

# Trinity High School



## **School Handbook 2023-2024**

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## Welcome from the Head Teacher

Dear Parent / Carer,

I am delighted to be able to share our school handbook with you. The information provided will allow you to gain an insight into how we deliver our school vision; Achieving Excellence Together. As a school we prioritise our close working relationship with parents in order to provide a learning environment in which every young person can aspire to achieve their very best. I hope that by reading the information in our handbook you will be able to get a sense of the wealth of exciting curricular and wider opportunities available to all in Trinity High School.

Trinity High School is a Six Year Roman Catholic School situated in the heart of Renfrew. We ensure that we, working with parents, foster the high aspirations for all of the young people. Our staff are professionals who are dedicated to delivering an excellent learner experience whilst providing young people with the necessary opportunities to thrive and develop their God given talents.

We are proud to be a Catholic school and ensure that Catholic Education, the development of the individual as a person in the image and likeness of God, is central in everything that we do. The Catholic nature of the school is clearly evident through every aspect of school life. We place emphasis on positive relationships and benefit from a mutual respect between pupils, staff and parents. We enjoy excellent links with our local Parishes and welcome the commitment and spiritual leadership of our school Chaplain.

Trinity High School works closely with our associated primary schools; ensuring that learning is a continuous process with information shared at key transition stages. Young people in Trinity High School play an active role in their community and make valuable contributions to various local, national and international initiatives.

We are aware that by selecting to send your child to Trinity High School you are placing your trust in us to deliver the very best for them. I would like to thank you for taking the time to read about our school. I would also encourage you to visit the school website ([www.trinityhighrenfrew.co.uk](http://www.trinityhighrenfrew.co.uk)) and twitter account (@Trinityrenfrew) for even more up to date information.

If you would like to visit the school please do not hesitate to contact myself and I would be delighted to meet with you.

Kindest regards,

*P. Marshall*

P. Marshall  
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

### School Aims

#### Mission Statement

Trinity High School is a Roman Catholic School and as such takes as its main aim the mission of the Church to develop the Faith of its students and to promote the spiritual, moral, physical, social and intellectual development of its young people, in partnership with parents and clergy. Students are encouraged to maximise their talents, achieve their potential both inside and outside the classroom and grow as responsible, Christian individuals who are able to contribute positively to society. This is the ethos of the Catholic School as outlined in the Scottish Catholic Education Service's Charter for Catholic Schools in Scotland and therefore the ethos Trinity High School strives to promote.



colorfoto



Trinity High School  
Pupil Leadership Team 2022-2023



## 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 information on school activities
- provide 27.5 hours of class contact time for pupils in each normal school week
- help pupils prepare for vocational, further and higher education

#### **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 or teachers
- 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
- working in partnership with your child's school
- encouraging your child to respect the school and the whole school community

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

#### The Management

The management of the school, the policy making, the long-term planning and the day-to-day administration, is in the hands of a Senior Management which is composed of:

Head Teacher	Mr P Marshall
Depute Head Teacher	Miss K Parker
Depute Head Teacher	Mrs C McElroy
Depute Head Teacher	Ms M Monaghan
Depute Head Teacher (Acting)	Mr A McEwan
Education Support Manager	Mr D Macdonald

## SENIOR LEADERSHIP TEAM REMITS

<b>P. Marshall Head Teacher</b>	<b>D. Macdonald Education support Manager</b>	<b>K. Parker Depute Head Teacher</b>	<b>C. McElroy Depute Head Teacher</b>	<b>M. Monaghan Depute Head Teacher</b>	<b>A. McEwan Depute Head Teacher (Acting)</b>
<b>Overview</b>					
Leading professional in the school and officer of the local authority. Overall responsibility for leadership for improvement. Leadership of community and maintaining a positive ethos and culture of achievement	Overall leadership and management of the school and to deputise for the Head Teacher when appropriate. Responsible for finance, health & safety, administration and HR. Co-ordinator for SQA, cover & accommodation	Overall leadership and management of the school and to deputise for the Head Teacher when appropriate. Strategic responsibility for Local, National and school priorities.	Overall leadership and management of the school and to deputise for the Head Teacher when appropriate. Strategic responsibility for Local, National and school priorities.	Overall leadership and management of the school and to deputise for the Head Teacher when appropriate. Strategic responsibility for Local, National and school priorities.	Overall leadership and management of the school and to deputise for the Head Teacher when appropriate. Strategic responsibility for Local, National and school priorities.
<b>Pupil Responsibilities</b>					
		Head of S2 & S3	Head of S6 & S1	Head of S4 & S5	Overview of pupils following alternative pathways
<b>Link Departments / Faculties</b>					
Senior Leadership Team	All APT & C Staff Support Staff	Pastoral Support Inclusive Support Science	Modern Languages English ICT & Music Social Subjects	Mathematics Art & Design HWB Religious Education	Project Leads

P. Marshall Head Teacher	D. Macdonald Education support Manager	K. Parker Depute Head Teacher	C. McElroy Depute Head Teacher	M. Monaghan Depute Head Teacher	A. McEwan Depute Head Teacher (Acting)
How Good is Our School Priorities					
1.3 Leadership of Change 1.4 Leadership & Management of Staff	1.5 Management of resources to promote equity (DMR and School Fund)	2.1 Safeguarding and child protection 3.1 Improving wellbeing equity and inclusion 2.6 Transitions	2.3 Learning, Teaching & Assessment 1.1 Self-evaluation for self-improvement 1.2 Leadership of Learning	2.2 Curriculum 3.2 Raising attainment & achievement	2.7 Partnership 2.5 Family Learning 2.4 Personalised support 3.3 Increasing creativity & employability
Improvement Plan Priorities					
<b>Improvement Priority 4</b> Continue to promote our community of Faith through a shared vision for all so pupils can make a positive contribution to society.		<b>Improvement Priority 2</b> Continue to improve health and wellbeing outcomes for children and young people	<b>Improvement Priority 1</b> Develop the effective use of Data and Information as a driver for increased levels of attainment and achievement	<b>Improvement Priority 1</b> Develop the effective use of Data and Information as a driver for increased levels of attainment and achievement	<b>Improvement Priority 3</b> Improve employability skills and support all of our young people to enter positive and sustained destinations

<b>P. Marshall Head Teacher</b>	<b>D. Macdonald Education support Manager</b>	<b>K. Parker Depute Head Teacher</b>	<b>C. McElroy Depute Head Teacher</b>	<b>M. Monaghan Depute Head Teacher</b>	<b>A. McEwan Depute Head Teacher (Acting)</b>
<b>Operational Responsibilities</b>					
Collegiate Calendar Pupil Equity Fund School Improvement Self-Evaluation Report Staffing Standards & Quality Report WTA	SQA Coordinator School Property / Maintenance Health & Safety DMR / School Fund Business Support Functions	Safeguarding Coordinator Pastoral Support EST Coordinator IRD / LISN Cluster Coordinator Assemblies Year Group Activities	Staff CLPL Coordinator Student Teachers Newly Qualified Teachers Quality Assurance Calendar ICT Coordinator Assemblies Year Group Activities	SQA Coordinator Trinity Skills Academy Coordinator Curriculum Development Timetabling Assemblies Year Group Activities	Alternative Pathways Coordinator Trinity Skills Academy Coordinator Consortia Reporting Tracking & Monitoring College Link DYW Assemblies
<b>Working Groups</b>					
Chaplaincy	Board of Studies	Promoting Positive Relationships	Learning & Teaching	Tracking & Monitoring	Tracking & Monitoring

### Pastoral Staff

Mr M McInnes	-	St Andrew House
Mrs M McLaughlin/Mr T Murray	-	St Columba House
Mrs K Todesco	-	St Margaret House
Ms K McGuigan	-	St Therese House
Dr R McGuire		

### English Department

Mrs A McNally	PT (Curriculum)
Miss C Duggan	
Mrs N McGovern	
Mrs M MacNeil	
Ms K McGuigan	PT (Pastoral)
Mrs A Clarke	
Ms B McBride	
Ms R Downie	
Ms C Nelson	
Mrs C McElroy	DHT
Ms M Monaghan	DHT

### Maths Department

Mrs L Heron	PT (Curriculum)
Mrs C Dillon	
Mrs C McLaren	
Mrs A McCulley	
Ms S O'Day	
Mrs H Fowler	
Mrs M McLaughlin	PT (Pastoral)
Ms A MacDonald	
Mr A Paterson	
Ms T Harkin	

### Social Subjects Faculty

Mr S McDowell	PT (Curriculum)
Mrs C Anderson	
Mrs H Copeland	
Ms B Hamilton	
Ms J Stewart	
Mr C Mauchlen	
Ms H Rendall	

### Modern Languages Faculty

Mrs E Goldie	PT (Curriculum)
Mrs K Todesco	PT (Pastoral)
Ms C Kerr	
Mrs R Thouard	
Ms L McGuigan	



### **Science Faculty**

Mr C Wilson	PT (Curriculum)
Mr B Kelly	
Mr A McEwan	DHT
Mr A Sethi	
Miss K Parker	DHT
Dr R McGuire	PT (Pastoral)
Dr L Wardrope	
Ms A Dyson	
Ms R Morton	
Ms C Campbell	
Ms I Crossan	

### **Art, Design & Technology Faculty**

Ms A Johnstone	PT (Curriculum)
Miss H Henderson	
Ms D Mauchlen	
Ms R Blackburn-Turner	
Mr I Livingston	
Ms S Hall	
Mr S Jones	
Mr J Cullen	

### **Health & Wellbeing Faculty**

Mrs A Reid	PT (Curriculum 0.6)
Mrs L Lewis	
Mr T Murray	PT (Pastoral)
Mr M McInnes	PT Pastoral
Ms H McLaren	PT (Curriculum 0.4)
Mrs M Kemp	
Mrs L Mitchell	
Ms N Davidson	
Ms L McCulloch	

### **Information Technology/Music Faculty**

Mr C Nairn	PT (Curriculum)
Mrs A Alam	
Mrs L Lynch	
Ms A Collins	
Mrs A Smith	
Mrs L Robbie	
Mr C Brooks	
Mr D Morrison	
Mr B Merrick	
Mr G Ness	
Mr S Solley	

### Religious Education

Mrs H McKillop	PT (Curriculum)
Mr L La Monica	

### Inclusive Support

Miss V Waddell	PT (Curriculum)
Ms R Quigley	
Mrs F Reid	

### Home Link

Mr G Bruce

### Inclusion Support Assistant

Mrs A Melvin

### School Office

Mrs A Turner	Team Leader
Mrs L Morgan	Admin Assistant
Mrs E Thomson	Clerical Assistant
Ms L Dick	Clerical Assistant
Mrs S Cowan	Clerical Assistant
Mrs L Lindsay	Clerical Assistant

### Librarian

Mr A Kerr

### Technicians

Ms H Lochhead	Science Technician
Mr G Thomson	Technician

### Senior Facilities Operatives

Mr D Sibbald  
Mr J Brown

### Classroom Assistants/ASNAs

Mrs L McKillop  
Mrs E Doherty  
Mrs S Downie  
Mrs C O'Neill  
Ms N Calderwood  
Ms A Steinhard  
Ms D Mitchell  
Mr L Woods  
Ms K McGhee

## School information

NAME OF SCHOOL	Trinity High School						
ADDRESS	Glebe Street Renfrew PA4 8TP						
TELEPHONE NUMBER	0300 300 1444						
EMAIL	trinityhighenquiries@renfrewshire.gov.uk						
WEBSITE	<a href="http://www.trinityhighrenfrew.co.uk">www.trinityhighrenfrew.co.uk</a>						
DESCRIPTION	Six year comprehensive Catholic co-educational						
AREA SERVED	Renfrew, Inchinnan, Gallowhill, Bishopton and Erskine						
PLANNING CAPACITY	1282						
CURRENT ROLL	S1	S2	S3	S4	S5	S6	TOTAL
	191	177	176	158	148	113	963
LIKELY INTAKE FOR	2024		2025		2026		
NEXT THREE YEARS	160		160		160		



### Accommodation Main Features



Trinity High School is situated in a quiet residential avenue close to the heart of Renfrew. The building is in the form of a square surrounding a grassed quadrangle. The main building comprises general classrooms for subjects such as English, Mathematics and Social Subjects as well as specialist rooms for practical subjects such as Art, Home Economics, Music, Science and Technical. The main building also includes a large Assembly Hall with Stage, a Library, Support for Learning Rooms, two gymnasia and a Fitness Suite.

The ICT Department is in a fully equipped information and Communication Technology building and there is also a large fully fitted Games Hall. In addition, there is an Oratory which is used frequently during the session for a range of services.

Of great benefit, particularly during poor weather, is the social area for pupils to use at interval and lunch times and before and after school. This area is completely covered, heated and lit, with very generous, attractive fixed seating and was designed with the help of pupils/students. Included here are fixed televisions showing music and news channels.

Application for use of school facilities can be made to the Community Learning and Development Community Facilities Section on **0300 300 1430**. Their contact details are included in the important contacts section at the end of this handbook.

## School day

### School Hours

The School opens each day at 8.50 am and closes at 3.40 pm on Monday, Tuesday, Thursday and 2.50pm on Wednesday, Friday. There are 7 periods each day on Monday, Tuesday, Thursday and 6 periods on Wednesday and Friday, 15 minutes for morning interval and 45 minutes for lunch.

The internal divisions of the School day are as follows:-

#### Monday / Tuesday / Thursday

8.50 – 9.40	Period 1
9.40 – 10.30	Period 2
10.30 – 10.45	Interval
10.45 – 11.35	Period 3
11.35 – 12.25	Period 4
12.25 – 1.15	Period 5
1.15 – 2.00	Lunch
2.00 – 2.50	Period 6
2.50 – 3.40	Period 7

#### Wednesday / Friday

8.50 – 9.40	Period 1
9.40 – 10.30	Period 2
10.30 – 10.45	Interval
10.45 – 11.35	Period 3
11.35 – 12.25	Period 4
12.25 – 1.10	Lunch
1.10 – 2.00	Period 5
2.00 – 2.50	Period 6

Year Group assemblies will be held on a regular basis throughout the session. House Assemblies will similarly be planned on a rotational basis.

### School year

First Term	Return date for Teachers	Monday 14 August 2023 (IS)
	In-service Day	Tuesday 15 August 2023 (IS)
	Schools re-open	Wednesday 16 August 2023
	September Weekend	Friday 22 September 2023 and Monday 25 September 2023 (inclusive)
	Schools re-open	Tuesday 26 September 2023
	October holiday (schools closed)	Monday 16 October 2023 to Friday 20 October 2023 (inclusive)
	Return date for Teachers	Monday 23 October 2023 (IS)
	Schools re-open	Tuesday 24 October 2023
	St Andrew's Day	Thursday 30 November 2023
	Schools re-open	Friday 1 December 2023
	Last day of session	Friday 22 December 2023
	Christmas / New Year Schools closed	Monday 25 December 2023 to Friday 05 January 2024 (inclusive)
Second Term	Schools re-open	Monday 08 January 2024
	Mid-term break	Monday 12 February 2024 to Tuesday 13 February 2024 (inclusive)
	Return date for Teachers	Wednesday 14 February 2024 (IS)
	Schools re-open	Thursday 15 February 2024
	Spring Holiday Schools closed	Friday 29 March 2024 to Friday 12 April 2024 (inclusive)
Third Term	Schools re-open	Monday 15 April 2024
	In-service Day	Thursday 02 May 2024 (IS)
	May Day	Monday 06 May 2024
	Schools re-open	Tuesday 07 May 2024
	Local holiday (schools closed)	Friday 24 May 2024 and Monday 27 May 2024 (inclusive)
	Schools re-open	Tuesday 28 May 2024
	Last day of session	Thursday 27 June 2024

### Teachers return Wednesday 14 August 2024

### School in-service days

- Monday 14 August 2023
- Tuesday 15 August 2023
- Monday 23 October 2023
- Wednesday 14 February 2024
- Thursday 02 May 2024

## School dress

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

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 or download a form 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.

### TRINITY HIGH SCHOOL UNIFORM

Details on our uniform can be found here <https://trinityhighrenfrew.co.uk/uniform/>

- Blazer
- Black trousers or skirt (no leggings)
- White shirt
- Black V-neck jumper (optional but no hooded sweatshirts or outdoor jackets to be worn in class)
- Plain black shoes (no white trainers or baseball boots / shoes)
- School tie



### Home Economics Clothing

An apron is supplied by the Home Economics Department.

### Physical Education Kit

- Green Trinity HS PE top
- Dark shorts/jogging bottoms/leggings
- Plain black hoodie (optional)
- Appropriate footwear
- No football colours





## Registration and enrolment

Pupils are normally transferred from primary to secondary between the ages of 11 years 6 months and 12 years 6 months, so that they have the opportunity to complete at least four years of secondary education.

Parents of pupils who have moved to the area or who want their child to transfer to the school should contact the school office for information about appropriate procedures, and to arrange a visit.

Parents who want to send their child to a school other than the catchment school should make a placing request. The procedure for making a placing request is explained in the leaflet 'Sending your child to school.' You can pick this leaflet up from any school, call our customer contact centre, 0300 300 0300, to have a copy sent to you, or download the form from the council website: [www.renfrewshire.gov.uk](http://www.renfrewshire.gov.uk)

## Induction procedures for pupils starting school and their parents

A P6/P7 Parents Information/Open Evening is held in October with a further Open Evening later in the school year when Placing Request Parents are invited to the School. P6/P7 pupils have a "Freshers' Day" in October and P7 have an extended visit in June.

## Associated primary schools

Saint Anne's Primary School  
Park Drive  
Park Mains  
Erskine  
PA8 7AL  
Tel: 0300 300 0157

Saint Catherine's Primary School  
Brabloch Crescent  
Paisley  
PA3 4RG  
Tel: 0300 300 0180

Saint James's Primary School  
Albert Road  
Renfrew  
PA4 8ET  
Tel: 0300 300 0180

Saint John Bosco's Primary School  
Barrhill Road  
Erskine  
PA8 6BX  
Tel: 0300 300 1447

## Car parking

The school has (a) visitor parking spaces and (b) disabled parking space available for visitors with disabilities. Car Parking facilities are available in the Yard at the Main Entrance. Please note those parking in this area do so entirely at their own risk.

### 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 that your child is 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 then make the necessary arrangements for the visit.

### Attendance and absence

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

Please let the school know by letter 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.

If your child is in S4-6 and an absence from school means that they will be missing an SQA examination, it is vitally important that you **inform the school on the day of the examination**. This is to ensure that the school can access the Exceptional Circumstances Consideration Service which supports pupils who have been unable to attend an examination for personal circumstances e.g. illness.

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, however, 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. 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 child 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.

## **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 [www.renfrewshire.gov.uk](http://www.renfrewshire.gov.uk) [www.renfrewshire.gov.uk/article/3469/Anti-bullying](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.

## **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 of which all staff are made aware. Our staff work closely with other agencies to protect children and keep them safe. All school staff receive training every year and must report to the child protection co-ordinator, any concerns they have about the welfare of any child. In every situation, the welfare of the child overrides other considerations.

## **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 be brought into schools however the following limitations will apply in Renfrewshire schools and education establishments:

- All phones should be turned off and kept out of sight during the school day within the school campus (delete/amend as appropriate)
- 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 mobile 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, 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 cyberbullying, grooming and access to inappropriate material. Parents are encouraged to read the 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 which 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.

## **School meals**

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 by downloading from the council's website:

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

The school lunch break lasts from 1.15 – 2.00pm Monday, Tuesday and Thursday and 12.25 – 1.10pm on Wednesday and Friday. Lunches are served in the Dining Room. In addition, food is available at morning interval. Fresh water is available to all pupils/students in the canteen at interval and lunchtime.

The Canteen in Trinity High School provides excellent quality at competitive prices and pupils/students are encouraged to make use of this Facility.



## **School transport**

Renfrewshire Council's policy is to provide home to school transport to all secondary school pupils who live more than 3.219 kilometres (2 miles) from their catchment school by the recognised shortest safe walking route. Parents who think their child is eligible for home to school transport can get an application form from the school or Children's Services in Renfrewshire House 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.

### **Pickup points**

Where we provide home to school transport, pupils may need to walk a reasonable distance from home to the transport pick-up point but this should not exceed 3.219 kilometres (2 miles).

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. Pupils who misbehave can lose their right to home to school transport.

### Placing requests

Renfrewshire Council does not provide transport for those pupils who are granted a placing request other than in exceptional circumstances.

### Assisted support needs

Renfrewshire Council may provide free home to school transport for children assessed to attend any school because of their assisted support needs. The educational psychology service will normally carry out the assessment. We also provide seat belt and wheelchair restraints needed to transport pupils.

### 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 interval time. Parents should encourage their children to follow these rules in the interest of safety.

### Education Maintenance Allowance (EMA)

An Education Maintenance Allowance (EMA) is an allowance of £30 per week paid to eligible students aged 16 to 19 years old who stay on in full-time education after the legal school leaving age.

Entitlement to an EMA is based on an assessment of household income. The income thresholds for the EMA programme academic year 2022/23 are as follows:

EMA Weekly Payments				
Total Household Income for 2022/23				Weekly Payment
£0	to	£26,884	for families with more than one dependant child in full-time education	£30
£0	to	£24,421	for families with a single dependant child in full-time education	£30

The weekly allowance is paid every second week in arrears directly into the student's bank account.

For more information, please contact either the school office, Renfrewshire Council's Customer Service Centre on 0300 300 0300 or email [ema.els@renfrewshire.gov.uk](mailto:ema.els@renfrewshire.gov.uk)

Information is also available on Renfrewshire Council's website:  
[www.renfrewshire.gov.uk](http://www.renfrewshire.gov.uk)

## Part time employment

Pupils under school leaving age who want to work before or after school or at the weekend, need to hold a work permit. Pupils can get application forms from the school. Forms must be completed by employers, parents and the head teacher and returned to the school. Permitted working hours during term time are 2 hours per school day, 2 hours on a Sunday and 8 hours (over 15 years of age) or 5 Hours (under 15 years of age) for any other day (i.e. Saturday). Outwith term time, the maximum total working hours in a week are 25 hours for those under 15 years of age and 35 hours for those over 15 years.

Parents are asked to co-operate with the school to make sure that the amount of time spent working doesn't interfere with homework expectations and studying for SQA examinations.

## 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

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.

The school has a duty to ensure that all pupils, employees, parents/carers and visitors have equal access to the full range of services that it offers. It covers not only the curriculum and teaching strategies but also reasonable adjustments to the physical environment within the school campus. This may mean making adjustments to address the needs of pupils who have a disability.

The Disability Discrimination Act (DDA) defines a disability as a 'physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.'

Long term means that it must have or is likely to last, or be expected to last 12 months.

The school has a duty to make a reasonable adjustment if a pupil, employee, parent or visitor is at a disadvantage in relation to others. It applies to physical features of the premises, e.g. buildings, fittings and equipment and to the curriculum content. Trinity High School has the following arrangements in place:

Access:- disabled parking, accessible toilets, lifts.

Communication: provision of alternative formats –braille, BSL etc

Curriculum: adjustments made in respect of the curriculum/needs of the pupil

Health and Safety: every establishment under the control of the department of education and leisure services has a current written fire risk assessment and action plan in place for evacuating the premises in the event of a fire. Personal Emergency Evacuation Plans (PEEPS) will be prepared and regularly updated for all persons/pupils with special needs who may require assistance to evacuate the building in an emergency

### **Medical and health care**

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 contact details for all parents and an additional contact person in case parents cannot be contacted. This information should be kept up to date. The school will not send younger pupils 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**

Since Trinity High is a Catholic School, it is only right for parents to expect that their children will have a full Catholic education. Religious Education is organised by a Principal Teacher, who is assisted in this work by a Chaplaincy team led by Father John Eagers of St James' Parish, Renfrew, who is our officially appointed School Chaplain and who is assisted in his duties by a number of volunteer staff within the school. Catholic teachers from other subject disciplines are also involved in the teaching of Religious Education throughout the school. A range of services is also provided as required throughout the session and prepared with the support of the school Liturgy Group and other staff and pupils/students as appropriate.

Every class has timetabled periods of Religious Education each week. In addition to this formal and timetabled Religious Instruction, there is, as I am sure all parents would expect Mass on all Holydays of Obligation and during Advent and Lent, special class and year Masses throughout the year, October and May devotions, Reconciliation Services and many other forms of Religious Observance throughout the year. There is also Mass each Tuesday morning (8.30am) and Friday Lunchtime in the Oratory to which all pupils/students and staff are invited.

While it is a duty to state that Catholic parents have the same rights as all parents and may, if they so wish, request withdrawal of their children from Religious Instruction (in our case by seeking a personal interview with the Headteacher), it is assumed that all Catholic parents, who, after all, choose freely to send their children to this Catholic school, will wish their children to attend all Religious Instruction and Observances in the school.

Our school has a close link with the local church. The 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 from religions other than Christianity may request that their child is permitted to be absent from school in order to celebrate recognised religious events. Only written requests detailing the proposed arrangements will be considered.

## **Pupil support**

### **Pastoral**

Our Pastoral Staff consists of 6 Principal Teachers working with the Principal Teacher of Inclusive Support, Home Link Staff and the Depute Head Teachers to form the Pastoral Team.

Pastoral Staff offer help and advice in three main areas:

PERSONAL	Pastoral staff make use of non-class contact time to get to know their pupils as well as possible by eg going round classes by leading House Assemblies and by other formal and informal contact. They monitor progress, review attendance and latecoming and offer confidential advice to parents and pupils in any area of difficulty.
CURRICULAR	Pastoral staff play an important part in advising pupils in second, third, fourth and fifth years about choices of courses, during the time of the Options Programmes and using the Options Booklet produced to help pupils and parents make choices. In addition the school's Personal and Social Education programme is prepared and delivered largely by the Pastoral Team.
VOCATIONAL	Pastoral staff are able to provide information and advice on careers particularly at the Options times referred to above. In addition pupils in Fourth, Fifth and Sixth Years are interviewed by a Careers Officer from Skills Development Scotland (SDS) who works in the school.

The Pastoral Structure is a vertical system (ie Pastoral Staff each have responsibility for a group of pupils from S1 to S6) and pupils who are members of the same family should have the same Pastoral teacher.

## 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

As a Catholic School we are committed to developing as a Community of Faith and Learning, providing the highest quality of education, and offering formation through the promotion of Gospel values, through celebration and worship, and through service to the common good. We seek to provide opportunities for young people to develop skills for learning, life and work. By ensuring a variety of learning pathways, we support young people to move into positive destinations.

Through our desire to ensure excellence and equity for all students, we will provide a curriculum which challenges and supports all. Trinity's curriculum allows you to evidence Gospel values in your daily lives. Our whole school and departmental priorities ensure literacy, numeracy and health and wellbeing are at the heart of our curriculum. We seek to develop articulate, resilient and caring young people through high quality learning and teaching. We encourage leadership at all levels.

Through ongoing improvement planning and self-evaluation, our curriculum has been designed in order to support young people into positive and sustained destinations which meets local and national employment needs. This planning and reflection of learning are achieved through partnership working and, in particular, pupil voice.

Universal personal support is central to our curriculum and pupil entitlements are key to our young peoples' experiences. We seek to ensure personal achievement allows for an integrated education and the formation of the whole person throughout S1-S6.

Through effective transition, we provide a BGE which allows young people with opportunity in all curriculum areas. Greater personalisation and choice are provided in S3. However, our curriculum is flexible and is designed to meet individual need. Young people progress through 2nd, 3rd and 4th level learning to allow them to develop the skills required to maximise their potential in the Senior Phase.

Experiences beyond the classroom ensure young people have opportunities to put the skills they have developed into practice and to provide context to learning.

Our senior phase is designed to provide all with the knowledge, skills and experiences required to succeed beyond school. Delivered as a single cohort, this allows for greater opportunity of learning for all. A range of learning opportunities are available including National Qualifications, Skills for Work, National Progression Awards, Work Experience and alternative provision to ensure a flexible curriculum tailored to individual need. By continuing to develop partnerships beyond the school we seek to provide a curriculum which supports learners into positive and sustained destinations.

### **Assessment and reporting**

[Assessment](#) is an integral part of learning and teaching. It helps provide a picture of the learner's progress and achievements, and identifies the next steps in learning.

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

#### **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 [pupils' progress in learning and achievement](#), while supporting and informing transitions. As children reach the end of primary school (primary 7) and young people their broad general education at the end of S3, they will record their most recent and relevant learning and achievements in a personal profile which will also incorporate a reflective statement by the learner.

## **Summary of the school improvement plan**

To identify our priorities for improvement, we sought the views of pupils, Parents / Carers, staff as well as external partners. We used a variety of methods of getting the views of those who are involved in the life and work of Trinity High School such as staff meetings, pupil focus groups, various surveys and discussions at Parent Council.

We have also consulted with our partners across and out with the Council to assist us in the delivery of our priorities.

**Improvement Priority 1: Develop the effective use of Data and Information as a driver for increased levels of attainment and achievement**

**Improvement Priority 2: Continue to strive for improved health and wellbeing outcomes for children and young people**

**Improvement Priority 3: Improve employability skills and support all of our young people to enter positive and sustained destinations**

**Improvement Priority 4: Continue to promote our community of Faith through a shared vision for all so pupils can make a positive contribution to society.**

The full details of this plan can be found on our school website.



## 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 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.

### 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 parents to work in partnership with the services that can help them.

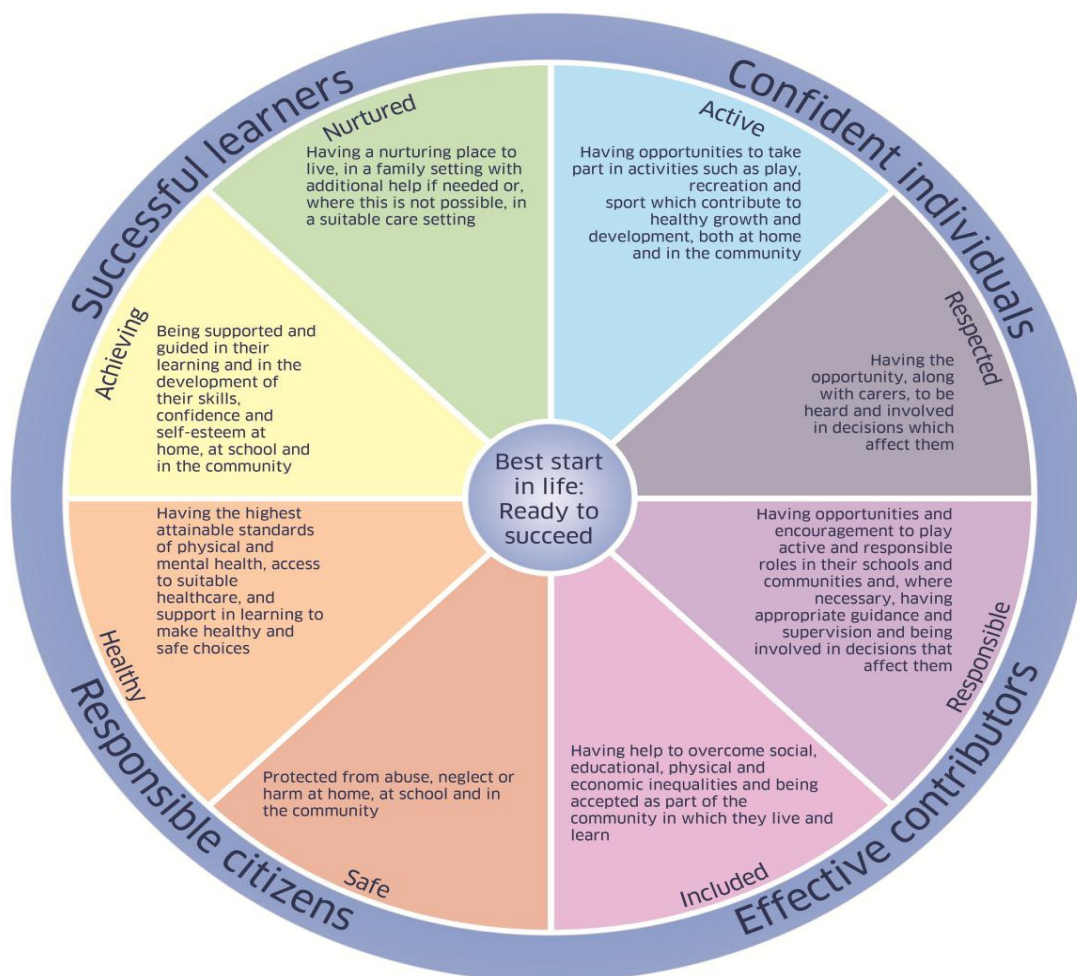
All education staff have a statutory responsibility to promote and support the wellbeing of children and young people in their care. There are 8 wellbeing indicators and you can find out more about these here:

<https://www.gov.scot/policies/girfec/wellbeing-indicators-shanarri/>

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

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

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; and
- They will have experienced a more streamlined and co-ordinated response from practitioners.

## **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**

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 – 0845 123 2303

E mail – [info@enquire.org.uk](mailto: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](mailto:resolve@childreninscotland.org.uk)

### **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.

### **Extended Support Framework : Getting it right for every learner (GIRFEL)**

This policy operates and is embedded in our [Extended Support Framework](#) in Education and Leisure Services. It applies to all mainstream schools, specialist provision, and all early years establishments including partner nurseries.

The Extended Support Framework provides a pathway through universal and targeted services to meet additional support needs. The policy and framework are fully incorporated into the [Getting It Right For Every Child](#) (GIRFEC) model across all learning establishments and provisions.

Further information is available by contacting your school directly or by visiting the [www.renfrewshire.gov.uk](http://www.renfrewshire.gov.uk) website.

### **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 school has 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
- 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**

The specialist peripatetic service provides support to children and young people who have a range of additional support needs. The service comprises 6 teams of teachers who work in the pre-5, special, primary and secondary sectors. Staff in the peripatetic service work in partnership with staff in the establishments 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.

Trinity High 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 regular setting of homework helps to form good habits of work which will bear fruit as pupils progress through the Broad General Education from First to Third Years and move into the Senior Phase of the curriculum from S4 – S6. In the Senior Phase the inclusion of some long-term homework targets helps to train students to organise their own work and thus provides a useful preparation for University or College education as well as securing a firm foundation for success in National Qualifications' courses.

For these reasons the school has a policy of regular homework exercises. While the amount, the frequency and the kind of homework will vary according to the subject and the stage of the course, a very rough guide would be that pupils in the Senior Phase, preparing for National Qualifications' examinations should expect homework at least once a week from subjects, while pupils in First to Third Year should expect homework no less than an average of once every two weeks. Many Departments find it possible to issue homework more frequently than this.

If a regular pattern of failure to do homework is seen to be developing, then parents are informed by letter; on the other hand, parents who are concerned about any aspect of homework should not hesitate to bring this to the notice of the teachers, who will be glad to discuss the problem.

Student Handbooks have been issued to all students. In response to pupil feedback they have been customised to suit S1-S3 (Broad General Education) and S4-S6 (Senior Phase).

With the very successful introduction of the online homework management tool, Satchel One we will continue this session to use this and the pages for daily recording have been replaced with the online diary. There is still space available if students wish to make relevant notes for their homework. All students will be able to access SMHW using their glow username and password. Parents will be issued with an information letter containing their own password so that they can access their child's tasks with due dates. SMHW can be accessed on any PC and the App can be downloaded on any tablet or smart device. PC's in the school library are also available for pupils to use. More information will be issued to pupils and parents and an information evening will be scheduled during September. The use of SMHW should allow pupils to take responsibility for their learning and manage their time effectively whilst allowing parents the facility to support their child's work.

## Developing the Young Workforce

Developing the Young Workforce is the national strategy to develop employability skills in our 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
- Bespoke work and training placements

### Extra Curricular Activities

We recognise that the school experience is one which encompasses all aspects of school-life; inside and outside of the classroom. With this in mind we offer a wide range of clubs for all young people to attend. Over the past few years these have included (not an exhaustive list):

- Sports Clubs (basketball, football, netball, volleyball, hockey, athletics)
- Music Ensembles (String, Jazz, Choir)
- Faith & Service Groups (Mysterious Tuesday, Caritas, APD, Fairtrade)
- General Interest (Chess, Film, Craft, Cooking)



Trinity High School  
S3 Netball 2021-2022



Trinity High School  
String Ensemble 2021-2022



Trinity High School  
Mysterious Tuesday 2021-2022

## **Home School Community Links**

### **Parental involvement**

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

- be involved with their child's education and learning
- welcomed as active participants in the life of the school
- encouraged to 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 you can

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.

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

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

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

## Parent Council

By law schools have a duty to promote parents' involvement in children's education.

Parents are encouraged to be:

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

Every parent who has a child at our school is a member of the Parent Forum. The parent council is a group of those parents chosen to represent 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 you can.

The type of things the parent council may get involved in include:

- 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; and
- being involved in the appointment of senior promoted staff.

For more information on parental involvement or to find out about parents as partners in their children's learning, please contact the school or visit the Parentzone website at [www.parentzonescotland.gov.uk](http://www.parentzonescotland.gov.uk).



### Integrating Parents into the Life of the School

The Scottish Schools Parental Involvement Act (2006) requires that each School has in a place a Parent Forum comprising all parents of pupils in the school. From this Parent Forum, a Parent Council is appointed to represent all Parents in matters relating to the School.

This means that by law, schools have a duty to promote parents' involvement in their children's education. Trinity High School does this by encouraging our Parent Forum to:

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

We do this by ensuring the Parent Forum:

- 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
- have the opportunity to work in partnership with staff
- can enjoy taking part in the life of the school in whatever way you can
- have the opportunity to identify issues you want the Parent Council to work on with the school
- are asked your opinion by the Parent Council on issues relating to the school and the education it provides

The Parent Forum can be involved in their child's learning by:

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

### Parent Council

The Parent Forum elects a smaller group of parents to form the Parent Council. The Parent Council represents the Parent Forum. All parents and carers have the opportunity to be part of the Parent Council by joining and participating in meetings. The elected members of the Parent Council are the Chairperson, who facilitates the discussion at the meetings, liaises with the Senior Leadership team on behalf of the other Parent Council members and Parent Forum, the Secretary, who minutes each meeting, and the Treasurer, who keeps a record of income and expenditure. Other elected members may include a Vice Chair.





The Parent Council:

- support the work of the school
- gather and represent parents' views to the head teacher, education authority and Education Scotland
- promote contact between the school, parents, pupils, and the local community
- fundraise
- organise events that will support fundraising goals and bring the wider community together.
- report to the parent forum
- are involved in the appointment of senior promoted staff
- represent the views of the Trinity Parent Forum to the National Parent Forum of Scotland

Parent Council Chairs have the opportunity to attend the Parent Council Liaison Group, which gives Parent Councils the chance 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 children's learning, please contact the school, or visit the Parentzone or National Parent Forum of Scotland websites:

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

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

You can also contact the Parent Council directly:

On Facebook @thsparentcouncilrenfrew

By Email [thsparentcouncil@outlook.com](mailto:thsparentcouncil@outlook.com).

Prior to The Scottish Schools Parental Involvement Act (2006) the partnership between the school and parents was done via School Boards. The School Board, in consultation with the wider parent body, drew up a Constitution to govern the workings of the new Parent representative bodies. The Constitution of the Trinity High Parent Council is outlined below:

## **PARENT COUNCIL CONSTITUTION**

1. This is the constitution for Trinity High School Parent Council.

2. The objectives of the Parent Council are:

- to work in partnership with the school to create a welcoming school which is inclusive for all parents and/or legal Guardians/carers;
- to promote partnership between the school, its pupils, all its parents and the wider community;

- to develop and engage in activities which support the education and welfare of the pupils; and
- to identify and represent the views of parents on the education provided by the school and other matters affecting the education and welfare of the pupils.

3. The membership will be a minimum of three parents of children attending the school. The maximum size is 15, two thirds of which should be parents of children attending the school.

4. The Parent Council will be selected initially for a period of two years, after which members may put themselves forward for re-selection if they wish, as long as they still have a child attending the school.

5. A parent can only be a member of the parent council if she or he is a member of the parent forum ie has a child at the school. If this is no longer the case, the parent has to stand down and the parent council has to seek a new volunteer to join the council. If the search identifies more than one willing parent the selection should be made by lottery.

6. Any parent of a child at the school can volunteer to be a member of the Parent Council. In the event that the number of volunteers exceeds the number of places set out in the constitution, members will be selected by lottery. Anyone not selected to be a member of the parent council may be offered the opportunity to be part of any subgroups set up by the Council.

7. The parent council may co-opt up to five members, within the upper limit of 15, to assist it with carrying out its functions. Two-thirds of the parent council will be made up of parent forum members and one-third of the membership will be reserved for co-opted members including teaching and support staff in the school, the school chaplain and current 6th year students, local councillors, community members or business people and others.

8. Co-opted members will be invited to serve for a period initially of two years with full voting rights after which time the parent council will review and consider requirements for co-opted membership.

9. If the parent council choose to set up sub groups, they should each involve at least one member of the parent council. Other members of the parent forum and school community may be co-opted to sub groups. Sub groups will last as long as required to carry out their tasks. Membership should be reviewed annually. The parent council members on the sub group will be responsible for liaison with the parent council.

10. The chair, vice-chair, treasurer and secretary/clerk will be agreed by the parent council members immediately following its formation. Office bearers will be re-selected by the parent council on an annual basis. The parent council will be chaired by a parent of a child attending Trinity High School. If the chair ceases to be a pupil, a new chair will be agreed at the next meeting.

11. The parent council is accountable to the parent forum for Trinity High School and will make a report to it at least once each year on its activities on behalf of all the parents.

12. If 30 or 33% (whichever is the lesser) members of the parent forum request in writing a special general meeting to discuss issues falling within the Council's remit, the parent council shall arrange this. The parent council shall give all members of the forum at least 2 weeks notice of the meeting and, at the same time, circulate notice of the matter, or matters, to be discussed at the meeting.

13. The annual meeting will be held in the Summer Term of each year. A notice of the meeting including date, time and place will be sent to all members of the parent forum and those intending to attend in the new session at least 2 weeks in advance.

The meeting will include:

- A report on the work of the parent council and its committee(s);
- Selection of the new parent council;
- Discussion of issues that members of the parent forum may wish to raise; and
- Approval of the council accounts and appointment of an auditor.

14. The Parent Council will meet at least once in every school term. A meeting will be deemed to be in quorate if 5 or more members are present.

15. Should a vote be necessary to make a decision, each member at the meeting will have one vote, with the chair having a casting vote in the event of a tie.

16. Any two members of the parent council can request that an additional meeting be held, and all members of the parent council will be given at least one week's notice of date, time and place of the meeting.

17. If a parent council member acts in a way that is considered by other members to undermine the objectives of the parent council, their membership of the parent council shall be terminated if the majority of parent members agree. Termination of membership would be confirmed in writing to the member.

18. Copies of the minutes of all meetings will be available to all parents of children at Trinity High School and to all teachers at the school. Copies will be available from the secretary/clerk to the parent council and from the school office. A copy of all Minutes will also be placed on the School Website

19. Meetings of the parent council shall be open to the larger school community, unless the parent council is discussing an issue which it considers should be dealt with on a confidential basis. In such circumstances, only members of the parent council, the head teacher, or his or her representative, and anyone specifically invited to the meeting such as the director of education and leisure services can attend.

20. The treasurer will open a bank or building society account in the name of the parent council for all parent council funds. Withdrawals will require the signature of the treasurer and one other parent council member.

21. The treasurer will keep an accurate record of all income and expenditure, and will provide a summary of this for each parent council meeting and a full account for the annual meeting. The parent council accounts will be audited by the auditor appointed at the previous annual meeting.

22. The Parents Teachers Association (PTA) shall be a sub group of the parent council with sole responsibility for dispersing any funds that it raises to support the school in its work with pupils to raise standards, improve quality of education, social, cultural, recreative and physical activity and training.

23. The parent council shall be responsible for ensuring that all monies are used in accordance with the objectives of the parent council.

24. The parent council may change its constitution after obtaining consent from members of the parent forum. Members of the parent forum will be sent a copy of a proposed amendment and given reasonable time to respond to the proposal.

25. Should the parent council cease to exist; any remaining funds will be passed to the education authority to be used for the benefit of the school (or schools in the case of joint councils). If the school is amalgamating or closing, the funds will be passed to the future school(s) which the pupils will attend.

<https://trinityhighrenfrew.co.uk/parent-council-consitution/>

Signed: Date: 30 JUN 22

CLARE DOUGLAS

Chairperson 2021/22

2022/23

Office-Bearing Members

Clare Douglas (Chairperson)

Laura McIver (Secretary)

Siobhan Lamond (Acting Treasurer)

The Headteacher is not a member of the Council but is its Chief Educational Adviser. He and local Authority Councillors may attend all meetings of the Council but, while they have the right to speak, they do not have the right to vote.

### **Arrangements for contact with parents**

If for any reason you wish to contact the school, you are encouraged to contact your child's Pastoral Teacher in the first instance.

Formal parents' evenings are held during the year to allow parents to consult their children's teachers. Each year group will receive one tracking report, one full report and have one Parents' Evening. The details of this can be found on our school calendar which is published on our website.

Parents are kept generally aware of the work of the school by a monthly digital newsletter and by a regular flow of letters and notices from the school. We encourage parents to be engaged with Satchel One as we will continue to use the 'push notification' service within this. We also regularly update our twitter feed @Trinityrenfrew

## 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, 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



There is no doubt that the community of Trinity High School places great emphasis on the need for teacher-pupil consultation and is aware of the resultant benefits of this. Consequently, the following procedures will be adhered to in order to allow effective communication and dissemination of Council discussions.

Each pupil council is chaired by a Depute Head Teacher (DHT) and they will ensure that Council Meetings for each year group will take place close together. Time will be provided in SE/RE classes for discussion. This will ensure that effective consultation is taking place. In addition, nominated Junior and Senior House Captains will meet with the Head Teacher to discuss school related matters.

Once the council is in place, there will be regular, properly constituted meetings with set agenda and minutes; we have moved to using the How Good is OUR School guide to theme these meetings.

## Community links

### 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

### Keeping informed

For regular updates and information on what is happening in education, you can subscribe to the Scottish Government Schools e-bulletin by visiting the website below <http://register.scotland.gov.uk/>

### 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 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 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).

### Examinations

Schools, in consultation with pupils and parents, usually decide for which exams pupils are presented. If no agreement is reached, the school will respect the parent's wishes and respond accordingly.

#### How to understand exam results

The Scottish Qualification Authority (SQA) is the national body which make awards.

National 5, Higher and Advanced Higher courses are formally assessed through a question paper (exam) and a range of coursework, depending on the subject (assignments, portfolios, practical activities etc).

Courses at National 5, Higher and Advanced Higher are graded A to D or 'No Award'. Grades A, B and C are considered a "pass". Performances which just fails to achieve "pass" standards is designated as a D.



## Important Contacts

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### Director of Children's Services

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

c/o West Primary  
Newton Street  
Paisley  
PA1 2RL

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### Senior Home Link Workers

	Email <a href="mailto:morag.mcguire@renfrewshire.gov.uk">morag.mcguire@renfrewshire.gov.uk</a> <a href="mailto:pamela.mckechan@renfrewshire.gov.uk">pamela.mckechan@renfrewshire.gov.uk</a> Phone: 0300 300 1415
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### Community Learning & Development

Community Facilities Section	OneRen 3 <sup>rd</sup> Floor Renfrewshire House Cotton Street Paisley PA1 1LE	Email <a href="mailto:comfac@renfrewshire.gov.uk">comfac@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:customerservices.contact@renfrewshire.gov.uk">customerservices.contact@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 pre-5 and post school. It also lists relevant publications for parents and provides hyper-links 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/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

EMA – Education Maintenance Allowance

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

SQA – Scottish Qualifications Authority

S1 – 1<sup>st</sup> year of secondary school

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.

## Tell us what you think

Your feedback will help us to improve our handbook.

Did you find

Please tick

1. the handbook useful?

☐ Yes ☐ No

2. the information you expected?

☐ Yes ☐ No

3. the handbook easy to use?

☐ Yes ☐ No

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

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

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

Policy & Commissioning Team

Children's Services, Renfrewshire Council

Renfrewshire House

Cotton Street

Paisley

PA1 1LE

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