



# St. Fergus' Primary School Handbook



Wellbeing  
for  
All  
Achievement  
Honesty  
Working together  
Positive Attitude  
Respect  
God's Love  
Promoting Excellence  
Responsible  
God's Love  
Wellbeing for All  
Working together

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**Dear parents,**

Schools are a vital part of every community, and in Renfrewshire we want all children to have a chance to succeed. Through the Council's work with the Tackling Poverty Commission and as an Attainment Challenge authority, we are already seeing increases in pupil attainment, more young people going on to employment, training, or further and higher education after leaving school and a reduction in exclusions.

More and more, we are working in partnership with others as we work towards getting it right for every child. As a Council, we are ambitious for the children and young people of Renfrewshire.

This handbook outlines the current policies and practices of the Council and the school. At the back of the handbook, you'll find details of other websites which may be of interest. You can also find information about schools in Renfrewshire on the Council's website.

I hope you find this handbook a useful source of information about education in Renfrewshire and about your child's school in particular.

Yours sincerely

A handwritten signature in blue ink that reads "Peter Macleod".

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 Fergus' 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 Head Teacher about any aspect of their child's education, as ultimately true success for children is achieved when home and school work together.

A warm welcome is extended to you and your children and we look forward to working in partnership with you.

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Yours sincerely



Mhairi McDonald

Head Teacher

## School aims

### The aims of St. Fergus' Primary School are:

- To provide each child with a well-planned, broad and balanced curriculum in line with national and local authority guidelines
- To enable all children to realise their potential by developing strategies which raise and maintain attainment.
- To provide appropriate variety in teaching approaches to motivate children and encourage independence and co-operation in learning.
- To support children's growth in all aspects of their intellectual, physical, spiritual, social and emotional development affording all children equality of opportunity.
- To develop a sense of identity and pride in the school by developing genuine partnerships with all users of the service where every member of the community holds a deep respect for all others and their personal well being and happiness.
- To create a happy, safe and stimulating learning environment with well trained motivated staff and well organised modern education resources.
- To manage the school effectively using procedures and policies in line with local authority guidance. To ensure high quality provision of education and continuous improvement through a structured approach to monitoring and evaluation.



Our Vision is:

**'Working together to promote excellence in achievement and wellbeing for all.'**

Our Values are:

**God's Love**

**Honesty**

**Positive Attitude**

**Respect**

**Responsibility**

### Service Pledges

#### Standards and expectations

##### We will:

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

##### Pupils will have opportunities for:

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

##### You can also expect us to:

- provide a formal written report on your child's progress;
- provide an annual report on progress within the school improvement plan;
- give you an opportunity to have a formal meeting with your child's class teacher or teachers;
- strive to meet your child's needs; and
- provide 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 any homework given;
- showing that you are interested in how your child is getting on at school;
- encouraging your child to respect the school and the whole school community; and
- being involved in the school.

The Act uses the broadly framed definition of 'parent' set out in the 1980 Act. 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

#### Senior Leadership Team

##### Head Teacher

Mrs Mhairi McDonald

##### Remit

Overall management of Establishment  
Child Protection Coordinator  
Pastoral Responsibility for all, especially  
Primary 4-7  
Attendance Monitoring  
Assessment P1 – P7  
Curriculum Management  
Resource Management

##### Depute Head Teacher

Mrs Jacqueline Rowley

##### Remit

Pastoral Responsibility for all, especially P1-P3  
Additional Support Needs  
Coordinator, including organisation of learning environment  
to support social and educational needs of the children.  
Pre 5 & Secondary Transition  
Anti-bullying  
Parish Liaison  
Curriculum Coordinator – all areas  
Liaison Students/Probationer Mentoring

##### Class Teachers

Miss Kayley Strang	P1
Miss Michelle Winters	P2
Miss Emma Galvin	P2/3
Mrs. Mary Hunter/Miss Kathleen O'Neill	P3/4
Mr. Andrew Reid	P4/5
Mrs. Charlene Pirrie	P6
Mrs. Louise McDougall	P7

##### Additional Teachers

Mrs Joan Coyle  
Mrs Donna Cryans

##### Nursery Officer

Mrs Lynn Ellis

##### Clerical Assistant

Mrs. Anne Ingram

##### Home School Link Worker

Ms. Margaret McManus

##### Inclusion Support Worker

Ms. Elizabeth McNally

##### Classroom / Additional

Miss Anne Marie Fulton

##### Support Needs Assistants

Mrs. Fiona Murray  
Mrs. Jane Patterson

##### Janitor

Mr. Scott Anderson

##### Catering Manager

Mrs. Margaret McGrory

##### School Chaplin

Father John Morrison

## School information



## School contact details

- phone number: 0300 300 1364
- email address: [enquiries@st-fergus.renfrewshire.sch.uk](mailto:enquiries@st-fergus.renfrewshire.sch.uk)
- write to or visit us at: St. Fergus' Primary School,  
1 Bankfoot Road  
Paisley  
PA3 1LA

## School day

Primary 1 pupils attend St. Fergus' Primary School on a full-time basis from the first day of term.

The school day is as follows:

9.00 am	School day begins
10.40am – 10.55am	Morning interval
12.35pm – 1.20pm	Lunch time
3.00pm	Whole school dismissed

## Parental involvement



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

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



**School year**

First Term	Return date for Teachers	Tuesday 13 August 2019 (IS)
	In-service Day	Wednesday 14 August 2019 (IS)
	Return of Pupils	Thursday 15 August 2019
	September Weekend	Friday 27 September 2019 and Monday 30 September 2019 (inclusive)
	In-service Day	Friday 11 October 2019 (IS)
	Schools closed	Monday 14 October 2019 to Friday 18 October 2019 (inclusive)
	Schools re-open	Monday 21 October 2019
	St Andrew's Day	Monday 02 December 2019
	Schools re-open	Tuesday 03 December 2019
	Christmas / New Year	Monday 23 December 2019 to Friday 3 January 2020 (inclusive)
Second Term	Schools re-open	Monday 06 January 2020
	In-service day	Friday 07 February 2020 (IS)
	Mid Term break	Monday 10 February 2020 to Tuesday 11 February 2020 (inclusive)
	Schools re-open	Wednesday 12 February 2020
	Spring Holiday	Friday 03 April 2020 to Friday 17 April 2020 (inclusive)
Third Term	Schools re-open	Monday 20 April 2020
	In-service Day	Friday 01 May 2020 (IS)
	May Day	Monday 04 May 2020
	Schools re-open	Tuesday 05 May 2020
	May weekend	Friday 22 May 2020 and Monday 25 May 2020 (inclusive)
	Schools re-open	Tuesday 26 May 2020
	Last day of session	Monday 29 June 2020

**Teachers return Wednesday 12 August 2020.**

**School in-service days**

- Tuesday 13 August 2019
- Wednesday 14 August 2019
- Friday 11 October 2019
- Friday 07 February 2020
- Friday 01 May 2020

### School dress

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

- **Girls**

- Grey skirt
- White blouse
- School tie
- Grey cardigan/sweater
- Sweat shirts/polo shirts

- **Boys**

- Grey trousers
- White shirt
- School tie
- Grey sweater
- Sweat shirts/polo shirts

Children should wear shorts, t-shirt and sandshoes or training shoes during Physical Education lessons. 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 Authority does not carry insurance to cover the loss of such items, and any claims submitted are likely to be met only where the Authority can be shown to have been negligent.

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

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

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

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

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

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

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

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

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

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

## 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 how to make a placing request is contained in the leaflet 'Sending your child to school.' The leaflet is available from any school, by phoning our customer contact centre on 0300 300 0300, or on our website [www.renfrewshire.gov.uk](http://www.renfrewshire.gov.uk). It is important to note that a successful placing request into a primary school does not guarantee a successful placing request when a child is transferring to secondary school.

Parents of pupils who have moved into the catchment area or, who wish their child to transfer to the school, should contact the school office for information.

## Induction procedures for pupils starting school and their parents

After the initial enrolment has taken place, steps are taken to ensure that the change from pre-schooler to new entrant is a smooth and happy as possible.

At St. Fergus' Primary we have a programme of events for new children and their parents.

Lead Person	Activity
Mrs Rowley (DHT)	Suggested Activities within Nursery
Lynn Ellis (Nursery Officer)	<p><b>Circle time</b> – (9.20 – 9.45) - Tell the children that we are going to visit their school and learn about the classroom. Introduce Sally the Persona doll in her school uniform and tell them that she has her school bag and she will bring some interesting things with her to show them every week.</p> <p><b>What's in the School bag?</b> – Show the children the items in the bag - Pencil case, Play Piece, water bottle, gym kit, etc. Discuss each one and why we would need them.</p>
P1 Teacher	<p><b>Kim's Game</b> - Place the items in the middle of the circle and tell the children to look closely. Cover them and take one item away. Reveal and ask the children to guess which is missing.</p> <p>9.45 – <b>Walk to school.</b></p> <p><b>Classroom visit</b> – (10.00 – 10.35)-The teacher will greet the children and talk about the classroom. She will then read a story to the Nursery and P1 children.</p>
P1 Teacher	<p><b>Buddies- Visit to Nursery (9.20-9.50) ( 11:15-11:45)</b></p> <p>Small group of P5/6 Buddies will visit the children in Nursery during freeplay.</p>
Mrs Rowley	<b>Assembly Visit: (9.30-9.50)</b>

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(DHT)	The children will join the school for the Early Years Assembly
Mrs Rowley (DHT) P1 Teacher P6 Teacher	<p><b>Circle Time – (1.00-1.15)</b> – Introduce Persona Doll again and remind the children what is going to happen today.</p> <p><b>What's in the School bag?</b> – Show children the photographs of the school and discuss. Show them the Handbook and explain what it tells us.</p> <p>1.20 Walk to school</p> <p>1:15-2.30 <b>School Building Visit/Playground games</b></p> <p>The children will be introduced to the Buddies who will show them around the school in groups. All of the children, Buddies and P1 will have a snack together in the dining hall.</p>
P1 Teacher	<p><b>Buddies- Visit to Nursery (9.20-9.50) (11:15-11:45)</b></p> <p>Small group of P5/6 Buddies will visit the children in Nursery during freeplay.</p>
Mrs Rowley (DHT)	<p><b>Book Bug event 2- 2:45pm-</b> Children and parents, buddies and staff all invited to join in an afternoon of story- telling.</p>

Parents will be receive a letter informing them of all dates of parent meetings and pupil induction days during the spring and summer terms.

### Class Organisation

St. Fergus' is a co-educational school, catering for both boys and girls. The school meets the needs of the Roman Catholic community of Ferguslie Park. The Head Teacher organises classes and these are subject to annual review. St. Fergus' Primary School has an established tradition of composite classes.

### 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.

Over the course of a school year there will be many opportunities, formally and informally, for you to receive information about your child's progress and achievements.

#### Formal Reporting to Parents

- 2 Written Interim Reports
- 2 Parent/Teacher meetings
- 1 Annual Written Report

#### Informal Reporting to Parents

- Class Meetings
- Parental Open Days
- Meetings as required for your child.

## Summary of the School Improvement Plan

Each year the school produces an Improvement Plan which sets out the strategic actions being focused on and the resulting improvement objectives for the coming year. Over the course of the year work is undertaken to address these objectives and, at the end of the year, the school reviews its progress using a number of quality indicators (QIs). New objectives are then identified and the cycle continues. St. Fergus' School Improvement Plan for school session 2017/2020 is outlined below.

### Strategic actions

#### **School priority 1: Health and Wellbeing**

- Raising Awareness for all St. Andrew's Academy cluster staff in Adverse Childhood Experiences
- Raising Awareness for all St. Andrew's Academy cluster staff in Mindfulness
- Continue to develop a Growth Mindset for all children with quality professional development of all Teaching and support staff provided by Teach Mindset.
- Further develop garden/outdoor area to raise awareness of healthy living and engage parents and families.
- Using the Developing the Young Workforce (DYW) agenda, staff will develop an agreed and shared skills framework across the school in all curricular areas

#### **School priority 2: Literacy**

- Establish a Cluster Literacy Champions Network to embed 'The Write Stuff' teaching and assessment approaches for Writing across the school.
- Further quality professional development of all Teaching and support staff provided by Jane Considine in the writing process.
- Continue to encourage parental engagement by running workshops/homework clubs to help parents/carers support their child's learning
- Continue to implement collaborative approach across the St Andrew's Cluster in Peer Observation.
- Using the Developing the Young Workforce (DYW) agenda, staff will develop an agreed and shared skills framework across the school in all curricular areas

#### **School priority 3: Numeracy**

- To support Numeracy development raise an awareness of Making Maths Count
- Participate in celebration of Scottish Maths Week in September.
- Parental Workshops for Numeracy during Maths Week Scotland to give parents confidence in supporting their children's numeracy development at home.
- Continue Numeracy Champion Group for Primary establishments. Five meetings across each school session
- Engage in cluster Moderation of Numeracy including staff development in holistic assessment.
- Using the Developing the Young Workforce (DYW) agenda, staff will develop an agreed and shared skills framework across the school in all curricular areas.

#### **School priority 4: Parental Engagement**

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- Review of current school aims and curriculum Rationale with all stakeholders.
- Seek view of parents on how the school can increase parental engagement in their children's learning.
- Organise parental engagement workshops/clubs to help parents/carers support their child's learning

A full copy of the School Improvement Plan with details of actions linked to the above is available on request.

### School aims

Links QIs HGIOS	The aims of St Fergus' Primary School are :
1	To provide each child with a well planned, broad and balanced curriculum in line with national and local authority guidelines.
2,3	To enable all children to realise their potential by developing strategies which raise and maintain attainment.
	To provide appropriate variety in teaching approaches to motivate children and encourage independence and co-operation in learning.
4	To support children's growth in all aspects of their intellectual, physical, spiritual, social and emotional development affording all children equality of opportunity.
5	To develop a sense of identify and pride in the school by developing genuine partnerships with all users of the service where every member of the community holds a deep respect for all others and their personal well being and happiness. To create a happy, safe and stimulating learning environment with well trained motivated staff and well organised modern education resources.
6,7,8,9	To manage the school effectively using procedures and policies in line with local authority guidance. To ensure high quality provision of education and continuous improvement through a structured approach to monitoring and evaluation.

## 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. Fergus' Primary School is an associated primary school of St. Andrew's Academy

Head teacher	Mr. K. Henry
Address	Barrhead Road, Paisley. PA2 7LG
Telephone	0300 300 1440

### **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**



There is a staff car park. Parents are not permitted to use the staff car park at any time. This includes dropping off or collecting pupils and evening events.

There is one dedicated parking space within the staff car park to ease access for people with disabilities. Please do not use these spaces without authorisation.

Please note that there is no parking at any time in the parent drop-off zone at the front of the school. This is strictly for drop-off only.

## **Care and welfare**



Your child's welfare is central to the ethos of the school. Please contact the school to share any concerns you have about your child's welfare or wellbeing. The staff will work with you as parents or carers of our pupils, to make sure they are safe, happy and able to benefit for 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**

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.

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

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

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

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, 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 prosecute parents, or refer pupils to the Reporter to the Children's Panel, if necessary.



however the following limitations will apply in Renfrewshire schools and nursery establishments.

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

### Legal Aspects

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

These restrictions on use apply equally during any school activity that takes place off campus. Pupils breaking the rules will be disciplined in line with the school's positive behaviour or discipline policy.

### School meals

All Primary 1 – 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/article/2303/School-meals>

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

### 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.

### Placing Requests

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

### Assisted support needs

Renfrewshire Council may provide home to school transport for children assessed to attend any

school because of their Additional Support Needs. We also provide seat belt and wheelchair restraints needed to transport pupils.

### Playground supervision



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

In the mornings, it is inadvisable for pupils to arrive in the school grounds before 8.45am. Please note that playgrounds are not supervised before the start of the school day.

### 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, where they are engaged with them.

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

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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.

We are a nut free zone as we have children with severe nut allergies. I would ask for your co-operation and ensure that no nuts are brought in to school for snack or lunch.

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

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

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

### Toileting Issues

If your child receives fresh underwear/socks during the school day we would be very grateful if you could replace our stock with new items (we always give your children brand new underpants to wear when required). Alternatively you may wish your child to have a change in their own bag. Children are usually able to cope with minor problems independently, however, parents may be contacted if it is deemed that a child needs support.

### Behaviour and discipline

At St. Fergus' Primary School pupil learning and behaviour is generally of a very high standard and as a school we actively encourage this through a number of strategies designed to promote positive relationships and communication.

We encourage every pupil to make good choices about his or her behaviour and an opportunity to learn in a positive, nurturing classroom environment.

Our vision, 'Working together to promote excellence in achievement and wellbeing for all.' and our values of, God's love, honesty, positive attitude, respect and responsibility are at the forefront of our behaviour rules. At St. Fergus Primary we want all our children to be; happy, safe and well.

To encourage pupils to live out our vision and values, staff will support appropriate behaviour with verbal recognition and positive notes, house points, stickers, certificates, weekly 'Minute to win it' time and monthly 'Golden Ticket Tea Parties' .

At times, some children forget that we must have respect for each other and take responsibilities for actions which will incur a range of consequences. For example:

- The loss of 'minute to win it time'
- Deduction of time from playtime/lunchtime in order to reflect on their choices
- Short term exclusions will be used as a last resort

In the case of repeated or serious incidents, parents would be advised immediately via letter or telephone call from the Senior Leadership Team and on some occasions would be invited to discuss the matter fully. Good home/school relationships should ensure that any difficulties can be resolved.

### House System

We also run a house system that all pupils are a part of. The house system also encourages pupils to build positive relationships with staff and other pupils across the school. Pupils will participate in a number of house activities throughout the year including fundraising events, curriculum weeks and sports day.

Pupils earn house points for living our values, showing effort and positive behaviour within our school. Our Pupil Council have devised a programme of activities monthly for the winning house. In addition to this there is also the ability to cash in points for further treats such as, movie afternoons or extra playtime.

### Wet weather arrangements

All pupils will enter the building via the gym hall door on a wet morning.

#### Procedures before 9.00am

- ALL pupils will enter the building via the gym hall door on a wet morning. Mr Anderson, our Janitor, will open this door at 8.50am.
- From 8.50am till 9.00am P1- pupils will be supervised in the P1 classroom by a classroom assistant.
- On arrival parents should leave their child to walk to class independently or be escorted by school staff. **Parents may not escort** children through the gym hall as this breaches our school security protocols which are in place to maximise pupil safety.
- P2 –P7 pupils will be supervised in the hall from 8.50am till 9.00am by a classroom assistant and/or a member of the SMT. P2-P7 pupils will be collected by Class Teachers from the hall promptly after the 9am bell.
- Children who arrive at the school before 8.45am can attend the Breakfast Club. Please note any child who arrives at school earlier than 8.45am and does not wish to attend the Breakfast Club may not enter the building as supervision is not available.

If the weather is particularly poor, pupils will be allowed to remain in their classrooms at morning break where they will be allowed to have their snacks. During lunchtime their teacher will escort children to the gym hall for lunch and they will return to their classrooms after they have finished their lunch.

Support Staff, the Janitor and Senior Leadership Team provide a presence around the school during wet lunches. Classes will have items that the pupils may use during this time e.g. library books, colouring sheets, games etc. If you have any games / jigsaws that you have finished with, these can be sent in for use at wet intervals.



## Curriculum matters

### School curriculum

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

The National Improvement Framework, updated in 2018, 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

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.

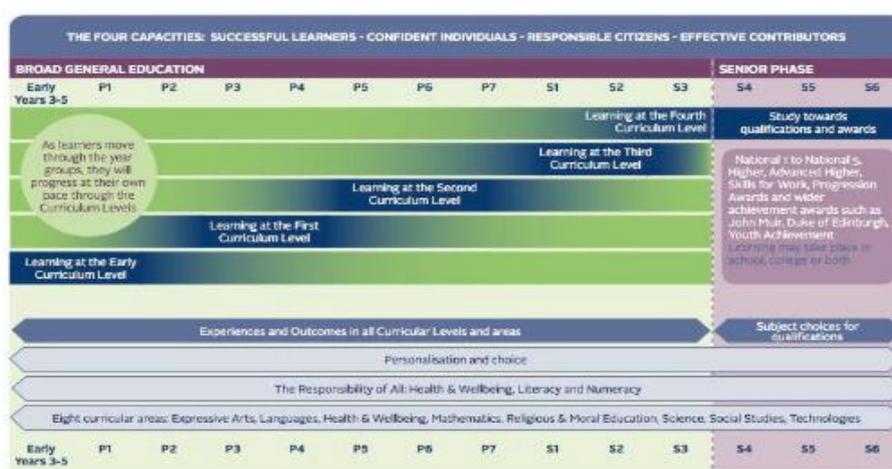
The curricular areas which will be followed within the BGE are:

- Literacy
  - Numeracy
  - Health and Well-Being
  - English
  - Mathematics
  - Modern Languages
  - Sciences
  - Social Studies
  - Expressive Arts
  - Religious and Moral Education/Religious Education in Roman Catholic Schools.
- } Responsibility for all

### The Learners Journey

The Curriculum for Excellence Learner Journey:  
Children and Young People aged 3-18

 the National Parent  
Forum of Scotland



Curriculum for Excellence is split into experiences and outcomes that children work on at different levels. Working through each level allows each child to acquire new skills and become confident in using them before being given opportunities to use these skills in a variety of different contexts. Throughout this journey the children's progress will be tracked and monitored to ensure that their individual needs are being catered for and that the appropriate supports or challenges are put in place where and when necessary.

Depending upon individual needs and aptitudes, some children will start learning at these levels earlier and others later. The framework is however designed to be flexible in order to permit careful planning for those with additional support needs, including those who, for example, have a learning difficulty and those who are particularly able or talented.

Most children will be secure in their learning at each level by:

- **Early level:** by the end of P1
- **1st level:** by the end of P4
- **2nd level:** by the end of P7
- **3rd/4th level:** by the end of S3
- **Senior phase:** by the end of S6

Children are regularly assessed using a variety of approaches in order to monitor their progress. The school will track this progress to ensure the journey for each individual and group of learners is

appropriate and relevant to them. This journey may vary from year to year and from learner to learner and will reflect the needs, interests and abilities of individuals.

### **Subjects**

The Curriculum is organised in 8 subject areas.

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

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

It is the responsibility of all teachers and practitioners to support all pupils in the development of skills in Literacy, Numeracy and Health and Well-being.

Literacy, Numeracy and Health and Well-being are important in all areas of learning. Being active, healthy, numerate, being able to read, write, listen carefully and talk clearly will increase opportunities for pupils in all aspects of life and will allow them to participate fully in learning. Having the necessary skills to be secure as they progress into further education and on into the workplace will prepare them for our ever changing and developing world.

In all three areas, we aim to promote the development of:

- Critical thinking
- Creative thinking
- Competence in listening, talking, reading and writing
- Personal, interpersonal and team working skills
- Building financial capability
- Ability to make positive life choices.

Various cross-curricular and interdisciplinary programmes of work are planned for and learners are encouraged to be involved in leading their learning at all stages.

St. Fergus' Primary school is committed to enhancing the chances of every pupil to succeed in life. We ensure that all children receive two hours of PE each week to encourage active and healthy lifestyles.

Through the implementation of Curriculum for Excellence, St Fergus' has embraced a wide range of methodologies and strategies aimed at improving the standards for literacy, numeracy and health &

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wellbeing. Pupils are much more actively engaged in their learning and have greater understanding of what to do to improve. Over the next three years we intend to further embed our methodologies and strategies across the full curriculum. We have been developing new approaches aimed at improving attainment in pupils' reading and writing. Inter-disciplinary learning approaches have been used successfully in recent years and we intend to continue working on this important aspect of teaching and learning. We will continue to update and further develop our school policies and procedures in line with Curriculum for Excellence.

### Religious Observance

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

In addition, parents and carers from religions other than Christianity may request 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.

### Our approach to relationships, sexual health and parenthood education

This is explored through focusing on relationships and is informed by our programme, God's Loving Plan, which is used at all stages (P1-P7) in catholic primary schools. Guidance and direction are provided from our Catholic Education Service. The programme is available in school for any parent wishing to view it and is fully explained at the pre-school induction meetings. Parents are provided with sufficient information in advance of certain topics which are due to be covered.



### 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/Publications/2016/03/5084/1>

### **Additional support for learning**

#### **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.

#### **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 points of their learning journey or throughout the journey.

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

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

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

Independent sources of information and advice nationally include -

**Enquire** – the Scottish advice service for additional support for learning

Telephone – 0345 123 2303

Email – [info@enquire.org.uk](mailto: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](mailto: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 schools takes action to address these concerns and may involve a link EP. Parental permission will always be obtained before we request to involve the link EP.

## Health and Wellbeing Education



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

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

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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

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;
- children at early stages of primary school who have a developmental coordination disorder along with attention difficulties;
- young people who attend the Flexible Learning provision; and
- nursery aged children who have been identified as having significant support needs.

### Homework

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

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. It is assumed all children will complete homework set. Should a parent not wish their child to be issued with homework they should, in the first instance, discuss this with the Head Teacher.

#### Homework Hints

General advice includes:

- Help your child to succeed by providing a quiet place to work
- Try to remember to sign markers and diaries etc
- Encourage both reading aloud and silently at home (from P1 to P7)
- Remember to ask your child lots of questions as part of their reading

- Help your child to learn number facts and times tables regularly
- Remember that both written and unwritten homework is valuable
- Ensure that homework is regularly completed and handed in on time
- If homework causes problems do not hesitate to let us know

St. Fergus' 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.

### **Enterprise in education**

Enterprise in Education [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 of Determined to Succeed are:

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

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

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

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

The range of activities can include:

- Links and partnerships with businesses, colleges, and schools abroad;
- Fundraising events organised and run by pupils;

- Fairtrade activities;
- Joint school and community initiatives; and
- Work experience placements and speakers.

### Extra-curricular activities

It is 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 both within and out with the school day.

The activities we have been able to offer in the past include:

- football
- rugby
- street dance
- netball
- Athletics
- Archery
- Bedtime Book Club
- Guitar
- Choir
- Badminton

We are always looking to expand our range of extra curricular activities. If any parent feels that they have a particular skill or talent which they could put to good use e.g. sewing, knitting, art and craft etc., as part of our extra curricular programme, please contact the school and we would be delighted to welcome you onto our programme of events.

### 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**

Within the school there is an active committee of parents, known as the Parent Council. The parent council is responsible for organising a number of social and fundraising events with a focus on the pupils.

Everyone from our parent forum (any parent/carer of a child attending our school) is welcome to attend meetings and become a member of our Parent Council. They are always looking for new members and are very grateful for people who can help out at any point throughout the year. You do not have to attend every meeting or event, any contribution that you can make will be greatly appreciated. It is through the work of our Parent Council that pupils and families can enjoy many fun activities. As a result of their commitment to fundraising many fabulous resources have been purchased which have enhanced the learning opportunities of all 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

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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 with can support parents and the school to work together to ensure a smooth transition, and help children and young people learn how to cope with change.

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

### **Pupil council**

It is the desire of all of the staff of St. Fergus' to develop a caring community concerned with the wellbeing and happiness of all pupils from P1 to P7. For this reason children are encouraged to share the responsibility for ensuring the smooth running of the school. A pupil council meets regularly with a staff representative to facilitate the process.

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 community in general.

### **Community links**

St. Fergus' Primary School has always been very active in the local community. We consider community activities to be an important part of the educational experience of the children who attend the school. Parent helpers are often called upon to support such activities. If you would like to become a helper please speak to the Head teacher. All helpers are subject to Disclosure Scotland PVG check (Protecting Vulnerable Groups Scheme).

### **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 <https://www.npfs.org.uk/confidentially>. If we have made a mistake, we will apologise quickly and clearly and try to put things right.

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

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

### **Data protection**

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

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

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

### **Information in Emergencies**

We make every effort to maintain a full educational service, but on some occasions, circumstances arise which lead to disruption. Schools may be affected by severe weather, traffic and transport

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disruption, power failures or fuel shortages. In such cases, we will do all we can to let you know when we are closing and reopening the school or nursery.

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

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

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

## Important Contacts

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### Director of Children's Services

Peter Macleod	Renfrewshire House Cotton Street Paisley PA1 1LE	Email <a href="mailto:sw@renfrewshire.gov.uk">sw@renfrewshire.gov.uk</a> Phone: 0141 618 6839
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### Homelink Service

### Senior Home Link Workers

c/o West Primary School Newton Street Paisley PA1 2RL	Email <a href="mailto:morag.mcguire@renfrewshire.gov.uk">morag.mcguire@renfrewshire.gov.uk</a> <a href="mailto:margaret.mcmanus@renfrewshire.gov.uk">margaret.mcmanus@renfrewshire.gov.uk</a> Phone: 0300 300 1415
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### Community Learning & Development

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

Customer Service Centre	Renfrewshire House Cotton Street Paisley PA1 1AN	Email <a href="mailto:registrar.cs@renfrewshire.gov.uk">registrar.cs@renfrewshire.gov.uk</a> 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/what-we-do/inspection-and-review/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/GT – Head Teacher/Principal Teacher/Guidance 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 hand book 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: [cdatapolicy@renfrewshire.gov.uk](mailto:cdatapolicy@renfrewshire.gov.uk)