

Contents

Contents	1
.....	4
Dear parents,.....	4
Welcome from the head teacher	5
School aims	6
Service Pledges	6
Standards and expectations	6
About our school	8
Staff.....	9
School information.....	11
School day	12
School year	13
School in-service days.....	13
School dress	14
Registration and Enrolment	15
Induction procedures for pupils starting school and their parents	15
Class Organisation	15
Assessment and reporting	16
Summary of the School Improvement Plan	16
Strategic actions	16
The Scottish Attainment Challenge.....	17
Transfer to secondary school.....	17
Transfer from Nursery to Primary	18
Anchor Base.....	18
Car Parking.....	18
Care and welfare	18
School security.....	18
Attendance and absence.....	19
Bullying	19
Safeguarding including Child protection	20
Mobile phones	20

School meals	21
School transport	22
Pick-up Points.....	22
Placing Requests.....	22
Assisted support needs.....	22
Playground supervision.....	22
Pupils leaving school premises at breaks	23
Equalities.....	23
Medical and health care	23
Religious Observance	24
Behaviour	24
Wet weather arrangements	25
Curriculum matters	26
School curriculum	27
Curriculum for Excellence	27
Getting it right for every child (GIRFEC)	27
Additional support for learning.....	28
Inclusion.....	28
Support.....	28
Universal support.....	28
Targeted support	29
Educational Psychology Service	29
Health and Wellbeing Education	30
Specialist support service – teachers teaching in more than one school.....	30
Homework –	31
Enterprise in education	31
Extra-curricular activities	32
Home school community links.....	33
Parental Involvement	34
Parent Council	35
Home school links	35
Pupil council.....	36
Community links	36
School lets	36

Other useful information.....	36
Listening to learn - complaints, comments and suggestions	36
Data protection.....	37
Information in Emergencies.....	37
Important Contacts	39
Websites.....	40
Glossary	41
Parent feedback	42
Tell us what you think.....	43



Dear parents,

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

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

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

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

Yours sincerely

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

Peter Macleod
Director of Children's Services

Welcome from the head teacher



Dear Parent/Carer,

Welcome to St Paul's Primary School and thank you for taking a look at our handbook.

This handbook is designed to give you an idea of the educational experiences provided in our school and some useful information about Renfrewshire Council services. I hope you find it helpful.

St Paul's Primary is a Catholic primary school situated in the Foxbar area of Paisley. We have an ethos which is underpinned by the Gospel values. As a school we value; **S**pirituality, **T**alent, **P**assion, **A**mbition, **U**nderstanding, **L**ove and **S**uccess as outlined in our school statement of values.

Our parents are an important part of the school community and we welcome their many and varied contributions. We believe a strong relationship between home and school is essential to ensure a happy and rewarding primary education for our pupils.

Our staff are all committed to doing the very best for our pupils and we try to foster a caring attitude which develops the effective contributors and responsible citizens of the future.

Through our curriculum we strive for excellence, providing a curriculum which takes account of the needs of all pupils. In our active learning approaches we develop successful learners and confident individuals. The school organisation and ethos ensure that we provide a happy and successful experience for all pupils, parents and staff based on the Gospel Values.

This handbook will probably be your first contact with the school and I hope it provides all the required information. If you have any further questions, please do not hesitate to contact us.

Louise A. Maher

Head Teacher

School aims

Vision

A place of partnership and discovery where we aspire to learn and achieve

We Value

Spirituality, **T**alent, **P**assion, **A**mbition, **U**nderstanding, **L**ove, **S**uccess

The aims of St Paul's Primary School are to:

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

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

Staff

Management Team

Head Teacher	Mrs Louise Ann Maher
Depute Head Teacher	Mrs Anne Louise Nicholson
Principal Teacher	Mrs Emma Murdoch

Office Staff

Senior Clerical Officer	Mrs Norma Connelly (Mon- Fri 8.30 am – 4.00 pm)
Clerical Assistant	Miss Fiona Grant (Mon-Fri 9.30 am -1.00 pm)

Both Clerical Assistants work closely as a team and complete the fully variety of office duties, as required. The Team Leader and Service Delivery Officer also support office staff in their daily duties.

Teaching Staff

Class Teachers

Miss S. Coyle / Miss K. McLachlan	Primary 1
Miss M. McIntyre	Primary 2
Mrs S. McLaughlin / Mrs J. Lamb	Primary 1/2/3 (Anchor Base 6)
Mrs Lauren Reid	Primary 3
Mrs Michaela McGettigan	Primary 4
Miss D. Traynor	Primary 5
Mrs Fiona Woods	Primary 3/4/5 (Anchor Base 3)
Miss Tracy Robertson/ Mrs L. McCaig	Primary 6
Miss L. Harrington	Primary 7
Miss E. Hyndman	Primary 5/6/7 (Anchor Base 2)
Mrs Nicola Fyfe / Mrs Karen Smith	Non-class contact across mainstream classes
Mrs L. White	Non-class contact across the AnchorBase

School Support Staff

Mrs Donna Martin	Classroom Assistant
Mrs Alison Russell	Classroom Assistant / Additional Support Needs Assistant
Mrs Wendy Smith	Additional Support Needs Assistant (ASNA)
Mrs Eileen Connell	Additional Support Needs Assistant (ASNA)
Mrs Elaine Ogilvie	Additional Support Needs Assistant (ASNA)
Mrs Lesley Arneil	Additional Support Needs Assistant (ASNA)
Mrs Pauline Browne	Additional Support Needs Assistant (ASNA)
Mrs Ray McPherson	Additional Support Needs Assistant (ASNA)

Mr Barry Gibson	Additional Support Needs Assistant (ASNA)
Mrs Gemma Hendry	Additional Support Needs Assistant (ASNA)
Mrs Aileen Smith	Additional Support Needs Assistant (ASNA)
Mrs Elizabeth Martin	Additional Support Needs Assistant (ASNA)
Mrs Sharon Caine	Additional Support Needs Assistant (ASNA)

Pupil Equity Funded Staff

Mrs Ainsley Gavin	Teacher (partly funded by Scottish Attainment Challenge)
Mrs Donna Blacklock	Additional Support Needs Assistant
Mrs Catriona Blackmore	Inclusion Support Assistant
Mrs Carol Alexander	Place2be Project Manager

School Environmental Services Staff

Mrs Barbara Sim	Catering Manager
Mrs Cathy Brines	Cleaner / Janitor
Mrs Margaret McGoldrick	Cleaner / Catering assistant
Mr Brian Connelly	Janitor

Visiting Staff

Mr John McGhee	Music – guitar tuition (Wed am)
Mrs Ciara Briggs	Educational Psychologist
Mr Derek Maberly	EAL Teacher = (English as Additional Language)
Mr David Rose	Active Schools Co-ordinator
Ms Karen Hill	Service Delivery Officer for Business Support
Canon Edward Cameron	School Chaplain
Deacon John Morrison	Parish Deacon
Mrs Karen Fraser	Home Link Worker
Mrs Leanne McAllister	Speech & Language Therapist

School information

- phone number: 0300 300 0187
- email address: enquires @st-pauls.renfrewshire.sch.uk
- write to or visit us at : St Paul's Primary , Morar Drive, Paisley PA2 9FA
- our school app is now live and can be downloaded from the links below.

Please note there are three different links depending on which type of device you may have

iPhone app link:

<https://itunes.apple.com/WebObjects/MZStore.woa/wa/viewSoftware?id=1041628353&mt=8>

Android app link:

<https://play.google.com/store/apps/details?id=comapp>

Link for Mobile Website:

<http://login.eazi-apps.co.uk/mobile/?appcode=foxbar>

Parent Council contact details

Chairperson - Mrs Yvonne Moohan – Email: j.moohan@gmail.com

School roll : 195

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

Parents will be regularly updated regarding the life of the school and important events in the Monthly Newsletter, via the school app and on Twitter. Information on the curriculum will be provided throughout the year at curriculum workshops, parents' evenings, open door, showcase events and through a variety of other ways. A member of the Senior Management Team can be contacted at any time for advice, information and support.

School day

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

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



School year

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

Teachers return Wednesday 12 August 2020.

School in-service days

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

School dress

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

Girls – Black blazer, **grey skirt/pinafore/trousers**, white blouse, school tie, red cardigan/jumper/sweatshirt & red or white polo shirt.

Boys – Black blazer, **grey trousers/shorts**, white shirts, school tie, red jumper/sweat shirt & red or white polo shirt.

Please note **black trousers/skirts** and **tartan** are not part of St Paul's uniform.

Children should wear shorts/jogging trousers, tee-shirt, and sandshoes or training shoes during Physical Education lessons. P.E is an essential part of the Health & Wellbeing Curriculum. We ask for parental support in providing children with appropriate P.E kit on P.E days. Children from P2 upwards will use the changing rooms to change for P.E. We expect that children act in a responsible manner to ensure the safety of others. We ask that valuable items and unnecessarily expensive items of clothing are not brought to school. In this regard, it should be noted that the school does not carry insurance to cover the loss of such items, and any claims submitted are likely to be met only where the school can be shown to have been negligent.

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

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

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

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

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

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

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

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

Please help the school and the education authority by making sure that pupils do not bring

valuable or expensive items of clothing to school. The council has no insurance to cover the loss of valuable items.



Registration and Enrolment

The date for registration of new school entrants is advertised in all local nurseries, national and local press and on the council's website www.renfrewshire.gov.uk. It is normally in January each year. Pupils should be registered in only one school for their catchment area. Parents will be provided with information about the school when they register their child.

Parents who want to send their child to a school other than the catchment school must make a placing request. Information on how to make a placing request is contained in the leaflet 'Sending your child to school.' The leaflet is available from any school, by phoning our customer contact centre on 0300 300 0300, or on our website www.renfrewshire.gov.uk. 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.

Class Organisation

St Paul's Primary is a modern, semi-open plan facility catering for children P1-P7. The school meets the needs of the Roman Catholic community in the area of Foxbar. The Head

Teacher organises classes and these are subject to annual review. St Paul's Primary School has an established tradition of composite classes.

The school benefits from a well-resourced library, dance studio, a large gym hall and fabulous state of the art grounds which are all used to enhance the learning opportunities and experiences of our pupils.

The new school building opened to children 20th August 2018.

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.

Tracking learners' progress

Information on learners' progress is gathered through daily activities and experiences and through planned assessments and this information is recorded. This allows teachers to have a clear picture of how learners are progressing. It will also allow teachers to identify next steps

Reporting

Regular reports to parents provide clear, positive and constructive information about their child's learning and progress, reflecting on what has been achieved against standards and expectations. There are many flexible opportunities across the session to report to parents both formally and informally.

Profiles

Electronic Profiles are used to recognise pupils' progress in learning and achievement, while supporting and informing transitions. As young people reach the end of primary school (primary 7) and their broad general education at the end of S3, they will record their most recent and relevant learning and achievements in a personal profile which will also incorporate a reflective statement by the learner. This is currently under review to ensure they are used to best effect.

Summary of the School Improvement Plan

Strategic actions

Each year we produce a school improvement plan which outlines our priorities for the year ahead.

- Improve learners' health and wellbeing with a focus on mental health. Through our whole school nurturing relationships approach and further opportunities for Career-Long Professional Learning (CLPL), staff will be well informed and prepared to support learners effectively

- Improve attainment in Literacy and Numeracy with further staff training and by embedding approaches consistently across the school to allow children to make good or very good progress in their learning
- Increase distributed leadership across staff and learners, empowering them to take ownership of learning and whole school improvements
- Increase opportunities for parental engagement through expressive arts and pastoral events in order to develop confidence of parents. Provide opportunities for them to participate in HWB activities and engage with their children's learning

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.

Within the staffing section you will see details of the staff employed at St Paul's Primary through this funding.

Transfer to secondary school

Within St Paul's Primary we have a strong transition programme for P7 children moving to high school. In February they will visit with their own class and in May they visit for a few days with the opportunity to meet their new class mates. Curricular transitions support pupil progress from primary to secondary education and a transition teacher, funded by the Scottish Attainment Challenge supports this curricular transition.

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 Paul's Primary School is an associated primary school of St Andrew's Academy

Head teacher Mr Kevin Henry telephone: 0141-887-5201

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.

Anchor Base

St Paul's Anchor Base opened in 2003 and was renamed in August 2018 with the opening of the new building. The design of the building allows for a much more inclusive facility for children attending the base.

Children are referred from all areas of Renfrewshire Council and after assessment by Educational Psychologists, may attend the base only after a successful application to the Education Support & Resource Group (ESRG). The current provision is for 24 places.

Children from the base, although following their own individualised curriculum are included with other mainstream classes where an inclusion package is devised for each child when appropriate. The Unit is non-denominational, however children can be supported in Sacramental Preparation should this be required.

Car Parking

Three dedicated parking spaces have been created to ease access for people with disabilities. Please do not use these spaces without authorisation. Parents and visitors are asked to use spaces within the car park or street parking when visiting. Disabled spaces are for blue badge holders only. All visitors to the school are asked to be mindful of the safety of others and to be respectful of our neighbours when parking. Please follow the one way system and park in allocated spaces only.

Care and welfare

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

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. Attendance is monitored by the Head Teacher and letters will be issued to parents/carers should the overall % of attendance fall below 90%. We encourage children to attend school every day unless they are unwell. If your child is going to be absent please call the school office before 9.30am with an explanation.

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

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

Please make every effort to avoid family holidays during term time as this disrupts your child's education and reduces learning time. The head teacher can approve absence from school for a family holiday in certain extraordinary situations, for example, in traumatic domestic circumstances where the holiday would improve the cohesion and wellbeing of the family. Please discuss your plans with the head teacher before the holiday. If the head teacher does not give permission before the holiday, it will be recorded as unauthorised absence. The head teacher may also exercise discretion when a parent can prove that work commitments make a family holiday impossible during school holiday times. Normally, your employer will need to provide evidence of your work commitments. Absence approved by the head teacher on this basis is regarded as authorised absence.

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

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

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>. In St Paul's Primary we have worked with our parents, children and staff to develop our school policy on anti-bullying. We will consider the behaviour and the impact on a pupil's capacity to feel in control of themselves. We will work to create an environment where bullying cannot thrive.

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

In St Paul's Primary all mobile phones should be handed to the class teacher first thing in the morning for safe keeping. They will be returned at the end of the day. Children will not need to use them for any reason, while on school premises.

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

- All phones should be turned off and kept out of sight during the school day within the school campus.
- Photographing or recording of sound or images of staff, other pupils or visitors to the school is not allowed at any time within the school campus or on school transport.
- Mobile phones may be confiscated where these rules are broken.
- Any recordings made on school premises or school transport found on confiscated phones must be deleted on their return.
- Any photographs or recordings of staff in any situation, whether taken on school premises or elsewhere, found on confiscated phones must be deleted from phones on their return.
- Children's Services expects that schools will, through normal collegiate procedures, develop or review existing policies on the use of mobiles phones that take account of the views of all staff, parents and pupils.
- Schools should ensure that pupils, parents and staff are aware that should a pupil breach the policy they will be disciplined in line with the school's positive behaviour/discipline policy.
- Individual school policies should clearly state for the benefit of staff, pupils, parent and visitors any variations from the restrictions on use of mobile phones set out below.
- Pupils and parents should be notified that mobile phones will be confiscated where these limitations are breached.
- Smartphones introduce additional challenges for schools and parents. Pupils and

parents should be aware that this also leaves pupils open to dangers such as cyber bullying, grooming and access to inappropriate material. Parents are encouraged to read anti-bullying policy for further guidance.

- Staff should not delete photographs or recordings from confiscated mobile phones.
- When staff confiscate mobile phones or other devices, they should ensure that these are retained in a safe place that cannot be accessed by others. This may be a lockable drawer or cupboard, a base area or a delegated area in the school office. Confiscated mobile phones should normally be passed to the school office or senior member of staff as soon as possible after confiscation.

Legal Aspects

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

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

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

School meals

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

All children Primary 4-7 MUST apply for free school meals each year.

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

<http://www.renfrewshire.gov.uk/article/2303/School-meals>. Children who are also entitled to free school meals are entitled to free milk at lunchtime. Milk may also be on sale in the school during the lunch period.

Parents / carers who require support to apply for free school meals can ask at the office. Staff can also help to complete the forms, if an appointment is made.

A choice of hot meals and snacks are provided in the school canteen each day. These are freshly prepared on the premises. Lunch break is an important social time of the day where pupils spend time with others across the school.

There is a breakfast club each day which costs 50p and runs from 8.20pm. Children are provided with a healthy breakfast of cereal and milk, toast and fruit juice. As a health promoting school we are constantly trying to avoid sugary snacks and fizzy drinks we are encouraging the consumption of healthier alternatives and would ask that children bring only fresh fruit juice or water to drink with their packed lunch. Fizzy drinks are not permitted in

school. Children are allowed to drink **fresh water only** during lessons. Children should bring a suitable bottle with a sports lid which they can refill at school.

School transport

In St Paul's we have one school bus and two buses for the Anchor base. Buses drop children off in the bus drop-off bay and collect them from the same place. Staff from the base will be there to meet the children from the bus and escort them back onto the bus at the end of the day. The janitor will escort the children to the school bus. Please make sure your child is aware of the arrangements in place for them at the end of the day.

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

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

Pick-up Points

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

It is the parent's responsibility to make sure that their child arrives at the pick-up point on time and behaves in a safe and acceptable manner while boarding, travelling 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. 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

As a Catholic school prayer and worship are integral to our school life. This is made clear to parents/carers at the time of enrolment. We are fortunate to have very close links with our parish of St Paul's. Canon Eddie and Deacon John assist us in our class and school liturgies and help us to reflect on the teachings of Jesus Christ.

We follow the RERC (Religious Education in Roman Catholic schools) programmes "This is our Faith" and "God's Loving Plan". The Anchor base is non-denominational and as such the appropriate RME programmes are followed. We will support any child within the base who wishes to be presented for the sacraments of Reconciliation, Holy Communion and Confirmation. We can also work with the parish to support this preparation through SPRED (Special Religious Education Development).

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. Parents have the right to withdraw their child from religious observance and should inform the school in writing.

Behaviour

In order to ensure the wellbeing of all children in school a framework for expectations of behaviour has been agreed. The framework is based on the mutual respect between the teacher and the child. We guide all pupils in making good decisions about his or her behaviour to provide a positive nurturing classroom environment. Children are encouraged to show respect for adults in school, their fellow pupils and also the school building and resources. This is of course necessary in order that all children feel able to progress and develop unhindered in their work and play activities, and in doing so gain maximum benefit from their school experience.

Children who find managing their behaviour may become distressed in school. We have supports in place aimed at restoring relationships and acceptable standards. We follow a programme which focusses on supporting children to learn to regulate their behaviour, restore and sustain positive relationships. We use methodologies to help children to understand and communicate their emotions with each other.

In St Paul's we understand that where some children need additional help and support with

academic progress, some children also need this level of support with their behaviour. We are committed to doing this to allow children to access the wide curriculum on offer and reach their full potential.

Positive Relationships

When children are finding classroom routines and behaviours difficult we support them using the following steps.

This process often begins by an adult asking the child to take time for a short period of reflection however through time it is hoped the child will recognise they need to use this strategy and will eventually move to step 1 independently.

1. **2 Minute Reflection** – A chance for the child to have a quick think.
2. **5 Minute Reflection** - A chance for the child to take slightly longer to think in the hope they are able to self-regulate their emotions, using the visuals and timer provided at our breakout spaces.
3. **5 Minute Reflection with an Adult** – Class teacher or support staff will support with prompts to help the pupil. We call this co-regulation.
4. **10 Minute Restorative conference with Class Teacher and child** – if this needs to happen immediately then a member of the management team will attend class to continue teaching, allowing the teacher to hold the restorative conversation with the pupil using an appropriate framework and language (based on Emotion Work model).
5. **Class Teacher will contact Parent's/Carer** (More support needed. Communication with home so they're aware. This allows school and home to work in partnership).
6. **SMT Support** - SMT will look at the strategies used to support the individual child throughout the above process and may contact home to arrange a meeting.

If a serious incident occur a child will be referred directly to SMT, who will contact the child's parent/carers directly. Children may stay in during break time/s to engage in a supported discussion and plan future strategies using Emotion Works.

Wet weather arrangements

- A decision will be taken by the janitor regarding the likelihood of a 'wetplay' shortly before interval time this will be announced over the tannoy system to allow staff to make the necessary arrangements for activities, toileting and the deployment of monitors.
- Monitors from P7 will go directly to the class or at lunch time the dinner hall at the warning bell in order that they are available to supervise as soon as the younger children have returned to their classes.
- Classroom Assistants will be deployed to specific classes as previously arranged by SMT.
- Children need to enjoy their time and the benefits of outdoor opportunities. They will normally be outside to play, except during periods of extreme weather conditions. When weather conditions are such, the children will remain in class supervised during breaks.

Please make sure that your child has appropriate clothing and footwear for the weather.
Please note only pupils attending the breakfast club may be permitted inside before 8.45am

We have shelters around the school and we encourage children to remain outdoors for fresh air but to remain under cover if it is raining.



Curriculum matters

School curriculum

One of the key entitlements of CfE is that all children should receive a rounded education, known as the broad general education (BGE). The curricular areas which will be followed within the BGE are: Literacy, Numeracy and Health and Well-being-responsibility of all; and English, Mathematics, Modern Languages, Sciences, Social Studies, Expressive Arts and Religious and Moral Education or Religious Education in Roman Catholic schools.

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

In St Paul's we aim to ensure that every learner experiences a well-balanced and coherent curriculum, which progresses at a pace suited to their individual needs and abilities, starting at the transition from Pre 5 and continuing until the transition to high school. This is facilitated through careful planning as well as evaluation of lessons and learning experiences. Regular assessment of individual progress in all curricular areas takes place to allow the class teacher to plan for future learning.

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 are encouraged to store examples of good work.

Regular opportunities are provided for children to discuss their learning journey.

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

Within St Paul's Primary the DHT has the role of pupil support co-ordinator for the mainstream and the PT has the role of pupil support co-ordinator for the base. They will oversee and co-ordinate additional support for learning. They will support in school, liaise with other agencies, support staff with planning and work in partnership with families to ensure our children are well supported in school.

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.

Children from the base, although following their own individualised curriculum are included with other mainstream classes where an inclusion package is devised for each child when appropriate.

Support

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

Universal support

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

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

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

In addition, all children and young people should have frequent and regular opportunities to discuss their learning and development with an adult who knows them well and with whom

they have a mutually trusting relationship. This key member of staff has the holistic overview of the child or young person's learning and personal development.

Targeted support

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

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

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

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

Independent sources of information and advice nationally include -

Enquire – the Scottish advice service for additional support for learning

Telephone – 0345 123 2303

Email – info@enquire.org.uk

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. Our allocated Educational Psychologies is Ciara Briggs.

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.

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

Homework

Homework can provide a positive link between home and school by supporting parents and carers to share in the learning process. Homework can take many forms and will reflect the age, stage and area of learning currently being undertaken by your child.

St. Paul's offers a flexible approach to homework which allows families the choice to suit their own particular circumstances. School diaries are provided which contain your child's spelling patterns, common words, maths strategies and reading strategies which a more formal approach to homework. Homework can take many forms and will reflect the age, stage and area of learning currently being undertaken by your child. It will be shared on a regular basis and will be varied, meaningful and interesting. As children progress through primary school the impact of homework increases. In primary 6 and 7 children are working towards life skills such as; self-discipline, organising work and time management. At this time they may be asked to complete lengthier projects to present in school.

We want homework to strengthen the home and school learning relationship it should be a positive experience for children and families.

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.

A good variety of extra-curricular activities are provided throughout the year. Our Active Schools Co-ordinator helps the school organise sports clubs after school and during lunch time. Pupils benefit from a range of educational visits throughout the year.

See below an example of some clubs on offer this term.

Day	Time	Stage	Activity
Monday	Lunchtime	P6-7	Netball
Tuesday	Lunchtime	P4-7	Drumming
Tuesday	Lunchtime	P4-7	Choir
Wednesday	Lunchtime	P2-5	Basketball
Wednesday	3-4.30pm	P6-7	Netball
Thursday	Lunchtime	P2-5	Athletics
Thursday	3-4pm	P2-7	Dance
Friday	Lunchtime	P4-7	Football
Friday	3-4pm	P4-7	Football

P6 and P7 pupils have the opportunity to take part in residential visit in the summer term, every second year.



Home school community links

Parental Involvement

We encourage parents/carers to engage with their child's learning. We offer a number of opportunities for parents/carers to come into school and share learning opportunities in class. Our Inclusion Support Assistant, Cat Blackmore arranges various clubs for parents. These include family fitness and a family craft club.

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

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

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

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

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

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

Parent council chairs can attend the Parent Council Liaison Group, which gives parent councils an opportunity to speak with elected members and senior managers from the Council about issues relating to education in Renfrewshire. These meetings take place four

times a year and details are sent to Parent council chairs at the start of each new academic year.

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

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

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

Parent Council

Within the school we have an active Parent Council. They work together to support the work of the school. Over the years they have organised many fundraising events which have helped provide opportunities to our children. Some examples include; purchasing Ipads, organising the Christmas and Summer Fayre to support the cost of summer and pantomime outings. They have also supported various trips throughout the school. The parent council feedback to the wider parent forum on aspects of the school via newsletters and at the annual AGM.

Current contact details

Chairperson: Yvonne Moohan – yvonne.J.moohan@gmail.com

Vice Chairperson: Noora Ntaba – noora88@gmail.com

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.

Pupil council

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

Community links

Every child in St Paul's Primary is a member of a school leadership group which works for the benefit of the whole school community. It is hoped that through giving the children a share in this responsibility they will develop a degree of independence and maturity which will be of importance to them as individual members of society, whether within school or in the community in general.

In St Paul's we work to ensure strong community links, which support the development of enterprising skills, a 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. Across the school we have a variety of community leadership groups. These include; Eco/Travel/Fairtrade Committee, Rights Respecting Committee and the Community Involvement Group. These groups work to improve our local environment and links with our community.

School lets

The school and parent council will apply for lets to provide opportunities for parent workshops and information evenings. Fundraising events will also be arranged in the school via the letting system. For convenience Parent Council meetings also take place in the school.

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

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

Other useful information

Listening to learn - complaints, comments and suggestions

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

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

If, in particular, you have a complaint about the school, please let us know. It is better that

these things are shared openly and resolved fairly, rather than being allowed to damage the relationship between the family and the school. There will be no negative consequences from making a complaint and we will deal with the issue

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

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

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

Data protection

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

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

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

Information in Emergencies

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

We use a variety of methods to keep you updated in emergency situations including: e-mails, our schools digital newsletter, text messages, the school and council websites and

Renfrewshire Council's social media channels (Facebook - renfrewshirecouncil and Twitter - @RenCouncilNews). The school also have a school app, where we will share updates a school twitter account.

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

Peter Macleod	Renfrewshire House Cotton Street Paisley PA1 1LE	Email sw@renfrewshire.gov.uk Phone: 0141 618 6839
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Homelink Service

Senior Home Link Workers

c/o West Primary School Newton Street Paisley PA1 2RL	Email morag.mcguire@renfrewshire.gov.uk margaret.mcmanus@renfrewshire.gov.uk Phone: 0300 300 1415
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Community Learning & Development

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

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

You may find the following websites useful.

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

Glossary

ASL – Additional Support for Learning

ASN – Additional Support Needs

CFE - Curriculum for Excellence

CLAD – Community Learning and Development

FOI – Freedom of Information

GIRFEC – Getting it Right for Every Child

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

LTS – Learning and Teaching Scotland

SIP – Service Improvement Plan

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

Parent feedback

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

Tell us what you think

Your feedback will help us to improve our handbook.

Did you find

Please tick

1. the handbook useful?

☐ Yes ☐ No

2. the information you expected?

☐ Yes ☐ No

3. the handbook easy to use?

☐ Yes ☐ No

Please tell us how we can improve the handbook next year.

Name of school: _____

Thank you for filling in the questionnaire. Your views are appreciated. Please return this questionnaire to:

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Children's Services, Renfrewshire Council

Renfrewshire House

Cotton Street

Paisley

PA1 1LE

email address: csdatapolicy@renfrewshire.gov.uk