

## Contents

Contents .....	1
Welcome from the Director of Children’s Services.....	4
Welcome from the head teacher .....	5
School aims .....	6
Service Pledges .....	7
Standards and expectations .....	7
School staff .....	9
School day .....	11
School year .....	12
School in-service days .....	12
School dress .....	13
Registration and Enrolment .....	15
Induction procedures for pupils starting school and their parents .....	15
Class Organisation .....	16
Assessment and reporting .....	16
Summary of the School Improvement Plan .....	17
The Scottish Attainment Challenge .....	17
Transfer to secondary school .....	18
Nursery Information .....	19
Car Parking .....	20
Care and welfare .....	24
School security .....	24
Attendance and absence .....	24
Bullying .....	25
Safeguarding including Child protection .....	25
Mobile phones .....	25
School transport .....	27
Pick-up Points .....	27
Placing Requests .....	27
Assisted support needs .....	27



Playground supervision.....	27
Pupils leaving school premises at breaks .....	28
Equalities.....	28
Medical and health care .....	28
Religious Observance .....	29
Behaviour and discipline .....	29
Wet weather arrangements .....	30
Curriculum matters .....	31
School curriculum .....	31
Curriculum for Excellence .....	31
Getting it right for every child (GIRFEC) .....	34
Additional support for learning.....	34
Inclusion.....	34
Support.....	34
Universal support .....	34
Targeted support .....	35
Educational Psychology Service .....	35
Health and Wellbeing Education .....	36
Specialist support service – teachers teaching in more than one school.....	36
Homework .....	37
Enterprise in education .....	37
Extra curricular activities .....	38
Home school community links.....	39
Parental Involvement .....	39
Home school links .....	40
Pupil council.....	40
School lets .....	41
Other useful information.....	41
Listening to learn - complaints, comments and suggestions .....	41
Data protection.....	42
Information in Emergencies.....	42
Important Contacts .....	43
Websites.....	44
Glossary .....	45



Parent feedback ..... 46  
Tell us what you think..... 47



## Dear Parents,

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

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

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

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

Yours sincerely



Peter Macleod  
Director of Children's Services

## Welcome from the head teacher

*Dear Parents,*

*On behalf of all staff at Wallace Primary School and Nursery Class I am pleased to welcome you and your child to our school.*

*Wallace Primary School and Nursery Class provides high quality learning experiences which encourage all our pupils to work to fulfil their potential and develop into successful and confident learners who are able to make responsible contributions in all aspects of life.*

*Everything we do at Wallace is built around our school vision and we want everyone to be "Happy Together. Learning Together. Succeeding Together."*

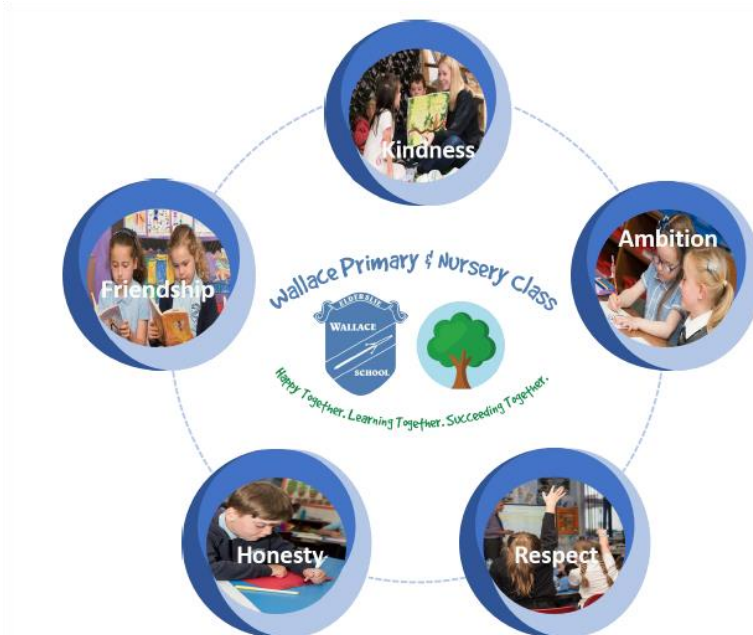
*I am sure that your child will benefit fully from the experiences Wallace Primary School and Nursery Class has to offer. Your role in your child's education is vital and we look forward to building positive relationships with you to ensure your child has the best possible experience allowing them to reach their full potential.*

*I hope that you will find this handbook informative and useful. I operate an open door policy and would welcome any questions or queries at any time.*

*Yours sincerely,*

*Susan Dalrymple  
Head Teacher*

## School Vision and Values



## School and Nursery Aims

We aim to provide a broad spectrum of educational opportunities for all pupils by:

- 🏰 Providing a curriculum consistent with National and Local Authority guidelines which is broad, balanced, coherent and progressive
- 🏰 Enabling all pupils to achieve a standard of achievement which is appropriate to age, attitude and ability
- 🏰 Providing learning, teaching and assessment procedures which take account of the needs of all pupils and the views of their parents
- 🏰 Providing effective support for all pupils to meet their educational, pastoral, personal and social needs
- 🏰 Promoting an ethos of equality, fairness and achievement which respects and values all members of the school community
- 🏰 Supporting effective learning and teaching by providing high quality, appropriate and well organised resources within the budget that is devolved to the school
- 🏰 Improving school effectiveness through using efficient systems for delivering, monitoring and self-evaluation operated by all members of the staff team lead by the Head Teacher

**In Wallace Nursery Class we seek to:**

- Provide a safe and stimulating environment in which children can feel happy and secure
- Encourage the emotional, social, physical, creative and intellectual development of children
- Promote the welfare of our children
- Encourage positive attitudes to self and others and develop confidence and self esteem
- Create opportunities for play
- Encourage children to explore, appreciate and respect their environment
- Extend children's ability to communicate ideas and feelings in varied ways

**Service Pledges****Standards and expectations****We will:**

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

**Pupils will have opportunities for:**

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

**You can also expect us to:**

- provide a formal written report on your child's progress;

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

### How can you help?

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

As a parent, you can help your child by:

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

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

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

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

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

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

## About our school

### School staff

#### Management Team

##### **Mrs Susan Dalrymple**

Head Teacher

Overall Responsibility



##### **Mrs Diana Brooker**

Depute Head Teacher

Management of Nursery Class

Pastoral care for P1-3



##### **Miss Lynne Docherty**

Depute Head Teacher

Responsible for Additional Support Needs

Pastoral care for P4-7



##### **Miss Marel Harper**

Principal Teacher

## Teachers

Primary 1	Miss D Johnston, Miss V Clark and Mrs McCormack
Primary 2	Mrs F Wilkie and Ms J Crawford
Primary 3	Miss H Sanderson and Mrs L Stuart
Primary 4	Mr R Paterson and Miss L Satera
Primary 5	Miss M Harper, Mrs E Maxwell and Mr C Porter
Primary 6	Miss L Lynch and Miss N Fredricks
Primary 7	Mrs A Clydesdale and Mrs L Robertson
NCC/Support	Mrs S McCormack and Mrs C Porter
Early Years Transition Teacher	Vacancy
PEF Teacher	Mrs Sloan

## Nursery Staff

Senior Nursery Officer	Mrs Lynne Anderson
Nursery Officers	Mrs S Moncrieff, Mrs K Fletcher, Miss N Morris and Mrs C Wilson

## Other staff in the school

Classroom Assistants	Mrs J Montgomery Mrs C McNiven Mrs A Davies (ASNA) Miss R Inglis (PEF)	Janitor	Mr I Miller
Clerical Staff	Mrs G Boyd Mrs L McConnell	Catering Staff	Mrs M Riley Mrs D Easton Mrs G McIntyre Mrs J Kerr
Service Delivery Officer	Mr Paul Slaven	Cleaning Staff	Mrs Y Kilcoyne Mrs A Mcmenemie
Educational Psychologist	Mrs Kirsty Forrest		

## School information

### Wallace Primary School and Nursery Class

Greenhill Crescent  
Elderslie  
PA5 9AW  
01505 322818

Website: <https://blogs.glowscotland.org.uk/re/wallace/>

Twitter: @WallacePrimary

Facebook (nursery): Wallace Nursery Class

School App: myschoolapp

Wallace Primary School was established in the community of Elderslie in 1974. To enhance the service provided by the school, Wallace Nursery was moved from a stand alone building to a brand new open plan playroom attached to the infant department of the school in 2016. Wallace Primary school is a co-educational and non-denominational school and as such welcomes families of all religions, faiths and beliefs.

The school accommodates Primaries 1-7 on one level in 7 double-based classrooms which are semi open-plan. Each primary stage has its own playground, and netball and football pitches are also available to pupils. Wheelchair access is available, and a wheelchair lift has been installed. A dedicated parking space has been provided for people with disabilities.

## School roll

Our present school and nursery roll is 375.

### School Hours

The school doors open at 9.00am.

Morning Interval 10.30am – 10.45am

Lunch Break 12.15pm – 1pm

## School year

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

**Teachers return Wednesday 12 August 2020.**

### School in-service days

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

## School dress

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

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

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

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

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

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

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

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

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

## Wallace School Uniform

Pupils in Wallace are encouraged to wear school uniform at all times. This comprises:

Grey or navy skirt/trousers

Sky blue school polo shirt or white shirt and tie

School sweatshirt (navy)

Blue checked summer dress

For special occasions such as class photographs, school concerts or school choir performances, we respectfully ask that pupils wear a white shirt and school tie.

Gym shoes, shorts and polo shirt must be worn for P.E. In the interests of safety and hygiene **no jewellery is permitted to be worn during P.E. lessons.** Pupils wearing earrings may cover them with tape.

We encourage children to be outdoors as much as possible during breaks and where learning opportunities arise, it is therefore important that pupils come to school suitably dressed for our ever changing weather. Waterproof jackets should be available and leggings/jogging trousers may be worn for outdoor P.E.

Parents are asked to name **all** items of clothing, which makes it easier to be returned. Un-named items will be taken to our lost property area. Lost property is only held in school for one term after which it is donated to the 'Ragbag' charity.

Badged school uniform can be purchased from School Wear Made Easy in Paisley.



### Registration and Enrolment

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

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

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

### Induction procedures for pupils starting school and their parents

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

### Starting School

Pre-schoolers will have the opportunity to attend school during the summer term, where they will meet their class teachers and fellow classmates, spend time in their classrooms and familiarise themselves with the wider school environment. At the same time parents will receive guidance on how to prepare their children for school on a practical level. Before leaving nursery a transfer of information record for each child will be prepared by nursery staff. This information will be shared with the staff of the school to ensure a continuity of education. The strong links we have with our feeder nurseries ensure as smooth a transition process as possible. Arrangements for meetings with parents and the induction process will be sent out during the spring or summer terms.

Our induction programme includes two classroom visits, a lunch hall visit and a play session for pupils and two information events for parents.

## Class Organisation

We currently have the following class structure:

P1 P1a P2 P2a P3 P3a P4 P4a P5 P5a P6 P6a P7 P7a

Pupils work in many compositions throughout the school, dependent on the task or activity they are undertaking. They may work individually, collaboratively or cooperatively as a class or smaller group.

## 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.

Teachers in Wallace Primary School consider and plan teaching and assessment together as complementary aspects of lessons and activities. Pupils play a key role in this process, and are given the opportunities to assess their own and others' successes and progress, and help to determine their next steps. Assessment is for Learning (AiFL) strategies are utilised to give positive and constructive feedback to pupils.

Parents and pupils are invited to attend Parents Nights together in October and again in March. An interim progress report is issued in December and a full written report is sent home in June.

## 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

Annual 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.

## **Summary of the School and Nursery Improvement Plan 2018-2019**

- Further embed Literacy approaches in Reading and fully implement Accelerated Reading.
- Implementation of the Numeracy checklist to ensure a focus on concrete materials and active learning consistently across the school.
- Introduce teaching to mixed ability groups in all classes for Literacy and most classes for Numeracy.
- Implement Growth Mindset approach across the school. Work with cluster schools to implement Growth Mindset in Numeracy for pupils, parents and staff.
- Develop consistent approaches to moderation and assessment from nursery through to Primary 7 by participating in the cluster activities for reading in line with the Local Authority model.
- Continue our commitment to raising attainment and reduce the poverty related attainment gap.
- Develop the nursery outdoor area, including an extension of the forest kindergarten programme.

## **The Scottish Attainment Challenge**

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

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

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

## Transfer to secondary school

Pupils normally transfer to secondary school between the ages of eleven and a half and twelve and a half years, so that they will have the opportunity to complete at least 4 years of secondary education. Parents will be informed of the arrangements no later than December of the year before the date of transfer.

Parents who want to send their child to a school other than the catchment school must make a placing request. Information on this procedure is contained in the leaflet 'Sending your child to school.' It is important to note that a successful placing request into a primary school does not guarantee a successful placing request when a child is transferring to secondary school.

Wallace Primary School is an associated primary school of Castlehead High School

**Head teacher: Martin McDonald**

**Telephone: 0141 887 4261**

**Website: <http://www.castleheadhigh.renfrewshire.sch.uk/>**

## **Nursery class of Wallace Primary School**

### **Nursery Class Provision**

The school's nursery class has capacity to provide 50/50 places for children aged 3 - 5 years.

Children are eligible for entry to the nursery after their third birthday (dependent on their month of birth). Starting dates for children born on or between 1 March to 31 August will start Autumn term (August). If your child was born outside these dates then they would start the following month after their third birthday, e.g. child born on or between 1 to 30 September would start in October. Application forms for a nursery place are available from school office and should be returned there on completion.

A child from the age of 2 years can qualify for nursery if parent/s are in receipt of certain benefits. This cannot be provided within Wallace Nursery but can be offered within our panel area.

### **Admission to Nursery**

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

Mrs Brooker is a member of the local admissions panel which is made up of West Nursery Class, Abbey Nursery, Maxwellton Park Nursery, St Mary's Nursery and Hugh Smiley Nursery. All applications are discussed at a meeting of this panel and agreement about the allocation of places is made by the members. Parents will receive notification when their child is allocated a place and information will accompany this about starting dates and times.

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

### **Transfer from Nursery to Primary**

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

Your child will be supported in the transition from nursery to primary school. This will include processes such as sharing of information on your child through the transfer of information document, joint curricular experiences with the primary school, visits to the primary which help to ensure a smooth transition and continuity of learning for the child transferring to primary.

## **Staff:**

<b>Head Teacher:</b>	Mrs Susan Dalrymple
<b>Depute Head Teacher:</b>	Mrs Diana Brooker
<b>Senior Nursery Officer:</b>	Mrs Lynne Anderson
<b>Nursery Officers:</b>	Mrs Sharon Moncrieff, Mrs Karen Fletcher, Miss Natalie Morris and Mrs Cheryl Wilson
<b>Clerical:</b>	Mrs Linda McConnell

## **Arriving and Departing**

It is expected that a responsible adult will bring your child to and from nursery. (8.40am and 12.30pm) In the interest of your child's safety you must make a point of telling nursery staff if your child is to be collected by someone unknown to staff members and some form of identification must be available when your child is collected. (11.50am and 3.40pm)

When children are settled into the routines of the nursery, the following are helpful to staff:

- Children should change outdoor shoes and jackets on entry, with parental/carer help in the vestibule area.
- The children will be dressed, with nursery staff help, ready for home time. The children are encouraged to try to be independent and dress themselves as much as possible.
- Children should wear soft indoor shoes in the nursery class to keep the floor areas clean for the children to play on. Indoor shoes should fit well and have a good grip for climbing on apparatus. Black sandshoes of the slip-on variety are ideal.
- We will always try to make sure that the children wear aprons during messy/creative activities but accidents can happen so please dress your child in suitable clothes. Please also make sure that your child has a suitable jacket/coat as outdoor play is part of the day's activities. Nursery Uniform is available should you wish to purchase it.

## **Snack**

The children are offered a drink and snack each day. In Wallace Nursery Class we promote a healthy eating programme; children are to help plan and make snack. Milk is delivered to the nursery each day and we encourage the children to drink this. Still water is offered as an alternative. The children are introduced to a wide variety of fruits and vegetables and healthy snacks.

## Excursions and Consent Forms

When outings or excursions for the children are planned, the head teacher or a member of staff will advise you in advance. You will be asked to complete consent forms, which give your permission for your child's participation. Please note that children will not take part in outings unless their parent or carer has submitted completed consent forms.



## Promoting Learning

Staff plan carefully taking account of each child's prior learning and particular needs. Children are offered learning activities with an appropriate amount of challenge. All children are supported to ensure success is achieved. Staff support the children by:

- Interacting directly with the children
- Observing children as they engage in activities
- Evaluating progress and developmental needs

Staff share this information with other members of staff in order to plan the next steps in learning for the children. At suitable times in the nursery session, staff also share progress with parents/carers.

Staff always take account of the differing needs, abilities and age of the children by providing a differentiated approach to the outcome of a task. This may take the form of different levels of support, expectations or degree of difficulty of the task.

## Free Choice Activities

The children have a selection of free choice activities on offer each day. The children choose the activities in which they wish to participate and the resources they wish to use. Staff monitor the activities each child selects each day and they encourage each child to try new activities to widen their experience. Staff plan these activities, on a weekly basis, to provide a wide and balanced range of stimulating activities.

## Together Time Activities

These activities allow all the morning or afternoon group of children to come together as one large group.

The children are involved in adult directed activities such as:

- Storytelling
- Book Bug

- Music activities
- Large physical play
- Drama

## Observation and Assessment of the Children



This is carried out on a daily basis by the staff to track children's progress. This observation allows staff to identify any support needs that children may have.

Every day the nursery staff will be observing your child at play. From this, a record of your child's progress will be able to be collated.

This assessment will also assist staff in planning the next steps your child needs to make in order to achieve further success.

Samples of work (photographs, paintings, craft work, drawings, computer) are gathered, dated and filed for each child to form a profile. This profile is ongoing and is added to throughout the nursery year. The file is selective and the children frequently take home many other samples and pieces of work from the nursery.

## Reporting to Parents

Parents will be given information on their child's progress at any time if it is requested. Parents will be invited to discuss their child's progress at Parents' Night.

A Transfer of Information form for pre-school children is completed by a member of the nursery staff. The content of this form is discussed with parents and, with their permission, a copy is sent to the child's receiving primary school.

This information is very helpful to the school staff, allowing them to be given an overview of the child's progress in all aspects of the nursery curriculum.

## Children with Additional Support Needs

All the children at Wallace Nursery Class are individuals and our nursery curriculum is designed to meet their individual needs. Where a child might have additional physical, developmental or social needs the nursery staff can, in agreement with the parents/carers, access appropriate specialist support to aid the child's development.

### **Home and Nursery Class Partnership Aims**

At Wallace Nursery Class we value the involvement of parents/carers in:

- Giving us information about their child's preferences and their experiences before coming to nursery and also outwith the nursery day
- Working together on their child's development

### **Working together to promote Positive Behaviour**

We encourage the children to share, care, negotiate, respect and help others. If we are concerned that this is taking a little longer for any child we will discuss this with the parents.

### **Medication**

If your child is in need of prescribed medication during his/her time at nursery, you must discuss his/her requirements with the depute head teacher. You will be given a form to complete which authorises nursery staff to administer the medication to your child.

If your child suffers from any condition, which is aggravated by certain foods or involvement in particular activities, you must ensure staff are fully informed. Please note that staff must be kept up to date on any medical condition from which your child suffers.

### **Illness during the Nursery Day**

If your child becomes ill during their nursery session, staff will phone you at home or phone your emergency contact to arrange for your child to go home where he/she will be more comfortable. It is very important that we have up to date contact numbers. Emergencies are rare but unfortunately do occur.

In some cases children will be taken directly to hospital if it is thought to be necessary. At the same time staff in the nursery will be trying to contact you to arrange to meet you at the hospital.

**Please notify the nursery staff if you change your employer or your emergency arrangements alter in any way even if it is only temporary.**

### **Attendance and Absence**

Children enjoy routine and nursery provides this for them. However, we do understand that difficulties can arise when parents are unwell or the child is unwell, which can mean that the child is unable to attend nursery. Parents should telephone the nursery if a child is unable to attend on a particular day.

### **Minor Incidents and Upsets**

If a minor incident has occurred during the nursery session, staff will tell parents about this when they arrive to collect their child. If an accident has occurred an entry will be made in the Nursery Accident Book. Parents will be asked to sign

this to indicate that they have been made aware of the incident.

---

## Car Parking

A dedicated parking space has been created to ease access for people with disabilities. Please do not use this space/these spaces without authorisation.

## Care and welfare

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

## School security

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

## Attendance and absence

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

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

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

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

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

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

The Head Teacher monitors absence on a monthly basis and contacts parents who have attendance below 90% or more than 5 incidents of latecoming

## **Bullying**

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

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

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

## **Safeguarding including Child protection**

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

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

## **Mobile phones**

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

- All phones should be turned off and kept out of sight during the school day within the school campus.
- Photographing or recording of sound or images of staff, other pupils or visitors to the school is not allowed at any time within the school campus or on school transport.

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

### Legal Aspects

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

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

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

## **School meals**

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

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

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

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

## **School transport**

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

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

## **Pick-up Points**

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

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

## **Placing Requests**

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

## **Assisted support needs**

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

## **Playground supervision**

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

## Pupils leaving school premises at breaks

Schools have a duty to look after the welfare of their pupils. This means that the staff should take the same care of pupils as a sensible parent would take and includes taking reasonable care of pupils' safety during intervals and lunchtimes, where they are engaged with them.

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

## Equalities

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

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

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

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

Parents can help to monitor our success in promoting equality of opportunity for all by providing equalities related information when asked.

## Medical and health care

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

Parents should notify the school of any medical requirements or allergies that their child may have. Wherever possible, where a child requires medication, it is better if this is provided outside of school hours. In cases where it is necessary that the child receives medication during school hours, parents should contact the school to make appropriate arrangements. School staff are under no obligation to give medicines to pupils and staff will advise parents

of local arrangements. Where appropriate, schools will support parents in helping children and young people learn the life skills which allow them to manage their own healthcare needs.

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

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

### **Religious Observance**

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

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

### **Behaviour and discipline**

Teachers and pupils work together in Wallace, demonstrating respect for each other and showing consideration towards all members of staff and pupils. We encourage children to take responsibility for their own actions, and aim to develop self-control and self discipline. House points are awarded to children who display such positive behaviour. We also celebrate wider achievements that occur out with school, and these are celebrated with Head Teacher house points and red carpet assemblies.

It is important that each child is working to his/her potential, and not disturbing those around them. Pupils are expected to show school values at all times. Teachers and pupils are encouraged to hold restorative conversations in the hope that pupils can solve problems by themselves. Pupils who do not follow the agreed school rules are given opportunities to reflect on their behaviour with a member of the SMT.

Parents are informed and consulted about negative behaviour at an early stage when it is hoped a resolution can be found. Parents will also be kept informed of any persistent bad behaviour, however if a situation becomes so serious to require more formal proceedings it is hoped that parents would work with and support the school in order to avoid situations getting out of hand.

## Wet weather arrangements

We would always encourage pupils to have suitable clothing so that they can be outside in the fresh air as much as possible. Should the weather be **extremely** wet, cold, icy, etc. we would allow pupils to remain in school during morning interval and/or lunchtime. Children are supervised at all times under these circumstances.

## Curriculum matters

### School curriculum

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

The National Improvement Framework, updated in 2018, sets out activity the Scottish Government and partners will take to drive improvement for children and young people.

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

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

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

### Broad General Education

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

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

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

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

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

More information to support parents can be accessed through the [Education Scotland website](#).

## **The Learner's Journey**

### **Literacy/English**

Reading – our reading approaches are based on the Renfrewshire Literacy Project. Books in Primary 1-3 are banded according to the National Book Banding Levels, which ensures your child is reading at the correct level. The books sent home will come from a variety of reading schemes and will be coached in class before sending home. We use Accelerated Reading for P4-7 (or earlier for some pupils) which ensures children are reading an appropriate text, selected from the library. This allows personalisation and choice for pupils and an individualised reading programme for each child. This is supplemented in class with the Dive into Reading approach.

Writing – we encourage writing skills across the curriculum. We have a structured programme for handwriting, grammar and are now following the North Lanarkshire Phonics and Spelling programme. Big Writing is used throughout the school and consistently supports assessment in writing.

### **Numeracy/Mathematics**

We ensure that the children understand number, money, time, measurement, shape, direction, pattern and information handling. Practical activities, problem solving and investigations all feature strongly.

We follow the Renfrewshire pathways to ensure progression in our Numeracy programme.

We also ensure that children can count and mental agility activities are practised daily to improve speed and accuracy of number bonds and multiplication facts through 'Big Maths' and SEAL.

### **Expressive Arts**

Through Music, Art and Drama we develop the children's emotional and aesthetic responses and develop an appreciation of the arts.

Several members of staff are trained through Renfrewshire Council's 'Go for Bronze' music initiative.

We have visiting teaching specialists offering tuition in Strings and Brass for pupils from Primary 5 – Primary 7.

In Art, children are given the chance to express their own ideas using a variety of materials. They are taught various techniques and are given the chance to observe and discuss the work of others.

Drama is used throughout the school to give pupils the opportunity to express and explore their feelings.

### **Social Studies/Sciences/Technologies**

Much of the work done in subjects such as history and geography, science and technology is integrated through our topic work. We encourage discussions, role playing, reading and research, written and art work.

Whilst there is a body of knowledge that we hope our pupils will acquire, it is more important that children learn to think, to enquire and to try to solve problems.

### **ICT**

ICT is embedded in all areas of the curriculum. Pupils are not only taught the skills required in all aspects of ICT, digital photography etc. but also how to put these skills into practice to enhance their learning.

### **MLPS (Modern Languages in Primary School)**

German is taught to pupils at all stages throughout the school. This is enhanced by an input from a German assistant. Pupils in Primaries 5-7 are beginning to be introduced to Spanish as a third language.

### **Religious and Moral Education**

Pupils from Primary 1 to Primary 7 will be encouraged to:

- Recognise religion as an important expression of human experience
- Learn about and from the beliefs, values, practices and traditions of Christianity and the world religions selected for study, other traditions, and viewpoints independent of religious belief
- Explore and develop knowledge and understanding of religions, recognising the place of Christianity in the Scottish context
- Investigate and understand the responses which religious and non-religious views can offer to questions about the nature and meaning of life
- Recognise and understand religious diversity and the importance of religion in society
- Develop respect for others and an understanding of beliefs and practices which are different from their own.

### **Health and Wellbeing**

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capacities and attributes which they need for 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, for some, perform at high levels in sport or prepare for careers within the health and leisure industries.

### **Getting it right for every child (GIRFEC)**

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

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

### **Additional support for learning**

#### **Inclusion**

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

#### **Support**

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

#### **Universal support**

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

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

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

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

### **Targeted support**

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

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

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

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

Independent sources of information and advice nationally include -

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

Telephone – 0345 123 2303

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

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

Telephone – 0131 556 6443

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

### **Educational Psychology Service**

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

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

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

### Health and Wellbeing Education

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

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

Health and Wellbeing in schools covers:

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

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

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

## **school**

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

The teams support the additional needs of:

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

## **Homework**

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

## **Enterprise in education**

Enterprise in Education [Determined to Succeed] is our strategy to develop the business and employability skills in young people.

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

The four main areas of Determined to Succeed are:

- Enterprising learning and teaching;
- Entrepreneurial learning;
- Work-based vocational learning; and

- Careers education.

Six inter-related themes are built around the main areas:

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

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

The range of activities can include:

- Links and partnerships with businesses, colleges, and schools abroad;
- Fundraising events organised and run by pupils;
- Fairtrade activities;
- Joint school and community initiatives; and
- Work experience placements and speakers.

### **Extra curricular activities**

We run a busy and varied range of sporting extra-curricular activities throughout the year, such as karate, badminton, tennis, netball, dance, athletics, to name but a few. This year our school football team have been participating in the Paisley and District school midweek league. We also have a thriving school choir, budding electricians can join the electronics club and further clubs this year include Spanish, Craft, Coding Club, Reading Club and many more.

## Home school community links

### Parental Involvement

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

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

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

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

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

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

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

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

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

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

**Parent Council Chairperson: Mr Kenny Campbell: 07717846343  
kenny@amaonline.co.uk**

## Home school links

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

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

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

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

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

**Home Link Worker allocated to Wallace Primary School: Mrs Linda Brewster**

## Pupil council

The school has an effective and vocal Pupil Council. The council is made up of elected representatives from each class Primary 1-7. We are joined by nursery pupils throughout out the year.

## School lets

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

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

## Other useful information

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

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

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

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

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

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

local councillor, MSP or MP.

## Data protection

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

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

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

## Information in Emergencies

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

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

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

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

## Important Contacts

---

### Director of Children's Services

Peter Macleod	Renfrewshire House Cotton Street Paisley PA1 1LE	Email <a href="mailto:sw@renfrewshire.gov.uk">sw@renfrewshire.gov.uk</a> Phone: 0141 618 6839
---------------	---	---

---

### Homelink Service

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

### Senior Home Link Workers

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

---

### Community Learning & Development

Community Facilities Section	Renfrewshire Leisure 3 <sup>rd</sup> Floor Renfrewshire House Cotton Street Paisley PA1 1LE	Email <a href="mailto:comfac.els@renfrewshire.gov.uk">comfac.els@renfrewshire.gov.uk</a> Phone: 0300 300 1430
------------------------------	--	---

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
-------------------------	--	--

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
----------------	--	---

---

### Customer Service Centre

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

---

## Websites

You may find the following websites useful.

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

### Glossary

ASL – Additional Support for Learning

ASN – Additional Support Needs

CFE - Curriculum for Excellence

CLAD – Community Learning and Development

FOI – Freedom of Information

GIRFEC – Getting it Right for Every Child

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

LTS – Learning and Teaching Scotland

SIP – Service Improvement Plan

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



## Parent feedback

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

### Tell us what you think

Your feedback will help us to improve our handbook.

Did you find

Please tick

1. the handbook useful?  Yes  No
2. the information you expected?  Yes  No
3. the handbook easy to use?  Yes  No

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

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

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

Policy & Commissioning Team  
Children's Services, Renfrewshire Council  
Renfrewshire House  
Cotton Street  
Paisley  
PA1 1LE  
email address: [cshdatapolicy@renfrewshire.gov.uk](mailto:cshdatapolicy@renfrewshire.gov.uk)