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## Welcome from the head teacher

As Head Teacher of Thorn Primary it gives me great pride to introduce our School Handbook as it reflects the dedication and commitment from everyone at Thorn.

Our school is a happy, inclusive and nurturing place. Everyone is supported in developing their academic, social, emotional and physical well-being, leading to each individual achieving their full potential. As you read on through our handbook you will see that our shared Vision, Values and Aims underpin and drive all that we do.

We know people are what makes a school successful and we are fortunate to have dedicated and talented staff, a very supportive parental body and valuable partnerships with many community organisations. However, I am most proud of the happy, confident, well behaved, children who are leaders of their own learning and of their school. Together we all work to provide a service that is of the highest standard and endeavours to achieve positive outcomes, academic and personal, for all of our learners.

I hope that you find the contents of the handbook informative and helpful. If you have any further queries or feedback for us on our continual journey of improvement please do not hesitate to get in touch.

Thank you for your interest in our school.



**Mrs S Hart**  
**Head Teacher**

## OUR VISION, VALUES AND AIMS



### Vision:

Believe to Achieve

At Thorn our **Values** help us do the **REST**:

**Respect Equity Success Teamwork**

Our **Aims** help us to be our **BEST**:

**B**uild respectful, nurturing relationships and partnerships that help us feel happy, be safe and achieve success.

**E**ncourage one another to be aspirational in our learning and personal development and celebrate our achievements.

**S**upport the development of leadership at all levels, providing high quality teaching and learning that inspires everyone to reach their potential and develops skills for future success.

**T**o create an environment for learning that is the best it can possibly be.

## Service Pledges

### Standards and expectations

**We will:**

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

**Pupils will have opportunities for:**

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

**You can also expect us to:**

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

## How can you help?

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

As a parent, you can help your child by:

- making sure your child goes to school regularly;
- encouraging and supporting your child with any homework given;
- showing that you are interested in how your child is getting on at school;
- encouraging your child to respect the school and the whole school community; and
- being involved in the school.

The Act uses the broadly framed definition of ‘parent’ set out in the 1980 Act. This is as follows:

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

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

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

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

## About our school

### School staff



Mrs Stephanie Hart  
Head teacher



Miss Rebecca Lawson  
Depute Head teacher

### Teachers

Mrs J Steele	P1
Miss M Hair	P2
Mrs H McLay Riis/Mrs K Bell	P3/2
Mrs C Adams/Miss R Lawson	P4/3
Miss M Stewart	P4
Mrs C MacLeod	P5
Mr D Barrett	P6
Miss L McLachlan/Mr A Newton	P7

### Early Learning & Childcare Officer

Miss M Easdon

### Classroom Assistants

Mrs K Mitchell  
Mrs L Lynchahon  
Mrs A Wilson

### Additional Support Needs Assistants

Ms M McCutcheon  
Mrs M McKay  
Mrs P Ritchie

### Clerical Staff

Mrs S Boyle  
Mrs W Young

### Home School Link

Mr J Williamson

### Janitor

Mr P Ferris



## School information

### School Contact Details:

Thorn Primary School

Thorn Brae

JOHNSTONE

PA5 8HE

Telephone number: 0300 300 0189

[thornenquiries@renfrewshire.gov.uk](mailto:thornenquiries@renfrewshire.gov.uk)

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

Twitter: @ThornPriSch

### School day

Primary 1 pupils attend school on full-time basis from their first day.

Morning	9.00am – 12.15pm
Interval	10.30am – 10.45am
Lunch	12.15pm – 1.00pm
Afternoon	1.00pm – 3.00pm

The school doors open at 9.00am. Pupils are allowed to stay inside during wet intervals.

## School year

First Term	Return date for Teachers	Wednesday 12 August 2020 (IS)
	In-service Day	Thursday 13 August 2020 (IS)
	Return of Pupils	Friday 14 August 2020
	September Weekend	Friday 25 September 2020 and Monday 28 September 2020 (inclusive)
	Schools re-open	Tuesday 29 September 2020
	Schools closed	Monday 12 October 2020 to Monday 19 October 2020 (inclusive)
	Return date for Teachers	Monday 19 October 2020 (IS)
	Schools re-open	Tuesday 20 October 2020
	St Andrew's Day	Monday 30 November 2020
	Schools re-open	Tuesday 01 December 2020
	Christmas / New Year Schools closed	Wednesday 23 December 2020 to Tuesday 05 January 2021 (inclusive)
Second Term	Schools re-open	Wednesday 06 January 2021
	Mid Term break	Monday 08 February 2021 to Wednesday 10 February 2021 (inclusive)
	Return date for Teachers	Wednesday 10 February 2021 (IS)
	Schools re-open	Thursday 11 February 2021
	Spring Holiday Schools closed	Friday 02 April 2021 to Friday 16 April 2021 (inclusive)
Third Term	Schools re-open	Monday 19 April 2021
	May Day	Monday 03 May 2021
	In-service Day	Tuesday 04 May 2021 (IS)
	Schools re-open	Wednesday 05 May 2021
	May holiday	Monday 31 May 2021
	Schools re-open	Tuesday 01 June 2021
	Last day of session	Monday 28 June 2021

**Teachers return Thursday 12 August 2021.**

### School in-service days

- Wednesday 12 August 2020
- Thursday 13 August 2020
- Monday 19 October 2020
- Wednesday 10 February 2021
- Tuesday 04 May 2021

## School dress

At Thorn Primary School the uniform is:

- White short/long sleeved shirt P1-P7
- Thorn tie: elasticated, clip on and traditional formats
- Grey v neck jumper/sweatshirt/Cardigan/tank top preferably bearing school badge
- White polo shirt as a PE top (preferably with Thorn Badge)
- Black PE shorts
- Black plimsolls/trainers
- Grey trousers
- Grey skirt
- Grey pinafore
- Royal Blue blazer bearing Thorn badge
- Black shoes
- Summer Weather – Blue School Dress
- Summer Weather – Grey School Shorts



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

We would be delighted to welcome you to Thorn Primary and would be honoured if you entrusted us with your child's education. Please call to arrange a tour of the school if you wish a sneaky peak before registration, enrolment.

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

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

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

## Induction procedures for pupils starting school and their parents

### Primary 1 Induction Programme

Our Induction programme provides parents and pupils a variety of opportunities to become familiar with our school and for our staff to get to know every pupil prior to starting in August.

The programme includes:-

1. Nursery visits from our staff to early years establishments
2. Play dates where the pupils meet staff and their buddies
3. Review meetings for any pupils with additional support needs
4. Induction days: parents and pupils attend
5. Teddy bear's afternoon tea with staff and buddies
6. Home visits – if you would like a home visit / individual appointment with our Depute Headteacher this can be arranged
7. Nursery staff visiting Thorn Primary
8. Comprehensive Starting School Handbook

Parents will be advised of play dates, parent meetings and pupil induction days during the spring term.

## Class Organisation

The present roll is 200.

The capacity figure for Thorn Primary School is 312. Parents should note that the working capacity of the school may vary dependant on the number of pupils at each stage and the way in which classes are organised.

The maximum class size for pupils in	P1	25
	P2 & P3	30
	P4 – P7	33

We anticipate an intake of 30-35 Primary 1 children for the next 3 years.

We have 2 composite classes this year where 2 groups of pupils from different stages are placed together in one class. The maximum number of pupils in a composite class is 25. Composite classes are mainly formed based upon Literacy/Numeracy groupings.

This session our pupils are spread throughout the seven stages as follows:

<b>P1</b>	-	23	<b>P2</b>	-	24	<b>P3/2</b>	-	24
<b>P4/3</b>	-	24	<b>P4</b>	-	25	<b>P5</b>	-	24
<b>P6</b>	-	28	<b>P7</b>	-	28			

### Assessment and reporting

All assessments in Thorn Primary are intended to inform the teacher about next steps in your child's learning. Most assessments are formative and take place on an ongoing daily basis but some are summative and provide us with information about your child's more global development.

#### Formative Assessment in Thorn Primary

Teachers agree targets with your child and plan assessment of what your child is learning every day. On a daily basis your child will receive feedback, mostly verbal, on how they are getting on and what they can do to progress. Often your child will work with other children to consider their progress or assess this on their own. Each week during 'My Time' the children reflect and evaluate on their learning from the week and plan their next steps. We share this with you via the Seesaw application where you can stay involved in your child's learning and offer them feedback and advice too.



#### Summative Assessment

Nationally, children in P1, P4 and P7 undertake standardised assessments in Literacy and Numeracy and we use these alongside our professional annual judgements regarding how children are progressing according to the National Benchmarks. In most cases, but not all, children by the end of P1 would achieve Early Level, those at the end of P4 would achieve First Level and those at the end of P7 would achieve Second Level. We share this with you in your child's annual report card and will discuss progress at Parent Consultations too.

We also use summative assessment and standardised assessments as necessary, or helpful, at other stages but this is very occasional and is designed to help the children. Summative Assessments help us to compare teaching and learning in the school generally to national results and identify any areas that we could improve in.

#### Reporting

We consider parents to be partners in the children's learning hence our ongoing informal reporting to you via the use of Seesaw. We also engage with you during learning events in school where your child can share their learning progress.

In addition to this, we formally report on progress during Parental Consultations, in November and March, as well as in our annual Written Report to you, in June, which summarises all the aspects we have discussed throughout the year.

Where necessary, to meet your child’s needs, we may request additional opportunities to meet with you either on a regular or one off basis we are also happy to respond to any concerns that you may have that arise out with the planned reporting opportunities, please phone to arrange an appointment with the class teacher in the first instance however Miss Lawson or Mrs Hart are also happy to help.

## Summary of the School Improvement Plan

### Introduction

We are continuously trying to improve and we want you to know how and what we are doing. In order to maintain high standards, we plan our School Improvement Plan to help us meet National Priorities as well as Renfrewshire Council Key Priorities.

National Priorities	Renfrewshire Council Priorities
<ul style="list-style-type: none"> <li>• Safer and stronger</li> <li>• Wealthier and fairer</li> <li>• Greener</li> <li>• Smarter</li> <li>• Healthier</li> </ul>	<ul style="list-style-type: none"> <li>• Reduce inequalities &amp; deliver improved outcomes for children and young people</li> <li>• Improvement in attainment and achievement</li> <li>• High quality learning and teaching and quality of care in schools</li> <li>• Self evaluation and performance improvement</li> <li>• Vulnerable children and adults live as safely as possible within local communities</li> </ul>

### Key Strengths:

As identified from our evaluation and quality assurance activities our strengths are:

- Excellent relationships between staff, children, parents and partners.
- Very well behaved and motivated learners.
- The high regard the school is held in by its stakeholders, especially parents and children.
- Very good leadership from the Head Teacher and Depute Head Teacher.
- Our drive to meet every child’s needs and cater to their individuality.
- We now have an improved environment for learning and have increased expectations.



- Engagement in professional learning opportunities and the positive impact of this on teaching and learning.
- Our capacity for improvement is very good and is evidenced by the progress made this session.
- Development of leadership at all levels.
- Creative and innovative use of Pupil Equity Funding to address the poverty related attainment gap for example establishing a dance academy and formation of new environment to support play based learning.
- Development of pupil and staff digital literacy skills.

A copy of our Standards & Quality Report and School Improvement Plan are available on our website.

### Success and Achievements 2018/2019

- Reaccreditation of Eco-flag status for 3<sup>rd</sup> Time
- Introduction of stage appropriate Play Pedagogy from P1-3
- Miss Lawson, DHT, achieved the GTCS Standard for Headship
- Very successful HMle Thematic Inspection of Mathematics and Numeracy
- Introduction of Vision & Values to the whole school community
- Achieved Silver Award for Rights Respecting Schools status
- All children have opportunities for wider achievement via My Time: Club Time
- Our boy's school football team were joint winner of the Johnstone and Villages football league
- Our school netball team qualified for the Renfrewshire Schools Finals for the first time
- P7 raised £1500 for St Vincent's Hospice
- House Captains Charity Challenge saw pupil leaders raise generous donations for various charities
- Increase in attainment in Numeracy P1, and 7 – P7 – 90% of pupils achieving 2<sup>nd</sup> Level
- Active Schools participation increase



£1500 raised for St Vincent's Hospice



Netball Team



Rights Respecting Group



Boys Football Team



## **Our Next Steps – Priorities for 2019/20**

We believe that we have a very good capacity for continuous improvement and that we have made good progress during session 2019/20. We will use the improvement priorities listed below to build on this progress moving forward.

- Participate in RNRA – Renfrewshire Nurturing Relationships Approach.
- Evaluate and embed developments in pupils’ voice and leadership via My Time and throughout the four contexts for learning.
- Outdoor Learning CLPL (Career Long Professional Learning) for all staff.
- Embed our teaching approaches with Dive into Reading , Dive into Writing, Renfrewshire Numeracy and Mathematics Pathways, SEAL (Stages of Arthimetical Learning), and Number Talks.
- Develop and introduce cluster moderation model – to ensure consistency.

## **Quality indicators**

Our Self Evaluation procedures are ongoing and allow us to gather data that support our view that our:

QI 1.3 Leadership of change is ‘Very Good’.

QI 2.3 Learning, teaching and assessment is ‘Good’.

QI 3.1 Ensuring wellbeing, equality and inclusion is ‘Good’.

## **The Scottish Attainment Challenge**

### **Attainment Challenge and Pupil Equity Funding (PEF)**

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

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

### Transfer to secondary school

We work closely with both our associated Secondary School, Johnstone High School and all feeder primaries to try to ensure the smoothest possibly transition. We also have 2 Transition teachers who work with our P7 pupils both in primary and secondary.

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.

Thorn Primary School is an associated primary school of Johnstone High School

Head teacher: Mrs Hollywood Telephone: 0300 300 1331

### Car Parking

Over some years, parents have informally made use of the Johnstone Train Station car park as a location to drop off and collect children attending Thorn Primary.

ScotRail operates a busy park & ride facility at Johnstone station. With over 400 parking spaces, it plays a key role in allowing commuters to access the rail network from across Renfrewshire. As this is the primary function of the station it is vital that any gracious accommodations made to Thorn Primary parents do not impede this.

We have agreed that the use of the car park by parents may continue **BUT** this will be subject to regular monitoring and review. However it is imperative that the following guidelines must be observed at all times:

- The ScotRail car park can only be used where a designated car parking space is available
- Parking on double yellow lines, and double parking within the station car park is not permitted under any circumstances.
- Any instructions received by drivers from British Transport Police, ScotRail staff, or persons acting on behalf of ScotRail, must be followed at all times.
- Any verbal or physical abuse of ScotRail staff, or of other users of the station or car park, will not be tolerated and may be reported to British Transport Police

Respect and Teamwork are the two Thorn Values which underpin this association. If we respect the guidelines of use and work together as a team, rather than acting as individuals ignoring the guidelines, we can make this a successful partnership and model these values for Thorn pupils.

Ultimately the continued use of the ScotRail car park by parents must be recognised as a privilege, not a right. Unfortunately any failure to comply with the above guidelines will result in removal of that privilege for ALL parents, therefore requiring them to find alternative arrangements.

One dedicated parking space has been created to ease access for people with disabilities within our school car park. Please do not use this space without authorisation.

The school car park is for staff only and parents or relatives should not drive into this area when picking up or dropping off children at the beginning of the day or at the end of the day. As a town school we recommend walking to school where possible, to avoid parking issues.

## Care and welfare

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

## School security

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

## Attendance and absence

If your child is going to be absent, we ask you to telephone the school office after 8.50 a.m. A message will be passed onto the class teacher. A written note explaining the absence, should be passed to the class teacher by the child on their return. If your child is absent and we have not received any notification, the school will telephone / text after registration has taken place. In the interest of the safety of all our pupils we ask if you and your child arrive after that you take your child to the school office where they can order lunch and be escorted over to the class by a member of staff.

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

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

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

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

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

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

### **Bullying**

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

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

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

### **Safeguarding including Child protection**

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

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

## Mobile phones

The benefits of mobile phones are recognised. Many young people and their parents regard them as an essential means of communication. Mobile phones can continue to be brought into 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 Renfrewshire Council's 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

### Prices at Nov 2019: £2.25

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

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

<http://www.renfrewshire.gov.uk/article/2303/School-meals>

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

## School transport

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

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

## 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.



Our playmakers are also hard at work in the playground to engage the children in games and activities.

## 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**

Our school is fortunate to have a close link with the local church. The minister, Rev McCool 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.

### **Behaviour and discipline**

Our school values underpin our Nurturing, Respectful Relationships Policy which is based on restorative approaches. A full copy can be found at <https://blogs.glowscotland.org.uk/re/thorn/files/2018/11/Respectful-Nurturing-Relationship-Policy.pdf> If you require a hard copy please request via the school office.

### **Wet weather arrangements**

We try to encourage the children to come prepared for inclement weather so that we can play outdoors as often as possible. Please provide rainproof jacket and footwear where possible or seek confidential support with this via Mrs Hart.

Where it is a health and safety issue i.e, high winds or if the weather is simply too wet the children play calmly in their classrooms supervised by senior monitors overseen by support staff and SLT members.

## Curriculum matters

### Curriculum for Excellence

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.

### School Curriculum

New information can be accessed on the following website: [www.gov.scot/publication](http://www.gov.scot/publication)

We provide high-quality teaching and learning at Thorn across and through all curricular areas.

In Primary 1 and 2 this is achieved through the adoption of Play Pedagogy in our purpose designed Play Base. Children lead their own learning, supported and facilitated by the staff, by engaging in purposeful play opportunities. In order to plan, monitor and track progress through Early and First Level of a Curriculum for Excellence teachers set target jobs for the children to complete, work with direct teaching groups, observe during free play and continuously formatively assess progress so that they can provoke further depth or breadth in learning.

Throughout all stages the children are actively involved in leading their own learning as they set their own targets and assess their progress individually, with peers and in cooperation with their class teacher. Target setting activity is continuous with a set focus time each week for reflection and planning. This supports the children in personalising their learning and choosing what they want to learn.

Our curriculum is creative and flexible to allow us to be able to follow the interests of the children and ensure they are engaged and achieving. By adopting this approach we are able to offer challenge and enjoyments for our pupils. The curriculum for excellence experiences and outcomes are bundled and progressive so that learners are assured balance, breadth, coherence and depth in their learning. No limitations are imposed as to how and when the children achieve so long as we ensure purposeful learning, with clear outcomes, relevance and shared success criteria.

Some methods we actively encourage to ensure a wide range of methodologies and approaches which meet the varying learning styles of our children are:

Outdoor learning, in our immediate grounds and beyond.

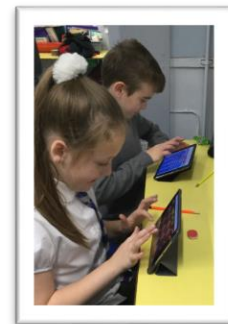
Application of learning in real life contexts i.e. running our school credit union or planning and implementing charity/theme events.

Skills for work via invited guests teaching pupils in school or in their work places.

Aspirational contexts- such as our P7 matriculating on a college Science Course.

Promotion of HOTS (Higher Order Thinking Skills) activities.

Our teachers are highly skilled facilitators of learning who draw on their professionalism to provide opportunities for all the children of Thorn Primary to achieve high standards in literacy and numeracy as well as gain skills and achievements throughout the curriculum that will allow them to succeed in life and reach their individual potential.



## 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**

Miss Lawson, DHT is the key adult in overseeing Additional Support for Learning at Thorn. She works alongside class teachers and reports to Mrs Hart to ensure we meet individual needs to the best of our ability in school and with our partner agencies.

### **Inclusion**

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

### **Support**

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

### **Universal support**

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

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

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

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

### **Targeted support**

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

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

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

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

Independent sources of information and advice nationally include -

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

Telephone – 0345 123 2303

Email – [info@enquire.org.uk](mailto:info@enquire.org.uk)

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

Telephone – 0131 556 6443

Email – [enquiry@siaa.org.uk](mailto:enquiry@siaa.org.uk)

## **Educational Psychology Service**

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

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

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

## **Health and Wellbeing Education**

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

- make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- experience challenge and enjoyment
- experience positive aspects of healthy living and activity for themselves

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

Health and Wellbeing in schools covers:

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

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

### **Specialist support service – teachers teaching in more than one school**

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

The teams support the additional needs of:

- children with a significant hearing and or visual impairment;
- children with English as an additional language who are at the early stages of learning English;
- looked after and accommodated children and young people who are experiencing difficulties engaging with school;
- children at early stages of primary school who have a developmental coordination disorder along with attention difficulties;
- young people who attend the Flexible Learning provision; and
- nursery aged children who have been identified as having significant support needs.

## Homework

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

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

## Enterprise in Education

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

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

The four main areas are:

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

The themes are built around the main areas:

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



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

The range of activities can include:

- Links and partnerships with businesses, colleges and schools abroad;



- Fundraising events organised and run by pupils;
- Fairtrade activities;
- Joint school and community initiatives; and
- Work experience placements and speakers.

### Home school community links

### Parental Involvement

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

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

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

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

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

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





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

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

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

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

### **Parent teacher association**

Our Parent Teacher Association meets along with our Parent Council and focuses its efforts on fundraising and community spirit.

### **Home school links**

The Home Link Service is one of the services that supports children and families in Renfrewshire. They are a multi-disciplinary team based in different areas across Renfrewshire and linked to school clusters.

The main aim of the service is to increase the educational attainment of children and young people. This is achieved by developing links between home and school to ensure pupils identified through the school's Extended Support Framework as facing issues at home or in school that are barriers to learning are offered additional support.

Support offered to pupils can be given individually or in a group setting. Parents are fully involved, with an initial home visit to discuss the referral and updates on progress reviewed and evaluated on a regular basis.

Support is also offered to pupils who are identified as anxious during times of change, such as moving from nursery to primary, primary to secondary and secondary to further education or employment. These can be stressful times for both pupils and parents and a Home Link Worker can support parents and the school to work together to ensure a smooth transition, and help children and young people learn how to cope with change.

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

### Pupil council

We have an active Pupil Council. The members this year are:

- P3 Cassie & Dylan
- P4 Jorgie, Kai & Jenny
- P5 Hollie & Matthew
- P6 Ruth & Daisy
- P7 Mollie & Laurie



House Captains:



Houston

Cole & Jay



Milliken

Abigail & Will



Napier

Jessica & Millie



Wallace

Lucy & Sophie

### Community links

We link with many partners to enhance the pupils learning and to develop our service to the community. The list below is indicative of our efforts but is not exhaustive.

Bobby - Dimity St Church, Rev McCool, Johnstone Library, Families First, Active Schools, Johnstone High School, Stepping Stones Nursery, Johnstone Railway Station, Royal Bank of Scotland, St Vincent's Hospice, Johnstone Credit Union, Clyde College and West College Scotland.

### School lets

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

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

## Other useful information

### Listening to learn - complaints, comments and suggestions

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

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

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

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

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

### Data protection

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

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

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

### Information in Emergencies

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

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

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

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

## Important Contacts

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### Director of Children's Services

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

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

### Senior Home Link Workers

Email  
[morag.mcguire@renfrewshire.gov.uk](mailto:morag.mcguire@renfrewshire.gov.uk)  
[margaret.mcmanus@renfrewshire.gov.uk](mailto:margaret.mcmanus@renfrewshire.gov.uk)  
Phone: 0300 300 1415

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### Community Learning & Development

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

Customer Service Centre	Renfrewshire House Cotton Street Paisley PA1 1AN	Email <a href="mailto:registrar.cs@renfrewshire.gov.uk">registrar.cs@renfrewshire.gov.uk</a> Phone: 0300 300 0300
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### Websites

You may find the following websites useful.

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

## **Glossary**

ASL – Additional Support for Learning

ASN – Additional Support Needs

CFE - Curriculum for Excellence

CLAD – Community Learning and Development

FOI – Freedom of Information

GIRFEC – Getting it Right for Every Child

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

LTS – Learning and Teaching Scotland

SIP – Service Improvement Plan

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

## Parent feedback

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

### Tell us what you think

Your feedback will help us to improve our handbook.

Did you find

Please tick

- |                                  |  |
|----------------------------------|--|
| 1. the handbook useful?          | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 2. the information you expected? | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 3. the handbook easy to use?     | <input type="checkbox"/> Yes <input type="checkbox"/> No |

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

Name of school: \_\_\_\_\_

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

Policy & Commissioning Team

Children's Services, Renfrewshire Council

Renfrewshire House

Cotton Street

Paisley

PA1 1LE

email address: [csdatapolicy@renfrewshire.gov.uk](mailto:csdatapolicy@renfrewshire.gov.uk) .