

Contents

Contents	2
Welcome from the head teacher	5
School aims	6
Service Pledges	9
Standards and expectations.....	9
About our school.....	10
School staff	10
School information	12
School contact details	12
Parent Council contact details.....	12
School roll.....	12
Parental involvement	12
School day	13
School year	14
School in-service days	14
PE Kit.....	16
Stationery Requirements.....	16
Registration and Enrolment.....	17
Induction procedures for pupils starting school and their parents	17
Class Organisation	17
Assessment and reporting	18
Summary of the School Improvement Plan.....	18
The Scottish Attainment Challenge.....	20
Transfer to secondary school	20
Transfer from Nursery to Primary.....	20
Car Parking	21
Care and welfare	21
School security	21
Attendance and absence	21
Bullying.....	22
Safeguarding including Child protection	22
Mobile phones.....	23

School meals	24
School transport.....	24
Pick-up Points.....	25
Placing Requests	25
Assisted support needs.....	25
Playground supervision	25
Pupils leaving school premises at breaks	25
Equalities	26
Medical and health care.....	26
Religious Observance.....	27
Behaviour and discipline	27
Wet weather arrangements.....	27
Curriculum matters	29
School curriculum.....	29
Curriculum for Excellence	29
Broad General Education.....	29
The Learner’s Journey	30
Subjects.....	30
Our approach to literacy, numeracy and health and well-being	30
Our approach to relationships, sex health and parenthood education	30
Assessment is for Learning.....	31
Getting it right for every child (GIRFEC)	31
Additional support for learning	31
Inclusion.....	33
Support.....	33
Universal support	33
Targeted support.....	33
Educational Psychology Service.....	34
Health and Wellbeing Education	34
Specialist support service – teachers teaching in more than one school.....	36
Homework	36
Enterprise in education	40
Extra curricular activities	38
Home school community links	40
Parent Council	40

Home school links	41
Committees:	42
Pupil Council / School Improvement:.....	43
Health and Well-being Committee:	43
Community links	44
School lets	46
Other useful information	46
Listening to learn - complaints, comments and suggestions	46
Data protection	47
Information in Emergencies	47
Important Contacts	48
Websites.....	49
Glossary	50
Parent feedback	51
Tell us what you think	51

Welcome from the head teacher

Welcome to St Fillan's Primary School

Dear Pupils, Parents, and Carers,

Welcome to our school community! Whether you're new to us or are currently part of our St. Fillan's family, I am delighted to extend a warm welcome to all of you. Our school is a place where curiosity, hard work, and creativity come together to create an environment where every person can thrive.

Our school is committed to providing a wide range of opportunities for every pupil to discover their passions, develop their talents, and grow as individuals. We believe that education goes beyond academics and that each child should have the chance to explore and excel in a variety of areas.

Our staff provides an education that nurtures the whole child – academically, socially, and emotionally. We are committed to fostering a culture of respect, inclusion, and support so that every child feels valued and respected. We offer a rich and varied curriculum that caters to different learning styles and interests. From core subjects to specialised courses, our academic programmes are designed to challenge pupils and help them flourish. With dedicated support for pupils at all levels, we aim to create a space where everyone can succeed. Pupils have the opportunity to develop leadership skills and make a positive impact in our community. Through our Captains and Vice Captains, peer mentoring, and service initiatives, we empower pupils to take on responsibilities, practice leadership, and understand the value of helping others. These experiences help pupils grow in confidence and integrity.

Our school is rooted in the teachings and values of the Catholic faith, and we strive to create a community that reflects the love, compassion, and commitment to justice. This ethos is at the heart of everything we do, guiding our approach to education, our relationships with one another, and our vision for each pupil's growth.

This handbook is designed to be a helpful resource for both pupils and parents. Inside, you'll find important information about our school policies, programs, and services. Please take the time to review it carefully, as it outlines the guidelines that help us maintain a safe and positive learning environment. We encourage open communication, so if you have questions or need further clarification, don't hesitate to reach out.

Thank you for your partnership and trust as we work together to make this school year a rewarding experience for all. I look forward to working with you, celebrating achievements, and supporting one another.

Yours sincerely



Jacqueline McPherson

Head Teacher

School aims

Vision:

At St. Fillan's Primary School, we believe that all persons are created by God, unique and equal. The whole school community strives to build up an ethos that is based upon Gospel Values.

St. Fillan's Primary School aspires to be a centre of excellence and achievement, one which provides the highest quality of education. We believe that children learn best and fulfil their potential in a secure and happy environment where they are confident, valued and trusted.

We promote creativity and enthusiasm because we believe that children should enjoy their learning and also be challenged to develop to their fullest potential. All children are valued, supported and encouraged to participate in the life of the school and the wider community.

“In learning, we are growing and succeeding together.”

Values:

The words below are a selection that the children decided would be the most important to include in the values of our school community:

Faith, Respect, Responsibility, Teamwork, Trust, Success.

'Kindness' is also one of our core values that permeate throughout all others and that form the basis of our school rules.

AIMS:

We aim to provide a stimulating, inclusive and appropriate curriculum in line with Curriculum for Excellence which will be:

- Responsive to the principles of curriculum design and full implementation of Curriculum for Excellence experiences and outcomes in meeting the needs of all of our pupils
- Effective in ensuring that our school curriculum is a stimulus for personal achievement and that all pupils aim high and achieve to their fullest potential
- Staffed and resourced to the best of our ability
- Delivered using a variety of active and collaborative teaching and learning approaches

We aim to improve the standard of attainment and achievement within the school by:

- Providing a review of learning and planning of next steps to ensure appropriate support, challenge and pace of learning
- Ensuring that pupils have access to learning activities and experiences which meet their needs and barriers to learning are addressed
- Effective tracking of pupil progress and achievement and use of a range of assessments throughout the learning journey
- Opportunities are varied, planned and celebrated to recognise wider achievement

We aim to provide quality learning and teaching by:

- Engaging in professional reflection and evaluation of new initiatives in education
- Developing creative and innovative practice at all stages
- Effective use of assessment information to identify next steps in learning
- Ensuring the use of Technologies permeate the curriculum
- Involving parents in their child's learning
- Providing opportunities for our pupils to assess their own progress and regularly engage in self and peer assessment

We aim to support pupils by:

- Building their confidence, self respect and self esteem
- Developing positive behaviours that demonstrate a sense of individual and collective responsibility
- Developing informed attitudes towards leading a healthy and active lifestyle
- Promoting pupil involvement in the life of the wider community
- Maintaining effective partnerships with other agencies to offer maximum support for our pupils
- Developing life skills and attitudes that will prepare them for the world of work

We aim to create a positive school ethos by:

- Ensuring the school values of St. Fillan's Primary School become part of the day to day life of the school
- Creating a safe, relaxed and happy teaching environment
- Ensuring staff, pupils and parents are valued
- Ensuring staff and pupils are encouraged and motivated as fully as possible
- Ensuring that visitors are welcomed
- Ensuring trust and co-operation amongst staff and parents

- Building effective relationships with the Parent Council, parish, community and other agencies

We aim to support staff to develop to their full potential by:

- Creating a strong collegiate school team which operates in an atmosphere of openness, support and effective communication
- Ensuring professional development of staff supports national, authority and individual needs
- Reviewing resources and accommodation to meet the demands of a changing curriculum
- Annual staff review which informs classroom practice and supports continuous improvement for learners

We aim to secure improvement and respond to educational change by:

- Maintaining rigorous self evaluation procedures
- Ensuring an effective and responsive consultation processes
- Active participation of whole school community in planning for improvement
- Developing leadership roles at all levels to bring about change and improvement
- Providing high quality provision which promotes continuous improvement
- Working with our school community and partner agencies to evaluate provision for all stakeholders

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

Head Teacher and Principal Teacher

Mrs J McPherson

The Head Teacher has overall responsibility for running the school and is responsible for the pastoral care of all children P1-P7. This includes achievement, progress and Child Protection. The Head Teacher also works closely with local high schools to ensure smooth primary/secondary transitions for children.

She is also responsible for liaison with colleges/schools to support students/work experience.

Mrs A McWilliams

Mrs McWilliams is the Principal Teacher. Her remit includes pupil support, reading and pastoral care for P1-P4. The Principal Teacher is also responsible for data analysis and the tracking of attainment.

Teachers

Primary 1	Mrs J Kaney/Mrs S Sim
Primary 2	Miss Robertson
Primary 3	Mrs J Smith/Mrs L McVicker
Primary 4	Mrs C Driver/Miss E Duffy
Primary 6/5	Mrs N McNeil
Primary 7	Mrs L Rennie
Literacy Lead/NCCT	Mrs J McKay
Digital Lead/NCCT	Mrs C McAlaney

Other staff in the school

Senior Clerical Officer	Mrs D Sutherland
Clerical Assistant	Mrs S Edmiston
Classroom Assistant	Mrs J Kelly
(Additional Support Needs)	Mrs A Bruce
(Additional Support Needs)	Mrs Barr-Roan
(Additional Support Needs)	Mr R Fabiani
(Additional Support Needs)	Mrs H Hughes
SFO	Mr J McDermott
SFO	Mrs K McBride
FO	Miss N Chappell
Dinner Hall Supervisor	Mrs S Edmiston

Visiting Staff

School Nurse	Mrs Chloe Sutherland
Oral Health	Ms Paula McFarlane
Educational Psychologist	Ms Wendy O'Neill
Percussion Instructor	Mr Dervis Capkiner
Chanter Instructor	Mr Keith Bowes
Active School Co-ordinator	Miss Mairi Graham
Service Delivery Officer	Mr Kevin McPhee

Chaplaincy Team

Monsignor Andrew McFadden
Sister Mary Frances Collett

School information

School contact details

- phone number: 0300 300 0182
- email address: stfillansenquiries@renfrewshire.gov.uk
- write to or visit us at: 1A Main Street, Houston, PA6 7EL

Please note that we have a 'Code of Contact' that can be viewed on our school website and is issued in the August Newsletter. It will also be discussed at the 'Meet the Teacher' event. This code enables us to direct your enquiry to the person who is best equipped to investigate and provide you with further information or feedback. Depending on the nature of concern/enquiry, we aim to respond **within five working days**, however, this can be sooner in certain circumstances.

Parent Council contact details

Chairperson: Heather Mitchell-Fellowes

Email: hmfellowes@googlemail.com

In St.Fillan's Primary school we value the many opportunities to communicate with parents. Over the school session there is a variety of opportunities including: Meet the Teacher, monthly newsletters, curriculum information sessions, open afternoons and topic showcase events. Each class also prepares a class mass or service which we encourage parents to attend. We also have a closed group facebook page which parents can join and we have our own school app that families can use to keep updated about important school events.

School roll

The current school roll is 109 This is distributed in the following way:

Primary 1	18	Primary 4	15
Primary 2	16	Primary 6/5	20
Primary 3	18	Primary 7	22

Parental involvement

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

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

Information, support and advice

It is important that parents are active partners with the school to provide a high quality education for our learners. The school website offers a wealth of information about St. Fillan's Primary School including monthly newsletters. We also provide a number of links to other websites which will provide information and advice to parents. Through letters, leaflets and information evening we also keep parents up to date with new initiatives and developments within the school and local authority.

We operate an open door policy and encourage parents to give regular feedback by visiting, e-mailing or using homework diaries as a form of communication.

School day

Formal Entry	9:00am
Interval	10:40am – 10:55am
Lunch	12:35pm – 1:20pm
Dismissal	3:00pm

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

School year

First Term	Return date for Teachers	Thursday 14 August 2025 (IS)
	In-service Day	Friday 15 August 2025 (IS)
	Return of Pupils	Monday 18 August 2025
	September Weekend	Friday 26 September 2025 and Monday 29 September 2025 (inclusive)
	Schools re-open	Tuesday 30 September 2025
	Schools closed	Monday 12 October 2025 to Friday 17 October 2025 (inclusive)
	School closed in-service day	Monday 20 October 2025 (IS)
	Schools re-open	Tuesday 21 October 2025
	St Andrew's Day	Monday 1 December 2025
	Schools re-open	Tuesday 02 December 2025
	Christmas / New Year Schools closed	Monday 22 December 2025 to Monday 05 January 2026 (inclusive)
Second Term	Schools re-open	Tuesday 06 January 2026
	Mid Term break	Monday 16 February 2026
	Mid Term break	Tuesday 17 February 2026
	In-Service Day	Wednesday 18 February 2026
	Spring Holiday Schools closed	Friday 3 April 2026 to Friday 17 April 2026 (inclusive)
Third Term	Schools re-open	Monday 20 April 2026
	May Day (schools closed)	Monday 04 May 2026
	Schools re-open	Tuesday 05 May 2026
	In-service Day	Thursday 07 May 2026
	Local holiday (schools closed)	Monday 25 May 2026
	Schools re-open	Tuesday 26 May 2026
	Last day of session	Tuesday 30 June 2026
	Summer Holidays	Wednesday 1 July 2026

Teachers return on Friday 14 August 2026

School in-service days

- Thursday 14 August 2025
- Friday 15 August 2025
- Monday 21 October 2025
- Wednesday 18 February 2026
- Thursday 07 May 2026

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.

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.

In St Fillans, we “Dress for Excellence” and we have a very attractive uniform with the items are listed below. Our pupils are asked to wear the agreed uniform at all times and parental support is appreciated:

- Navy skirt/trousers (smart/tailored) and **dark outdoor shoes.**
- Navy blazer or Navy school fleece jacket (and Navy shower proof jacket).
- Blue shirt and tie, school sweatshirt or Navy jumper/cardigan, or
- School polo shirt and school sweatshirt.

- The wearing of trainers to and from school is actively discouraged and we ask that they be kept for indoor use only.

- Please note shirt and tie (formal school uniform) will be required by all children. This will be requested for formal school events and masses.

- The wearing of hoodies is also actively discouraged and is only permitted for the Primary 7 Leaver’s in Term 3 and 4 of the school year.

Summer (if desired):

Blue/white gingham dresses **or** smart, plain navy or navy blue shorts with a school polo shirt.

If shorts are worn they must be suitable and complement the uniform. If a sweater/cardigan is required in summer, it must be from the school uniform.

PE Kit

St. Fillan's t-shirt (in the appropriate house colour) dark coloured shorts and soft-shoes.

Rain jacket and joggers for outdoor learning.

Due to lack of space, we request that PE kits are only brought to school on gym days.

All children should have soft shoes or trainers for changing. All items of clothing should be clearly marked with the child’s name. Jewellery should be kept to a minimum, if at all, and **must be removed** before PE for health and safety reasons.

Stationery Requirements

It would be helpful for the start of the new term if, in your child’s pencil case, you could include the following items: -

HB pencils

Ruler (with your child’s name)

Rubber

Glue stick (with your child’s name)

Small calculator (from P.3 onwards with your child’s name)

Speller checker (optional from P.4 onwards)

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.

After the initial enrolment for Primary 1 occurs, steps are taken to ensure that the transfer from pre-school is as happy as possible. Arrangements for meetings with parents and induction days for pupils will be notified during the spring or summer terms.

Local pre-school establishments: -

Houston Primary Nursery	0300 300 0159
Abbey Nursery, Houston	01505 612369
Gryffe Manor Nursery, Houston	01505 613134
Rivendale, Bridge of Weir	01505 610611

During the induction process a Primary 7 Buddy is identified for each Primary 1 child. There are opportunities for these children to develop relationships in the playground and through weekly activity time. This programme offers a valuable support to the younger children and provides the older children with responsibility and opportunities to develop their leadership skills.

Class Organisation

St. Fillan's Primary School is a co-educational school, catering for both boys and girls. The school meets the needs of the Roman Catholic community within Bridge of Weir, Crosslee

and Houston. The Head Teacher organises classes in line with Council policy and these are subject to annual review. In recent years, St. Fillan's Primary School has included composite classes throughout the school.

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.

Summary of the School Improvement Plan

Our school aims are ambitious and can easily be remembered using the acronym BUDS:

<i>Area of the National Improvement Framework</i>	<i>School Aim</i>
<i>Ethos & Life of The School as a Community.</i>	<p>1. <u>Be brave:</u></p> <p>Develop positive behaviours so that all children, staff, families and partners feel safe, secure and valued within our school family.</p> <p>Create a strong collegial school community which operates in an atmosphere of openness, support, effective communication, self-evaluation and school improvement.</p>
<i>The Curriculum.</i>	<p>2. <u>Unleash excellence:</u></p> <p>Provide a rich, skills- based curriculum which adheres to the principles of curriculum design, challenge, enjoyments, breadth, progression, depth, personalisation and choice, coherence and relevance.</p>
<i>The Four Capacities of Curriculum for Excellence.</i>	<p>3. <u>Develop creativity:</u></p> <p>Put the learner directly at the centre of the curriculum to holistically develop the child.</p>
<i>Assessment and Recognition of Skills.</i>	<p>4. <u>Show/Radiate enthusiasm:</u></p> <p>Nurture a culture of high expectations and aspirations to promote skills for learning, life and work.</p> <p>Through gathering evidence of learning, analyse, reflect and act upon data to improve outcomes for learners.</p>

School Improvement 2024 – 2025:

Religious Education:

- Promote opportunities to explore the 'Developing in Faith' strand of 'Honouring Jesus as the Way, the Life and the Truth' through our commitment to getting everything right for our children.

Health and Wellbeing: Renfrewshire Nurturing Relationships

Approach:

- Begin to explore 'Language as a Vital Means of Communication' and develop an action plan to nurture this principle across the school and wider community.

Talk for Writing:

- Develop our attainment in writing in the early and first levels.
- Align the pedagogy of writing to show clear progression across the school.
- Establish greater links between the teaching of reading and writing to create a cohesive Literacy curriculum.

Reading:

- Review and develop our pedagogical practice around reading.
- Continue to challenge and foster a productive reading culture in our school.
- Continue our commitment to progressing with the Reading Schools Framework to achieve Silver level.

Parental Engagement:

- Make effective use of the Seesaw application as a platform to share our children's learning and achievements.

Children's Rights/ UNCRC:

- Continue to ensure that children's rights are at the heart of the decision making process and achieve the Bronze level of the UNCRC accreditation award.

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 Fillan's Primary School is an associated Primary School of St Benedict's High School.

Head Teacher: Mr Alan Taylor – Telephone number: 0300 300 1441

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 which help to ensure a smooth transition and continuity of learning for the child transferring to primary.

St.Fillan's Primary School staff visit local nurseries to meet with your child as part of the transition process. Our P7 "Nursery Ambassadors" will also visit nurseries to speak to children.

Car Parking

- (A) Dedicated parking space(s) has (have) been created to ease access for people with disabilities. Please do not use this space/these spaces without authorisation.
- (B) Those using this space should be disabled badge holders.
- (C) In the interest of the children's safety, parents are asked to drop children away from the school gates. There is a park and stride facility where parents can park in the Fox and Hounds car park and walk children to the school gates. The official school car parking area is limited and is for staff parking only. All children should walk round the barriered route and not through the school car park.
- (D) Please note that the Church carpark will not be available for parental use at 9.00am or 3.00pm in the school day.

Care and welfare

Your child's welfare is central to the ethos of the school. Please contact the school to share any concerns you have about your child's welfare or wellbeing. The staff will work with you as parents or carers of our pupils, to make sure they are safe, happy and able to benefit from the educational opportunities we offer. This handbook gives details of how we deal with bullying, homework, additional support needs and many other areas that may impact on your child's wellbeing.

School security

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

Attendance and absence

It is the responsibility of parents of a child of school age to make sure that their child is educated. 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).

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

Please make every effort to avoid family holidays during term time as this disrupts your child's education and reduces learning time. The head teacher can 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.

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 anti-bullying policy which sets out our local approach to tackling bullying. You can request a copy of the Council's policy and/or the school's policy from the school office or access them online at <http://www.renfrewshire.gov.uk/article/3469/Anti-bullying>

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

Safeguarding including Child protection

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

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

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 school, 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

From August 2022, children in Primaries 1 to 5 across Renfrewshire will have the option of receiving a FREE school meal every day. Parents do not have to do anything to claim this, pupils in the appropriate age group will have automatic entitlement.

In St. Fillan's Primary School the system which operates in the Dinner Hall is a simple one, which the children can easily manage. The children are asked to select their lunch choice from the daily options in class. This information is collated via an online platform and sent directly to the kitchen. Payment for those who are not entitled to a free school meal can be made through the Parent Pay system.

A number of themed days encourage the children to taste different types of food such as the 'Burns Day Supper.'

Special diets can be provided for children with specific me. (Parents should make arrangements with the School Office to contact the kitchen staff.

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.

Please note that whilst parents are responsible for the desired behaviour of their children on the school buses, the school will work in partnership with pupils to produce a bus 'Code of Conduct' which will outline desired safety and social behaviours on the school bus. This will be sent home at the beginning of the school year and should be discussed with parents and

signed by both parent and pupil. The bus driver/company may wish to discuss individual issues with parents if applicable. Children who misbehave can lose their right to home/school transport.

Younger children are provided with a 'Bus Buddy' who will accompany them to the bus. It is the responsibility of school staff to complete the daily bus register, escort children to the bus and ensure that all seatbelts are securely fastened in accordance with the law for school transport.

In the interests of Health and Safety, a daily bus register is held at the School Office and it is imperative that the Office staff are informed by the child or parent if there is to be a change in routine for collection from school at 3.00pm. If there is no notification, we would assume that the child will be travelling home from school on the transport provided.

Pick-up Points

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

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

Placing Requests

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

Assisted support needs

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

Playground supervision

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

Pupils leaving school premises at breaks

Schools have a duty to look after the welfare of their pupils. This 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 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. The head teacher will assume that your child will attend all examinations unless told otherwise. Parents will be told about any recommended action or treatment. All examinations are carried out by NHS Greater Glasgow and Clyde.

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

Minor accidents are dealt with by the school's qualified first aider. If a pupil takes ill or has an accident at school which requires that they be sent home or for treatment, the school will provide first aid and contact parents or carers. It is very important that the school has up to date contact details for all parents or carers and an additional contact person in case parents

or carers can't be reached. This information should be current, and the school notified of any changes. We will not send children home from school unaccompanied.

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

Religious Observance

Our school is fortunate to have a close link with the local church. The parish priest supports the ethos and life of the school and religious education. 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

The relationship between pupil and teacher is similar to that between child and his/her own parents requiring mutual respect and consideration. In St. Fillan's, we follow a classroom Behaviour Blueprint that affords every pupil guidance in making good decision about his or her behaviour and thus an opportunity to learn in a positive, nurturing classroom environment.

At the beginning of a new school session, each class work together to create their own 'Class Charter.' These are the key principles that will guide good decision making and choices. A copy of the charter is displayed on the classroom wall and a paper copy is sent home for pupils to discuss with their parents and for both parties to sign and it is in line with UN Rights of the Child.

To encourage pupils to follow the rules, staff will support appropriate behaviour with verbal recognition and positive notes, stickers and certificates. Please note that a more comprehensive guide to our 'Promoting Positive Relationships and Behaviour Policy' can be found on our school website.

In the case of repeated or serious incidents, parents would be advised following investigation and invited to discuss the matter fully. Good home/school relationships should ensure that any difficulties could be resolved. The early intervention of parents, whose children are creating discipline problems, is of extreme importance in the school's attempts to ensure the highest quality of education for all pupils.

It is important that we create a community in the school where you know that your child will be happy and safe. We have a positive approach to discipline by encouraging and rewarding good behaviour and attitudes. In St. Fillan's, teaching and learning focus on developing children who are confident individuals, successful learners, effective contributors and responsible citizens.

Wet weather arrangements

During wet intervals and wet lunch breaks children will remain indoors. Senior pupils monitor in younger classes with adults being allocated departments to monitor. Children are given a variety of relaxing activities to choose from during this time. Children will continue to eat their

lunch in the school dining room and return to their classroom afterwards.

Children are invited to bring in a notebook, colouring book or a book to read that can be kept in their personal tray and used to keep them occupied during wet intervals, however, this is not mandatory.

Please note that we actively discouraged children to bring in toys of any shape or size and this includes soft toys. It is our experience that children can become upset when personal items get misplaced or unduly damaged. The exception to this would be when the Class Teacher has requested that the child bring in an item perhaps for 'Show and Tell,' solo presentations or as part of an incentive.

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

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

Broad General Education

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

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

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

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

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

The Learner's Journey

Children progress and achieve in different ways and at different rates. The focus for progression is not only about “how fast” but also about “how much” and “how well” children are learning.

All children have access to all curricular areas across each session. Spanish is taught from P1-P7. French is taught from P5-P7.

All children have a personal learning profile where they can store examples of good work. Regular opportunities are provided for children to discuss their learning with their teacher and plan their next steps in their learning journey.

Subjects

There are 8 subject / curricular areas within the Curriculum for Excellence Curriculum. These are;

Health and Wellbeing

Social Studies

Expressive Arts

Religious Education

Sciences

Literacy and English (including Spanish P1-7 and French P5-7)

Numeracy and Mathematics

Technologies

All children in St.Fillan's Primary School will study all subjects across the year.

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

Literacy, Numeracy and Health and Well-Being are the responsibility of all staff within a school. Through Curriculum for Excellence children and young people are entitled to a continuous focus on Literacy, Numeracy and Health and Well-being. These skills are developed across all curricular areas and are essential if young people are to access learning, succeed and live healthy, active lives.

Our approach to relationships, sex health and parenthood education

As a Roman Catholic Primary School this is taught based on the Gospel values and teachings of the Catholic Church. A programme called 'God's Loving Plan' is used as a basis to teach children about forming healthy loving relationships. This begins in P1 with friendship and develops to P7 where the Sacrament of Marriage is explored. Materials can be requested by parents to view and the parental guide can be found on our school website.

Assessment is for Learning

In St. Fillan's our policy on assessment is informed by the national initiative "*Assessment is for Learning*" programme and through "*Ambitious Excellent Schools*". It is guided by local advice and the draft Assessment Policy from Renfrewshire Council. Teachers share the learning intentions with pupils. These are displayed in the classroom and are closely linked to the Curriculum for Excellence outcomes. Staff also discuss with the children the criteria for success (ie what they must do in order to be successful) to ensure that there is a shared understanding of the knowledge and skills to be attained. Pupils are also encouraged to contribute their own ideas regarding what they might wish to learn, how they might learn and to evaluate their own learning using checklists. Children will also use self and peer assessment to help them identify their next steps in learning. By using positive and constructive feedback, pupils are encouraged to take more responsibility for their own learning.

Assessment for Learning is assessment to promote and support learning. Information gathered by teachers and students modifies and improves teaching by ensuring

- **pupils understand clearly** what they are trying to learn, and what is expected of them
- **pupils are given feedback** about the quality of their work and what they can do to make it better
- **pupils are given advice** about how to go about making improvements
- **pupils are fully involved** in deciding what needs to be done next, and who can give them help if they need it

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.

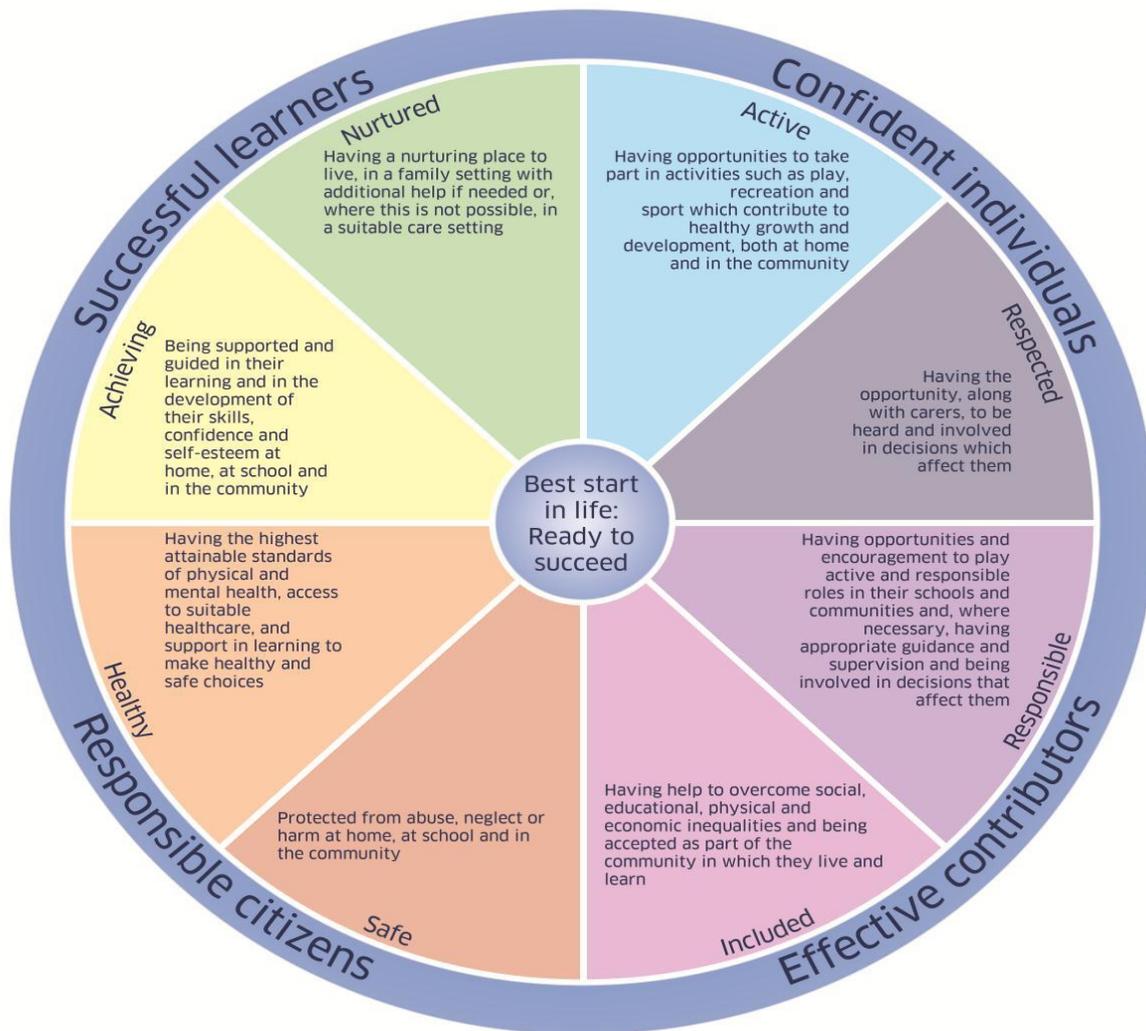
All education staff have a statutory responsibility to promote and support the wellbeing of children and young people in their care. There are 8 wellbeing indicators and you can find out more about these here: <https://www.gov.scot/Publications/2016/03/5084/1>

Additional support for learning

Getting it Right for Children and Young People in Renfrewshire

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

Children's well-being is important at every stage of childhood. Every child needs to be **healthy, achieving, nurtured, active, respected and responsible, and, above all, safe**. These are the eight indicators of well-being (SHANARRI) which are set within the 'four capacities' which are at the heart of the Curriculum for excellence.



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

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

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.

Further information is available by contacting your school directly or by visiting -

<http://www.renfrewshire.gov.uk/article/3490/Additional-support-for-learning>

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 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.

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

PATHS:

We are engaging in the PATHS programme for the fifth year this school session and the programme looks at 'Promoting Alternative Thinking Strategies.' Children are taught skills and strategies that will help them to know and understanding their feelings, help them to self-regulate, show understanding and empathy towards others, take responsibility for the choices and decisions they make and ultimately build a high level of resilience which will provide children with the tools to cope in a variety of situations that they ay encounter in life.

We are supported in the delivery of the programme by Kristy Fotheringham who is our co-ordinator.

Emotionworks:

We are engaging in our third year of facilitating the 'Emotionworks' Health and Wellbeing Programme in our school.

Emotionworks is an educational programme which seeks to develop emotional intelligence in learners with the programme being designed to have a positive impact on the children's attainment, engagement and wellbeing.

Our staff have been trained in the use of the programme to support learners through a wide range of contexts. This session, we will focus on making developing Emotionworks through the Literacy curriculum.

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 the opportunity for the development of self reliance, self discipline, self confidence and participation in taking responsibility for learning by your child. It also strengthens the link between home and school in providing an opportunity for parents and carers to share in the learning process. Homework can take many forms and will reflect the age, stage and area of learning currently being undertaken by your child. It will be issued on a regular basis and will be varied, meaningful and interesting. We make effective use of “Google Classrooms” to issue homework tasks.

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

Every child in Primary 1 is gifted with a homework bag or folder. It is essential that this, or similar, continues to be used throughout the school. Pupils are also issued with homework diaries, which should be signed by a parent at the end of each week. If a child experiences difficulty with homework, a note in the diary would alert the teacher to the problem. Homework tasks should also be signed. Pupils and parents are issued with an annual homework agreement. Classes are provided with a homework programme/timetable.

There are regular opportunities for parents to come into school and find out about the curriculum, resources and teaching methods.

Amount of Homework

Homework tasks will generally increase from 10 minutes in P.1 to approximately 30 minutes in P.7, on average per night. This includes the valuable time spent on oral or “learning” activities.

Homework Hints

What Parents Can Do to Support Children with Homework:

- Encourage your child to settle in a suitable place to complete homework, away from possible distractions.
- Encourage your child to complete homework to the best of their ability.
- Oversee any written work your child has (but don't do it for them).
- Join in any active homework that requires adult involvement (eg active spelling, maths work, topic research etc).
- Support your child in ensuring homework is received / returned to school.
- Provide your child with suitable equipment for homework (eg pencils, rubbers, rulers).
- Sign off homework diary every week.
- Use the diary as a communication tool to the teacher (diaries are usually checked at the end of each week so remind your child to advise they have a message if written midweek).
- Support our homework policy by working in partnership with your child and his/her teacher.

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

The school encourages pupils to participate in a range of sporting, leisure and cultural activities. A number of these may be delivered through partnership initiatives. The Active Schools Co-ordinator is involved in arranging clubs. These may include badminton, basketball, cycling proficiency, football and many others. Fitness activities are included for the upper school with dance and play groups catering for the children in the lower school. Pupils who participate in extra-curricular activities are expected to attend every session. For safety reasons, parents should notify the office in advance of an absence.

We use the 'Class4kids' online system as a means for you to register, enrol and make payments for Active Schools provision. Information will be provided to you in the form of a termly letter which will outline clubs and costs.

Whilst it is the responsibility of Active Schools coaches to ensure that children are behaving both appropriately and safely whilst attending a club/event, we expect the same high standards as we would encourage throughout the school day.

Our Active Schools co-ordinator has drafted a 'Code of Conduct' that has been co-created with pupils and which outlines the expected social and safety behaviours expected from all pupils attending a club/Active Schools event. This is based on the principles of "Ready, Respectful, Safe"

It is important to note that from time to time, individual pupils are invited by coaches to attend Active Schools tournaments that are held as part of Cluster or Local Authority events. It is

not an entitlement that every child has the opportunity to attend and this is for a variety of reasons including numbers, conduct etc.

Active Schools is also involved in the training of Primary 7 'Playmakers.' This programme helps to develop key leadership skills in children and enables them to facilitate playground games and activities to engage the younger children and encourage healthy lifestyles.

We have a sports/activity day in the summer term. Visits and educational outings, linked to the curriculum, are regularly arranged.

Our children are encouraged to develop a sense of citizenship within the school and wider community. We foster a caring attitude towards others through our regular charity events. Children often enter competitions within and outwith the school.

Parents are encouraged to be involved wherever possible in their child's education and help for activities is always welcome. However, in accordance with guidelines, volunteers are required to complete a PVG check. Further information can be obtained from the school office.

Home school community links

Parent Council

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

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

Every parent who has a child attending our school is automatically a member of the Parent Forum. As a member of the Parent Forum, each parent can expect to:

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

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

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

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

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

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

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

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 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.

Committees:

Your child will be given the opportunity to participate in one of our Committee groups where they are encouraged to build leadership skills, express their views, participate and organise 'Committee Focus Weeks,' organise events and make decisions about school improvement.

Committees will meet once a month for the duration of one hour and fifteen minutes and this years Committees and adult facilitators are as follows:

Please note that due to current COVID mitigations, our Committees will be class based this session with each Primary stage focussing on an area of interest.

Committees will be facilitated in class once per month for the duration of one hour and fifteen minutes.

This sessions Committees and adult facilitators are as follows:

<i>Committee</i>	<i>Facilitator</i>
Fairtrade	Mrs C McAlaney Mrs N McNeil
Laudato Si	Mrs J Smith Mrs McVicker
Literacy/Library	Mrs J McKay Mrs Hughes
Health Promotion/ Including Healthy Eating	Mrs J Kaney Mrs S Sim
School Improvement (House and Vice Captains)	Mrs J McPherson
Young Leaders Of Learning	Mrs J McPherson Mrs J McKay
UNCRC Steering Group	Mrs A McWilliams
Renfrewshire Nurturing Relationships Award	Mrs L Rennie

JRSO/Travel Plan Committee:

This Committee will work on the review of our 'School Travel Plan.' This plan promotes sustainable travel to and from school and the Committee will raise the profile of health and safety issues around travel and road safety.

Pupil Council / School Improvement:

St.Fillan's Primary is divided into four houses: Queen Margaret (yellow); Ogilvie (green); Columba (red) and Ninian (blue). Each house has a House Captain and a Vice Captain.

This committee consists of our upper school Vice and House Captains. This Committee works in partnership with the Head Teacher to gather pupil's views and lead the school forward with the improvement agenda. They also promote the school through liaising with the media.

Eco Committee:

The Eco Committee assist in energising whole school green attitudes and working towards another Green Flag.

Health and Well-being Committee:

This Committee looks for ways to ensure the whole school benefits from being healthy in mind and body and they help to arrange Health Week and Sports Day at the end of term.

Library/ Literacy Committee:

The Library Committee encourage children across the school to read a variety of texts and arrange whole school events such as World Book Day. They care and maintain the Library which is located in the Central Area of the school. They are working towards the Silver Reading Schools Award.

STEM Committee:

This Committee seeks to promote the subjects of: Science, Technologies, Engineering and Maths through planned activities and context week.

Fairtrade Committee

The Fairtrade group lead the school in raising awareness of the Fairtrade initiative and regular fundraising initiatives. They are involved in the maintenance of our Fairtrade Status.

UNCRC Steering Group:

Work on achieving the Bronze Award of the Rights Respecting Schools Programme.

Peer Mediators:

Peer Mediators are trained each year and support all children in the playground to sustain positive relationships with their peers. Mrs Kelly helps to train pupils along with current ambassadors.

Community links

In St. Fillan's we have strong community links, which support the development of enterprising skills, knowledge of the world of work and the integration of the school within the community. These include cluster links, community links, parish links and parent links.

□ **Cluster links which include:**

- Pupils from St Benedict's High School support many of our focus days.
- Senior pupils from St Benedict's offer support during theme days such as storytelling and anti-bullying.
- Many sporting opportunities are organised for children across all the cluster schools to come together. These take place in St Benedict's High School or On-X Sports Centre.
- Children from all the cluster schools come together across the year to celebrate and worship the word of God in Holy Mass, Prayer Services and retreats.
- We have close liaison with St Benedict's High School throughout the school year.

● **Community links which include:**

- Police links include regular visits by our community Police Officer who assists us with our citizenship programme, including Safe Kids workshops, anti-vandalism and road safety input.
- Paramedics and Fire Service who give input on occasions.
- Health professionals during health week, e.g. work opportunities as dieticians, dentists, sports instructors.
- RSPCA / Dogs Trust with a dog handling and good pet owner course.
- Professional advice and support from environmental groups, including garden designers, RSPB, Starling Learning, and Bright New Scotland. Local businesses involved in initiatives to promote recycling, including mobile phones and ink cartridges.
- A Fair Trade initiative where Rainbow Turtle, a fair trade supplier, visits the school. Pupils then promote the concept of sustainable development and fair trade, both to the school community and the parent/parish community.
- Author and storyteller visits are arranged to encourage children to consider writing as a career or pastime.
- We have strong links with children's and third world charities for which we organise fund raising events.
- Visitors from St Vincent's Hospice and SCIAF regularly visit to speak about their work.
- The children's involvement in the Social Committee fayres including links with various small local businesses, e.g. jewellery makers, gift stores. The children themselves have stalls, which in recent years have included selling toys and games.

- We have workshops for children on business and enterprise, including 'Can do, Will do' attitudes to work sessions, 'My Amazing Brain' and 'Creativity in the Workplace.'
- Swimming instructors visit the school and Primary 6 pupils attend the local swimming pool for lessons.
- Renfrewshire Road Safety Officer is involved in supporting P6 pupils in the process of completing application forms and interviewing for the position of Junior Road Safety Officer.
- Children are involved in the local agricultural show and Houston & Killellan Kirk Carnival and have won competitions organised by the committees.
- Our pupils are regular participants of inter-school festivals for badminton, rugby, tennis and local school sport relay teams.
- Our children are involved annually in the Rotary Club Quiz for Primary Schools.
- Our Morrisons voucher project is a community event. With the support of local residents, we are able to purchase equipment annually to support the work in the school garden.
- Work with Gryffe Camera Club encourages children to develop an interest in photography showcasing their work during assembly.

- **Parish links**

Parish links are fostered by whole school attendance at Mass and class groups going to Mass on a regular basis:

- We have Advent and Lenten services in school, with the assistance of the parish Sister and many other activities, which add to the religious life of the school.
- Parishioners attend our nativity play and we collect groceries for hampers for the senior citizens of the parish.
- Whole school involvement in the RCIC (preparation of children for the Sacraments).
- Monsignor McFadden and Sister Mary Frances visit the school to support staff in the delivery of Religious Education.

- **Parent links**

- Many of our contacts come through the parent community. Parents are invited into the school to talk about the world of work and business opportunities.
- Parents are invited to participate in class and school activities. We have a bank of parent helpers who assist us with events and trips, as well as regular support in school.
- Strong links with our Parent Council and Social Committee.

School lets

Lets for schools should not be sought where the group wishes to apply for a licence.

To apply to use school facilities, contact the Community Facilities Section at Johnstone Town Hall. 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, 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 – Renfrewshire Council 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

Janie O'Neill	Renfrewshire House Cotton Street Paisley PA1 1LE	Email sw@renfrewshire.gov.uk Phone: 0141 618 6839
---------------	---	---

Homelink Service

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

Senior Home Link Workers

Email
morag.mcguire@renfrewshire.gov.uk
margaret.mcmanus@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
------------------------------	--	---

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

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

Customer Service Centre

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

Websites

You may find the following websites useful.

- <https://education.gov.scot/parentzone/> - parents can find out about everything from school term dates to exam results. This site also offers information for nursery aged children and young people who have left school. It also lists relevant publications for parents and provides hyperlinks to other useful organisations.
- <https://education.gov.scot/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 below questionnaire. 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: csdatapolicy@renfrewshire.gov.uk