



Williamsburgh Primary School
Lacy Street
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Williamsburgh Primary School



HANDBOOK 2023-2024

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Welcome from the Head Teacher

January 2023

Dear Parents and Carers

Welcome to Williamsburgh Primary School and Early Learning & Childcare Class. We are delighted that you have chosen Williamsburgh for your child and look forward to a long and happy relationship with your family.

We are firmly committed to working in partnership with you to provide your child with the highest quality educational experiences whilst ensuring they are developing into confident, responsible and resilient citizens.

I hope that this handbook will give you a flavour of life at our school. For more information you can visit our website www.williamsburghprimaryschool.co.uk If you have questions or would like further information or a tour of our school and nursery then please do not hesitate to contact a member of the senior management team through the school office.

Throughout the session you will be offered opportunities to join in activities in the school, to attend events or meetings where issues affecting your child will be discussed. I do hope you manage to come along as we value your participation and are keen for parents to play a positive and active role in our school community.


I hope that your child will be very happy with us in Williamsburgh. If, at any time, you wish to discuss an aspect of your child's education, or the life of the school community, please do not hesitate to get in touch.

Kind regards



Vhairi Cochrane

Head Teacher

Keep in Touch on our Social Media Platforms	
	Find us on facebook - @WburghP
	Find us on Twitter - @WburghPrimary

School Aims

Our Values: *Achieving. Respectful. Kind*



Our Vision: *Learning today for a successful tomorrow.*

Our Aims: We aim to nurture our diverse community.

We aim to create strong lasting partnerships.

We aim to provide a safe learning environment where we all valued and encouraged to achieve our best.

Our Logo



Service Pledges

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

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

How can you help?

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

As a parent/carer, you can help your child by:

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

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

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

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

- non-resident parents who are liable to maintain or have parental responsibilities in respect of a child;
- carers who can be parents;
- 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



Ms Vhairi Cochrane
Head Teacher
Overall responsibility for school and nursery.



Mrs Alison Vandal
Depute Head Teacher
Responsibility for Early Learning & Childcare Class and for children and staff in P1-P3.



Mrs Gillian Thomson
Depute Head Teacher
Responsibility for children and staff in P4-P7 and for managing support staff.

Principal Teachers

Mr Andrew Forrester Principal Teacher

Teachers

Class Teachers	1a	Mrs Alex Henderson
	1b	Mrs Sue Cheshire
	2a	Miss Jill Tweedley/ Mrs McCarthy
	2b	Miss Kam Rai
	3a	Mrs Nicola Muir/ Mrs Sarah Neilson
	3b	Mrs Diane Soutar
	4	Mrs Leigh McClelland
	5/4	Mrs Joanna Balmer
	5	Mr John McMaster
	6a	Mrs Helen Smith
	6b	Mr Michael Gillespie
	7a	Mr Iain Milne
	7b	Mrs Mora Gibson

Other Teaching Staff

Mrs Evelyn Dunn (Raising Attainment Teacher) 0.6
Miss Yen Au Yeung (Non Class Contact Cover) 0.8
Mrs Sarah Neilson (Non Class Contact Cover)
Mrs Laura McCarthy (Non Class Contact Cover)
Mrs Yasmin Murray (EAL and Refugee Support Teacher)
Ms Ruth Cunningham (EAL Support Team)

Early Learning and Childcare Class Staff

Head Teacher	Miss Vhairi Cochrane
Depute Head Teacher	Mrs Alison Vandal
Depute Head of Class	Jackie Small
Acting Depute Head of Class	Julie Lindsay
Senior Early Learning and Childcare Officer	Mairead Wilson
Early Learning and Childcare Officer	Ania Brown
Early Learning and Childcare Officer	Justyna Watson
Early Learning and Childcare Officer	Claire Greig
Early Learning and Childcare Officer	Helen Anderson
Early Learning and Childcare Officer	Nicola Fraser
Early Learning and Childcare Officer	Sandra Halley
Early Learning and Childcare Officer	Stephanie MacRitchie
Early Learning and Childcare Officer	Vicky Armour
Early Learning and Childcare Officer	Sarah Hislop
Early Learning and Childcare Officer (Acting)	Emma McKnight
Support Worker (Acting)	Annmarie Hemphill
Support Worker	Stacy Gaughan
Catering Assistant	Helena Di Paolantonio
Senior Clerical Officer	Vicky Brady

Other staff in the school

ELCO (School)	Mrs Aileen Mackie
Classroom Assistants	Mrs Caroline Bain Mrs Linda Lynchahon Mrs Kirsteen Forrest
Additional Support Needs Assts.	Mrs Michele McLuckie Miss Donna Gallacher Miss Shannon Murray Miss Brooke Biggam Miss Linzi McGregor Miss Erin Collins
Brass tutor	Mr Gregor Beattie
Cello Tutor	Mrs Catriona McGilvrey
Service Delivery Officer	Mrs Janice Clannachan
Senior Clerical Officer	Mrs Pauline Elliot
Clerical Officers	Ms Lisa Hanratty Mr Steven Thomson
Senior Facilities Operative Senior Facilities Operative	Mr Larry Malloy Mr Charlie Fox
Active Schools Co-ordinator	Miss Veronika Watik
Home Link Worker	Mrs Corinna Gethins
School Chaplain	Rev John Murning (Sherwood Greenlaw)
Kitchen Staff	Helen Walsh Jacqueline Stevenson Patricia Galbraith Alistair Thornton
Facilities Operative Cleaners	Magdalena Wielczyk Elizabeth Stevenson Patricia Galbraith

School Information

School day

P1 & P2 Pupils	0850	1450
All other pupils	from 0850	1500
Morning Interval	1030	1045
Lunch Break	1215	1300

School contact details

Williamsburgh Primary School

Lacy St

Paisley, PA1 1QF

Telephone No. 0300 300 0151

Email: williamsburghenquiries@renfrewshire.gov.uk

Website: www.williamsburghprimaryschool.co.uk

School year

Renfrewshire Council		Appendix 1		
Approved School Holiday Arrangements		2 in-service days on return in August		
		1 Day St Andrews Day		
School Session 2023/2024		Finish Friday 22 December 2023		
		2 Day February Break		
		1 Day Start of May		
		May In-Service Day to take account election day		
		2 day End of May		
		Finish Thursday 27 June 2024		
		In-Service Days after Holidays (except for August IS)		
Option B				
Term	Break	Dates of Attendance		
First		In-Service Day - Closed for Pupils Only	Monday 14 August 2023 (IS)	
		In-Service Day - Closed for Pupils Only	Tuesday 15 August 2023 (IS)	
		Schools Re-Open	Wednesday 16 August 2023	
		Local Holiday/Closed	Schools Closed	Friday 22 September 2023
			Schools Closed	Monday 25 September 2023
			Schools Re-Open	Tuesday 26 September 2023
		Mid Term	Schools Closed	Monday 16 October 2023
			Schools Closed	Tuesday 17 October 2023
			Schools Closed	Wednesday 18 October 2023
			Schools Closed	Thursday 19 October 2023
			Schools Closed	Friday 20 October 2023
			In-Service Day - Closed for Pupils Only	Monday 23 October 2023 (IS)
		Schools Re-Open	Tuesday 24 October 2023	
	St Andrew's Day	Schools Closed	Thursday 30 November 2023	
		Schools Re-open	Friday 1 December 2023	
	Christmas	Schools Closed	Monday 25 December 2023	
Second		Schools Closed	Tuesday 26 December 2023	
		Schools Closed	Wednesday 27 December 2023	
		Schools Closed	Thursday 28 December 2023	
		Schools Closed	Friday 29 December 2023	
		Schools Closed	Monday 1 January 2024	
		Schools Closed	Tuesday 2 January 2024	
		Schools Closed	Wednesday 3 January 2024	
		Schools Closed	Thursday 4 January 2024	
		Schools Closed	Friday 5 January 2024	
		Schools Re-Open	Monday 8 January 2024	
		Mid-Term	Schools Closed	Monday 12 February 2024
			Schools Closed	Tuesday 13 February 2024
			In-Service Day - Closed for Pupils Only	Wednesday 14 February 2024 (IS)
			Schools Re-Open	Thursday 15 February 2024
		Spring	Schools Closed	Friday 29 March 2024
			Schools Closed	Monday 1 April 2024
			Schools Closed	Tuesday 2 April 2024
			Schools Closed	Wednesday 3 April 2024
		Schools Closed	Thursday 4 April 2024	
		Schools Closed	Friday 5 April 2024	
		Schools Closed	Monday 8 April 2024	
		Schools Closed	Tuesday 9 April 2024	
		Schools Closed	Wednesday 10 April 2024	
		Schools Closed	Thursday 11 April 2024	
		Schools Closed	Friday 12 April 2024	
		Schools Re-Open	Monday 15 April 2024	
Third	May Day	In-Service Day - Closed for Pupils Only	Thursday 2 May 2024 (IS) - Election Day	
		Schools Closed	Monday 6 May 2024	
		Schools Re-Open	Tuesday 7 May 2024	
	Local Holiday/Closed	Schools Closed	Friday 24 May 2024	
		Schools Closed	Monday 27 May 2024	
		Schools Re-Open	Tuesday 28 May 2024	
	End of session	Schools Closed	Friday 28 June 2024	
Teachers Return -	Wednesday 14 August 2024			
(IS) - In-Service Day				
In-Service Days	(Only Staff Attend on these days - No Pupils)			
	Monday	14/08/23		
	Tuesday	15/08/23		
	Monday	23/10/23		
	Wednesday	14/02/24		
	Thursday	02/05/24		

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.

Williamsburgh School Uniform

Our children are very proud to wear our smart school uniform. We would ask that where possible, children wear:

- White shirt and Williamsburgh Primary School tie OR
- White, sky blue, navy or red polo shirt (these can be bought locally, with school badge if desired)
- Navy or red cardigan, jumper or sweatshirt (again, badged versions can be bought locally)
- Skirt or trousers in navy or grey or school tartan pinafore.
- Shorts, a t-shirt or polo shirt and sandshoes should be worn for P.E.
- Some children opt to wear red or navy checked summer dresses in the summer months.
- Blazers and school fleeces or rain jackets can be worn if desired.

Registration and Enrolment

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

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

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

Induction procedures for pupils starting school and their parents

Arrangements for meetings with parents and induction days for pupils will be sent following registration. Parents and children will receive an invitation to attend sessions in the school. This, we find, is an excellent way of introducing our new pupils to their prospective teachers, classroom and peer group. It also affords parents the opportunity to meet with the head teacher and depute who can outline in an informal way the policies and expectations we have for our children and how best they can help their child in this first vital step in their formal education.

Our P1 children have a "relaxed entry" each morning, starting the day from 0850. P1 parents should collect their child at 2.50pm.

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

Class Organisation

Each year an allocation of teaching staff is made to the school based upon the pupil roll. From this allocation the head teacher must provide for the effective management of the school, enable teachers to receive their entitlement to a reduction in class contact time, and form the most advantageous class structure. Classes will either comprise of children of the same age and stage or be composite. A composite class is made up of children of two consecutive stages and cannot contain more than 25 pupils.

Teachers of composite classes manage, organise and teach their classes in exactly the same way as teachers of single age group classes. All children will work with children at the same ability level as themselves for language and maths and in mixed ability groups for other subjects.

Our pupils are currently organised into 13 classes. Throughout the school year, pupils will learn in a variety of groupings, from individual to groups and whole class settings.



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 the school use formative assessment strategies to ensure assessment supports learning. The main ideas of formative assessment are:

- Children are clear about what they are trying to learn and what is expected of them
- They are given feedback about the quality of their work and what they can do to improve
- They are given help and support as to how they can make these improvements and who can help them
- They are fully involved in identifying the next steps in their learning

Class teachers are constantly assessing children both formally and informally to check on progress. Pupils' progress is carefully monitored through each stage of the school by the class teachers and the management team, to ensure appropriate support and challenge.

Parents have two formal opportunities to meet with their child's class teacher and discuss their progress. An interim report is sent out in December and a fuller, more detailed report is provided at the end of session. School staff are, of course, happy to discuss pupil progress throughout the session and parents should contact the class teacher or the relevant Depute Head teacher in the first instance if they have any concerns or matters they wish to discuss. Mrs Vandal Early Learning & Childcare Class and P1 - 3 or Mrs Thomson P4 – P7.

Summary of the School Improvement Plan

- **Renfrewshire Nurturing Relationships Approach**
- **Raise Attainment in Writing**
- **Digital Learning**

The Scottish Attainment Challenge

Attainment Challenge and Pupil Equity Funding (PEF)

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

The Pupil Equity Fund (PEF) is being provided as part of the 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.

Transfer to Secondary School

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

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

Williamsburgh Primary School is an associated primary school of Paisley Grammar School

Head teacher Ms Janice Levens telephone: 0300 300 1400

Early Learning and Childcare Class of Williamsburgh Primary School

Williamsburgh Early Learning and Childcare Class has a current registered capacity for 64 children with a take through number of 80. We provide Early Learning and Childcare for children aged 3-5 through a range of placements to suit our socially diverse catchment ranging from placements of -

Term time placement	9.00am - 3.00pm
am placement	8.00am - 12.45pm
pm placement	1.00pm - 5.45pm
2 ½ day placement	(flexible days/hours)
3 day placement can be discussed at time of application.	

Children are eligible for entry to the Early Learning & Childcare Class 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 out with these dates then they would start the month after their third birthday, e.g. child born on or between 1 to 30 September would start in October.

At Williamsburgh Early Learning & Childcare Class, children attend from 3 years old. We do not provide placements for children under 3 years of age.

Some children aged two years are eligible to for a funded place within the authority if their parent is in receipt of qualifying benefits. They are eligible to start from the term after their second birthday:

To see if your child is eligible, please refer to the Council website-

<https://www.renfrewshire.gov.uk/article/9741/Apply-for-a-free-nursery-or-childcare-place>

Application forms for an early learning and childcare place are available on the Council website using the link above.

Admission to Nursery

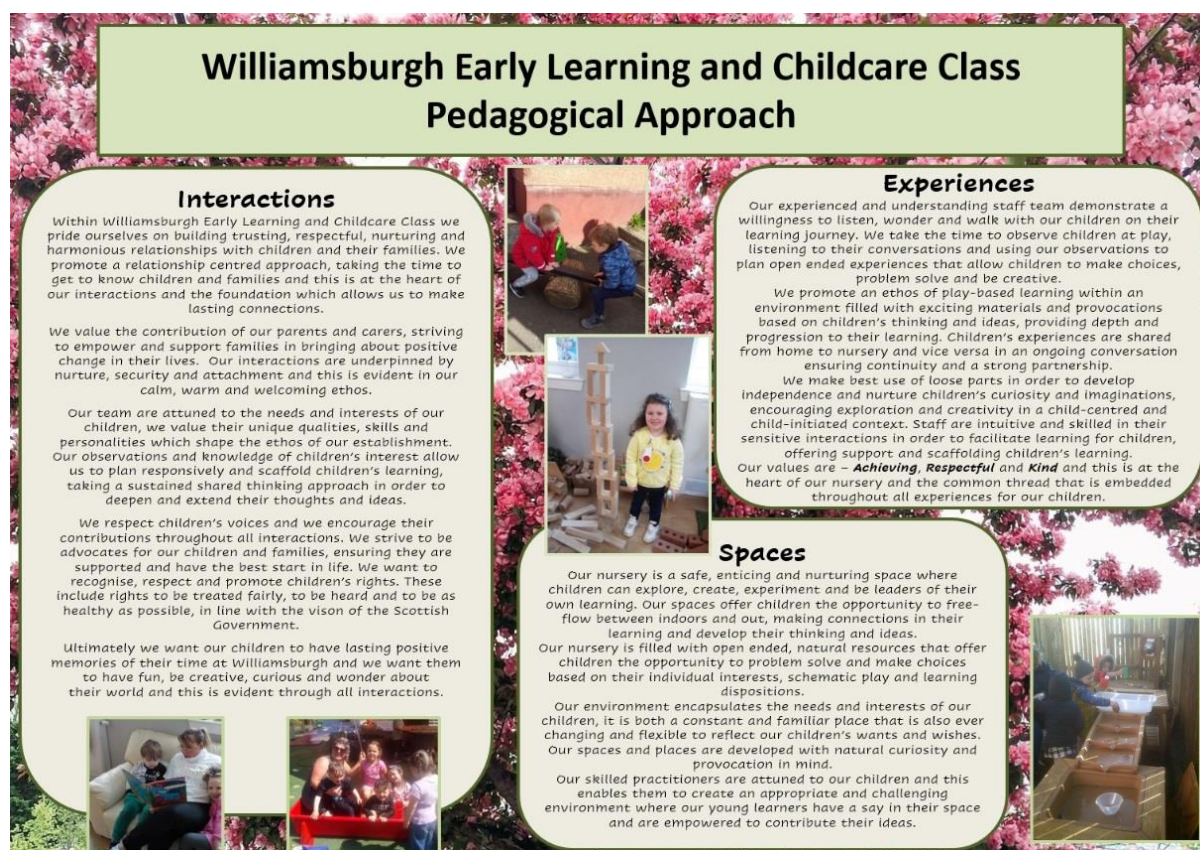
Early learning and childcare provision is non-denominational. Placement in the early learning and childcare class does not guarantee a place in the primary school if a placing request is necessary. All Renfrewshire early learning and childcare classes adhere to the council's admission policy and all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

The Depute Head Teachers are members of the local Admissions Panel which is made up of ELC classes and partnership establishments. All applications are discussed at a meeting of this panel and agreement about the allocation of places is made by the members. Parents will receive notification when their child is allocated a place and information will accompany this about starting dates and times.

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

Transfer to Primary

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



Williamsburgh Early Learning and Childcare Class
Pedagogical Approach

Interactions

Within Williamsburgh Early Learning and Childcare Class we pride ourselves on building trusting, respectful, nurturing and harmonious relationships with children and their families. We promote a relationship centred approach, taking the time to get to know children and families and this is at the heart of our interactions and the foundation which allows us to make lasting connections.

We value the contribution of our parents and carers, striving to empower and support families in bringing about positive change in their lives. Our interactions are underpinned by nurture, security and attachment and this is evident in our calm, warm and welcoming ethos.

Our team are attuned to the needs and interests of our children, we value their unique qualities, skills and personalities which shape the ethos of our establishment. Our observations and knowledge of children's interest allow us to plan responsively and scaffold children's learning, taking a sustained shared thinking approach in order to deepen and extend their thoughts and ideas.

We respect children's voices and we encourage their contributions throughout all interactions. We strive to be advocates for our children and families, ensuring they are supported and have the best start in life. We want to recognise, respect and promote children's rights. These include rights to be treated fairly, to be heard and to be as healthy as possible, in line with the vision of the Scottish Government.

Ultimately we want our children to have lasting positive memories of their time at Williamsburgh and we want them to have fun, be creative, curious and wonder about their world and this is evident through all interactions.

Experiences

Our experienced and understanding staff team demonstrate a willingness to listen, wonder and walk with our children on their learning journey. We take the time to observe children at play, listening to their conversations and using our observations to plan open ended experiences that allow children to make choices, problem solve and be creative.

We promote an ethos of play-based learning within an environment filled with exciting materials and provocations based on children's thinking and ideas, providing depth and progression to their learning. Children's experiences are shared from home to nursery and vice versa in an ongoing conversation ensuring continuity and a strong partnership.

We make best use of loose parts in order to develop independence and nurture children's curiosity and imaginations, encouraging exploration and creativity in a child-centred and child-initiated context. Staff are intuitive and skilled in their sensitive interactions in order to facilitate learning for children, offering support and scaffolding children's learning.

Our values are – **Achieving, Respectful and Kind** and this is at the heart of our nursery and the common thread that is embedded throughout all experiences for our children.

Spaces

Our nursery is a safe, enticing and nurturing space where children can explore, create, experiment and be leaders of their own learning. Our spaces offer children the opportunity to free-flow between indoors and out, making connections in their learning and develop their thinking and ideas.

Our nursery is filled with open ended, natural resources that offer children the opportunity to problem solve and make choices based on their individual interests, schematic play and learning dispositions.

Our environment encapsulates the needs and interests of our children, it is both a constant and familiar place that is also ever changing and flexible to reflect our children's wants and wishes. Our spaces and places are developed with natural curiosity and provocation in mind.

Our skilled practitioners are attuned to our children and this enables them to create an appropriate and challenging environment where our young learners have a say in their space and are empowered to contribute their ideas.

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

ELCC telephone number 0300 300 0207

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 to make sure children are safe, happy and able to benefit from the educational opportunities we offer.

School security

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

Attendance and absence

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

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

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

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

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

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 to the school's child protection co-ordinator.

Mobile phones

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

- All phones should be turned off and kept out of sight during the school day within the school campus.
- Photographing or recording of sound or images of staff, other pupils or visitors to the school is not allowed at any time within the school campus or on school transport.
- Mobile phones may be confiscated where these rules are broken.
- Any recordings made on school premises or school transport found on confiscated phones must be deleted on their return.
- Any photographs or recordings of staff in any situation, whether taken on school premises or elsewhere, found on confiscated phones must be deleted from phones on their return.
- Children's Services expects that schools will, through normal collegiate procedures, develop or review existing policies on the use of mobiles phones that take account of the views of all staff, parents and pupils.
- Schools should ensure that pupils, parents and staff are aware that should a pupil

breach the policy, there will be consequences in line with the school's positive behaviour/discipline policy.

- Individual school policies should clearly state for the benefit of staff, pupils, parents and visitors any variations from the restrictions on use of mobile phones set out below.
- Pupils and parents should be notified that mobile phones will be confiscated where these limitations are breached.
- Smartphones introduce additional challenges for schools and parents. Pupils and parents should be aware that this also leaves pupils open to dangers such as cyber bullying, grooming and access to inappropriate material. Parents are encouraged to read anti-bullying policy for further guidance.
- Staff should not delete photographs or recordings from confiscated mobile phones.
- When staff confiscate mobile phones or other devices, they should ensure that these are retained in a safe place that cannot be accessed by others. This may be a lockable drawer or cupboard, a base area or a delegated area in the school office. Confiscated mobile phones should normally be passed to the school office or senior member of staff as soon as possible after confiscation.

Legal Aspects

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

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

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

School meals

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

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

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

Children who are also entitled to free school meals are entitled to free milk at lunchtime.

School transport

Renfrewshire Council's current policy is to provide home to school transport to all primary

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

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

Pick-up points

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

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

Placing requests

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

Assisted support needs

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

Playground Supervision

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

Pupils leaving school premises at breaks

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

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

Equalities

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

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

- Eliminate discrimination, victimisation, harassment or other unlawful conduct that is prohibited under the Equality Act 2010;
- Advance equality of opportunity between people who share a characteristic and those who do not; 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(s). If a pupil takes ill or has an accident at school which requires that they be sent home or for treatment, the school will provide first aid and contact parents. It is very important that the school has up to date contact details for all parents and an additional contact person in case parents can't be contacted. This information should be current, and the school notified of any changes. We will not send children home from school unaccompanied.

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

Religious Observance

Our school is fortunate to have a close link with the local church, Sherwood Greenlaw. The minister, Rev John Murning 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.

Managing positive behaviour

A positive learning environment at school and classroom level is vital for pupils to achieve their potential. Effective learning and teaching are dependent on positive relationships between staff and pupils and among pupils themselves. In Williamsburgh Primary School we have implemented a House System to support positive behaviour.

Wet weather arrangements

Please try to send your child to school as near as possible to 8.50am when it is raining.

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 2020 sets out activity the Scottish Government and partners will take to drive improvement for children and young people.

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

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

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

Curriculum for Excellence

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.

Your children's learning takes place within the following curricular areas and subjects:

Expressive Arts (Music, Art and Design, Drama and Dance)
 Health and Well-being
 Languages (including modern Languages)
 Mathematics
 Religious and Moral Education
 Science
 Social Studies
 Technologies

We use an approach referred to as interdisciplinary learning to make links between different subjects or disciplines to enhance children's learning as appropriate. It promotes the development and application of what has been taught and learned in new and different ways. It provides opportunities for deepening learning, for example through exploring an issue, solving problems or completing a final project.

The Learner's Journey

Level	Stage
Early	The pre-school years and P1 or later for some
First	To the end of P4, but earlier or later for some
Second	To the end of P7, but earlier or later for some
Third and Fourth	S1 to S3, but earlier for some. The fourth level broadly equates to SCQF level 4
Senior phase	S4-S6 and college or other means of study

Literacy

In Williamsburgh we use a book banded reading approach. We use running records to ensure children are reading at an appropriate level of difficulty. Adopting an active approach, we use a range of activities to develop comprehension.

Within Literacy, pupils engage with a wide range of visual and written texts to develop an appreciation of the richness and breadth of Scotland's heritage and they explore and discuss word patterns and text structures.

We read aloud to our children every day and children from P2 onwards have a designated time every day to read to themselves. We encourage a love of books in a variety of ways including library visits.

In literacy, we use a range of assessments across a level to inform and support teacher judgements. We use the national Benchmarks to inform our assessments and track progress.

Numeracy & Mathematics

In Williamsburgh we use the Renfrewshire planners and plan learning from concrete to visual to abstract at all stages. We use S.E.A.L. (Stages of Early Arithmetical Learning) and Number Talks as our approach to developing good mental agility. We use a whole class teaching approach followed by appropriate differentiation. In numeracy and maths, we use a range of assessments across a level to inform and support teacher judgements. We use the national Benchmarks to inform our assessments and track progress.

Modern Languages

Learning other languages enables children and young people to make connections with different people and their cultures and to play a fuller part as global citizens.

All children in Williamsburgh Primary School are given the opportunity to learn French. This is taught by class teachers who have been trained to deliver a modern language in the primary school. Close liaison with our associated secondary school and primary colleagues ensures progression and continuity in learning.

Social Studies

Through Social Studies, children develop their understanding of the world by learning about other people and their values, in different times, places and circumstances. The organisers for Social studies are:-

- People, Place and Environment
- People, Past Events and Societies
- People, Society, Economy and Business

Social Studies are taught throughout the school and nursery. We begin at the early stages with pupils relating to their experience of their immediate environment and move on to extend their knowledge and understanding of their local environment which then grows to encompass other places and other times thus pointing pupils to Scottish, British, European and global dimensions. Pupils are encouraged to develop informed attitudes and values relating to the care and conservation of the environment.

Technologies

Within *Curriculum for Excellence*, the technologies curriculum area relates particularly to contexts that provide scope for developing technological skills, knowledge, understanding and attributes through creative, practical and work-related activities.

The Technologies framework has six organisers, namely:

- technological developments in society
- ICT to enhance learning.
- business
- computing science
- food and textiles
- craft, design, engineering and graphics.

The important purposes of the technologies depend upon the effective interdisciplinary working through connections across and between subject boundaries.

ICT refers to forms of technology that are used to transmit, store, create, display, share or exchange information by electronic means.

Being skilled in using ICT is essential if children and young people are to be effective contributors able to communicate and interact on a global scale

Several curriculum areas including the technologies provide opportunities for children and young people to consider security aspects associated with ICT, for example keeping personal data secure, and the important consequences of these for individuals. It is important for children and you.

Our programme of study incorporates the use of programmable toys, computer, internet, email, digital cameras and interactive whiteboards. We are very fortunate to have a wonderful ICT suite and classes are timetabled to use this. We also have an interactive whiteboard in every classroom.

We follow Renfrewshire Council's policy on internet use and ask consent from parents before allowing children to use the internet.



We are proud to have been awarded the Digital Schools Award.

Religious & Moral Education

Religious and moral education allows children opportunities to explore and develop knowledge and understanding of religions. This involves both the exploration of beliefs and values and the study of how such beliefs and values are expressed.

Moral Education is taught both with specific lessons and by an ethos of respect and positive behaviour in all school activities. Each term we celebrate Christian festivals in assemblies. As parents you have the right to withdraw your child from religious observance and should you wish to exercise this right, you are asked to confirm this in writing to the head teacher.

Parents from ethnic minority religious communities may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Requests detailing the proposed arrangements should be made in writing to the head teacher.

Health and Wellbeing

We teach the wellbeing indicators (Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included) through our weekly assembly programme and class lessons.

We use a restorative and nurturing approach across our school community. To teach good mental health, resilience, life skills and self care we use PATHS. (Promoting Alternative Thinking Strategies). These lessons are taught twice weekly, as well as using a shared common language and strategies across the school. *(Please refer to page 39 for further information).*

Our approach to Relationships, Sexual Health and Parenthood education

The RSHP resource has been developed by a partnership of local authorities and health boards, with advice from Education Scotland and the Scottish Government. The RSHP resource is designed to support teacher-led delivery of the RSHP curriculum and lessons are age and stage appropriate.

Expressive Arts

Learning in, through and about the expressive arts enables children and young people to:

- be creative and express themselves in different ways
- experience enjoyment and contribute to other people's enjoyment through creative and expressive performance and presentation

- develop important skills, both those specific to the expressive arts and those which are transferable
- develop an appreciation of aesthetic and cultural values, identities and ideas.



Science

Within Curriculum for Excellence the key concepts have been clearly identified using five organisers. These are taught through topics and stand alone lessons.

- Planet Earth
- Forces, electricity and waves
- Biological systems
- Materials
- Topical science

Getting it Right for Every Child (GIRFEC)

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

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

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 – 0345 123 2303

Email – info@enquire.org.uk

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

Telephone – 07955 788967

Email – resolve@childreninscotland.org.uk

Educational Psychology Service

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

EPs work with teachers, parents and support staff to help children and young people make the most of their lives and support schools, nurseries and other learning centres to improve and develop supportive healthy learning environments through approaches such as the Renfrewshire Nurturing Relationships Approach, Language and Communication-Friendly Environments, Video Interaction Guidance and Non-Violent Resistance.

Our 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 school's 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

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

Specialist support service – teachers teaching in more than one school

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

The teams support the additional needs of:

- children with a significant hearing and or visual impairment;
- children with English as an additional language who are at the early stages of learning English;
- looked after and accommodated children and young people who are experiencing difficulties engaging with school;
- care experienced children and young people;
- 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.

At the early stages, homework will consist of reading, maths or language activities, where parental help is encouraged and welcomed.

From P3 upwards homework is introduced more formally.

Homework should be approximately 10-15 minutes for P1-3 pupils, 15-20 minutes for P4-5, or 20-30 minutes for P6-7 pupils.

Williamsburgh Primary School has a homework policy based on Renfrewshire Council's policy and guidance.

Developing the Young Workforce

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

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

The four main areas are:

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

The themes are built around the main areas:

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

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

The range of activities can include:

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

Extra Curricular Activities

We usually offer a variety of sporting and other extracurricular activities for our pupils. We also have a variety of non -sport related clubs for our pupils at points throughout the year.

A Breakfast Club run by staff and community volunteers runs every morning from 8am.

Home School Community Links

Parental Involvement

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

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

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

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

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

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

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

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

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

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

Parent Teacher Association

Parent Council



The Parent Council meet once a month. All parents and carers are welcome to attend any meeting. The Parent Council supports all classes of the school, including the early learning and childcare class. The Parent Council has a notice board in the main entrance of the school,

a section on the school website and a facebook page.

Home School Links

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

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

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

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

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

Pupil Council

Pupil council members are elected by their peers each year from ELCC – P7. Our Principal teacher has responsibility for leading the pupil council. The council meets regularly to discuss issues raised by their classmates as well as ideas for fundraising.

Community Links



The school works with our partners in the community, notably the local church, businesses and our neighbouring schools, to foster and strengthen 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 the Community Facilities Section. Contact details are in the important contacts section at the end of this handbook.

Other Useful Information

Listening to learn - complaints, comments and suggestions

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

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

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

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

- Complaints about the school should be made first to the head teacher.
- It is helpful if you can give some details of the issue and ask for an early appointment to discuss it.
- We want to resolve complaints as quickly as possible. You will get a decision on

your complaint in five working days or less, unless there are exceptional circumstances. If it is going to take longer than five working days, we will let you know.

- If you are not happy with the response to your complaint, you have the right to take it further. You can fill in a complaints form (available from the school or any council office), fill in the online form, write to us, email us at complaints@renfrewshire.gov.uk, 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](https://www.facebook.com/renfrewshirecouncil) and Twitter - [@RenCouncilNews](https://twitter.com/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.

Important Contacts

Director of Children's Services

Steven Quinn Renfrewshire House Email
Cotton Street csdirector@renfrewshire.gov.uk
Paisley
PA1 1LE 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
pamela.mckechan@renfrewshire.gov.uk
Phone: 0300 300 1415

Community Learning & Development

Community OneRen Email
Facilities Section 3rd Floor comfac@renfrewshire.gov.uk
Renfrewshire House Phone: 0300 300 1430
Cotton Street
Paisley
PA1 1LE

Adult Learning West Johnstone Shared Email
Services Campus als.els@renfrewshire.gov.uk
Beith Road Phone: 01505 382863
Johnstone
PA5 0BB

Youth Services West Primary School Email
Newton Street youth@renfrewshire.gov.uk
Paisley Phone: 0141 889 1110
PA1 2RL

Customer Service Centre

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

Websites

You may find the following websites useful.

- <https://education.gov.scot/parentzone/> - parents can find out about everything from school term dates to exam results. This site also offers information for nursery aged children and young people who have left school. It also lists relevant publications for parents and provides hyperlinks to other useful organisations.
- <https://education.gov.scot/education-scotland/inspection-reports/> - parents can access school and local authority inspection reports and find out more about the work of Education Scotland.
- <https://education.gov.scot/parentzone/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/PST – Head Teacher/Principal Teacher/Pastoral Support Teacher

LTS – Learning and Teaching Scotland

SIP – Service Improvement Plan

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

Parent feedback

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

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: cmdatapolicy@renfrewshire.gov.uk