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Welcome from the Head Teacher

Dear Parents/Carers, thank you for your interest in enrolling your child in St. Peter's Primary School.

Starting school is a very exciting time for children and their families. Everyone at St. Peter's Primary is committed to supporting you and your child both now and as you continue your relationship with us. We want you to quickly feel part of the school community and enjoy the welcoming, happy and friendly ethos that exists here.

We serve the Roman Catholic population in Glenburn and surrounding areas. The school forms a three-way relationship with the home and the church. We pride ourselves in being an inclusive school and welcome children of all faiths.

The child is at the centre of everything we do. The school strives to cater for the needs of every child, we want all children to be active members of the school and wider community. Our wish is for everyone to feel valued and for them in turn to value others.

St. Peter's Primary School supports its children to develop as successful learners, confident individuals, responsible citizens and effective contributors. We are very committed to the promotion of healthy and active lifestyles, sustainable communities and lifelong learning.

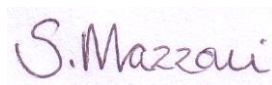
We continuously involve pupils and work in partnership with parents to set goals which are realistic and attainable, and we support every child to be the best they can be. Our aim is that all children who come to St. Peter's will feel happy and safe. It is also an aim of the school to equip each child with the skills which will enable them to achieve and be prosperous in their adult lives, and by their efforts contribute to the wider community and the world in which they live.

We aim to provide equality of opportunity for all our pupils and foster in our children an awareness of equal opportunities and justice for themselves and for all others in the world.

We strive to do this in partnership with all parents/carers and other members of our school and local community.

I hope that you find the information in our handbook helpful, and I look forward to many happy years of working with you.

Yours sincerely



Sharon Mazzoni
Head Teacher

Our Values

More than 4,000 voices including our staff, local residents, partners, young people and community groups helped identify the values most important to us all that describe our promise to our communities, staff and partners and what people can expect of us.

These values have been formally adopted by Renfrewshire Council and will guide how we deliver services and make decisions every day.

- We are **fair**. We treat each other and everyone we deal with respectfully and work hard to build trust in Renfrewshire Council
- We are **helpful**. We care about getting things right and are always approachable
- We are great **collaborators**. We work as one team and with people who care about this place
- We value **learning** to help us innovate, improve and deliver better services

Our school's vision

Our vision is to provide a safe, happy, caring, supportive and stimulating environment where everyone is welcome, and no one feels alone. We work, learn and achieve together. We respect and care for everyone and everything around us. St. Peter's Primary is a school that sets high standards of learning and celebrates the achievements of each individual. We live our lives focused on remaining faithful to the teachings of the Gospel.

Our Values

Respect Kindness Honesty Fairness Responsibility

School Aims

The aims of St. Peter's Primary School

Through the teaching of Jesus Christ we aim to ensure that St Peter's is a learning environment where we lead our children through Curriculum for Excellence

- To be known for our high standards and caring atmosphere
- To offer a curriculum that meets the needs of all learners
- To focus on the individual and equitably support all aspects of their development
- To enjoy the feeling of community where pupils, staff, parents and partners are motivated to engage in learning together
- To show respect and care for all – in our own and in other communities
- To be committed to ensuring the highest possible quality of provision and to use a structured approach to self-evaluation

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- To ensure that pupils, staff and parents plan together to ensure careful use of resources
- To allow the Christian ethos to guide us in everything that we do

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
- 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
- community involvement

You can also expect us to:

- provide formal written reports on your child's progress
- provide an annual report on school progress within our Standards and Quality Report
- give you an opportunity to have a formal meeting with your child's class teacher
- strive to meet your child's needs

How can you help?

By law, you must make sure your child receives an education.
As a parent/carer, you can help your child by:

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

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

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

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

- non-resident parents who are liable to maintain or have parental responsibilities in respect of a child
- carers who can be parents
- others with parental responsibilities, e.g. foster carers, relatives and friends who are caring for children and young people under supervision arrangements
- 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

Sharon Mazzoni

- Overall management of Establishment
- Child Protection Coordinator
- Pastoral Responsibility for all, especially P5-7
- Organise learning environment to support social, emotional and educational needs of the children.
- Curriculum Management
- Resource Management
- Liaison with partners/agencies/community
- Student Teacher Support



Depute Head Teacher

Catherine McLean

- Sciences
- ICT and Technologies Coordinator
- Outdoor learning co-ordinator
- NCCT (Outdoor learning and Health and Wellbeing)

Principal Teacher (0.8FTE)

Caitlin MacLean

- Pastoral Responsibility for P3/4
- Social Studies
- Expressive Arts Coordinator
- Staff Development Coordinator
- Health and Wellbeing including Active Schools
- Eco/sustainability

**Teachers**

Mrs A Mitchell	P1
Miss E Grahames	P1/2
Mrs McFarlane & Miss Stevenson	P2/3
Mrs Thomson & Miss Fraser	P3
Miss Gordon	P3/4
Miss Elsby	P4/5
Miss Young & Mrs Duckett	P5
Miss McNamarra	P6
Mrs McLean & Miss Fraser	P7
Miss Stevenson	ICT

Early Learning and Childcare Practitioners

Lorna Robertson	SELCO (Senior ELCO)
Elena Braxton	ELCO (Early Learning and Childcare Officer)
Faye Wilson	ELCO
Katrina Robinson	ELCO
Maryam Jamil	ELCO
Angela Bowie	ELCO
Karen Lafferty	ELCO
Carol Greenlees	Lunchtime Supervisor
Rosie McPhee	Lunchtime Supervisor

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School Information

Vicky Greenwood	Educational Psychologist
John Paul O'Hagan	Teacher of Brass Instruments
Karen Fraser	Family Wellbeing Worker
Claire Jones	School Nurse

Other staff in the school

Joanne Duffy	Service Delivery Officer
Carolyn Stewart	Team Leader Clerical
Gillian Tannahill	Senior Clerical Officer
Janette Neely	Clerical Officer
John McIntosh	Inclusion Support Assistant
Tracey Phelps	ASNA (Additional Support Needs Assistant)
Kellie Donnelly	ASNA (Additional Support Needs Assistant)
Kirsty McAllister	Classroom Assistant
Rhona Kenneth	ASNA/Classroom Assistant
Pauline Erskine	ASNA (Additional Support Needs Assistant)
Luciana Boyle	ASNA (Additional Support Needs Assistant)
Wendy Smith	ASNA
Eilidh Turriani	ASNA
Michael McCambridge	Janitor
William Sui	Janitor

School day

Morning session	9.00am	-	12.15pm
Afternoon session	1.00pm	-	3.00pm
Morning Interval	10.30am	-	10.45am
Lunch Break	12.00pm	-	1.00pm

Primary 1 new entrants start at 9.30 a.m. and dismiss at 2.30 p.m. on the first day only.

School contact details

St Peter's Primary School
 Braehead Road
 Paisley PA2 8DZ
 Tel No: 0300 300 0188
 Email: stpetersenquiries@renfrewshire.gov.uk

St Peter's is a Roman Catholic school and provides an educational experience for both boys and girls. We also have a nursery class providing places for up to 32 children aged 3-5 years. In addition, we have a 2-3 year nursery class providing 10 places. The nursery classes are non-denominational.

Associated Secondary School

St Andrew's Academy, Barrhead Road

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School year

First Term	In-service Day	Wednesday 14 August 2024 (IS)
	In-service Day	Thursday 15 August 2024 (IS)
	Schools re-open	Friday 16 August 2024
	September Weekend	Friday 27 September 2024 and Monday 30 September 2024 (inclusive)
	Schools re-open	Tuesday 1 October 2024
	In-service Day	Friday 11 October 2024 (IS)
	October holiday (schools closed)	Monday 14 October 2024 to Friday 18 October 2024 (inclusive)
	Schools re-open	Monday 21 October 2024
	St Andrew's Day	Monday 2 December 2024
	Schools re-open	Tuesday 3 December 2024
	Last day of session	Friday 20 December 2024
	Christmas / New Year Schools closed	Monday 23 December 2024 to Friday 03 January 2025 (inclusive)
	Second Term	Schools re-open
In-service Day		Friday 14 February 2025 (IS)
Mid-term break		Monday 17 February 2025 to Tuesday 18 February 2025 (inclusive)
Schools re-open		Wednesday 19 February 2025
Spring Holiday Schools closed		Monday 7 April 2025 to Monday 21 April 2025 (inclusive)
Third Term	Schools re-open	Tuesday 22 April 2025
	May Day	Monday 05 May 2025
	Schools re-open	Tuesday 06 May 2025
	In-service Day	Friday 23 May 2025 (IS)
	Local holiday (schools closed)	Monday 26 May 2025
	Schools re-open	Tuesday 27 May 2025
	Last day of session	Friday 27 June 2025

Teachers return Thursday 14 August 2025

School in-service days

- Wednesday 14 August 2024
- Thursday 15 August 2024
- Friday 11 October 2024
- Friday 14 February 2025
- Friday 23 May 2025

School dress

School uniform for St Peter's Primary School is as follows:-

- White shirt & school tie
- Grey skirt or trousers
- Grey jumper
- Black sweatshirt
- Red polo shirt
- Grey socks
- Black shoes

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
- 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. This includes watches, rings, chains and belts with metal buckles and other body jewellery and must all be removed before the physical education lesson, as these may cause injury to the wearer and others.

It is preferred that parents are advised that any child having body jewellery piercing wait until the summer break to allow them time to heal. However, parents wishing children to wear body jewellery during physical education should write to the school expressing their request. Children will be expected to provide tape and cover any such items of jewellery during the activity. Pupils will be responsible for the safekeeping of jewellery.

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>

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

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

Registration and Enrolment

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

Parents who want to send their child to a school other than the catchment school must make a placing request. Information on how to make a placing request is contained in the leaflet 'Sending your child to school.' The leaflet is available from any school, by phoning our customer contact centre on 0300 300 0300, or on our website www.renfrewshire.gov.uk. It is important to note that a successful placing request into a primary school does not guarantee a successful placing request when a child is transferring to secondary school.

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

Induction procedures for pupils starting school and their parents

Parents will be advised of parent meetings and pupil induction days during the spring and summer terms.

Class Organisation

The school presently caters for 213 children. The working capacity of the school is 302.

Parents should note that the working capacity of the school may vary dependent upon the number of pupils at each stage and the way in which classes are organised.

Classes range from Primary 1 to Primary 7. Class sizes for this session have been as follows:- P1(23), P1/2(19), P2/3(24), P3(21), P3/4(25), P4/5(22), P5 (22), P6 (29), P7(28).

Assessment and Reporting

Assessment is an integral part of learning and teaching. It helps provide a picture of the learners progress and achievements and identifies the next steps in learning.

Assessment includes supporting learning, learner engagement and ensuring appropriate support.

Tracking learners' progress

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

Reporting

Regular reports to parents provide clear, positive and constructive information about their child's learning and progress, reflecting on what has been achieved against standards and expectations.

Profiles

Profiles will be used to recognise pupil progress in learning and achievement, while supporting and informing transitions. As children reach the end of primary school (Primary 7) they will record their most recent and relevant learning and achievements in a personal profile which will also incorporate a reflective statement by the learner.

Summary of the School Improvement Plan

[insert link to plan – optional]

Strategic Improvement Priorities

Actions/Interventions

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 Attainment Scotland Fund. 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.

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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 Peter's Primary School is an associated primary school of St Andrews Academy

Head teacher Keven Henry telephone: 0300 300 1440

The primary schools in our cluster which transfer to St Andrew's Academy are St. Charles', St. John Ogilvie, St. Paul's, St. Peter's, St. Mary's, St Fergus' and St James'.

For St. Peter's pupils transferring to St. Andrew's Academy, the transition programme begins in November. A meeting is held in St. Andrew's Academy and is attended by parents from each of the associated primary schools. A 2 day visit for pupils takes place in the summer term. Between November and the end of the school year, staff from St. Peter's liaise regularly with staff from St. Andrew's Academy to share information regarding the individual abilities and needs of each pupil. Staff from St. Andrew's Academy also visit St. Peter's to meet with Primary 7 pupils to discuss the move to secondary. In the summer term, pupils take part in a series of workshops to explore particular transition issues and, for some pupils, a series of summer transition activities are organised during the month of July.

Parents are welcome to contact the school at any time to discuss their child's transition to secondary.

Early Learning and Childcare Class of St Peter's Primary School

Early Learning and Childcare Class Provision

The school's early learning and childcare class provides 32 places for children aged 3 - 5 years and 10 places for eligible children aged 2 years.

Children are entitled to 1140 hours of early learning and childcare per year.

All children aged 3 and 4 are eligible for an early learning and childcare place, with three-year olds becoming eligible as follows:

Birthday	Eligible Month
March, April, May, June, July or August 2024	August 2024

September, October, November or December 2024	January 2025
January or February 2025	April 2025

Some children aged two years are eligible for a funded place if their parent is in receipt of qualifying benefits, looked after or have been the subject of a kinship or guardianship order at any time since their 2nd birthday, or children of care experienced parents. They are eligible to start from the term after their second birthday:

Term 1 - children born March to August will be eligible from August term that year.

Term 2 - children born September to December will be eligible from January following their birthday.

Term 3 - children born January and February will be eligible from April following their birthday.

To see if your child is eligible, please contact the school for further information or on the Council website <https://www.renfrewshire.gov.uk/article/11142/How-much-free-nursery-hours-or-childcare-you-can-get>

Application forms for an early learning and childcare place are available on the Council website <https://www.renfrewshire.gov.uk/article/9741/Apply-for-a-free-nursery-or-childcare-place>

Admission to Nursery

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

The head teacher is a member of the local admissions panel which is made up of Glenburn Pre 5, Glengield ELCC, Bushes ELCC, Heriot ELCC and Foxlee Pre 5 Centre. All applications are discussed at a meeting of this panel and agreement about the allocation of places is made by the members. Parents will receive notification when their child is allocated a place and information will accompany this about starting dates and times.

Normally children will start at the appropriate time in the term after their third birthday. In some circumstances children may be eligible for a place after their second birthday.

Transfer to Primary

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

Car parking

There is a staff car park at the main entrance to the school reception. dedicated parking

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space has been created to ease access for people with disabilities. Please do not use this space without authorisation.

(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.

Care and welfare

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

School security

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

Attendance and absence

It is extremely important for children to attend school and nursery in order to access the benefits of accessing the full curriculum while building positive relationships with their peers and staff at the school.

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

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

Please make every effort to avoid family holidays during term time as this disrupts your child's education and reduces learning time. The head teacher can approve absence from school for a family holiday in certain extraordinary situations. Please discuss your plans with the head teacher before the holiday. Absence approved by the head teacher on this basis is regarded as authorised absence. If the head teacher does not give permission before the holiday, it will be recorded as unauthorised absence.

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

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

Contact procedures

If a child is absent from school, parents are required to phone or email the school office by **9.30 am** on the first day. If no telephone call or email is received, parents will automatically receive a text message asking them to phone the school immediately.

Attendance and absence data

Absence rates are calculated as a percentage of the total number of possible attendances for all pupils of the school in the stage shown. Each morning and each afternoon of each school day is considered as a separate possible attendance.

Bullying

[schools to add to council statement]

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 to the school's child protection co-ordinator.

Mobile phones

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

- All phones should be turned off and kept out of sight during the school day within the school campus

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

Legal Aspects

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

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

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

In St Peter's Primary School, any child bringing a mobile phone to school is asked to hand it into the class teacher at the beginning of each day. This ensures the owner

and/or anyone else does not use the mobile phone inappropriately. Mobile phones are collected from the class teacher just before dismissal time each day.

School meals

[schools to add to council statement]

All Primary 1 – Primary 5 children are automatically entitled to a free school meal.

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

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

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

School transport

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

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

Pick-up points

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

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

Placing requests

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

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Assisted support needs

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

Playground Supervision

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

Pupils leaving school premises at breaks

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

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

Equalities

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

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

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

In line with UNCRC, in Renfrewshire we place the human rights and needs of every child and young person at the centre of education.

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

Parents can help to monitor our success in promoting equality of opportunity for all by

providing equalities related information when asked.

Medical and Health Care

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

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

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

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

Religious Observance

Our positive school ethos exists as a result of the way in which we encourage everyone in our school community to follow our school values. We support each other to live our lives focused on the many lessons we experience on our faith journey.

Our school is fortunate to have a close link with St. Peter's Parish Church. Father Thomas John, Parish Priest, assists with the Christianity element of Religious and Moral Education and provides opportunities for religious observance.

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

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

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

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Managing positive behaviour

St. Peter's Primary School is a caring school with a welcoming and inclusive ethos. The school has a promoting positive relationships policy, the aim of which is to help every child develop self-discipline through his/her school activities.

The relationship between the child and the teacher is similar to that between the child and his/her parents, requiring mutual understanding and respect. Co-operation and communication between the home and the school is very important.

Children are made aware of acceptable standards of behaviour and high expectations within class and school. We have Class and School rules, known as the Golden Rules. Standards of behaviour in the school are high and these are reinforced on a daily basis in class, at school assemblies and at home. Staff and pupils show each other mutual respect and senior pupils are role models for our younger pupils. Pupils are encouraged to be polite, mannerly and do their best at all times.

We know the best way to maintain high standards of behaviour is through promoting positive relationships and recognising the achievements of our pupils. Encouraging pupils to be proud of themselves, their school and of each other; ensuring the school is bright and welcoming; and the wearing of school uniform, all contribute to standards of behaviour.

Classes create a charter at the beginning of each school session and children are involved in considering what should be contained. The United Nations Convention on the Rights of the Child (UNCRC) is highlighted and discussed with each class. This helps to focus the discussion while staff and children are coming to an agreement on what should form the basis of their charter.

We have an established Pupil Council where each class from P4 – 7 democratically elect their own councillors who will represent their views. This body will meet once a month with a designated member of staff to discuss school issues involving the children more closely in the running of the school and help to enhance our ethos.

We seek every opportunity to recognise where children are displaying the school values of respect, responsibility, kindness, fairness and honesty and we celebrate this by rewarding their efforts. Personal recognition is given to pupils who bring credit to themselves or to the school.

Where a child is having difficulty, the class teacher will operate many incentive and motivational strategies to support. The Head Teacher or Depute Head Teacher will be notified, and if necessary, parents contacted directly to help solve the issue.

Wet weather arrangements

At times of inclement weather, where staffing allows, the school allows pupils to remain in class at break times. On these occasions an adult presence is provided in both the upper and lower corridors. Where possible, senior pupils are assigned to classes as monitors to assist with supervision. For the health and safety of pupils and staff, the school has clear, well-established codes of conduct for wet breaks. Pupils who do not follow these codes of conduct will not be allowed remain in class.

Curriculum Matters

School curriculum

[Scotland's curriculum – Curriculum for Excellence (CfE) – helps our children and young people gain the knowledge, skills and attributes needed for life in the 21st century.

Curriculum for Excellence places learners at the heart of education. At its centre are four fundamental capacities. These capacities reflect and recognise the lifelong nature of education and learning. The four capacities are aimed at helping children and young people to become:

- Successful learners
- Confident individuals
- Responsible citizens
- Effective contributors

The National Improvement Framework, updated annually, sets out the vision and priorities for Scottish education that have been agreed across the system, and the national improvement activity that needs to be undertaken to deliver those key priorities.

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

- Excellence through raising attainment and improving outcomes: ensuring that every child and young person achieves the highest standards in literacy and numeracy, as well as the knowledge and skills necessary to shape their future as successful learners, confident individuals, responsible citizens, and effective contributors
- Achieving equity: ensuring every child and young person has the same opportunity to succeed, no matter their background or shared protected characteristics, with a particular focus on closing the poverty related attainment gap

The Key priorities of the National Improvement Framework are:

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy

Curriculum for Excellence

[new info re the parent toolkit-links to website]

School curriculum

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

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

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

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

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

Curriculum for Excellence

[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.

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The Learner's Journey

Our learner's journey provides details of every child's progress and achievements, both in and out of school, which begin at age 3 (age 2 for our children attending our 2-3 room following 0-birth curriculum) and continue as they progress through nursery, primary and on to secondary school. It is vital that all of the necessary information regarding learner's attainment and achievement is shared with all partners and providers so that every pupil has the opportunity to build on prior learning and achieve attainable goals. Our pupil profiles and personal learning plans are our platform for sharing this information as well as various visits and [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.

The following is a guide in relation to pupil's attainment and achievement within Curriculum for Excellence:

Early Level

Almost all pupils should be secure in this level by the end of Primary 1, some will attain earlier and some later.

First Level

Almost all pupils should be secure in this level by the end of Primary 4, some will attain earlier and some later.

Second Level

Almost all pupils should be secure in this level by the end of Primary 7, some will attain earlier and some later.

Third Level

Almost all pupils should be secure in this level by the end of S3, some will attain earlier and some later.

Fourth Level

The fourth level broadly equated to Scottish Credit and Qualification Framework level 4. The senior phase is used to describe S4-S6 and college or other means of study.

Subjects

The Curriculum is organised in 8 subject areas.

- Literacy and English

- Mathematics and Numeracy
- Health and Wellbeing
- Religious and Moral Education
- Expressive Art
- Social Studies
- Technologies and ICT
- Sciences

Literacy, numeracy and health and well-being

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

Sex education

This is explored through focusing on relationships and is led by our God's Loving Plan Programme which is used at all stages in the primary school, with direction provided from Scottish Catholic Education Service.

Assessment for Learning

Assessment is at the heart of the learning and teaching process. It serves a number of purposes:

- Supports the learning and teaching process
- Encourages pupils to think about their learning
- Encourages pupils to identify how they learn best
- Assists teachers in determining how learners are progressing
- helps pupils identify ways of improving their work
- provides an indication of overall ability
- helps staff and pupils together to determine next steps
- measures the effectiveness of teaching methods and resources.

The staff of St. Peter's Primary School recognise that for assessment to impact positively on pupil progress, pupils themselves must be actively involved in the assessment process. For this reason the school has built its assessment procedures around the Assessment for Learning programme; a programme designed to increase the effectiveness of assessment. Various strategies are employed by school staff in order to achieve maximum impact and improve the teaching and learning process for all learners.

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

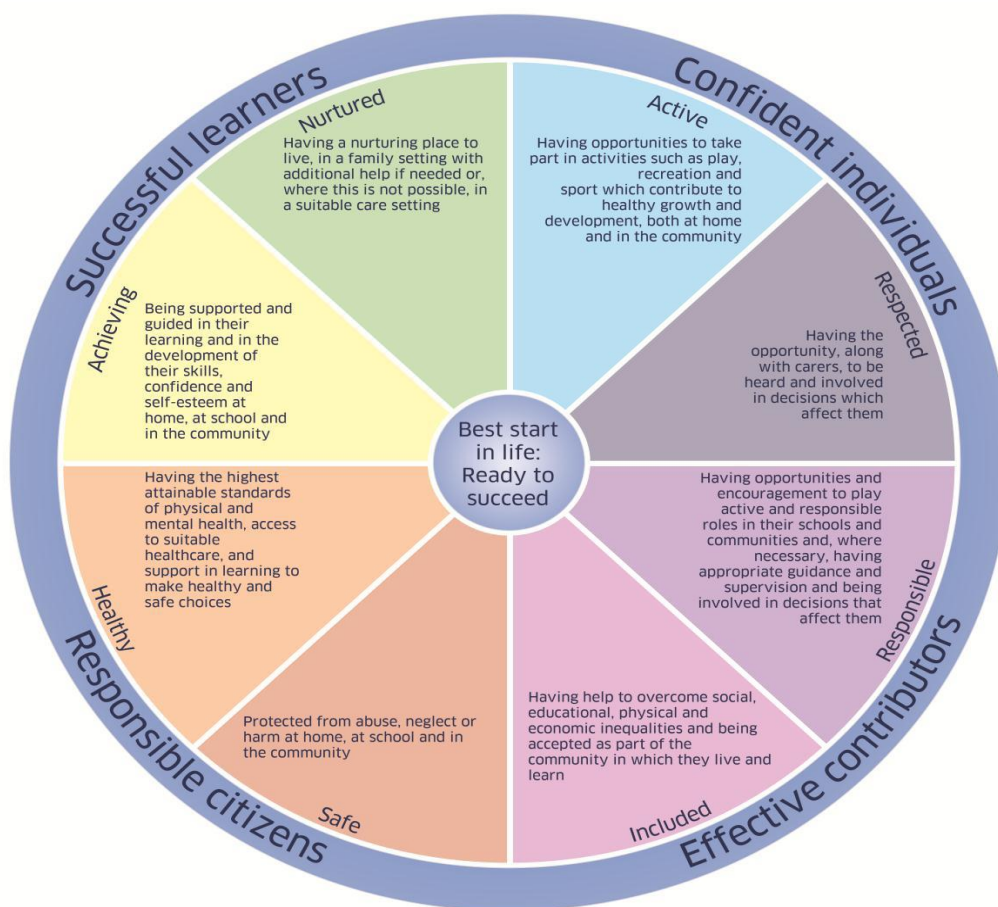
Literacy, numeracy and health and well-being – responsibility of all; and

English, mathematics, modern languages, sciences, social studies, expressive arts and religious education.

Getting it Right for Every Child (GIRFEC)

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

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



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

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

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

children receive from schools and other services.

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

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

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

Education (Additional Support for Learning)(Scotland) Act 2009

The above Act commenced on November 14th 2010 and is a revision of and replaces the 2004 Act of the same name.

Under the Act, children or young people have additional support needs where they are unable to benefit from school education without the provision of additional support.

In the Act, 'additional support' means provision which is additional to, or otherwise different from, the educational provision made generally for children or young people of the same age in a local authority's schools, or as is appropriate to the circumstances, in early years establishments or any other education provision.

The Act aims to ensure that all children or young people are provided with the necessary support to reach their potential.

Additional Support for Learning

Inclusion

Renfrewshire's inclusive approach affords all children and young people the opportunity to be part of their learning 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. Wellbeing assessment and individual planning is in place for all young people who require additional support.

Support

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

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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.

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

Resolve (Children in Scotland) - Resolve: ASL is an independent mediation service for parents and carers of children and young people with additional support needs.

Telephone – 07955 788967

Email – resolve@childreninscotland.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 approaches such as the Renfrewshire Nurturing Relationships Approach, Language and Communication-Friendly Environments, Video Interaction Guidance and Non-Violent Resistance.

Our schools have a system in place for monitoring and reviewing the progress of all our young people 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 take 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

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- Food and health
- Substance misuse
- Relationships, sexual health and parenthood

Effective health and wellbeing education requires exchange of information, mutual support and collaboration with community partners, schools and parents.

Specialist support service – teachers teaching in more than one school

We have a number of teachers who work in nurseries and schools to provide specialist support to children and young people who have a range of additional support needs. These teachers work with teachers within the nursery or school to plan and deliver an appropriate curriculum. The service also provides staff development and advice on resources.

The teams support the additional needs of:

- children with a significant hearing and or visual impairment
- children with English as an additional language who are at the early stages of learning English
- care experienced children and young people and those experiencing discontinuity in their learning
- children and young people with a range of additional support needs

Homework

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

St Peter'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.

The setting of homework is an integral part of the teaching and learning process.

The purposes of homework

Promote self reliance, self discipline, self confidence and encourage pupils to participate with responsibility in their own learning.

Strengthen the liaison between home and school and involve parents (and at times the wider community) in pupils' work.

Encourage pupils to make use of libraries and other resources.

Develop the habit of independent study which will include individual and co-operative study.

Reinforce class work and consolidate the learning process by providing further practice of important skills or by assisting in the acquisition of essential knowledge.

Extend class work either by doing preparatory work or follow-up work, which cannot be undertaken in class time.

Widen the learning experience by giving pupils the opportunity to use materials and sources of information not available in the classroom.

Help teachers monitor the effectiveness of learning and teaching.

Allow pupils who have fallen behind in class work to make up lost ground.

Categories and varieties of homework issued

Some types of homework are clearly more suited for certain purposes and more justifiable than others. It is important that the strengths and weaknesses of different types of homework are fully recognized and reflected in practice.

Homework can be divided into 5 categories which may on occasion overlap.

Preparation for class work – tasks planned in advance are tied into class work e.g. information gathering prior to a lesson to enable the information to be set out in graphical form in class.

Spontaneous tasks arising from an idea that the teacher or pupils have had during work in a lesson.

Self contained tasks on a discrete piece of work running parallel to class work.

Planned tasks built into a programme of work as an integral aspect of the curriculum feeding into class work or reinforcing work done in the classroom e.g. investigation.

Finishing off work started in class.

Variety of homework will be issued. The following list covers examples.

- Learning words
- Reading
- Spelling
- Number Work
- Research at home or in libraries using a variety of sources
- Reviewing a novel
- Reading for information and pleasure
- Redrafting and summarizing
- Raising awareness of technology by designing and making models
- Collecting items of interest for use in school

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- Developing information handling skills
- Developing investigative skills
- Tackling and solving problems
- Developing diaries
- Independent work for topics/investigations

Frequency and noting of homework

All children should do some home reading every night.

In addition to this, formal written homework will also be given at least three times a week.

At Primary 1 homework might take around twenty minutes while at Primary 7 it might take around 30-40 minutes. All children will use a homework diary. Homework tasks will be set online using google classroom which can be accessed at home by pupils while using their own username and passcode. Families will be supported to access online tasks at home. However, paper tasks can be provided as an alternative upon request.

Marking of homework

A variety of methods of marking homework will be used.

Teachers will listen to and discuss reading and research homework. Homework examples will be gone over in class and corrected using a resource which allows all pupils to be involved, for example, the smartboard. Children will also engage in exchange marking with other pupils.

Homework will always be within the ability range of the pupil, therefore all children in a class will not always have the same homework set.

Every child has a homework diary in which reading and other homework is recorded and a parental signature is required to acknowledge that the parent is aware of the set homework. The teacher may request that other homework is also signed.

Developing the Young Workforce

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

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

The four main areas are:

- Enterprising learning and teaching

- Entrepreneurial learning
- Work-based vocational learning
- Career education

The themes are built around the main areas:

- Supporting the development of skills for life and skills for work
- Engaging employers
- Broadening the reach of the programme
- Embedding enterprise in the curriculum
- Building capacity
- 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
- Work experience placements and speakers

Extra Curricular Activities

Our pupils enjoy a wide range of activities throughout the year, during and beyond the school day. We work in partnership with Active Schools to provide various sporting activities for all stages. These normally take place at lunch time and after school from 3pm – 4pm. School staff also offer a range of activities throughout the week. Our family sessions are very popular too and we are keen to continue to invite parents, grandparents and/or siblings to join in the learning.

Below are some examples of the variety of extra-curricular activities that have been offered to pupils in previous sessions:

- Drama
- Basketball
- Football
- Hockey

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- Netball
- Multi-sport

Classes are often taken on educational outings to places of interest connected with their class work. Where possible a residential visit is available for P7 pupils every year.

Please let the school know if you have any skills or talents you could share with the children. We would be delighted to welcome you to the school if you are happy to share your expertise.

The extra-curricular programme we are currently able to offer is limited due to the mitigations we have in place in line with covid guidance. All information related to activities will be shared with you by letter and contained within school newsletters.

Home School Community Links

Parental Involvement

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

- be involved with their child's education and learning
- be active participants in the life of the school
- 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
- 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
- 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.

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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 Teacher Association

Parent Council

St Peter's Primary School has a very active Parent Council which represents the views of the wider parental community. Meetings are held monthly and all parents are invited and welcome to attend. The Parent Council is a group of parents, selected by the members of the Parent Forum, to represent all the parents of children at our school. The Parent Council is involved in many fund raising activities, as well as being involved in the daily life of the school – e.g. Outings, presentations & hospitalities at meetings etc.

Elected Parent Members	Elected Staff Members	Others
Mr Paul Doherty Chairperson	Miss Emma Young	Mrs Sharon Mazzoni Advisor
Mrs Rosie McPhee Vice Chairperson	Miss Lindsie McNamara	
Suzanne McKellar Treasurer		
Vacant Secretary		

Whole Family Wellbeing

The School Family Wellbeing Team is one of the services that supports children and families in Renfrewshire. They will work with young people and families where additional help is required to make sure children and young people can make the most of their school experience. They can help families with issues such as school attendance, managing relationships and any barriers to learning. They will attend team around the child meetings to agree how they could contribute to your child's wellbeing plan.

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 the school family wellbeing team 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.

The school family wellbeing service 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, community learning and development, and other identified local voluntary and government agencies.

Pupil Council

A Pupil Council has been democratically elected from the P4, P5, P6 and P7 classes. The pupils of St. Peter's Primary School are highly motivated and extremely enterprising. We encourage this in our pupils as we want them to be active members of the school community and to contribute to, and very often take leading roles in, enhancing school life. Pupils regularly have good ideas which, with a little bit of support, they turn into reality: talent shows; lunchtime clubs; fundraising activities, to name but a few. The Pupil Council is another means of engaging our pupils.

The Pupil Council consists of pupil representatives who meet monthly to discuss, and take forward, issues raised by their peers at class meetings. Members of the Pupil Council take turns to chair meetings and all Pupil Council representatives are expected to provide regular updates to their classmates.

School Lets

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

To apply to use school facilities, contact OneRen. 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.

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If, in particular, you have a complaint about the school, you can submit this by writing, telephoning or making an appointment to speak with the Headteacher. It is better that these things are shared openly and resolved fairly, rather than being allowed to damage the relationship between the family and the school. There will be no negative consequences from making a complaint and we will deal with the issue confidentially. If we have made a mistake, we will apologise quickly and clearly and try to put things right.

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

Stage 1 complaint:

- Complaints about the school should be directed to the head teacher in the first instance.
- 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.

Stage 2 complaint:

- If you are not happy with the response to your complaint, you have the right to take it further and submit a complaint to Children's Services. This is also known as a stage 2 complaint. You can do this by completing a complaints form (available from the school or any council office), fill in the online form via your 'my account', 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 inform you.
- If you remain dissatisfied following the stage 2 outcome, you can contact the Scottish Public Services Ombudsman and our response 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 secure computer system and may be used for teaching, registration, assessment and other administrative purposes. The information is protected by data protection laws, including the UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018, and can only be shared or disclosed in accordance with those laws. To find out more about how your personal information is used, please consult the Council's general Privacy Policy, here:

<https://www.renfrewshire.gov.uk/article/2201/Privacy-policy>

Pupils attending any type of school have a right of access to their own information by virtue of the Data Protection Act 2018. 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. The Pupils' Educational Records (Scotland) Regulations 2003 give parents and carers a specific right of access to their child's educational records. You can find out how to make a Subject Access Request or a request for Educational

Records, by visiting the Council's Data Protection page, here:
<https://www.renfrewshire.gov.uk/article/2059/Data-protection>

For specific data protection queries, please contact the school directly.

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 X (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.

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Important Contacts

[schools to add to council statement]

Director of Children's Services

Janie O'Neill	Renfrewshire House Cotton Street Paisley PA1 1LE	Email csdirector@renfrewshire.gov.uk Phone: 0141 487 0885
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Homelink Service

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

Senior Home Link Workers

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

Community Learning & Development

Community Facilities Section	OneRen 3 rd Floor Renfrewshire House Cotton Street Paisley PA1 1LE	Email comfac@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 customerservices.contact@renfrewshire.gov.uk Phone: 0300 300 0300
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Websites

You may find the following websites useful.

- <https://education.gov.scot/parentzone/> - parents can find out about everything from school term dates to exam results. This site also offers information for nursery aged children and young people who have left school. It also lists relevant publications for parents and provides hyperlinks to other useful organisations
- <https://education.gov.scot/education-scotland/inspection-reports/> - parents can access school and local authority inspection reports and find out more about the work of Education Scotland
- <https://education.gov.scot/parentzone/my-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
- <https://respectme.org.uk> - Scotland's anti-bullying service. Contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying
- <https://education.gov.scot/> - provides information and advice for parents as well as support and resources for education in Scotland
- <http://www.equalityhumanrights.com/> - contains information for everyone on equality laws within the government and local authorities

Glossary

ASL – Additional Support for Learning

ASN – Additional Support Needs

CFE - Curriculum for Excellence

CLAD – Community Learning and Development

FOI – Freedom of Information

GIRFEC – Getting it Right for Every Child

HT/PT/PST – Head Teacher/Principal Teacher/Pastoral Support Teacher

LTS – Learning and Teaching Scotland

SIP – Service Improvement Plan

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

Parent feedback

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

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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:

Planning & Policy Team

Children's Services, Renfrewshire Council

Renfrewshire House

Cotton Street

Paisley

PA1 1LE

email address: cshdatapolicy@renfrewshire.gov.uk