Bullying Week with our extended campus community.
- A new logo was designed collaboratively between pupils from both schools and launched at a joint campus event. The logo is being used to brand school documents and is gaining a higher profile and promoting this core value.
- Our P7 pupils were the first cohort of pupils to achieve their Pope Francis Faith Awards at the end of a two year learning journey, recording how they put their faith in to action. One of these pupils also earned a special Parish Commendation with his award.

- Throughout the COVID-19 school closure period, we maintained high levels of engagement with our pupils and families. Staff used in depth knowledge of our socio-economic context to provide home learning opportunities in a variety of formats. Working collaboratively with our partners, all families were supported throughout.

Key Strengths of the School

- The life and ethos of the school is tangible to all – our vision, values and aims are encapsulated in all we do and ensure that our school is a community benefitting not only our pupils but our families and all stakeholders.
- As a result of our approach to ensuring the wellbeing of all children and their families, we are improving outcomes for them.
- Relationships across the school community are very positive and supportive, founded on a climate of mutual respect within a strong sense of community, shared values and high expectations.
- A strong Family Learning Programme is available to families at all stages throughout the school. This has resulted in stronger home-school links which is improving outcomes for learners. Families receive high-quality universal and targeted support that enables them to access learning activities which meet their needs.
- Self-Evaluation this session has supported all staff to identify the strengths of the school, our development needs and the role they have to play in achieving this. All staff are committed to improving outcomes for all learners.

School aims

We believe that we have made good progress during session 2019-20 and we will use the improvement priorities listed below to build on this progress moving forward.

- Focus on the Health and Wellbeing of all our school community including families, pupils and staff as we enter the recovery phase of returning to schools.
- Continue to improve the consistency of approaches to teaching and learning throughout the school for all learners. This will be implemented through the development of Building Learning Power Programme and the deployment of a school Success Champion.
- School Champions will drive the development of our curriculum and other aspects of school life to ensure that all learners experience the highest quality of teaching and learning and teacher efficacy is developed within an empowered system.
- Raise attainment for learners across the curriculum. We will achieve this through the launch of our curriculum pathways, better use of formative and holistic assessment and moderation activities. We will develop a clear policy on how progress and achievement is assessed. We will increase our use of data throughout the session to ensure all staff know where our strengths and development needs are in terms of the whole school and the role they can play to support and improve this
- Embed the development work completed in the aspect of Outdoor Learning and making better, more effective and frequent use of our outdoor spaces for individual

classes. Undertake a project to develop our outdoor space and use a participatory budget project to achieve this.

Improvement objectives

School priority 1: Promote the positive health and wellbeing of children & young people, parents/carers and staff

School priority 2: To plan and implement a phased return to the establishment for children and staff

School priority 3: Develop high quality learning, teaching and assessment leading to improved attainment and achievement in literacy and numeracy

School priority 4: To ensure effective use of data and evidence to plan for recovery

Quality indicators

Our objectives and actions for improvement have been carefully selected through a consultation process with staff, pupils, families and stakeholders. The quality indicators from the Scottish Government's How Good is Our School 4 document underpin these.

More information about this document can be found here:

https://education.gov.scot/improvement/documents/frameworks_selfevaluation/frwk2_nihedithgios/frwk2_hgios4.pdf

The Scottish Attainment Challenge

Attainment Challenge and Pupil Equity Funding (PEF)

The Scottish Attainment Challenge, launched in 2015, is about achieving equity in education. This can be achieved by ensuring every child has the same opportunity to succeed. Renfrewshire is one of nine 'challenge authorities' who have received funding to improve literacy and numeracy and health and wellbeing, with a particular focus on closing the poverty-related attainment gap.

The Pupil Equity Fund (PEF) is being provided as part of the £750 million Attainment Scotland Fund which will be invested over 2016-2021. The PEF is allocated directly to schools and targeted at closing the poverty related attainment gap. Every council area is benefitting from the fund and is based on the number of pupils in P1-S3 known to be eligible for free school meals. The funding is to be spent at the discretion of the head teacher working in partnership with parents, pupils and staff to devise plans which focus on closing the poverty-related attainment gap.

Transfer to Secondary School

Pupils normally transfer to secondary school between eleven and a half and twelve and a half years of age, so that they will have the opportunity to complete at least four years of secondary education. Parents will be informed of the arrangements no later than December of the year before the date of transfer.

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. David's Primary School is an associated primary school of St. Benedict's High School.

Head teacher: Alan Taylor telephone: 0300 300 1441

Car parking

Our school has a large car park as well as visitor's parking spaces and a drop off zone. Five dedicated parking spaces have been created to ease access for people with disabilities within our car park. Please do not use these spaces without authorisation or displaying a Blue Badge.

Care and welfare

Your child's welfare is central to the ethos of the school. Please contact the school to share any concerns you have about your child's welfare or wellbeing. The staff will work with you as parents to make sure children are safe, happy and able to benefit from the educational opportunities we offer.

School security

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

To ensure the safety of our pupils, we ask that all parents/carers entering or exiting the building at drop off and pick up times, do so via the St David's pupil doors only.

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.

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.

Bullying

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

Our school also has its own Respect for All policy which sets out our local approach to tackling bullying within West Johnstone Shared Campus. You can request a copy of the Council's policy and/or the school's policy from the school office.

The Council's policy can be accessed online at:
<http://www.renfrewshire.gov.uk/article/3469/Anti-bullying>

The school's policy can be accessed online at:
<https://blogs.glowscotland.org.uk/re/stdavids/information-2/anti-bullying/>

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

Safeguarding including child protection

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

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

Mobile phones

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

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

Legal Aspects

- There are a number of aspects of the law that may apply to mobile phone misuse and the responses to that misuse. In the most serious cases there may be a crime involved – an incident that is being filmed might be an assault or breach of the peace. The misuse of a mobile phone might be an offence under the Communications Act 2003, if it involves a call or message that is grossly offensive or is of an indecent,

obscene or menacing in character; and, the distribution of certain pornography might be an offence under the Civic Government (Scotland) Act 1982.

- In situations which are so serious that a school might contact the police, it is for the police, and not the school to consider what, if any, criminal offence may apply.

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

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

School meals

All Primary 1 – Primary 3 children are automatically entitled to a free school meal.

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

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

Our school lunch menu can be viewed here:

<https://blogs.glowscotland.org.uk/re/public/stdavids/uploads/sites/2284/2020/10/05115719/Amey-Interim-Primary-School-Menu.pdf>

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 belt and wheelchair restraints needed to transport pupils.

Playground Supervision

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

Pupils leaving school premises at breaks

Schools have a duty to look after the welfare of their pupils. This includes taking reasonable care of pupils' safety during intervals and lunchtimes.

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

Equalities

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

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

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

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

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

Medical and Health Care

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

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

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

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

Religious Observance

Our school is fortunate to have a close link with the local church of St Margaret's Parish, Johnstone. The parish priest and our school chaplain, Fr Paul Brady, assists with the delivery of the Religious Education (Roman Catholic) curriculum and provides opportunities for religious observance both at the parish and in the school. Parents have the right to withdraw their child from religious observance and should inform the school in writing.

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

Behaviour and discipline

We have three simple school rules to foster and support an inclusive ethos:

- Keep hands, feet and objects to yourself at all times
- Listen attentively to others

- Only use appropriate school language.

We have a consistent and fair approach to behaviour in the classroom and the playground. It allows for recognition of pupils who behave appropriately and model the school's values whilst also allowing staff to support those pupils who find this more difficult. Each day we have the opportunity to make a difference and start over when we need to.

Our school values underpin all that we do here at St David's and we focus on highlighting positive behaviour through discussion and celebration of these. Our Respect for All policy outlines how we respond to behaviour being exhibited and the impact this can have. We have a consistent approach to how we respond to incidents in our school and across the campus. Staff are trained in de-escalation and restorative techniques to diffuse and deal with incidents. We empower our pupils to engage in these discussions through the development of emotional literacy through our whole school Promoting Alternative Thinking Strategies (PAtHs) programme.

Wet weather arrangements

We embrace the Scottish weather and aim to have our children outside every day. Please support us by ensuring that your child is dressed appropriately for the weather outside – wellies, rain jackets, hats and sunscreen. Our cloakrooms have ample space for changing and we also ask that all pupils have a pair of indoor shoes to ensure that they always have dry shoes to change in to and keep the classrooms clean.

If your child needs waterproofs, please contact us and we can provide these.

During breaks affected by extreme weather, pupils will be supervised in their classrooms by our support staff.

Curriculum Matters

School curriculum

Curriculum for Excellence (CfE) - Scotland's approach to learning and teaching - has been a very positive development in our schools. Scotland's children and young people are now much more confident, resilient and motivated to learn.

The National Improvement Framework, updated in 2020 sets out activity the Scottish Government and partners will take to drive improvement for children and young people.

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

- **Excellence through raising attainment:** ensuring that every child achieves the highest standards in literacy and numeracy, set out within Curriculum for Excellence levels, and the right range of skills, qualifications and achievements to allow them to succeed; and
- **Achieving equity:** ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap.

Moving forward schools will provide a more coherent, flexible and child-focused curriculum which ensures high-quality, interesting and engaging learning, to raise attainment, close the gap, and give all our young people the best chance of success in life.

Curriculum for Excellence

School curriculum

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

Curriculum for Excellence (CfE) - Scotland's approach to learning and teaching - has been a very positive development in our schools. Scotland's children and young people are now much more confident, resilient and motivated to learn. More information about the curriculum can be found at the following website: <https://education.gov.scot/parentzone>

The National Improvement Framework, updated in 2019, sets out activity the Scottish Government and partners will take to drive improvement for children and young people.

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

- **Excellence through raising attainment:** ensuring that every child achieves the highest standards in literacy and numeracy, set out within Curriculum for Excellence levels, and the right range of skills, qualifications and achievements to allow them to succeed; and

- **Achieving equity:** ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap.

Scottish education must deliver both excellence in terms of ensuring children and young people acquire a broad range of skills and capacities at the highest levels, whilst also delivering equity so that every child and young person should thrive and have the best opportunity to succeed, regardless of their social circumstances or additional needs.

We want to develop with our partners an empowered and collaborative system, where everyone's contribution is heard and valued and improving children and young people's outcomes is at the heart of everything we do.

Moving forward schools will provide a more coherent, flexible and child-focused curriculum which ensures high-quality, interesting and engaging learning, to raise attainment, close the gap, and give all our young people the best chance of success in life.

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

At St. David's Primary School the learner's journey is planned annually using our School Improvement process. The purpose of the curriculum is to promote children's learning across a broad range of contexts including the outdoors. We believe primary education at St. David's supports our children to develop and mature as independent and co-operative learners who contribute actively across a range of learning and social situations. Our approach to learner promotes play, active learning and pupil engagement. In doing so we aim to inspire a love of learning in our pupils as well as curiosity and enquiry skills. Each term pupils will learn about a variety of topics in an interdisciplinary approach. Interdisciplinary learning enables teachers and learners to make connections across learning through exploring clear and relevant links across the curriculum. It supports the use and application of what has been taught and learned in new and different ways. It provides opportunities for deepening learning, for example through answering big questions, exploring an issue, solving problems or completing a final project.



Subjects

Each pupil will learn from the following subject areas:

Literacy and English:

- Reading
- Writing
- Listening and Talking
- Modern Foreign Languages
 - Spanish P1-7
 - French P5-7

Numeracy and Mathematics:

- Number, money and measure
- Shape, position and movement
- Information handling

Health and Wellbeing:

- Mental, Emotional, Social and Physical
- Physical Activity and Sport
- Food and Health
- Relationships

Expressive Arts:

- Art and design
- Drama
- Music
- Dance

Religious Education in Roman Catholic Schools:

- Catholic Christianity
- Other World Religions

Sciences:

- Planet Earth
- Forces, electricity and waves
- Biological Systems
- Materials

Social Studies:

- People, past events and societies
- People, place and environment
- People in society, economy and business

Technologies:

- Technological developments in society
- ICT to enhance learning
- Business, food and textile, craft, design, engineering and graphics contexts

In addition, pupils will learn about Numeracy, Literacy and Health and Wellbeing across learning. They will have opportunities to undertake a range of topics and themes for delivering the curriculum through global citizenship, enterprise and financial education.

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

Language and Literacy

Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum and increases opportunities for the individual in all aspects of life. Language is at the centre of children's learning, and it is through their language that they gain much of their knowledge and many of their skills. At St. David's we give high priority to developing our children's ability to use English Language effectively. A variety of teaching approaches are used and care is taken to match materials and tasks to the needs of the child, ensuring success whilst maintaining challenge.

Pupils learn to present written work in a clear legible style, paying careful attention to spelling and punctuation. Imaginative writing, functional and personal writing are all included in our writing programme. Listening and talking skills are developed in many ways. Children are encouraged to talk and listen in a variety of situations as part of our approach to

interdisciplinary learning. We encourage our pupils to develop a love of reading as well as their skills in reading. We celebrate Book Week Scotland each year.

Mathematics and numeracy

Numeracy across learning provides essential analytic, problem solving and decision making skills across the curriculum. Mathematics plays an important role in our lives and in the lives of our children. It is used in everyday activities such as buying food and clothes, keeping time and playing games.

In addition to developing basic number skills, the children also work on the measurement of length, area, volume, weight and time, as well as studying aspects of shape and pattern. Much of this work is of a practical nature. Our staff are all trained in using Stages of Early Arithmetic Learning techniques to ensure a solid understanding of mathematical techniques which give them the skills to use concrete, pictorial and abstract materials to support them.



Problem-solving activities are a regular feature of the maths programme, and give scope for the children to apply the basic facts learned to the solution of either real or imaginary problems. They are challenged to think about what they are doing, to question and to explain. The class computers, calculators, Bee bots and active approaches to learning in maths all widen our pupils' mathematical horizons.

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
- 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. In St. David's we follow the PAtHs Plus programme throughout the school, promoting emotional literacy, resilience and skills development.

Our approach to relationships, sexual health and parenthood education

Within the Catholic Primary School setting, our approach to this area of the curriculum is set within the Church's teachings. That is based on the belief that all people are created in God's image and are loved in a unique way by God. Our core resource to deliver this aspect of Curriculum for Excellence is God's Loving Plan. God's Loving Plan takes a developmental approach which is both sensitive and gradual. This resource guides teachers on how children can be helped to develop healthy and respectful attitudes to their bodies and to all aspects of God's gift of life whilst being appropriate to the age and maturity of the child.

Parents are responsible for helping children to understand that their lives are precious and to know how to take care of the bodies which God has gifted to them as part of his plan for creating and sustaining life.

Through God's Loving Plan, Parents and Teachers can help children to wonder at the beauty of life, to aspire towards the joy of loving relationships and to find, ultimately in marriage, the deepest expression of human love for one other person.

Teachers know that children today live in diverse types of family settings and do not assume any particular family circumstances as being the 'norm'. While they will help pupils to understand the Christian vision of marriage, they will not offer moral judgements on anyone's particular family circumstances.

Assessment is for Learning

AifL is about better learning and achievement in Scottish schools. It encourages everyone involved - pupils, staff, parents, the wider school community - to talk about learning and to use information from assessment as feedback to inform planning for improvement.

At the heart of good assessment practice is the idea that learners learn best when:

- they understand clearly what they are trying to learn, and what is expected of them

- they are given feedback about the quality of their work and what they can do to make it better
- they are given advice about how to make improvements
- they are fully involved in deciding what needs to be done next and who can give them help if they need it.

In the AifL community, everyone is learning together in this way. Parents are learners too and they are fully aware of their children's lives in their care, parents are learners too. They are central to supporting their children's learning, progress and achievement. They are fully aware of how assessment supports learning and increasingly able to contribute actively to the assessment process.

Getting it Right for Every Child (GIRFEC)

Getting it right for every child (GIRFEC) is the national approach in Scotland to improving outcomes and supporting the wellbeing of our children and young people by offering the right help at the right time from the right people. It supports them and their parent(s)/carers to work in partnership with the services that can help them.

All education staff have a statutory responsibility to promote and support the wellbeing of children and young people in their care. There are 8 wellbeing indicators and you can find out more about these here: <https://www.gov.scot/policies/girfec/wellbeing-indicators-shanarri/>

Additional Support for Learning

Inclusion

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

Support

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

Universal support

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

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

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

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

Targeted support

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

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

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

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

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

Scottish Independent Advocacy Alliance Ltd - a national organisation which promotes and supports advocacy

Telephone – 0131 556 6443

Email – enquiry@siaa.org.uk

Educational Psychology Service

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

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

Communication-Friendly Environments.

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

Local Inclusion Support Network

The Additional Support for Learning Act (2004) and Children's and Young Person's Act (2014) GIRFEC outline expectations that any assessment and intervention is timely, proportionate and appropriate to meet a young person's needs.

In line with these national policies, staged intervention is commonly used as a framework for identifying, assessing, planning and reviewing children and young people's additional support needs.

If your child requires additional support in school for any reason, the school's Pupil Support Co-ordinator will liaise with you to discuss these needs and how we can work together to ensure your child is being fully supported. This will involve working collaboratively with your child's class teacher, partner agencies and of course keeping the child and their voice at the centre of everything we do.

Within our school cluster, our Pupil Support Co-ordinators participate in Local Inclusion Support Network (LISN) Meetings along with Educational Psychology colleagues. The aims of these meetings are:

- To allow consultation about children and young people with additional support needs
- To encourage peer support and sharing of ideas across establishments.
- To allow the Educational Psychology Service to provide consultations on individual or groups of children that can contribute to the robust staged intervention process.
- To develop transparency and equity in support structures and processes across establishments

As always, there is an expectation that the school will discuss the child's needs with the parent/carer in the run up to LISN and parents should know that this is taking place. We will seek your consent before sharing information about your child at a LISN meeting and will also provide some feedback to you with regard to the actions agreed and how we can use these to further support your child.

Health and Wellbeing Education

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

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

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

Health and Wellbeing in schools covers:

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

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;
- looked after and accommodated children and young people who are experiencing difficulties engaging with school;
- care experienced children and young people
- children at early stages of primary school who have a developmental coordination disorder along with attention difficulties;

- young people who attend the Flexible Learning provision; and
- nursery aged children who have been identified as having significant support needs.

Home Shared Learning

Home Shared Learning 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. Home Shared Learning 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 the 1st of each month (or the nearest Monday if this falls on a weekend) and will be varied, meaningful and interesting.

In St David's we actively encourage a Home Shared Learning approach. This is a flexible approach which provides a mix of tasks from across the curriculum over an extended period of time. It promotes opportunities where families and pupils can share learning experiences together. The Home Shared Learning tasks go home in a grid format and pupils choose from a variety of tasks to complete. The rationale of this homework approach is based on a consultation with pupils, parents and school staff. The purpose was to reduce the stress around traditional homework activities and also acknowledge the busy lives our pupils lead out with school. Providing a flexible and personalised family approach to homework aims to reduce the stresses and increase family engagement in the pupil's learning journey both at school and at home.

You can view St David's Home Shared Learning guidance at:

<https://blogs.glowscotland.org.uk/re/stdavids/information-2/homework/>

Developing the Young Workforce

Developing the Young Workforce [Determined to Succeed] is our strategy to develop the business and employability skills in young people.

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

The four main areas are:

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

The themes are built around the main areas:

- Supporting the development of skills for life and skills for work;

- Engaging employers;
- Broadening the reach of the programme;
- Embedding enterprise in the curriculum;
- Building capacity; and
- Enhancing our international profile.

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

The range of activities can include:

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

Extra Curricular Activities

**** Due to current restrictions, we are not currently operating extra curricular activities. In line with Scottish Government advice, we will reinstate these as soon as it is safe to do so****

We offer a wide range of extracurricular activities at St David's for our pupils and also for our families.

Active Schools

Our Active Schools Co-ordinator Amy Couttie provides excellent opportunities for our pupils throughout the year. Breakfast, lunch time and after school activities are varied and target pupils at all stages in the school. To participate in a club, parental consent is required. To register your child, please log in at:

<https://rl-stdavids.class4kids.co.uk/>

Sports offered include football, street dance, rugby, athletics and Tae Kwon Do. These opportunities are offered throughout the year along with our friends in Cochrane Castle Primary School. Many of these clubs also lead to special one day sports festivals where pupils can take part on a more competitive level.

All clubs are provided to pupils free of charge.

Pizza Clubs

Throughout the year, pupils at all stages are provided with the opportunity to attend a Family Pizza Club. These clubs focus on learning together as a family and are a fantastic way of

spending some one to one quality time with your child. Siblings and other family members are always welcome along to the groups too – a crèche is often provided for younger children too.

P1 -3 Pizza Reading

P4-5 Pizza Maths

P6-7 Pizza Time

The clubs are very popular amongst our school community as they are a great fun session at the end of the school day. A Pizza dinner for all those who attend is also provided at the end of every session.

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/>

Parent Council

We have an active Parent Council in St David's. Their main focus is on fundraising for the pupils in St David's and using these funds to provide fun opportunities to our pupils such as discos, Easter fayre, movie nights. All money raised is used to provide experiences to the pupils which enhances their cultural capital such as school excursions to farm parks and theatre shows, all at no cost to the pupils.

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.

Our Home School Link Worker is Ms Pauline Smith.

Pupil Community Groups

Here at St. David's Primary School, every child is a member of a Pupil Leadership Group and each member of staff has the responsibility of facilitating learning within a specific group.

Our Pupil Leadership Groups meet on a regular basis each term and our groups this session are as follows:

***Eco Group** – this group is well established and are currently working towards our 4th Green Flag.

***Digital Leaders** – these pupils are focussing on how we use technology throughout the school and also on how to improve our STEAM cloud area.

***School Champions** – this pupil group are using the Scottish Government How Good is OUR School document to ensure that our pupils are actively involved in self-evaluation and school improvement.

***Community Heroes** – these pupils are looking at the role of our school in the community. They have actively fundraised to support charities including St Vincent's Hospice, Fairtrade and SCIAF. They are also looking at Learning for Sustainability throughout the school.

During meetings, members discuss ways in which they can drive their groups forward to help make improvements for our school community. Leadership opportunities are encouraged in each group and there are specific roles and responsibilities for the Chairperson, Vice Chairperson, and Secretary. The work that groups undertake is displayed on their section of Noticeboard in the Cloakroom. Everyone is happy to play their part by joining in discussions, making decisions, formulating plans and implementing whole school initiatives.

Community Links

We work closely with our partners across the school community and beyond. They support us in many special events throughout the year including Scottish Book Week and Sacrament Preparation. We also like to play an active role in our community by carol singing, fund raising and awareness raising.

School Lets

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

To apply to use school facilities, contact the Community Facilities Section. Contact details

are in the important contacts section at the end of this handbook.

Other Useful Information

Listening to learn - complaints, comments and suggestions

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

If you want to register a comment of any type about the school you can do this by writing, telephoning or making an appointment to see someone. All feedback is welcome and keeps us in touch.

If, in particular, you have a complaint about the school, please let us know. It is better that these things are shared openly and resolved fairly, rather than being allowed to damage the relationship between the family and the school. There will be no negative consequences from making a complaint and we will deal with the issue confidentially. If we have made a mistake, we will apologise quickly and clearly and try to put things right.

There are some things which you should be aware of when making a complaint:

- Complaints about the school should be made first to the head teacher.
- It is helpful if you can give some details of the issue and ask for an early appointment to discuss it.
- We want to resolve complaints as quickly as possible. You will get a decision on your complaint in five working days or less, unless there are exceptional circumstances. If it is going to take longer than five working days, we will let you know.
- If you are not happy with the response to your complaint, you have the right to take it further. You can fill in a complaints form (available from the school or any council office), fill in the online form, write to us, email us at complaints@renfrewshire.gov.uk, or call us on 0300 300 0170. At this stage, we will carry out an in-depth investigation. We will acknowledge receipt of your complaint within three working days and give you a full response within twenty working days. If the investigation is going to take longer than this, we will contact you to discuss timescales.
- If you are still unhappy after the further investigation and our reply, you can take the matter up with the Scottish Public Services Ombudsman. Our reply will include the contact details.
- You should also note that you have the right to raise unresolved concerns with your local councillor, MSP or MP.

Data Protection

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

shared or disclosed in accordance with the law.

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

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

Information in Emergencies

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

We use a variety of methods to keep you updated in emergency situations including: e-mails, our schools digital newsletter, text messages, the school and council websites and Renfrewshire Council's social media channels (Facebook - renfrewshirecouncil and Twitter - @RenCouncilNews).

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

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

Important Contacts

Director of Children's Services

Steven Quinn	Renfrewshire House Cotton Street Paisley PA1 1LE	Email csdirector@renfrewshire.gov.uk Phone: 0141 618 6839
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Homelink Service

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

Senior Home Link Workers

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

Community Learning & Development

Community Facilities Section	Renfrewshire Leisure 3 rd Floor Renfrewshire House Cotton Street Paisley PA1 1LE	Email comfac.els@renfrewshire.gov.uk Phone: 0300 300 1430
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Adult Learning Services	West Johnstone Shared Campus Beith Road Johnstone PA5 0BB	Email als.els@renfrewshire.gov.uk Phone: 01505 382863
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Youth Services	West Primary School Newton Street Paisley PA1 2RL	Email youth@renfrewshire.gov.uk Phone: 0141 889 1110
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Customer Service Centre

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

You may find the following websites useful.

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

Glossary

ASL – Additional Support for Learning

ASN – Additional Support Needs

CFE - Curriculum for Excellence

CLAD – Community Learning and Development

FOI – Freedom of Information

GIRFEC – Getting it Right for Every Child

HT/PT/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 printing, there could be changes affecting any of the contents before or during the course of the school year or in future school years.

Parent feedback

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

Tell us what you think

Your feedback will help us to improve our handbook.

Did you find

Please tick

1. the handbook useful?

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