Dear Reader,

Headteacher's Introduction

Welcome to the latest edition of our school handbook. St. Bridget's Primary School is a denominational primary school situated in the town of Kilbirnie in North Ayrshire. The primary school roll as of December 2016 was 185. The Early Years Class (the Nursery) has capacity for forty children in the morning and the afternoon.

The school operates a nine-class structure, see details on page 16, and is led by a management team of the headteacher, the deputy headteacher and one principal teacher.

Further details can be found on pages 4 and 5.

The school staff community includes two clerical staff, a very supportive team of classroom assistants, a support for learning teacher and many others.

The pupil voice is very much encouraged in St. Bridget's Primary and under the umbrella term SPEECH (Students Promoting Ethos, Equality, Citizenship and Harmony) we have a very active network of pupil-led committees, councils and groups.

Our Parent Council is in an immensely supportive and active group. Their coordination of pupil activities, parental involvement and fundraising is enthusiastic and contributes greatly to the strength of the St. Bridget's community.

St. Bridget's Primary School is very proud and appreciative of our close links with Father Mark Kelly and the whole community of St. Brigid's R.C. Church. Father Mark is a regular visitor to the school to support our curriculum and to provide pastoral care as well as leading us in worship.

Our website is updated on a regular basis and this handbook can be downloaded from the site. Please do not hesitate to contact the school at any time should you need any further information, advice or assistance.

My best wishes,

Dennis Hopkins

Headteacher

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My best wishes,

Dennis Hopkins

Headteacher
St. Bridget's Primary School and Early Years Class

Hagthorn Avenue
Kilbirnie
Ayrshire
KA25 6EJ

Tel: 01505 683 293
Fax: 01505 683 293

email: stbridgets@eas.northayrshireschools.co.uk

website: www.bridgets.northayrshireschools.co.uk

Twitter: @BridgetPrimary

See us on a map here
Directions here
St. Bridget's Primary School

Staff

Dennis Hopkins - Headteacher
Michael Coyle - Deputy Headteacher
Steven Mitchell - Principal Teacher and P6/5 Class Teacher
Leigh McBlain - Primary 7 Class Teacher
Emma Hodge - Primary 5 Class Teacher
Jean Booth - Senior Classroom Assistant
Shelia Bingham - Classroom Assistant
Evelyn Moodie - Sunshie Class Practitioner
Amanda Waddell - Sunshie Class Practitioner
Nicole Davison - Early Years Practitioner (Modern Apprentice)
Frances White - Early Years Practitioner
Alison Skivington - Early Years Practitioner
Sarah Tavener - Lead Practitioner (Early Years)
Jennifer Cleeland - NCET Cover
Kathleen Wilson - Primary 1W Class Teacher
Cecilia Walsh - Primary 1C Class Teacher
Stephanie Mcguire - Primary 2 Class Teacher (NQT)
Louise McKie - Primary 3 Class Teacher
Lorraine McGuinness - Primary 3 Class Teacher
Alison Buchanan - Support for Learning (0.6)
Laurie Cameron - Primary 4 Class Teacher
Jean Booth - Sunshie Class Teacher
Emma Hodge - Primary 5 Class Teacher
Leigh McBlain - Primary 7 Class Teacher
Steven Mcgill - Principal Teacher and P6/5 Class Teacher
Michael Coyie - Deputy Headteacher
Dennis Hopkins - Headteacher
Primacy School

Visiting Staff

Caroline Amos - Head of Service, Schools
Philip Gosnay - NAC Area Manager
Father Mark Kelly - School Chaplain
Claire Hodgart - Area Inclusion Worker
Brian Kerr - Instrumental Tutor
Linda McIlvain - School Nurse
Katherine Vezza - Educational Psychologist
Alison Ashe - Healthy Start Breakfast Club

Associated Secondary Contacts

Lisa Cundine - Dental Team
Jane Cuthbert - Lunchtime Supervisor
Martin Russell

Tony Ross - Depute Head, St. Matthew’s Academy
Stephan Collignon - Headteacher, St. Matthew’s Academy

(Primary/Secondary Liaison)

Stephen Collignon - Headteacher, St. Matthew’s Academy

Caroline Amos - Head of Service: Schools
The School Year - 2016/17

3pm - school closes
12.30 - 1.15pm - Lunchtime
10.45 - 11am - Interval
9am - start of school day

In-service Days

Friday 26 May 2017
Thursday 14 February 2017
Monday 17 October 2016
Monday 19 September 2016
Monday 15 August 2016

Local School Holidays

Monday 29 May 2017
Monday 1 May 2017
Monday 13 February 2017
Friday 10 February 2017
Monday 14 November 2016
Friday 11 November 2016

First Term
Close Wednesday June 28th
Starts Tuesday April 18th

Second Term
Close Friday March 31st
Starts Monday January 9th

Third Term
Close Friday December 23rd
Starts Tuesday October 18th (for pupils)

Fourth Term
Close Friday October 7th
Starts Thursday August 16th (for pupils)

Full details of 2016/17 holidays can be found here.

The School Day
Our Overall Aim

What We Want to Achieve

John Butcher
Executive Director

North Ayrshire Council
The mission of St. Bridget's Primary School is to develop as a community of faith and to promote the highest quality education, and offering formation through the promotion of Gospel values, through celebration and worship, and through service to the common good.

Our school chaplain is Father Mark Kelly from St. Bridget's Parish in Kilbirnie. He attends a commitment to support the continuing professional and spiritual development of staff.

- A commitment to promote respect for different beliefs and cultures and for inter-faith dialogue.
- A commitment to communal action and the unity of Christians.
- A commitment to to the promotion of Gospel values, through celebration and worship, and through service to the common good.
- A commitment to the search for wisdom in life and to the pursuit of excellence, through the development of each person's unique God-given talents.
- A commitment to uphold the moral teaching, faith teaching and sacramental life of the Catholic Church.
- A commitment to the spiritual formation of the school community, through the shared experience of prayer and liturgy, and in partnership with local parishes.
- A commitment to the spiritual formation of the each person's unique God-given talents.
- In the image of God.
- An inclusive ethos which aims to honour the life, dignity and voice of each person, made in the image of God.
- A commitment to the integral education and formation of the whole person, in close partnership with parents as the first educators of their children.
- A commitment to the continuing professional and spiritual development of staff.

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of our school and Party Years Class.

In our School we have adopted a uniform, which is worn by all of our pupils without exception. Circumstances, for reasons of safety, decency or discipline, conform to the chosen dress code. Some types of clothing will not be allowed at school in any circumstances. The Council will support schools in ensuring that pupils are dressed appropriately. The Council believes that establishing a school dress code has many benefits. These include

1. Encourages a school dress code
2. Establishes a uniform
3. Establishes a discipline
4. Encourages a sense of community

In St. Bridget's School our uniform consists of a sweatshirt (round or v-necked or hooded) on

Further information and application call 0124941000.

Parents receiving Income Support, Income Related Job Seeker's Allowance, any Income

FOOTWEAR AND CLOTHING GRANTS

The authority does not carry insurance to cover the loss of such items.

Parents should note that items of clothing or personal belongings are NOT provided to school. They are the responsibility of the child.

It is appreciated that parents and pupils are distressed over the occasional loss of pupil's clothing.

Case of loss.

All items of clothing should be clearly labelled with the child's name in

The Council will support schools taking disciplinary procedures against

- Clothes which encourage the use of alcohol or tobacco
- Clothes which are offensive or indecent
- Clothes which may promote other pupils
- Clothes which may damage the school building
- Clothes which are a breach of safety rules

Types of clothing which will not be allowed include:

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SCHOOL DRESS CODE
Mobile Phones

Mobile phones which cause disruption will be retained by the HT until uplifted by a parent/carer.

Any emergency contact throughout the day can be made via the school office.

While the benefits of mobile phones are recognised, they can be a serious distraction.

Mobile Phones

Mobile phones which cause disruption can be a distraction and we do like to work right up until 3pm. Please stay away from school windows and doors at this time.

Parents can walk their children to the school playground in the morning but please stay away from windows and doors at this time as your external school gate is opened to allow parents to drop off children up until 8.45am.

The school external doors are locked at all times before 8.45am and all day until 3pm. Pups must only be brought to school after-school for purposes.

Parents/carers.

Any emergency contact throughout the day can be made via the school office.

The school external gates are locked at all times.

The school has introduced procedures to ensure the safety and security of children and staff when attending or working in a school.

School Security

Further information will be added to discuss the situation with the Headteacher. See page 23 for our concerns. In respect of this, parents of pupils displaying such behaviour will be contacted by the Headteacher. We believe parents should also be aware of this policy.

In ensuring school discipline, St. Bridget’s School actively promote a restorative policy which is designed to encourage positive behaviour.

Positive Relationships
These are the various pieces of legislation that support the right to inclusion and help define the education system. They include:

- **The Education (Additional Support for Learning) (Scotland) Act 2000**
- **The Education Act 1989**
- **The Physical Building and Grounds**
- **The Physical Education**
- **The Physical Health and Safety**

Access to education is not just about providing the same experiences for all. It is about creating a safe and inclusive environment where every child can develop their full potential. The North Ayrshire Council has implemented a policy that ensures all children receive an update on child protection policies, safeguarding, and procedures.

The HT is the Child Protection Co-ordinator and is the main point of contact for staff and external agencies. Child protection policies are developed in consultation with the school and all key partners in the community.

Through the integration of children's services and community health partnerships, the council ensures that all children are protected and supported. The Scottish Children's Reporter has a significant role in ensuring that all children are protected and supported. The service will work in partnership with other agencies to provide the best possible outcomes for children.

The Education and Youth Development Directorate has a fundamental role in ensuring that all children receive a high-quality education. The council works closely with other agencies to provide the best possible outcomes for children and young people.
ADDITIONAL SUPPORT FOR LEARNING

ADDITIONAL SUPPORT FOR LEARNING ACT

The Additional Support for Learning Act.

Summary of the main provisions of the Act

The Additional Support for Learning Act

Important: a sensory impairment or communication difficulty.

ADDITIONAL SUPPORT FOR LEARNING
Our school has a system of staged intervention for identifying, assessing, monitoring and reviewing the ongoing progress of all children and young people. As part of this wider system, we have a link educational psychologist - Catherine Vezza.

Further Support

The following organisations are able to provide advice, further information and support to parents of children and young people with ASN:

- Enquire: Scottish Advice and Information Service for Additional Support for Learning
  - Website: http://enquire.org.uk/
  - Helpline: 0845 123 2303
  - Email: info@enquire.org.uk
- Scottish Child Law Centre
  - Website: http://www.scic.org.uk/
  - Telephone: 0131 667 6333
  - Email: enquiries@scic.org.uk

Dispute Resolution Procedures

You may feel that things are not being done properly to support your child. If you feel like this then the Council has a range of ways to work with you to resolve any issues. You can ask at any time for a copy of the booklet called 'Resolving Disagreements'. This booklet will give you ways to make sure your concerns are listened to and addressed.

Data Protection

The school and the educational psychology service are required to keep records which are, of course, available to you. These records are strictly confidential however both schools and educational psychologists are subject to inspection by HMI who may look at confidential files in order to make sure children and families are getting the best possible service.

Where a child or young person has additional support needs, extra planning is required every time there is a move to a new class, new school or college. How far ahead this transition planning needs to start at least one year before the date of the planned move.

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When concerns arise about a particular pupil, the school takes action to address these concerns. If the concerns continue, despite the implementation of appropriate strategies, the school may have an informal discussion with the educational psychologist to ask for general advice and or involving the educational psychologist can be arranged. This may be one off consultation, or may lead to longer term involvement. If the work is longer term, the exact involvement of the educational psychologist will be discussed with you. Through this process the educational psychologist will remain involved while there is a specific role for them within the collaborative process. Find out more: http://www.northayr-edpsychs.co.uk/
For every child

GETTING IT RIGHT FOR EVERY CHILD

www.girfecna.co.uk

Child in North Ayrshire

Getting it right for every child.

For more information on abuse, neglect of harm

And above all, to be

Learn

We need to do all we can to ensure that children are

informed about their rights.

Responsible – Taking an active role within the school

Responsive – To be given a voice and involved in the decisions that affect their wellbeing.

Achieve – Offering opportunities to take part in a wide range of activities.

Nurturing – Having a nurturing and stimulating place to learn.

Achieving – Receiving support and guidance in their learning.

Healthy – Experiencing the highest standards of physical and mental health, and supported

in making healthy choices.

The school will always seek to involve you, to listen to your opinions and take them seriously.

Getting it Right for Every Child (GIRFEC) is an approach from the

Scottish Government that sets out how schools and other services should work with children.

Getting it Right for Every Child (GIRFEC) in an approach from the

St Bridget's Primary School

Year Class 7B

GIRFEC
break monitors are on duty in every class under the supervision of school staff. They stay indoors at intervals and/or lunchtimes. When this happens senior pupils wet or less than premonitory weather. On occasions of poor weather the pupils may suffer weather.

ST. BRIDGERS PRIMARY IS IN KILBIRNIE AND FOR THAT REASON WE OFTEN SUFFER WEATHER

WET PLAY SUPERVISION

assistants and school junior in the playground in a "buddying" capacity.

An adult presence is provided in playgrounds at break times in difference to the schools (safety)

PLAYGROUND SUPERVISION

In our school playgrounds all pupils must be supervised by at least one adult during the interval or lunchtimes. If there are

the interests of safety. The Local authority means the terms of the legal requirements that pupils

with their own playground. Parents should encourage their children to follow these rules in

interests. Primary pupils should only leave at lunchtimes when they are going home for lunch. It is the policy of North Ayrshire Council that pupils should not leave school grounds at

care of pupils' safety during intervals and lunchtimes. The same care of pupils as a sensible parent would take, and include taking responsible

the same care of pupils is sensible. The head should

schools have a duty to look after the welfare of their pupils. This means that the head should

CHILDREN LEAVING SCHOOL

SCHOOL PREMISES AT BREAKS

School Cafeteria operate a snack shop at intervals. All items sold are provided

by our catering team and directions meet the criteria of the Food and Nutrition Act. This is a non-

income support will be entitled to free milk.

Any pupil whose parents receive Job Seekers' Allowance or

is entitled to a free school meal, which includes milk. Other than P1 pupils

are entitled to a free midday meal and free milk. Parents and Carers should

contact 01294 310000 for further information. Please note that ALL pupils in

children of primary reception who seek school meals are entitled

children who require them on medical grounds. Children who bring packed

children of primary reception on medical grounds. Children who bring packed

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children of primary reception on medical grounds. Children who bring packed

traditional main courses. Vegetarian dishes, salads, hot snacks, home

A cash cafeteria providing a variety of meals is available at lunch time.

SCHOOL MEALS AND SNACK
At present in St. Bridgets our class structure is P1, P1W, P2, P3 (double class), P4, P5, P6, P7.

Information may be obtained in "Composite Class - A Guide for Parents" available in school.

In a composite class, the maximum number of pupils is 25. Pupils are grouped together to form a composite class, regardless of whether or not they are in a composite or single year group class.

Parental guidance on the curriculum indicates that pupils should progress through learning experiences tailored to their own needs and abilities. This means that pupils in all classes may change as pupils move from one school year to the next.

This may also change as pupils move from one school year to the next. Year groups are formed together. This may also change as pupils move from one school year to the next.

The numbers of pupils in each year group will vary. This means that Headteachers are required to organise classes to make best use of available staff, resources and space to the benefit of all pupils.

The term "primary" is defined as a group of pupils comprising primary education at a common date.

Primary schools educate pupils at seven broad year stages, Primary 1 to Primary 7. A year group is defined as a group of pupils within a single year stage.

CLASS STRUCTURE

Within or by telephone, with the Headteacher.

Parents who are seeking a place in the school for their child at any stage can arrange a visit.

Parents wishing to enrol their child in the early years class should contact the school to make arrangements.

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Parents should contact the School Office for information about appropriate procedures and to arrange a visit.

Parents of pupils who have moved to the area or who wish their child to transfer to the school should contact the School Office for information about appropriate procedures and to arrange a visit. The date for registration of school beginners is advertised in the local press and is normally in January each year. Pupils will be registered in the school for their year group and are normally allocated a place in the school. Pupils will normally be admitted to the school for their year group.

REGISTRATION AND ENROLMENT
made for their child, and have responsibility to update us with contact numbers.

If a child is absent, we must be informed in writing and details of the arrangement to be made for the child to return to school. If a child is likely to have an prolonged absence then the school should be informed accordingly.

The school is required to investigate unexplained absence and the authority is not satisfied that a child's absence is unauthorised, a duty is imposed to establish the reason and anticipated duration of absence.

Attendance breaks shown, each morning and afternoon of each school day.

ABSENCE

Informations in Emergencies

Regular monitoring of attendance takes place and if this is deemed unsatisfactory, parents will be contacted.

Separate possible attendance record of the school in the image shown, each morning and afternoon of each school day. Being a

Attendance/absence data.

Given, children will not be released from school unless collected by a responsible adult.

Children are penalised if necessary:

If a child is absent, notify the parent(s) to report the whereabouts of the child to the school, and if no explanation is given, the absence will be regarded as unauthorised. The school is required to investigate unexplained absence and the authority is not satisfied that a child's absence is unauthorised, a duty is imposed to establish the reason and anticipated duration of absence.

Every effort should be made to avoid family holidays during term time as this may disrupt the child's education and reduce learning time. Parents should inform the school by letter of the child's extended absence, stating the absence and its anticipated duration.

Parents are asked to inform the school by letter or telephone if your child is to be absent, if there are

Excused

Excused from school is recorded in the school register as authorised, unauthorised or temporary

Attendance

Attendance and Absence

Attendance is recorded twice a day, all attendance based on the attendance register.

Emergency contacts must be known by all staff and have a duty to pass this information on to the appropriate authorities immediately.
Parents will be informed of the details of the visits when applicable.

Inform the child of the details of the visits which focuses on progression for pupils. Parents will be
liaised to ensure a smooth transition which focuses on a pupil’s profile of achievements when they return. Liaise with the secondary school to ensure a smooth transition which focuses on progressions for pupils.

The majority of pupils from St. Bridget’s Primary School are normally transferred between the ages of 11½ and 12½, so that they will have the opportunity to complete at least 4 years of secondary education. Parents will be notified of this progressions in the majority of pupils from St. Bridget’s Primary School.

Parents are encouraged to attend, Vision and Hearing tests, and dental health care tests.

During their time in P7, pupils are taken to their chosen Academy, their secondary colleagues have worked together to create a Pupil Profile which focuses on progression for pupils.

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During P7, their time in P7, pupils are taken to their chosen Academy, their secondary colleagues have worked together to create a Pupil Profile which focuses on progression for pupils.
The Scottish Parliament has passed a law called the Scottish Schools (Parental Involvement) Act 2006 to encourage and support more parents to become involved in their child’s education.

The main aims of the Act are to:
- help parents become more involved with their child’s education and learning.
- welcome parents as active participants in the life of the school.
- provide easier ways for parents to express their views and wishes.

The objectives of the Parent Council are:
- work in partnership with staff to create a welcoming school which is inclusive for all parents.
- to develop and engage in activities which support the education and welfare of pupils.
- to be involved in the recruitment process for appointing the Headteacher and Depute Headteacher of the school.
- to promote partnership between the school, its pupils and all its parents.
- to identify and represent the views of parents on the education provided by the school and other matters affecting the education and welfare of pupils.
- to welcome parents as active participants in the life of the school.

St. Bridget’s has a very active and highly supportive Parent Council and the full group are displayed on the wall in our main corridor. The present chairpersons are Leon Hey and Laura Hutchison. They can be contacted via the school by letter or email.

Any parent or carer of a child at the school can volunteer to be a member of the Parent Council. The Headteacher is the professional adviser to the Parent Council and has a right to attend and speak at Parent Council or Parent Forum meetings.

For more information on the Parental Involvement Act or to find out about parents as partners in their children’s learning, please contact the school or North Ayrshire Council Educational Services or visit the Parentzone website on www.educationscotland.gov.uk/parentzone/index.asp.

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- help parents become more involved with their child’s education and learning.
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- provide easier ways for parents to express their views and wishes.

To help achieve these aims, all parents are automatically members of the Parent Forum at their child’s school and are entitled to have a say in selecting the Parent Council (the representative body) to work on behalf of all parents at the school.
Parents are invited, informally or by letter, at least twice a year to visit their children’s work and discuss progress with the teacher and members of the Senior Management Team.

Parents are welcome to contact the school at any time to arrange an appointment to discuss any matter with the class teacher, DHT or Headteacher. New families are welcome to contact the school in order to view their children’s work and discuss progress with the teacher and parents are invited, informally or by letter, at least twice a year to visit.

Parental Involvement

We have an allowance within our community allowances at GVA and
our EYC visits a local dementia care centre Annual Care on a weekly basis.

Parents are invited, informally or by letter, at least twice a year to visit the school in order to view their children’s work and discuss progress with the teacher and members of the Senior Management Team.

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Local Community

Information between teachers in the school and into the secondary sector:

Children’s achievements. A copy of this report is kept on file in school for the purpose of transfer of children’s achievements. Written reports are made to parents normally in June and will contain information regarding their child’s attainment. Reports to Parents

Parent helpers and community members are also involved in classroom activities, library times

school and request a suitable visiting time at any point throughout the session.

Parents are welcome to contact the school at any time to arrange an appointment to discuss any

parents are invited, informally or by letter, at least twice a year to visit.
You require any further information please contact the school.

Additionally information on the provision of Religious and Moral Education in ST Bridget’s

**Primary curriculum areas. Each are linked below:**

- Mathematics
- Languages
- Sciences
- Social Studies
- Arts
- Religious and Moral Education

For more information on Curriculum for Excellence click here.

Curriculum for Excellence aims to improve our children’s chances to minimise challenge, encourage and find solutions.

Curriculum for Excellence is designed to help children to understand the world and make links between knowledge in one subject area to another helping children understand the world and make links between learning. It links learning relevant and helps young people apply lessons to their life beyond the classroom. It brings real life into the classroom, making it easier to understand study, secure work and navigate life.

Curriculum for Excellence develops skills for learning, life and work, and work to help young people go on to better study, secure work and navigate life.

Curriculum for Excellence balances the importance of knowledge and skills. Every child is entitled to a broad and deep general education where every subject and skill is important. It promotes health and wellbeing – to enable subjects and the vital role everyday life. It promotes health and wellbeing – to enable subjects and the vital role everyday life. It promotes health and wellbeing – to enable subjects and the vital role everyday life.

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Curriculum for Excellence is designed to help children to understand the world and make links between knowledge in one subject area to another helping children understand the world and make links between learning. It links learning relevant and helps young people apply lessons to their life beyond the classroom. It brings real life into the classroom, making it easier to understand study, secure work and navigate life.

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EXTRA-CURRICULAR

Various activities are offered to pupils at various times throughout the year.

PRIMARYS

St. Bridget’s actively participates in local and national football tournaments and our pupils enjoy these activities.

FIELD TRIPS

Field trips are also part of our curriculum programme. During the past year, two classes have visited the eleven museums in Edinburgh as well as various other local venues.

FIELD TRIPS

Primaries 6 and 7 travelled to Belfast to visit the Titanic Exhibition.

EQUALITIES

In line with North Ayrshire Council policy, educational provision is open to all pupils, regardless of sex, age, religion, race, disability or any other potential barrier. The Equalities Act 2010 has been drawn up to tackle inequality and to prevent discrimination against people on the basis of protected characteristics. It brings together several existing laws and aims to make understanding the law simpler and easier and to eliminate racist and other discriminatory behaviours.

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Schools also have a duty to promote equality and to eliminate any other form of bullying and all reasonable measures will be taken to ensure that the curriculum is available to every child.

Application for use of school facilities can be made to the Area Community Learning and Development Office. Telephone number: 01294 465401.
In St. Bridget's we wish to create a positive atmosphere conducive to learning and to the development of each child's personal and social needs. The relationship between pupil and teacher is similar to that between a child and his/her parents, requiring reciprocal respect and consideration. Unlike home, there are approximately 260 pupils in St. Bridget's and as such, rules for safety and protection are paramount. To facilitate safety and the smooth running of the school, rules must be clearly defined and understood by staff, pupils and parents.

**Promoting Positive Relationships**

We would ask parents to acknowledge homework or any work sent home by signing it.

**Our Expectations of Parents**

A positive attitude towards all aspects of school life and learning

Orderly acceptable movements around our school

- Any visitor to our school
- All members of staff
- Our another
  
Good manners, respect and courtesy towards:

**Our Expectations of Pupils**

1. There should be an atmosphere of mutual courtesy and respect throughout the school.

2. Every member of staff is expected to follow the school behaviour management policy and to ensure that the class teacher maintains pupil behaviour.

3. recycle contributions and/or culpable individuals.

4. Whole school discipline is the responsibility of the whole school community which includes:

- Teachers
- Pupils
- Staff
- Children
- Parents.

5. Whole school discipline is the responsibility of the whole school community which includes:

- Teachers
- Pupils
- Staff
- Parents
- Children.

Our behaviour management policy will function at its best when parents work in partnership with staff.

6. Teachers and pupils must discuss, and establish a class code of conduct referred to on occasion as a `Full Value Contract.'

7. Whole school discipline should be an atmosphere of mutual courtesy and respect throughout the school.

8. In the form of a phone call, whole school discipline will advise and parents may need to be informed. This will generally be the case of minor misbehaviour or minor misbehaviour at the centre of minor misbehaviour, or minor misbehaviour in the centre of minor misbehaviour, or minor misbehaviour in the centre of minor misbehaviour.

9. In the form of a phone call, whole school discipline will advise and parents may need to be informed. This will generally be the case of minor misbehaviour or minor misbehaviour in the centre of minor misbehaviour, or minor misbehaviour in the centre of minor misbehaviour.

1. Teachers and pupils must discuss, and establish a class code of conduct referred to on occasion as a `Full Value Contract.'

2. Each teacher is responsible for maintaining a pleasant working atmosphere in the classroom.

3. Every member of staff is expected to follow the school behaviour management policy.

4. Whole school discipline is the responsibility of the whole school community which includes:

- Teachers
- Pupils
- Staff
- Parents
- Children.

5. Whole school discipline should be an atmosphere of mutual courtesy and respect throughout the school.

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The 3-18 curriculum aims to ensure that all children and young people progress, develop the attributes, knowledge and skills they will need for life, learning and work. In each subject, the children will progress through the levels at a pace appropriate to their ability. As a broad guide — all children progress at different rates — the approximate stage of schooling at which pupils can be expected to attain the various levels is as follows:

- Early Level: Early Years Class - P 1 (Secure by end of P 1)
- First Level: P2-4 (Secure by end of P 4)
- Second Level: P5-7 (Secure by end of P 7)
- Third Level: S 1+

By means of continuous assessment, the teacher knows how each pupil is progressing and when he/she is ready to move on to the next level. In order to confirm this in reading, writing and mathematics, the pupil will be assessed by class teachers on a variety of aspects. This type of summative assessment is carried out by each pupil's class teacher and the results are recorded in the pupil's record. Parents are often able to identify when a child is experiencing some difficulty. Where a parent has a concern about their child's progress, they can discuss this with the class teacher. Invitations to parents to visit the school to discuss their child's progress with the class teacher are made twice per session in October and May. These meetings include the parents, class teacher and pupil. The pupil's progress is discussed, and any additional support needs are identified. The child's progress is monitored, and the next steps to be considered are discussed. Where a child is experiencing some difficulty, additional support will be provided. Parents are encouraged to talk with their child at home to discuss their progress and learning at school. They can also contact the school if they have any concerns.

Assessment is carried out by means of continuous assessment, which includes the pupil's progress in all subjects. It is important that parents are aware of their child's progress and discuss this with the class teacher. The pupil's progress is monitored, and the next steps to be considered are discussed. Where a child is experiencing some difficulty, additional support will be provided. Parents are encouraged to talk with their child at home to discuss their progress and learning at school. They can also contact the school if they have any concerns.

Parents/careers have a very important role in helping their children to get the best out of school. They can do this by encouraging their children to work hard and make progress, by helping them to achieve their goals, and by discussing their progress with the class teacher. Pupils are assessed on a continuous basis by their class teacher, and records of their progress are maintained. Children who have additional support needs will be assessed in a way suited to their individual needs. This type of assessment is carried out by the class teacher and is recorded in the pupil's record. Parents are often able to identify when a child is experiencing some difficulty. Where a parent has a concern about their child's progress, they can discuss this with the class teacher. Invitations to parents to visit the school to discuss their child's progress with the class teacher are made twice per session in October and May. These meetings include the parents, class teacher and pupil. The pupil's progress is discussed, and any additional support needs are identified. The child's progress is monitored, and the next steps to be considered are discussed. Where a child is experiencing some difficulty, additional support will be provided. Parents are encouraged to talk with their child at home to discuss their progress and learning at school. They can also contact the school if they have any concerns.
In the early and middle stages oral reading should be practiced regularly at home whereas in the upper primary, where children are competent in the mechanics of reading, a greater emphasis may be placed on silent reading and comprehension. Reading for enjoyment should be encouraged at all stages. Spelling is also an important part of homework from P2 onwards (although some children may be asked to consolidate understanding and practice even earlier). Mathematics homework will be given to consolidate understanding and proficiency at all stages of the school.

Sampling Pupil Views

In particular, where pupils are not seeking to compromise the beliefs of any school policy on religious observance, parents should be reassured that the religious observance planned by the school is open and respectful approach and does not seek to compromise the beliefs of any pupil or their families. Under the terms of the Education (Scotland) Act 1980, parents have the right to ask for their child to be withdrawn from religious observance.

RELIGIOUS OBSERVANCE

We really appreciate the involvement of parents and are very grateful to those parents who so faithfully sign reading markers and jotters to confirm that they have overseen each piece of work. Time spent on homework should not exceed 30 minutes per evening. Family homework challenges are issued regularly. These promote whole family interaction and involve the process rather than the product.

PHOTOBOARDS

PUPIL VOICE

SPEECH (Students Promoting Excellence, Equality and Harmony) is the umbrella term for the numerous groups and committees led by the pupils. These include the Captaincy Team, the Eco Team, Junior Road Safety Officers and the Toothbrushing Team.

SPEECH (continued)
Your Data Protection Rights:

Satisfy the research purposes only:

The individual data collected by Scottish Government through the Pupil Census is used for:

- Education data within Scottish Government is managed effectively by secure systems and is
  produced National Statistics publications.

- To support Scottish Government, planning and monitoring of education services as well as
  dissemination of statistical information.

- The Scottish Government then provides analysis of the data to help schools and Local Authorities
  improve their policies.

Data Policy:

- Enhance the quality of research to improve the lives of young people in Scotland
- Improve resources better
- Better understand some of the factors which influence pupil attainment and achievement
- Plan and deliver better policies for the benefit of groups of pupils
- Plan and deliver better policies for the benefit of all pupils

Why do we need your data?

We need your data to help improve education within Scotland and to improve our education service. Scottish Government and its partners collect and use information about pupils, education is collected through our statistical surveys in partnership with:

- Scottish Government, and other authorities such as the SQA and Skills Development Scotland;

In order to make the best decisions about how to improve our education service, Scottish Government, and its partners, collect and use information about pupils, education is collected through our statistical surveys in partnership with:

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2. Improvement Plan – Priorities for Improvement in the coming session.

1. Standards and Quality Report – Outlining the main achievements of the school over the last 12 months.

On our school website you will find the following documents:

**SCHOOL POLICIES**

There is a comprehensive list of school policies available within the school if any parent wishes to request a copy. National guidelines can be found by following the link to Education Scotland: [http://www.educationscotland.gov.uk](http://www.educationscotland.gov.uk).

If you have any concerns about the ScotXed data collections you can email the Head of Schools Analysis, Mick Wilson, at mick.wilson@scotland.gsi.gov.uk or write to The ScotXed Support Office, Area 2D, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print.

**SCHOOL IMPROVEMENT**

[http://www.stbridgets.northavshireschools.co.uk](http://www.stbridgets.northavshireschools.co.uk)

For details of our current school improvement initiatives please visit our website or contact the Head of Schools Analysis, Mick Wilson.

**ST. BRIEGET’S PUPIL DATA COLLECTION & PROTECTION POLICIES**

While information provided is considered to be correct at the time of printing, it is possible that there may be some inaccuracy by the time the document reaches parents.

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It is the policy of NAC to try to encourage feedback on the education service from parents and pupils. This is part of our overall commitment to giving the best possible service and to working in partnership. We are therefore very interested in feedback of all kinds, whether it is compliments, suggestions or complaints. If you wish 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 helps us keep in touch.

There are some things which you should take note of in relation to making a complaint:

- It is helpful if complaints are made initially to the Head Teacher. This makes sure that the school knows what is going on and has an opportunity to respond and resolve the issue.
- If you are not satisfied with our response then you still have the right to take the matter further. We will respond as quickly as possible, but often issues are complex and need time to investigate. If there is helpful if complaints are made initially to the Head Teacher. This makes sure that the school knows what is going on and has an opportunity to respond and resolve the issue.

Parental Councils have an important role in developing links between the school and the wider community. It is therefore helpful if you can give some details of the issue and ask for an early appointment to discuss it.

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 home/school relationship. There will be no negative consequences arising from making a complaint and we will deal with the issue as quickly and confidentially as possible. If we have made a mistake we will apologise and do all we can to put things right.

Welcome and helps us keep in touch.

Listening and Learning