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Welcome from the Head Teacher

Houston Primary School
Crosslee Road
Houston
JOHNSTONE
PA6 7EJ

Dear Parent/Carer

Welcome to Houston Primary School!

As Head Teacher of Houston Primary School I am delighted to share this handbook with you. It aims to provide an outline and brief profile of our school, together with important information you will require as a new parent/carer to the school.

We strive to provide the best quality education for the children in our care. Our aim is to provide children with a range of learning opportunities and experiences to become successful learners, confident individuals, responsible citizens and effective contributors, resulting in high standards of attainment and achievement. Our aim is to support all our children to fulfil their potential throughout their primary school days and encourage them on their journey as lifelong learners.

In Houston Primary School we promote honesty, respect, friends and success which celebrates pupil achievement and encourages creativity and innovation. Children are encouraged to take pride in their school and be responsible for their words and actions. We have high but achievable expectations of pupil behaviour, attitude and attendance.

We promote and value close partnerships between, home, school and our local community and recognise the importance of their individual contributions in providing enriching experiences for our learners. We value your opinions and suggestions on how to continue to improve our school. We are very proud of our standing in the local community and continue to build and strengthen partnerships, supported by our committed School Council.

Should you require further information, visit our school website or wish to visit the school to see our facilities, please do not hesitate to contact me.

I look forward to working with you in partnership.

Yours sincerely



Jennifer Murray
Head Teacher

School Aims

In Houston Primary School, we will ensure that all children entrusted to our care are able to develop to their full potential in order to contribute fully to the society in which we live. We consider that it is important to work together with parents to ensure the highest quality of education for our pupils.

We aim to:

- provide children with the learning opportunities and experiences to become successful learners, confident individuals, responsible citizens and effective contributors, resulting in high standards of attainment and achievement
- provide a curriculum which is designed to promote challenge, enjoyment, breadth and depth, progression, relevance, coherence, personalisation and choice for all pupils based on National and Local Authority guidance.
- foster high quality leadership at all levels ensuring a culture where all feel able to exercise initiative and take lead roles within effective teams.
- promote close partnerships between, home, school and our local community, ensuring that their unique contributions provide enriching experiences for all learners.
- provide a welcoming and nurturing ethos within the school which celebrates our school values: friendship, respect, honest and success.
- provide high quality teaching and learning experiences that support achievement and encourage creativity and innovation

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 Jennifer Murray
Head Teacher

Overall responsibility for running of the school/EL&CC
Human Resources
Budget
Students/Work Experience
Advisor to the School Council
Pastoral Care P3, P4



Mrs Jillian McPherson
Depute Head Teacher

Pastoral Care - P5, P6, P7
Mathematics and Numeracy
Primary/Secondary Liaison
Pupil Support Co-ordinator

Eco Schools
Technologies
Social Studies



Mrs Amanda Johnston
Depute Head Teacher

Pastoral Care – EL&CC, P1, P2
English Language/Literacy
Bookshop Committee
Science

ICT
Pre5 Curriculum
Pupil Council



Miss Laura Anderson
Depute Head of EL&CC



Mrs Helen Greenhorn
Depute Head of EL&CC



Teachers

Principal Teachers

Miss Lorraine Wilson
Mrs Carol Farquhar

Class Teachers

Miss Rona Adams
Miss Aimie Bell
Miss Claire Brown
Mr Tim Burges
Mrs Elaine Campbell
Mrs Lindsay Conaghan
Mrs Lesley Anne Connick
Mrs Joanne Craig
Mrs Julie Ann Dunn
Mrs Kristine Ellis
Mrs Wendy Irvine
Miss Nisha Kidd
Mrs Jennifer Lammey

Miss Mhairi McCafferty
Mrs Susan McGeogh
Miss Mhari McGowan
Miss Danielle McLean
Mrs Kirsty Mitchell
Ms Lindy Morruzi
Mr Andrew Patterson
Miss Jodie Sahota
Mrs Alison Steele
Mrs Dimitra Stefanatos
Miss Donna Tait
Mrs Lorna Watt

Support Staff

Mr Kevin McPhee
Mrs Norma Toole
Mrs Carol Scott
Mrs Louise Maltby
Miss Ellen Pyra
Mrs Dot Whyte
Mrs Lesley Turnbull
Ms Laura Szuster
Mrs Aileen Rankin
Mrs Lorraine Brown

Service Delivery Officer
Senior Clerical Assistant School
Clerical Assistant School
Clerical Assistant School
Clerical Assistant EL&CC
Classroom Assistant
Classroom Assistant
Additional Support Needs Auxiliary
Additional Support Needs Auxiliary
Additional Support Needs Auxiliary

Early Learning & Childcare Centre Staff

Mrs Barbara Barr	Early Learning & Childcare Officer
Mrs Julie Bell	Early Learning & Childcare Officer
Mrs Nicola Bridgeman	Early Learning & Childcare Officer
Miss Hayley Cochrane	Early Learning & Childcare Officer
Mr Stephen Donnelly	Early Learning & Childcare Officer
Miss Amanda Fernie	Early Learning & Childcare Officer
Mrs Laura Jack	Early Learning & Childcare Officer
Miss Zoe McIntyre	Early Learning & Childcare Officer
Miss Kayleigh Moran	Early Learning & Childcare Officer
Mrs Cheryl Murray	Early Learning & Childcare Officer
Mrs Tracey Pollock	Early Learning & Childcare Officer
Mrs Amanda Smart	Early Learning & Childcare Officer
Ms Linda Hill	Early Years Support Worker
Miss Joanne Sneddon	Early Years Support Worker

Visiting Staff

Ms Laura Weir	Staff Nurse
Ms Lynsay Copley	School Nurse
Ms Maureen Dickson	School Health Support Worker
Rosalyn Billing	Educational Psychologist
Caroline Tennant	Brass Instructor
Mr Josh Gallacher	PE Specialist Teacher
Miss Alison Clark	PE Specialist Teacher
Rev Gary Noonan	School Chaplain
Mr Scott Graham	Active School Co-Ordinator
Mr Gordon Boyd	Home Link Worker

School Information

School contact details:

- phone number: 0300 300 0159
- email address: houstonenquiries@renfrewshire.gov.uk
- write to or visit us at: www.houstonprimaryschool.com

Houston Primary School
Crosslee Road
Houston
PA6 7EJ

Parent Council contact details:

The School Council Chair, Mrs Nicki Barrett, can be contacted by writing to her at Houston Primary School.

School roll: 511	Primary 1: 62	Primary 4: 77
	Primary 2: 74	Primary 5: 84
	Primary 3: 70	Primary 6: 72
		Primary 7: 72

Parental involvement:

Parents can be involved in their child's learning by:

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

School Day

Our School day is as follows:

School Starts	9.00am
Interval	10.10am - 10.25am/10:30 - 10.45am
Lunch	11.45am - 12.30pm/12.15 - 1.00pm
School Closes	3.00pm

School staff are in the playground from 8.50am each morning.

Parents wishing to take their children from school at different times e.g. for medical or dental appointments must arrange with the teacher to have them collected from the school office.

Primary 1 pupils attend school on a full-time basis from the beginning of the school session 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.

Our school uniform looks like this:

Badged blue sweatshirt/jumper/cardigan
Grey skirt/tailored trousers/tailored shorts
Badged blue fleece
Black school shoes/boots
White/grey socks or tights
Blue/white gingham summer dress
Badged navy/black school blazer

PE Kit:

Blue shorts
Badged polo shirt or plain white T-shirt
Navy joggers/leggings – for outdoor activities

School tracksuit (optional) P1-7
Black trainers as PE takes place outdoors

Due to current restrictions, children come dressed for PE wearing school tracksuit or dark joggers.

Please ensure that all clothing/items are clearly marked with your child's name.

All badged/school specific uniform items can be purchased through our School Uniform ordering system: <https://www.houstonprimaryschool.com/uniform-shop.html>
You can also order uniform from the following company online:
www.schoolwearmadeeasy.com

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 notified during the spring or summer terms.

After the initial enrolment takes place, (currently done electronically from 1st November 2021) steps are taken to ensure that the change from pre-school to school is as smooth and happy as possible.

Due to current restrictions, changes have had to be made to our usual transition arrangements. Every effort will be made to provide opportunity for the children to visit, ensuring Scottish Government guidance is adhered to.

Mrs Johnston, Depute Head Teacher and the Primary 1 teachers liaise with each child's nursery in the summer term. Opportunities to support a smooth transition into Primary 1 are maximised by school and EL&CC staff.

Class Organisation

Houston Primary School is a co-educational school. The Head Teacher has responsibility for organising classes in line with Council policy and these are subject to annual review. There are currently 19 classes, 15 straight classes and 4 composite class.

Houston Primary School is built on a semi open-plan basis. We have found that teaching and learning in an open-plan school is enhanced by team teaching. By this we mean that all of the teachers working at a particular stage will work together in the interest of all pupils. This allows for effective use of teaching expertise and strengths. Although there is shared responsibility for the academic progress of every child, each teacher takes responsibility for the wellbeing of a particular group, known in school as a class or pastoral group.

Team teaching takes place throughout the school, commencing in P1 when the children have had time to settle.

Each child's progress is carefully monitored. Should either parent or teacher feel that changes are occurring or difficulties are being encountered, discussions will take place between parent, teacher and child. Extra support at home, in school, or both, may be arranged if this is considered to be appropriate. When necessary, a change of group may be recommended to ensure that the pupil continues to make the best possible progress. At all times, each pupil will be encouraged to work hard and achieve success and enjoyment in their learning.

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.

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.

Parent Interviews

These are held twice a year in November and March when parents are given a detailed account of their child's progress. Written progress reports are usually issued in May.

It is school policy to inform parents as early as possible if a child is not making satisfactory progress at an appropriate level, so that the problem can be discussed and resolved on an individual basis.

However, if you are at all concerned about any aspect of your child's progress at any time, please do not hesitate to make an appointment to discuss it with the class teacher or a promoted staff member.

Summary of the School Improvement Plan

Introduction

“Our aspiration for all children and for every young person is that they should be successful learners, confident individuals, responsible citizens and effective contributors as outlined in “Curriculum for Excellence.”

We are required by the Standards in Scotland’s Schools etc Act 2002 to prepare and publish a summary improvement plan which allows parents to see what Houston Primary School hopes to achieve in the course of the session. A copy of the full plan is available from the school upon request. The improvement Plan of Houston Primary School for 2020/2021 is based on the aims of the school, the local authority and National Priorities.

Values of Curriculum for Excellence in Houston Primary School

Wisdom, Justice, Compassion and Integrity are the words inscribed on the mace of the Scottish Parliament. These words have helped to define values for Scottish society. One of the prime purposes of education is to make our young people aware of the values on which Scottish society is based and so help them to establish their own stances on matters of social justice and personal collective responsibility. Our pupils therefore need to learn about and develop these values.

OUR VISION, VALUES AND AIMS

Our vision is to ensure that all children entrusted to our care are nurtured, valued, respected and supported to reach their full potential enabling them to have the skills and confidence to succeed in today’s society. We believe it important to work together with all stakeholders to ensure the highest quality of education for our pupils is achieved.

Our aims at Houston Primary & Early Learning and Childcare Class are:

- Provide children with the learning opportunities and experiences to become successful learners, confident individuals, responsible citizens and effective contributors, resulting in high standards of attainment and achievement.
- Provide a curriculum which is designed to promote challenge, enjoyment, breadth and depth, progression, relevance, coherence, personalisation and choice for all pupils based on National and Local Authority guidance.
- Foster high quality leadership at all levels ensuring a culture where all feel able to exercise initiative and lead learning within effective teams.
- Promote close partnerships between home, school and our local community, ensuring that their unique contributions provide enriching experiences for all learners.
- Provide a welcoming ethos within the school which celebrates achievement and encourages creativity and innovation whilst promoting equity and excellence for all.
- Provide high quality resources to support a high standard of teaching and learning.

Our school values have recently been reviewed by pupils, parents and staff. Our values are:

FRIENDSHIP HONESTY RESPECT SUCCESS

Improvement Objectives

- All staff continue to undertake training in School Improvement priorities. A further six teachers trained in SEAL (Stages Early Arithmetic Learning) Maths approach and three staff participated in Winning Scotland professional learning modules.
- All teaching staff implemented the new RSHPE training as per the agreement reached collegiately to our whole school approach.
- All staff further engaged in Mindstretchers Talking & Thinking Floorbook Training (May '21). This approach promotes pupil voice, leadership of learning, together with a fresh approach to planning and documenting children's learning.
- All staff have positively embraced a rapid upskilling in Digital Learning required by lockdown. GLOW, the Google Suite and Teams has been used effectively throughout the period. Further training on more advance skills and tools took place in October and May In-Service, in an effort to continue to enhance staff competences and pupil's learning experiences.
- Health and Wellbeing Trackers were developed and used across the school this session. These are now digitalised for P4-7 and allow for easy access to the data. This captured the pupil voice in relation to their wellbeing and, together with the Class Teachers' views, informed termly tracking.
- Almost all children using IDL to support literacy and numeracy challenges have demonstrated improvement. (PEF)
- Termly GIRFEC/attainment meetings are held where members of the Senior Management Team meet with each stage to discuss pupil progress using the wellbeing indicators as a structure for professional dialogue. Tracking procedures have been reviewed considering benchmarks and professional conversations, and a greater focus is placed on our most vulnerable and disadvantaged children, not necessarily Scottish Index Mass Deprivation (SIMD) 1-3.

OUR NEXT STEPS – PRIORITIES FOR 2021-22

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

- Develop a curriculum which is aligned with CfE in the COVID 19 recovery phase, while ensuring a strong focus on Literacy, Numeracy and HWB.
- Further embed Numeracy developments - (SEAL) Stages of Arithmetical Learning and CPAL (Concrete, Pictorial and Visual Learning).
- Review our approach to teaching Spelling and implement changes to our practise.
- Continue to develop our nurturing ethos through participation in the Renfrewshire Nurturing Relationships Approach (RNRA) together with use of their 'Build Back Better' resources.
- Continue to embed consistency in sharing of learning intentions and success criteria, including involving children in the construction of success criteria, where appropriate.
- Further develop use of the Talking & Thinking Floorbooks approach.
- Pupil Voice –review implementation and impact of the pupil friendly, wellbeing focused bi-annual survey.

- Digital Learning – review and build upon pupil and staff learning during lockdown.
- Extend pupil/staff and engage parents in learning and work on Growth Mindset.
- Achieve Gold Sports Scotland Award, and 8th Green Flag.

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.

Houston Primary School is an associated primary school of Gryffe High School.

Head Teacher Mr Kevin Christie. Telephone: 0300 300 1323

To make the transfer to a much larger school more enjoyable, pupils in Primary 7 are invited throughout the session to participate in after-hours activities – particularly netball and basketball – in Gryffe High School. This familiarises them with the layout of the building and enables them to get to know members of the secondary staff whom they would not normally meet until actual transfer.

Throughout the final year of Primary School, staff from Gryffe High regularly visit and teach in the P7 classroom. The cluster have developed an extensive transition programme which allows many subjects in Gryffe the opportunity to work with the P7 pupils.

During June, Primary 7 pupils and their teachers visit Gryffe High School to sample the timetable for three days, with a fourth day assigned to a special event. The children are introduced to their Guidance Teacher and go on to follow a timetable which allows them to have a taste of the many secondary subjects. A reciprocal visit to the Primary School is

made by Guidance Staff who discuss with the children items of interest such as details of uniform. At this time the children are encouraged to ask about the secondary and their response is usually enthusiastic and keen.

Parents also have the opportunity to visit Gryffe High School for a Parents' Evening in June, before the transfer stage.

Liaison groups, involving staff from Gryffe High School and Houston Primary, have been set up across a number of subject areas in order to plan a continuity of educational provision for the pupils as they move from Primary 7 to Secondary 1. As a consequence, Gryffe High School is able to build on and progress the knowledge and skills acquired in Primary School.

Current restrictions due to the COVID-19 pandemic will restrict the usual transition activities somewhat. Every effort will be made to ensure the children have the opportunity to prepare for high school in a safe and secure way.

EL&CC of Houston Primary

EL&CC Provision

The school's nursery class provides morning, afternoon term time and 2.5 day places for children aged 3 - 5 years.

Children are eligible for entry to the EL&CC from the term after their third birthday. Application forms for a nursery place are available from the school office and should be returned there on completion. Parents may register an application for their child from the age of 2 years. More information on registration and provision can be found here on the Renfrewshire Council website:

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

Admission to EL&CC

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

The Head Teacher is a chair of the local admissions panel which is made up of nearby EL&CC classes and partnership nurseries. 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.

Transfer from EL&CC to Primary

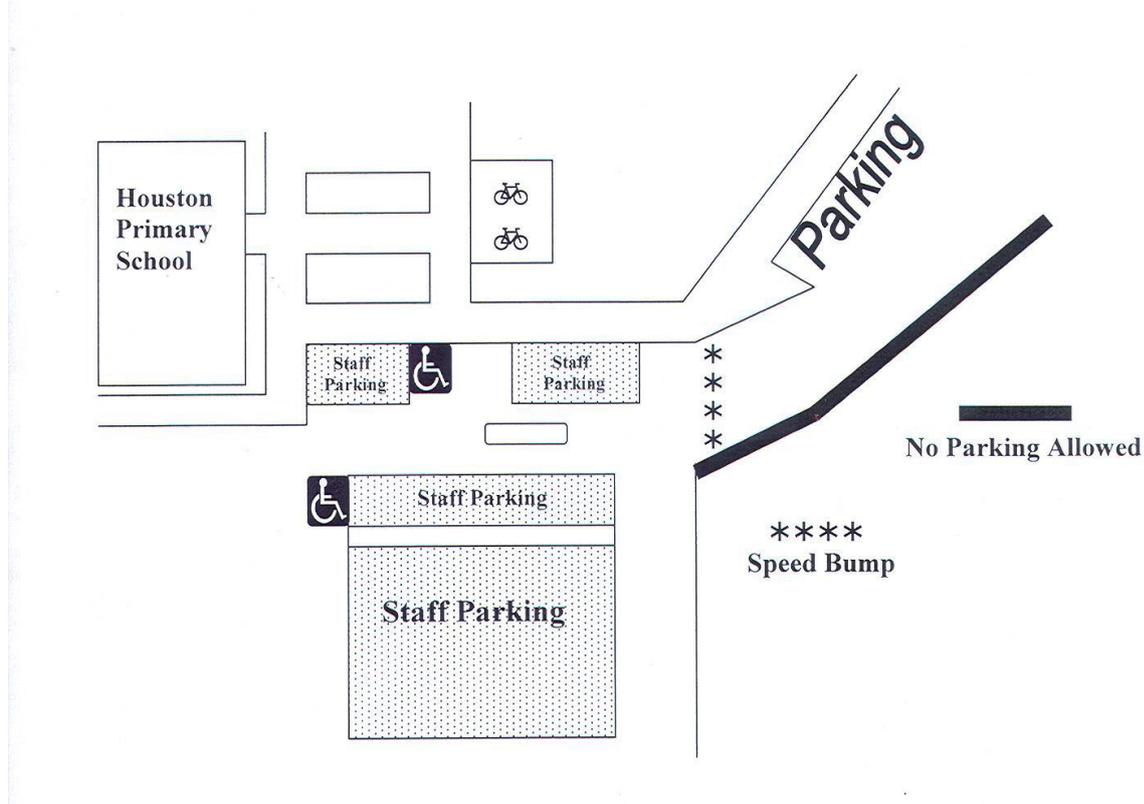
Before leaving EL&CC, a transfer of information record for each child will be prepared by staff to ensure a smooth transition and continuity of education for the child transferring to primary.

Car Parking

Dedicated parking spaces have been created to ease access for people with disabilities. Please do not use these spaces without authorisation.

In the interests of the children's safety, parents are asked to drop off and collect pupils before the speed bump, NOT in the school car park. The official parking area is for staff cars, and we ask you to make sure that your child walks round the recommended route and not across the car parking area. No parents should park in an area which requires them to reverse out and no one should stop in the roundabout area.

Please be considerate of our neighbours who live in nearby streets. Parents on foot may access the school from the back of the building.



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.

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

Houston Primary places great value on good attendance. Attendance statistics are monitored on a monthly basis.

If a child is absent from school, parents are required to phone or email the school office by **9:30am** on the first day. If no telephone call or email is received, parents will automatically receive a text message asking them to phone the school immediately. If an absence is planned, please inform the Head Teacher in writing. If a child requires to depart early for any reason, the school office must be notified in advance. No child will be permitted to leave early unless collected by an authorised adult. If, at the end of the school day, for any reason, a child is not collected at his/her usual meeting place, he/she must return to the building and report to the office immediately. Please ensure that your child understands this arrangement.

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.

Anti-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.

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. Our school also has its own anti-bullying policy which sets out our local approach to tackling bullying. More information about our anti-bullying policy can be found here on the school's website:
<https://www.houstonprimaryschool.com/policies.html>

You can also request a copy of the Council's policy from the school office or access online at <http://www.renfrewshire.gov.uk/article/3469/Anti-bullying>

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

The school has good dining facilities with a large dining hall and modern kitchens where a wide selection of meals is prepared. Under current restrictions, P1-3 pupils only, eat in the lunch hall. P4-7 children eat in their classroom.

A cashless catering system operates which enables parents to pay in advance using the new Parent Pay online service. Parent Pay should be topped up regularly. There are three meal options for the children to choose from each day (£2.25).

Children who bring a packed lunch from home eat these in the dining room. During good Weather (April-September) children may choose to eat lunch outside or on the picnic benches in the playground areas. Children are discouraged from bringing glass bottles or glass containers for safety reasons. We ask that children do not bring foods which contain nuts as we have a number of pupils with serious nut allergies i.e. Nutella, Peanut Butter.

Prospective Primary 1 children are given the opportunity to have a school lunch prior to starting school. This helps the children to get to know the system and helps build confidence. Any parent who wishes to sample a school lunch is welcome to contact the school on 0300 300 0159.

Children of parents receiving income support or income based job seekers allowance and in some cases child tax credit, 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: www.renfrewshire.gov.uk

All schools in Renfrewshire offer a nutritionally balanced, healthy meal for your child each school day. Many studies have shown a strong link between a healthy diet and concentration.

The Renfrewshire Council school meals website provides details of these daily choices. The

website also offers delicious recipes of some of the pupil's favourites, and provides information on upcoming events and theme days.

Since January 2015, children in Primary 1 to 3 across Renfrewshire have the option of receiving a FREE school meal every day. From August 2021, free school meals will be extended to all P4 pupils and P5 from January 2022. Parents do not have to do anything to claim this, pupils in the appropriate age group will have automatic entitlement. Children of parents receiving certain benefits, are entitled to a free midday meal. Information and application forms for free school meals are available from schools, registration offices, customer service centres or may be downloaded from the council's website: <http://www.renfrewshire.gov.uk/article/2303/School-meals>

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

School Transport

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

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

Pick-Up Points

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

It is the parent's responsibility to make sure that their child arrives at the pick-up point on time and behaves in a safe and acceptable manner while boarding, travelling 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) or appointed person. If a pupil takes ill or has an accident at school which requires that they be sent home or for treatment, the school will provide first aid and contact parents. It is very important that the school has 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. The minister/priest assists with the Christianity element of Religious and Moral Education and provides opportunities for religious observance. Parents have the right to withdraw their child from religious observance and should inform the school in writing.

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

Behaviour and Discipline

Behaviour management is the responsibility of parents, teaching and support staff and children alike. A positive approach is encouraged both at home and at school if children are to develop into responsible, well-adjusted adults. At school an ethos where there is a clear philosophy and well defined parameters of behaviour understood by all is the means of promoting an atmosphere conducive to learning and teaching and the safety and wellbeing of pupils and staff.

- A high standard of behaviour is expected at all times whether in classrooms/open areas, dining hall, and playground or on organised out-of-school trips, or extracurricular activities.
- School Values, which set out in simple terms appropriate standards of behaviour are shared with all pupils. These rules are displayed in every class and at various points throughout the school and are regularly reinforced.
- All staff have a particular responsibility to set a good example and to help children in the school adhere to the School Values.
- We hope parents will support the work of the school by:

- ❖ encouraging their child to have a positive attitude towards education and a respect for those in authority
- ❖ expecting a high standard of behaviour, both in and out of school
- ❖ expecting a high standard of behaviour, both in and out of school
- ❖ co-operating with the school when there are behaviour problems
- ❖ ensuring their child/ren is/are punctual and regular attender/s
- ❖ checking and signing homework

Wet Weather Arrangements

During inclement weather, children remain in classrooms during morning and lunchtime breaks. They are supervised by support staff and Primary 7 monitors.

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.

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

Education (Additional Support for Learning) (Scotland) Act 2009

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.

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.

Pupils are normally given homework at every stage in the school. Work at home is encouraged for the following reasons:

- it increases children's independent learning
- it allows parents to work with their child
- It allows parents to see what work is being done in school

Pupils are given work which will help reinforce skills already taught. Homework should not take more than 15–30 minutes to complete and children should be stopped from working if they appear to be experiencing difficulty with it. A note to this effect in the homework jotter would alert teachers to any problems. Work given includes reading, spelling, maths, written language work or, for the upper school pupils, some research work for a topic. It would be appreciated if parents would supervise the neatness and legibility of written homework and sign the page to show that they have checked over the work done.

At the start of each session 'Meet the Teacher' afternoons are organised for every stage in the school and homework is discussed. This will currently take the form of an online SWAY presentation.

Weekly homework tasks and announcements are communicated through Google Classroom.

If at any time you have a difficulty regarding your child's homework, please do not hesitate to contact the class teacher. Please remember that homework should be a shared and enjoyable activity.

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

A wide range of extra-curricular activities is on offer for our children thanks to our staff, parents and community volunteers who give their talents and time. We are very grateful for their generosity.

A timetable of extra –curricular sporting opportunities’ is published on a termly basis. This is organised and run by Active Schools. Our Active Schools Co-ordinator is Scott Graham and he can be contacted using the details below.

- scott.graham@renfrewshire.gov.uk
- <https://ri-houston.class4kids.co.uk>

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

Mrs Nicki Barrett is the Chairperson of Houston Primary School Council and she is supported by an enthusiastic team.

Houston Primary School Council comprises a group of parents, staff and community members who work together to promote and support the life of our school and ELCC and we would encourage parents to become involved in this very important group.

Our ELCC class and every stage in the school are represented by at least one parent at meetings. The Head Teacher, Senior Management Team and staff representatives also attend the School Council meetings.

Matters of general interest are discussed and the Head Teacher provides the group with a report and an opportunity to seek clarification or ask questions about school activities.

The School Council hears reports from its various sub-committees, namely:

- School Bookshop Committee
- School Uniform Committee
- School Events Committee

The School Council meets at the start of each term and the various sub-committees meet as often as required.

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

The Pupil Council consists of a representative group of children who meet with the Senior Management Team to discuss important issues. The stage representatives visit each class in the school and ask the pupils if they have any issues which they would like the Pupil Council to discuss or if they have any suggestions to improve any aspect of school life.

The Pupil Council has achieved many things including organising charity fundraising events, managing pupil talent shows and successfully gaining funding from the School Council to purchase playground games and resources specially chosen by them. The Pupil Council are invited to lead assemblies. They also embark on fundraising efforts.

The Pupil Council display minutes of their meetings on the school website to keep everyone informed of their work.

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.

Lets for schools should not be sought where the group wishes to apply for a licence.

To apply to use school facilities, contact the Community Facilities Section at Johnstone Town Hall. 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 Cotton Street Paisley PA1 1LE	Email csdirector@renfrewshire.gov.uk Phone: 0141 618 6839
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Homelink Service

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

Senior Home Link Workers

Email
morag.mcguire@renfrewshire.gov.uk
pamela.mckechan@renfrewshire.gov.uk
Phone: 0300 300 1415

Community Learning & Development

Community Facilities Section	Renfrewshire Leisure 3 rd Floor Renfrewshire House Cotton Street Paisley PA1 1LE	Email comfac.els@renfrewshire.gov.uk Phone: 0300 300 1430
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Adult Learning Services	West Johnstone Shared Campus Beith Road Johnstone	Email als.els@renfrewshire.gov.uk Phone: 01505 382863
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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: cshdatapolicy@renfrewshire.gov.uk