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Welcome from the Head Teacher

Dear Parents/ Carers,

Welcome to Woodlands Primary school. We are very proud of our school and the community in which we serve. It is with great pride that I introduce your school handbook. It provides a practical guide to our school, the curriculum we teach and our role in the wider community. I am sure you will find the information, helpful and informative. The staff of Woodlands recognise parents as the first educators of children, and as such, we share with you a common goal in wanting your child to be happy and enjoy being a valued member of the school community. We will support you by delivering education of the highest quality to all our learners. We strive to ensure each child has the opportunities to reach their full potential. We achieve this by providing a broad range of learning experiences in the classroom setting and beyond. In Woodlands Primary we provide a secure, happy, working environment where your child's efforts are valued and where talent and interests are developed. We also promote positive behaviour, confidence and self-esteem. We achieve this through an ethos of mutual respect, fairness and consistency.

We work very closely with our partners from Families First, Active Schools and Home Link. We also have excellent relationships with our cluster primary school and associated secondary school, Linwood High School. Together we will equip your child with the skills and abilities for life in the future. Our school website is an excellent source of information about our school community and also where to find the most up to date information. Please visit us at:

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

As always, our biggest priority is the health and safety of our pupils and staff and we have had to put a lot of measures in place to protect that, in line with national guidance. The link below will provide up-to-date information for you, and hopefully answer as many of your questions as possible:

<http://www.renfrewshire.gov.uk/coronavirus-schools>

Yours sincerely

Linda Berry

School Shared Vision, Values and Aims

Our School Aims

At Woodlands, we know no boundaries to the **kindness** we show to everyone who comes into our school. There are no limits to the **respect** we have for ourselves and show towards others. There are no restrictions to how much we value **fairness**. We are and will always continue to be **creative**. We are **limitless** and **brave** in the pursuit of excellence.

Our School Values



Our School Aims

Our school belongs to the children, their families, and the local community, and together we must take responsibility to ensure we make the very best of every resource we have to hand. This will help our children be better equipped to prosper in an ever-changing world. Our school aims are:

- To provide a safe, happy and secure environment, where all the needs of all school users are supported;
- In response to local and national advice, we aim to provide a curriculum that has breadth, balance and progression suitable to the changing needs of the children
- To work to ensure that children's experiences are, enjoyable, challenging and are relevant
- To fully involve children in evaluating how they are progressing, then, in partnership with their teachers and parents, take responsibility for planning the next steps in their learning journey
- To ensure all children have access to the most effective education experiences possible

- To promote an ethos of equality and fairness where children have respect for, and an understanding of, themselves and others
- To ensure staff have access to the time, resources and training necessary for professional reflection, discussion and development
- To foster an environment where children take responsibility for their learning, where they achieve a thirst for gaining knowledge and skills to meet their needs today, and in their future
- To promote dialogue and partnership within the school community, where teamwork between parents, children, staff and support agencies is effective and valued by all; and
- To foster supportive attitudes and make effective contributions to the lives of others at local, national and global level.

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 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

Senior Leadership Team

Mrs Linda Berry

Head Teacher



Mrs Aileen McNair

Depute Head Teacher



Mrs Linzi McMillan

Principal Teacher



Teachers

Mrs Eve Barr

Mrs Susie Bilsland

Mrs Michelle Cole

Mrs Laura Coyle

Mrs Jane Donaldson

Mrs Elaine Donaghy

Miss Sam Dunlop

Mrs Sara Fitzsimmons

Miss Olivia Hammond

Mrs Elizabeth Johnston

Mrs Lorna McCartney

Mrs Kimberley McInnes

Miss Katie McKeown

Miss Emma McLaughlin

Mrs Jaclyn Mitchell

Mrs Clair Speir

Mrs Lindsey Walker

Mrs Donna Watt

Mr Craig MacKay

Mrs Gail Renfrew

Support Staff

Miss Harriet Andrew

Miss Sarah Hutton

Mr Lorne McKie

Miss Jennie McMillan

Mrs Morag Sibbald

Miss Kirsty Strachan

Mrs Katy Taylor

Business Support Staff

Mrs Elaine Coombes

Senior Clerical Officer

Mrs Lesley McAtasney

Clerical Assistant

Donna Meldrum

Business Support Team Leader

Kevin McPhee

Service Delivery Officer

Other Staff

Pauline Smith

Home Link Worker

Catriona May

Educational Psychologist

Jamie Coxon

Transition Teacher

Lucy Corbishley

Place2Be Co-ordinator

Scott Graham

Active Schools Co-ordinator

School Information

Phone number: 0300 300 0196

Email address: woodlandsenquiries@renfrewshire.gov.uk

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

Facebook: Woodlands Primary School

Twitter: @WoodlandsREN

Write to or Visit us at: Woodlands Primary School,
Abernethy Drive
Linwood
PA3 3EX

School day

Our school day runs from 9am until 3pm, Monday to Friday. We offer a breakfast club that runs free of charge from 8.15am until 9am, final admittance to Breakfast Club is at 8.45am. All pupils are welcome to drop in and enjoy breakfast in the dining hall or to join in with our Active School's coaches in some sports activities in the Gym Hall. This is available via the main entrance from 8.15am. Pupils who attend breakfast club must remain inside until the start of the school day.

Interval is held from 10:30am – 10:45am each day. This is a time for pupils to get outside and explore our extensive playground. There are many opportunities for play as well as spaces to sit and relax. We encourage our pupils to go outside as often as possible and ask for your support in sending them to school appropriately dressed for the changeable Scottish weather to facilitate this. During interval, pupils are encouraged to bring a healthy snack from home.

We are a nut free school and ask for your support with this matter when selecting snacks and/or lunch items.

Lunch is from 12:15pm – 1.00pm. Each day pupils have three menu options for lunch and these are selected in the morning via an online ordering system. Menus are provided and are also available on the website so that you can discuss the menu options with your child beforehand. Alternatively, a healthy and balanced packed lunch can be brought from home.

All pupils in Primary 1,2, 3 and 4 have the option of having a free school meal daily. For other pupils not in receipt of free school meals, a lunch costs £2.25. Free School Meal and Clothing Grant applications are made directly to the Local Authority – we will share relevant information at key points during the year. This can also be accessed at

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

As in all Renfrewshire schools, Primary 1 pupils attend on a full time basis from their first day in August.

School year

First Term	Return date for Teachers	Thursday 12 August 2021 (IS)
	In-service Day	Friday 13 August 2021 (IS)
	Schools re-open	Monday 16 August 2021
	September Weekend	Friday 24 September 2021 and Monday 27 September 2021 (inclusive)
	Schools re-open	Tuesday 28 September 2021
	October holiday (schools closed)	Monday 11 October 2021 to Friday 15 October 2021 (inclusive)
	Return date for Teachers	Monday 18 October 2021 (IS)
	Schools re-open	Tuesday 19 October 2021
	St Andrew's Day	Tuesday 30 November 2021
	Schools re-open	Wednesday 01 December 2021
	Last day of session	Wednesday 22 December 2021
	Christmas / New Year Schools closed	Thursday 23 December 2021 to Wednesday 05 January 2022 (inclusive)
	Second Term	Schools re-open
Mid-term break		Monday 14 February 2022 to Tuesday 15 February 2022 (inclusive)
Return date for Teachers		Wednesday 16 February 2022 (IS)
Schools re-open		Thursday 17 February 2022
Spring Holiday Schools closed		Monday 04 April 2022 to Monday 18 April 2022 (inclusive)
Third Term	Schools re-open	Tuesday 19 April 2022
	May Day	Monday 02 May 2022
	In-service Day	Thursday 05 May 2022 (IS)
	Schools re-open	Friday 06 May 2022
	Local holiday (schools closed)	Friday 27 May 2022 and Monday 30 May 2022 (will move to first week in June if approved by elected members)
	Schools re-open	Tuesday 31 May 2022 (will be removed if change to public holiday dates approved by elected members)
	Queen's jubilee (schools closed)	Wednesday 01 June to Friday 03 June 2022 (subject to approval by elected members)
	Schools re-open	Monday 06 June 2022 (subject to approval by elected members)
	Last day of session	Wednesday 29 June 2022

Teachers return Friday 12 August 2022

School in-service days

- Thursday 12 August 2021
- Friday 13 August 2021

- Monday 18 October 2021
- Wednesday 16 February 2022
- Thursday 05 May 2022

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.

At Woodlands Primary School, our uniform comprises of:

- Navy skirt/trousers
- White shirt/polo-shirt
- School tie
- Navy sweatshirt/jumper/cardigan
- Black footwear

To distinguish our P7 pupils, they have agreed a slightly different uniform where they have the privilege to wear:

- various coloured shirts/polo-shirts (Primary 7 pupils vote on the colours each year)

- Black skirt/trousers
- Black sweatshirt/jumper/cardigan
- Black footwear
- Leavers' Hoodies, when available (please note that hoodies are a special privilege for P7 pupils and are not appropriate uniform at other stages)

On P.E. days, we have changing facilities for our pupils and ask that they wear appropriate clothing to participate in physical activity. For P.E, our pupils are asked to wear,

- Plain white t-shirt/polo-shirt
- Navy/Black shorts
- Suitable footwear

On P.E. days, we ask that pupils do not wear jewellery to school. Where children have their ears pierced, they must either remove the earrings before participating or supply tape and independently cover these. We also ask that all long hair is tied back and that hair bands/clips are removed. Finally, in the interests of safety, it is essential that pupils wear suitable footwear for physical activity and that these shoes fasten securely.

Outdoor learning is key part of our curriculum and as such, pupils will take their learning experiences outside into the local environment on a regular basis. Weather will not be a barrier to this type of learning taking place and therefore we ask pupils to always have suitable clothing available – e.g. a warm, waterproof jacket, appropriate footwear etc.

We appreciate your support with these matters.

Registration and Enrolment

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

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

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

Induction procedures for pupils starting school and their parents

Parents will be advised of parent meetings and pupil induction days during the spring and summer terms. We work closely with our partners in local Early Learning and Childcare

Centres as well as Linwood High School to ensure that we have a strong transition programme.

We aim to provide many opportunities for both parents and pupils to visit their new school and find out as much as possible about the life and ethos of the school. Outwith planned events, we are always happy to speak to parents and pupils about any aspect of transition they may be concerned about.

Class Organisation

Woodlands Primary School currently operates 12 classes:

P1A

P1B

P2

P3/2

P3

P4A

P4B

P5A

P5B

P6

P7A

P7B

At some stages, we have composite classes – these occur where children from two or more year stages are grouped together. Staff throughout the school are skilled at meeting the learning needs of all children, no matter which class they are in. We will endeavour to ensure that pupils in the same year group have opportunities to engage in shared social or curriculum events and maintain their sense of year group identity, wherever possible.

Assessment and Reporting

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. Pupils are regularly assessed in class by their teacher to ensure their progress.

Tracking learners' progress

Information on learners' progress is gathered through planned assessments and this information is recorded. This allows teachers to have a clear picture of how learners are progressing. It will also allow teachers to identify next steps in learning and inform reporting on progress and achievement. Reporting Regular reports to parents provide clear, positive and constructive information about their child's learning and progress, reflecting on what has been achieved against standards and expectations. Each session, you can expect a written Interim Report as well as a Final Annual Report from your child's class teacher.

Summary of the School Improvement Plan

Each year we publish a School Improvement Plan, which outlines the areas that the staff, pupils, families and school community have identified as areas for development. Full copies of this report along with the Standards and Qualities Report are available from the School Office and on our school website.

Below, you will find a summary of what we achieved last year and what we will be working on this year

Successes and Achievements

This session has undoubtedly been one of the most challenging we have ever experienced. The impact of the COVID-19 pandemic has been profound and presented us with unprecedented challenges. However, despite these challenges, progress was made pre and post lockdown, of which we are very proud.

- ★ In line with restrictions, we continued to offer a free breakfast club for all children to attend every morning
- ★ During the school closure period, we provided high quality learning experiences for our pupils via Google Classrooms and most families engaged daily. We supported families with digital devices to support their access, making these available from school resources as well as securing funding to provide these for families on a permanent basis. We also ran a successful school hub for children in specific groups. School staff operated an IT helpdesk to support our school community with any technical issues they were experiencing.
- ★ We worked with our partners in Active Schools to ensure pupils continued to access high quality P.E. in an outdoor setting. We were supported to deliver regular sessions including: Outdoor Activity Days, Active Girls Day, Walk to School Week, School Sports Week
- ★ Our Place2Be Counselling Service continued to support our pupils, providing an integral part of our school recovery plan.
- ★ As part of our focus on Outdoor Learning and enhancing the outdoor learning environment, we secured £1250 funding. This will be used to help pupils be involved in the design and rejuvenation of our school gardens
- ★ We worked with the Team Up, to Clean Up group to promote a sense of community by tidying up Linwood. Our classes as well as many of our families, participated in community litter picks throughout the summer term.
- ★ Opportunities to develop musical skills were provided to groups of pupils through Snare Drum and Chanter tuition from specialist provision in school.

Key Strengths of the School

- ★ Robust systems and procedures ensure the safety of all who come into the school environment
- ★ Welcoming friendly ethos where the whole school community is part of the team.
- ★ A nurturing ethos, which positively affects the wellbeing of the whole school community.
- ★ Skilled teachers, Business, and Support Staff who work as a team, are passionate about serving the needs of every learner.
- ★ Parents play an integral and important part in the day to day operations of the school.
- ★ Children are respectful, Responsible citizens with a real sense of justice and compassion.
- ★ The quality of learning and teaching is of a high level across the school and staff readily open their doors to colleagues; within the school, within Renfrewshire, across Scotland and beyond, to share good practice.
- ★ Innovative and forward-thinking approach where staff constantly push the boundaries to get the best possible outcome for the school community.

Improvement objectives

School Improvement Priority 1

Promote the positive health and wellbeing of children & young people, parents/carers and staff through our recovery journey

School Improvement Priority 2

Curriculum design to raise attainment

School Improvement Priority 3

Using digital technology to enhance teaching and learning

Quality indicators

Our objectives and actions for improvement have been carefully selected through a consultation process with staff, pupils, families and stakeholders. The quality indicators from the Scottish Government's How Good is Our School 4 document underpin these. More information about this document can be found here:

https://education.gov.scot/improvement/documents/frameworks_selfevaluation/%20frwk2_ni_hedithgios/frwk2_hgios4.pdf

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.

Our school receives Pupil Equity Funding (PEF) to support us to close the poverty related attainment gap. We have invested in enhanced staffing to provide targeted interventions in inclusion and other aspects of the curriculum. This funding enables us to plan additional interventions to those which were already planned. These interventions are highlighted throughout our improvement plan using the (PEF) abbreviation. The priorities and actions within this improvement plan address the needs of our school and articulate with local and national priorities.

Transfer to Secondary School

We have a very successful Transition Programme with our cluster secondary. Parents and pupils are very satisfied with the experience offered. 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.

Woodlands Primary School is an associated primary school of Linwood High School

Head teacher Gillian Bowie

telephone: 0300 300 1333

email: linwoodhighenquiries@renfrewshire.gov.uk

Transfer to Primary School

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. At Woodlands we take great care to ensure every transition is smooth and results in very happy P1 pupils.

Car parking

Our school has a large car park as well as visitor's parking spaces and a drop off zone. Two dedicated parking spaces have been created to ease access for people with disabilities

within our car park. Please do not use these spaces without displaying a Blue Badge.

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 4 children are automatically entitled to a free school meal.

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

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

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

School transport

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

In special circumstances, the Director of Children's Services has discretion to grant

permission for pupils to travel in transport provided by the education authority, where spare places are available, at no additional cost to the authority.

Pick-up points

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

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

Placing requests

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

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

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

At Woodlands Primary, we expect high standards of behaviour and foster an ethos of respect between all school users. We focus on positive reinforcement of behaviour and like to 'catch' our children being good and reward this positive behaviour.

We have three simple school rules to foster and support an inclusive ethos:

- Keep hands, feet and objects to yourself at all times
- Listen attentively to others
- Only use appropriate school language.

We have a consistent and fair approach to behaviour in the classroom and the playground. It allows for recognition of pupils who behave appropriately and model the school's values whilst also allowing staff to support those pupils who find this more difficult. Each day we have the opportunity to make a difference and start over when we need to.

Our school values underpin all that we do here at Woodlands and we focus on highlighting positive behaviour through discussion and celebration of these. Our Respect for All policy outlines how we respond to behaviour being exhibited and the impact this can have. We have a consistent approach to how we respond to incidents in our school. Staff are trained in de-escalation and restorative techniques to diffuse and deal with incidents.

We work to the principles of restorative practises. The restorative approach gives pupils the opportunity to discuss and reflect on their action and to suggest ways of putting things right and think about what they could do differently next time.

Throughout session 2021-22, we are refreshing our approaches as we engage with the whole school Promoting Alternative Thinking Strategies (PATHS) programme and Renfrewshire's Nurturing Relationships Approach which will impact on our practice and empower our pupils.

Wet weather arrangements

We embrace the Scottish weather and aim to have our children outside every day. Please support us by ensuring that your child is dressed appropriately for the weather outside – wellies, rain jackets, hats and sunscreen. Our cloakrooms have ample space for changing.

If it is very wet and staff are available to supervise, children are permitted into the building from 8.50 am.

If the weather is poor and it is necessary to keep the children inside at intervals or lunchtimes, support staff will monitor the children in their classrooms.

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

The curriculum in Scotland is built on the values of wisdom, justice, compassion and integrity. It is recognised that all children and young people should develop skills for life, skills for learning and skills for work which will prepare them for a world that is changing very fast. The curriculum in our school will continue to develop over coming years to ensure that all our children become successful learners, confident individuals, responsible citizens and effective contributors.

For more information about the curriculum at Woodlands Primary School, see our website: <https://blogs.glowscotland.org.uk/re/woodlands/>

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

Every pupil at Woodlands is treated as an individual and as such we work to meet the needs of every child as a matter of course. Our DHT, Mrs McNair, is the Pupil Support Co-ordinator for our school. If you have any concerns about your child's progress or additional support needs, please contact her via the school office to discuss.

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.

Local Inclusion Support Network (LISN)

The Additional Support for Learning Act (2004) and Children's and Young Person's Act (2014) GIRFEC outline expectations that any assessment and intervention is timely, proportionate and appropriate to meet a young person's needs.

In line with these national policies, staged intervention is commonly used as a framework for identifying, assessing, planning and reviewing children and young people's additional support needs.

If your child requires additional support in school for any reason, the school's Pupil Support Co-ordinator will liaise with you to discuss these needs and how we can work together to ensure your child is being fully supported. This will involve working collaboratively with your child's class teacher, partner agencies and of course keeping the child and their voice at the centre of everything we do.

Within our school cluster, our Pupil Support Co-ordinators participate in Local Inclusion Support Network (LISN) Meetings along with Educational Psychology colleagues. The aims of these meetings are:

- To allow consultation about children and young people with additional support needs
- To encourage peer support and sharing of ideas across establishments.
- To allow the Educational Psychology Service to provide consultations on individual or groups of children that can contribute to the robust staged intervention process.
- To develop transparency and equity in support structures and processes across establishments

As always, there is an expectation that the school will discuss the child's needs with the parent/carer in the run up to LISN and parents should know that this is taking place. We will seek your consent before sharing information about your child at a LISN meeting and will also provide some feedback to you with regard to the actions agreed and how we can use these to further support your child.

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.

Woodlands Primary School are currently reviewing our homework approach and policy. This will involve a consultation process with our school community. During this time, your child's class teacher will provide up to date information about homework routines via the school website and class blog.

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

Our Active Schools Co-ordinator, along with Mrs McMillan our Principal Teacher, organise a range of after school activities. These activities are provided free of charge and are updated termly. More information can be found on our website here:

<https://blogs.glowscotland.org.uk/re/woodlands/active-schools/>

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

Claire McAllister	Chairperson	Contact via School
Lorraine Brown	Vice Chair	Contact via school
Pauline Brown	Treasurer	Contact via school
Samantha Kay	Secretary	Contact via school

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.

Community Links

We have many community links and we house community groups whenever we can within the school building. We work with Active schools to enhance activities for our children during and after the school day. This coming session, we aim to increase our community involvement, including the world of work and study, through our Principal Teacher, Mrs McMillan.

As a school, we support Linwood Active in their community litter picks; this has given the pupils the opportunity to gain a sense of community and respect for the community in which they live.

We have strong links with the local care homes to develop intergenerational skills.

We welcome the reintroduction of the Community Police Officers, who support the school in many areas of the curriculum.

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 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.

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 Renfrewshire Leisure Email
Facilities Section 3rd Floor comfac.els@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