



# Abercromby Primary School Handbook

2022 - 2023





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## Interim Chief Education Officer's Foreword 2022/23

### Clackmannanshire Council Education Service

The Education Service provides a wide range of services for children, young people, families and communities and is committed to lifelong learning, giving children the best possible start in life as they progress from nursery to school and beyond.

Despite the recent difficult circumstances, living through a pandemic which caused our learning establishments to be closed for three months during session 2019/20 and further disruptions to learning in session 2020/21, our mission continues to educate, protect, support and promote the achievements, health and wellbeing of every child and young person. Much of our work is undertaken in partnership with other services, agencies, communities, children, young people and their families. Improvement and recovery will be supported by collaboration across educational establishments, services and with other regional and national partners.

With the full support of our Headteachers, Elected Members, Chief Executive, our corporate colleagues and partners, we are committed to achieving Excellence and Equity - raising attainment, tackling inequity and ensuring that high aspirations and positive outcomes are the expected norm for every child in Clackmannanshire. Health and wellbeing, safety of our pupils and staff and educational attainment continue to be at the forefront of our minds.

We are committed to ensuring that the views of our children, families, communities and partners are taken into account when planning and delivering our services. Shared ownership and awareness of the education "big goals" is key.

#### Education Service - 6 Big Goals

Children 1st; they enjoy their learning; they thrive	Learning and teaching is consistently excellent
We work as a family	Families are engaged and supported
Educators are inspired and motivated	Decisions are based on evidence and ongoing improvement is the norm



Parents and carers, who have always been the most important educators of their own children, assumed an even greater role during lockdown, supporting their children to continue learning in whatever way possible, whilst keeping them safe and well. I believe we now need to strengthen parental involvement in education and continue to provide flexible systems to enable parental engagement and representation.

I encourage you to get involved in whatever way you can, be that via Twitter, Class Dojo or other activities to help you support your child's learning. Read with your child every day! Ask them what they have learned that day and get them to show you! Look out for opportunities to learn together as a family!

We are all ambitious for our children and young people and together we can ensure the best possible future for all in Clackmannanshire.

**Cathy Quinn**  
**Interim Chief Education Officer**  
**Clackmannanshire Council**



## Welcome From The Headteacher

A very warm welcome to you and your child from everyone at Abercromby Primary School.

At Abercromby Primary School we pride ourselves on being a welcoming, vibrant and nurturing school, where staff, learners and families work in partnership and everyone is valued. Our school has developed and fosters strong school values which underpin our positive and inclusive ethos. A strong emphasis is put on celebrating success, raising attainment and on personal improvement and self-belief. Our vision 'Believe You Can Achieve' is at the heart of everything we do in Abercromby.

Our expectations are high and we aim to provide the best possible broad education for all of our learners in an active, innovative and stimulating environment, where every child is motivated and challenged to reach their full potential. Our dedicated staff team are committed to ensuring that learning is relevant, engaging and fun.

We want the very best for your child and firmly believe that education is most effective when there are strong partnerships between home and school. We invite our families to come into school to participate in Family Learning and other events throughout the year whether in person or through using digital platforms. We also encourage families and friends in the community to share their skills and expertise with our learners. We look forward to working in partnership with you to ensure that our school is at the heart of the community.

If you have any questions or concerns, the Senior Leadership Team will make every effort to be available to speak with you promptly. If you wish to meet with a class teacher, please contact them using Class Dojo. On occasion, you may have to contact the school office and an appointment can be made for you.

This handbook is designed to help your child settle into our school and to provide you with useful information about the school. I hope you will find it helpful though please contact us with any questions you may still have.

I look forward to working with you and your child during their learning journey at Abercromby Primary School.

Aileen Mellor  
Headteacher

## The School Context



Abercromby Primary School is a non-denominational school serving the catchment area to the south of Tullibody. The school is part of the Lornhill Cluster and most of our pupils transfer to Lornhill Academy at the end of Primary 7, although some pupils go on to other establishments as a matter of choice. Abercromby currently has a roll of 327 pupils.

The school is located within Tullibody South Campus and is shared with St Bernadette's Primary, Tulach Early Learning Centre and a Community Library. Tullibody South Campus was officially opened in October 2019, however the building has been occupied since August 2019. This was an exciting time for our school and local community and we have continued to make the most of all the opportunities afforded to us by working in close partnership with the other establishments in the campus and the excellent state of the art facilities.

The campus is light and airy and influenced by biophilic design. This incorporates nature in the interior and architectural design bringing the outdoors inside. There are numerous floor to ceiling windows throughout the campus which let in an abundance of light. Furniture in the campus is in keeping with this theme in its colour and design. There are currently 14 classrooms over 2 floors with flexible learning areas for each stage.

We share some of the areas in the campus with the other establishments. Children can enjoy lunch in the dining hall, with its choice of different styles of tables, including café style booths. We have a fabulous, well equipped and spacious 4 court gym hall which doubles up as an Assembly Hall and is a super space for performing and holding other events. There is also another smaller hall upstairs which is also used for PE.

We are the first campus in Scotland to have an Immersive classroom. This classroom offers a full 360 degree floor to ceiling immersive experience for a whole class. There is a vast range of interactive experiences which support all areas of our curriculum. We also have access to 3 GP rooms in the campus which are used for many different purposes.

Our experienced staff team are committed to taking the school forward on a journey of continuous improvement through critical reflection, and rigorous evaluation of our work, ensuring best practice. There is a strong commitment to professional learning across the school, with all teachers participated in the Tapestry Masterclass and the Equitable Literacy Programme. A number of teachers and Senior Leaders have undertaken learning at Masters Level at Stirling University.

**School Information**

School Address

Abercromby Primary School  
Tullibody South Campus  
The Orchard  
Tullibody  
FK10 2SD

Telephone Number

01259 722972

E-mail

[abercromby@edu.clacks.gov.uk](mailto:abercromby@edu.clacks.gov.uk)

Sign up to Class Dojo  
Follow us on Twitter @abercrombyps  
Follow us on Facebook: Abercromby Primary School  
School Website:  
<https://blogs.glowscotland.org.uk/cl/abercrombyprimaryandnursery/>

School Roll

327

**School Staff**

**Headteacher**

Mrs Aileen Mellor

**Depute Headteacher**

Miss Deborah Hamill (Acting)  
Mrs Erin Kerr (Acting)

**Principal Teachers**

Miss Emma Craig  
Miss Linzi Stark (Acting)  
Miss Lauren Davis (Acting)  
Mrs Katie Donnelly (Acting)  
Mrs Erin McLaren (currently on Maternity Leave)

**Class Teachers**

Miss Stacey Paterson  
Miss Ailsa Hill  
Mrs Dianne Hemming  
Mrs Mhairi Griffiths  
Miss Laura Powell  
Miss Kathryn MacLean  
Miss Gillian McBride  
Miss Carlene Anderson  
Mrs Donna Fleming  
Miss Allyson Sloan  
Mrs Lorna Baxter  
Ms Yvonne Wilson 0.8fte  
Miss Denise Brown 0.6fte  
Mr Richard Quyn 0.4fte  
Ms Fiona Delaney

**Nurture Teacher**

<b>Support for Learning Teacher</b>	Mrs Meg Scott 0.8fte
<b>Family Support Worker</b>	Miss Caitlin Burns
<b>Early Intervention Worker</b>	Mrs Vicky Mosettig 0.6fte (funded through SAC)
<b>Support for Learning Assistants</b>	Mrs Irene Barclay Mrs Christine Brophy Mrs Linda Ross Mrs Aileen Terras Mrs Lesley McIntyre Mrs Catrina Morgan Miss Erin MacGregor Miss Donna Macfadyen Miss Rachel McKenzie
<b>PE Specialists</b>	Mr Gareth Roberts Mrs Fiona Caulfield
<b>Administrative Assistant</b>	Mrs McMorran
<b>Administrative Support Assistant</b>	Mrs Kay Faichney
<b>Assistant Facilities Officers</b>	Ms Sandra Dornan Mr Scott McLellan
<b>School Chaplain</b>	Rev Drew Barrie

*Please note that this staffing list is accurate at time of print.*

### **The School Day**

Breakfast Club	8.30am – 8.55am
Morning Session	9.00am – 12.45pm
Morning break	11.00am – 11.15am
Lunch break	12.45pm – 1.30pm
Afternoon Session	1.30pm – 3.00pm

### **Formation of Classes**

Our school currently has 14 classes from P1 – P7. There are times when the distribution of children over various stages of the school necessitates the formation of composite classes. This is where children from two stages in a school become one class. Primary teachers are trained to teach in differentiated groups. Consequently, composite classes, organised in flexible teaching and learning groups, operate in the same way as a single stage class, allowing pupils to learn at their own level and pace. A composite class will not exceed 25 in number, unlike single stage classes that may have up to 33 pupils.



## **Our Vision, Values and Aims**

### **'Believe You Can Achieve'**

At Abercromby Primary School we have high aspirations for all of our learners. Staff, pupils and parents were all involved in an extensive and highly successful consultation process to decide upon our vision and set of values, which we all agreed encapsulated our school. Our shared Vision and Values underpin all that we do and have a high profile within our whole school community.

We work in an inclusive way and believe in promoting positive life chances for all. In putting children first, we aim to meet the needs of the children in our care in a holistic and nurturing way. We actively seek to be innovative in our approach to providing the best educational experience for our pupils in an active and stimulating environment, where children are motivated and challenged to reach their full potential. We aim to ensure that learning is relevant, engaging and fun.

We continually promote and uphold our **school values** of:

<b>Ambition</b>	have high expectations of yourself
<b>Respect</b>	good manners, consideration and kindness for others
<b>Determination</b>	try everything and don't give up
<b>Teamwork</b>	together everyone achieves more
<b>Honesty</b>	be true to yourself and others

In carrying out all aspects of our work, we **aim** to:

- provide a supportive, reflective and developing environment to ensure that each child has the opportunity to reach his or her potential through the provision of high quality learning and teaching.
- ensure there is a positive welcoming and inclusive ethos where everyone in the school community is valued and has a voice.
- build nurturing relationships with the children and work effectively in partnership with parents/carers, outside agencies and the wider community to ensure we get it right for every child.
- improve our children's health and wellbeing by building their confidence and self-esteem, promoting healthy lifestyles and by developing in them consideration and respect for others, tolerance and resilience
- equip our children with the skills, knowledge and attitudes they need to build a successful future for themselves and make a positive contribution to society.

We believe that by fostering these principles, we can improve our service and provide the best possible experiences for our children.



## **Ethos**

Abercromby Primary School has a strong, positive and inclusive ethos, which promotes good behaviour, courtesy and effort. These qualities are regularly rewarded by the presentation of certificates, badges and other awards. Strong emphasis is put on celebrating success, recognising wider achievement, raising attainment and on personal improvement and self-belief. We encourage our learners to aim high, set standards for themselves and be ambitious about their future. Individual teachers run a variety of incentive or merit schemes in their classes in which children can gain rewards.

Pupil and staff achievements are regularly celebrated at our weekly assemblies, recognising them as #abercrombyallstars. We encourage our families to share any out of school achievements with us. Celebration of our learning and achievement is shared regularly on Twitter, Facebook and through the class pages on Class Dojo.

We pride ourselves on being a welcoming and nurturing school, where staff, pupils and parents work in partnership together and everyone is valued.

We have developed a culture where a collective vision for development and improvement is shared and understood by all members of the school community, and where there are opportunities for leadership at all levels. Individual, teams and School Improvement Groups (SIP) groups have driven forward initiatives and developments which have had a positive impact on learners' progress and achievement.

Pupils are given many opportunities to contribute effectively to the life of the school and the wider community in a variety of ways. There are increasing opportunities for learners to take on leadership roles and to be innovative and creative. Our learners have opportunities to take on responsibilities such as Pupil Council, Prefects, House Captains, Sports Leaders, School Bank Team, Buddies to younger children, Curriculum Buddies, WoW and the Eco Team.

The positive ethos and learning culture we have created have a positive impact on pupils' overall achievement.

## **Buddies**

Our P6 Buddies participate in Buddy Training in January. This training takes place both in school and in Tulach ELC. 'Big Buddies' are allocated to 'Wee Buddies' from Tulach ELC. From January to June positive relationships are formed as both groups of children work together on various projects in a structured and supportive environment. This Buddy Programme has been highly effective in achieving its aim, ensuring a smooth transition for our young children starting school. Buddies continue to support P1 pupils effectively when they start school, in the playground and in the school throughout the session.



## School House Teams



Pupils and staff are allocated to a house team, and work towards winning points for their team for demonstrating a good work ethic, good behaviour and a positive attitude to all aspects of school life. The houses are, Wallace, Mar, Delph and Ochil. They are led by House Captains who encourage their team to work hard and earn points for their house. House Captains play an important role during weekly assemblies, and organise house events and house challenges, throughout the year. Each house has their own 'chant', which is often heard at assemblies and during house challenges and sporting events.

There are also termly treats for the house who has earned the most points during the term. Termly treats are planned in advance with the House Captains and the staff responsible for houses. At the end of session, a cup is awarded to the house which has earned the most house points over the year and a cup is presented to the overall winning house from Sports Day.

Pupils are proud of their own house and are motivated to earn points for being successful learners, effective contributors, confident individuals, responsible citizens and for demonstrating their school values.

### Positive Relationships and Behaviour

A strong emphasis is placed on good relationships and positive behaviour. We recognise the link between positive relationships and behaviour and the provision of high quality learning and teaching. We understand that children bring with them to school different abilities, experiences and home circumstances, and that creating a safe, nurturing, inclusive environment and positive ethos will foster good relationships and behaviour within our school. The restorative approach is something we value as an effective way of moving forward and restorative conversations take place as a matter of course.

Following a review and consultation with staff, pupils and parents we have implemented our new Positive Behaviour Policy. Our agreed School Rules are SAFE – RESPECTFUL – READY.

All staff and pupils have a clear understanding of the policy which will ensure a more consistent approach to positive behaviour management throughout the school.

Pupils from St Bernadette's Primary and Abercromby Primary agreed campus rules prior to moving to the new school, RESPECTFUL – SAFE.

Bullying behaviour will not be tolerated in Abercromby Primary. All pupils are entitled to work and play in a learning environment where they feel valued, respected, safe, and are free from all forms of abuse, bullying and discrimination. Pupils can tell any member of staff if they are unhappy in the way they are being treated by others. They will be listened to and any reported incidents of bullying are dealt with immediately.

## Nurturing Approaches

We believe that all children benefit from being educated in a climate that supports the nurturing principles.

These principles are as follows:

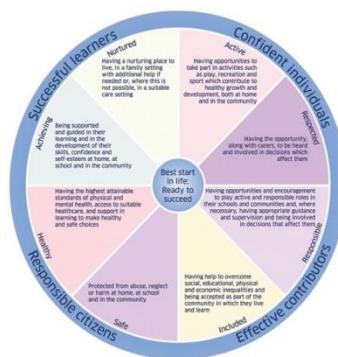
- Children's learning is understood developmentally.
- Nurture is important for the development of self-esteem.
- Language is understood as a vital means for communication.
- All behaviour is communication.
- The classroom offers a safe base.
- Transitions are significant in the lives of children.

All staff have undertaken nurture training and R4L (Readiness for Learning). This approach is having a positive impact on children's learning and achievement.



## Meeting Learner's Needs/GIRFEC

We recognise the value of early identification when it comes to removing barriers to learning and we continually strive to ensure that all pupils are supported appropriately and effectively. This is with a view to making sure that each child in our care reaches their full potential. GIRFEC (Getting It Right for Every Child) is firmly embedded in our practice. Staff consider all aspects of children's wellbeing and development and are familiar with thinking about their pupils in terms of the wellbeing indicators, (safe, healthy, achieving, nurtured, active, respected, responsible, included). These indicators help us in our identification of learners' needs in the widest possible sense and from this we focus on specific outcomes for children with a view to improving outcomes for all pupils in our care. Through our robust Staged Intervention process in school, pupils' additional support needs are identified quickly and relevant supports are accessed. This process sits within GIRFEC. We value the role parents have to play in supporting their children to become successful learners.



## **Curriculum**

Our curriculum is based on the guidance in Curriculum for Excellence and our priorities for our children. In line with Scottish Government, the aim of our curriculum is to make children confident individuals, successful learners, effective contributors and responsible citizens.

The 'Curriculum for Excellence' framework consists of the following areas:

- Languages- Literacy/English/Modern Languages
- Numeracy/Mathematics
- Health and Wellbeing
- Social Studies
- Sciences
- Technologies
- Expressive Arts
- Religious and Moral Education

Within this framework your child will progress through a national framework of levels. The broad expectations in primary are:

- Early – pre-school years, P1 or later for some.
- First – to the end of P4, but earlier or later for some.
- Second – to the end of P7, but earlier or later for some.

Each level offers opportunities for challenge and depth. We plan learning experiences in order to ensure, 'how much' and 'how well' pupils have learned and developed. As such, many of the outcomes will be taught in an inter-disciplinary manner where teachers make explicit connections between different curricular areas. This should ensure that learning is relevant, challenging and enjoyable, offers choices for children, shows progression, depth, breadth and is coherent.

The 3-18 Curriculum aims to raise standards, prepare our pupils for the future and equip them with the relevant skills and knowledge essential for employment in a fast and changing world.

## **Languages**

### **Literacy and English**

Literacy permeates every area of the curriculum. The Literacy and English framework promotes the development of critical and creative thinking as well as competence in listening and talking, reading, writing and personal, interpersonal and team-working skills. In line with a whole authority approach to reading, we have implemented the Equitable Reading Programme across the school. We have implemented new strategies to support children and raise attainment in reading. We have developed 'literacy rich environments' in classrooms and class libraries are stocked with a wide range of books to suit all tastes. We have also introduced banded books. Time is set aside for the enjoyment of books and reading. There are many opportunities for pupils from different stages to share reading with each other. Engaging with the Reading Programme has had a positive impact on attainment in reading across the school.

Writing is the ability to effectively communicate ideas, information and opinions through the written word in a range of contexts. Writing is most effective when there is something relevant to write about and there is a definite purpose or audience for the writing. As a school, we have been working hard to develop our approaches to the teaching of writing, engaging the children in a range of genres.

## **Modern Languages**

At Abercromby Primary we recognise the importance and value of giving pupils the opportunity to learn another language. As part of the ‘Language Learning in Scotland 1+2 approach’, children begin their first additional language, L2 (French) from P1. This enables our children to learn about and foster an interest in, another language and culture, other than their own. We believe that learning another language stimulates children’s creativity and enables them to develop personal qualities, skills, knowledge and understanding.

A good number of our staff are proficient in a modern language with most having attended professional learning. We are currently using Power Languages as a resource.

Our Framework, which is motivating, relevant, coherent and active, sits in line with Curriculum for Excellence and recommendations in the Scottish Government, Language Learning in Scotland. Pupils from P1 – P7 enjoy and participate enthusiastically in a variety of French activities in an active learning environment. Pupils learn and extend their knowledge of the French language through listening, responding, talking, singing, and in some classes, reading.

## **Numeracy/Mathematics**

Our Numeracy and Maths programme sits in line with the Curriculum for Excellence. Although textbooks are still used, pupils also learn mathematical concepts through active learning. Pupils are encouraged to explore and apply mathematical concepts to understand and solve problems, explaining their thinking and presenting their solutions in a variety of ways. Pupils are encouraged to work collaboratively, with a partner or in teams. Maths is also taught in context which makes it more relevant and meaningful for pupils as it models real life situations (inside and outside the classroom). The Interactive Whiteboard is an excellent resource for the teaching of numeracy and mathematics. We recognise the value of outdoor learning and teachers regularly use the outdoors to support and enhance the numeracy and mathematics curriculum. Learning Assistants provide small group targeted support with a particular focus on closing the equity gap and raising attainment in numeracy. Attainment data from assessments show that children in these groups are making significant progress.

Our numeracy and mathematics curriculum is well resourced.

## **Health and Wellbeing**

Health and Wellbeing permeates the curriculum. Learning in Health and Wellbeing ensures that children develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing. The development lines are mental, emotional, social and physical wellbeing, planning for choices and changes, physical education, physical activity and sport, food and health, substance misuse, relationships and sexual health. Careful planning ensures that pupils will be active, respected, responsible, included, nurtured, safe, healthy and achieving.

Bounceback, a programme to support mental and emotional wellbeing is used across the school. This programme familiarises children with everyday situations that may occur and develops their awareness of who can help them.

We have a whole school health focus in the summer term, this is widely supported by parents and other partners and usually culminates in a large event.

Sporting achievement is a strength in the school. Pupils across the school regularly participate in sporting events and achieve success. We have been awarded the, **sportsscotland Gold School Sport Award** in recognition of our Sporting Success.

### **Social Studies**

Our 'Contexts for Learning' Programme is an interdisciplinary approach to learning, (IDL). This incorporates the principles of curriculum design and supports staff and pupils in planning innovative, engaging and enjoyable learning experiences. This method of learning in context provides a meaningful and motivating experience for pupils. Pupils are actively involved in making decisions about how and what they learn, by asking 'Big Questions' and sharing learning with their peers and parents.

Wherever possible pupils will take their learning outside, in the playground, local area and further afield. We also involve partners and parents to share their expertise and support learning. This greatly enhances the learning experience for children.

### **Sciences**

Through learning in sciences, pupils develop their interest in and understanding of, the living, material and physical world. Through the science experiences and outcomes, pupils develop skills of scientific enquiry and investigation using practical techniques in the classroom, playground and wider environment.

There is a strong focus on STEM subjects across the school. Maker Spaces are being developed in all open areas for pupils to access.

### **Technologies**

ICT is a term used to include a wide range of technologies involved in information handling and processing. ICT is embedded across all curricular areas. All children have access to a safe environment within the internet. There is an interactive whiteboard in each classroom. We have invested in new technology, including iPads and are developing digital literacy. We want our children to be digitally aware and confident in using digital technology. We also use Google Classroom to aid learning both in and out of school.

### **Expressive Arts**

The development lines are: Art and Design, Dance, Drama and Music. Our Expressive Arts Programme is supported by the PE Specialists and Music Tutors. There are often opportunities for classes to be involved in music projects, supported by partners. Children in P4 and P5 have been involved in a Scots Song and Language Music Project supported through the Scottish Attainment Challenge. We have also worked with ABC Music. Children across the school have frequent opportunities to perform to a wider audience through presenting class assemblies, the nativity, plays, and other performances. P7 pupils perform in a school show too.

### **Religious and Moral Education**

The development lines are Christianity, Other World Religions and the Development of Beliefs and Values. Throughout their time at Abercromby Primary, pupils will learn about the beliefs, values, practices and traditions of different world religions.

School Assemblies are held on a weekly basis and may be led by members of staff, pupils, the School Minister and other visitors. Each class presents their own class assembly at some time during the session. Pupils share their learning with their parents and the rest of the school.

At the end of winter and spring terms, pupils, staff and parents join together for a service in St Serf's Church. Pupils generally lead services, supported by Rev Drew Barrie.

### **Developing Young Workforce**

Our aspiration at Abercromby Primary School is to prepare and support each young person for a stretching and rewarding career pathway, by nurturing and building on their skills for learning, life and work from an early stage. Our Skills Academy provides a structure for these exciting and confidence-building learning opportunities for all pupils. It also offers children the opportunity to use their knowledge and skills in a variety of relevant, real life contexts. This will prepare them for transferring skills to high school and then further education. Currently all stages across the school participate in our Skills Academy.

Our DYW Curriculum was recognised as very good practice by the Royal Society of Edinburgh in January 2019. Mrs Ferguson (previous Headteacher) showcased our good work in this area at an Interdisciplinary Learning: Creative Thinking for a Complex World National Conference held at the Royal Society of Edinburgh. Our work was well received by educational practitioners across Scotland, Education Scotland and the Further Education Sector.

We are proud of the strong relationship we have developed with Forth Valley College, local businesses and employers, including Diageo. Scientists from Diageo have supported DYW by leading science learning in a creative and engaging way with our learners. Other partners, including parents continue to support DYW.

We were finalists in the Scottish Education Awards 2019 in the Employability & Creativity Skills Across Learning Award. This was a major achievement for our school community. We were also nominated for a Clackmannanshire Education Service Towards Excellence Award for DYW Developing Young Workforce in June 2019.

### **COUNSELLING IN SCHOOLS SERVICE**

Clackmannanshire Education Service and Wellbeing Scotland are working in partnership to provide support for children and young people who are experiencing mental health and wellbeing issues.

Counselling in Schools is a universal service available to all 10 – 18 year old pupils in Clackmannanshire and each Secondary School has the equivalent of one, full time counsellor on site. Counsellors are also available to support Primary Schools and ASN Settings.

Counsellors are professionally qualified and registered offering focused, longer- term support for issues such as trauma, depression, anxiety, bereavement, loss and separation. They offer a confidential, one-to-one service in school or remotely, with the service being available during the school holidays. Referrals for counselling are made directly to Wellbeing Scotland by the school.

### **READ, WRITE, COUNT**

The Read, Write, Count programme aims to support parental engagement in literacy and numeracy. Gift bags are distributed annually to all P2 and P3 pupils in Scotland by Scottish Book Trust. The gift bags contain essential literacy and numeracy materials to support children's learning, as well as advice and support to parents.

Studies show a direct link between a strong family learning environment and progress in reading, writing and counting. In addition to the parent guide included in the gift bags, the Parent Club website (<https://www.parentclub.scot/>) offers a range of hints, tips and advice to help parents engage in their child's learning.

## **FIRST MINISTER'S READING CHALLENGE**

The First Minister's Reading Challenge is an inclusive, exciting programme for all children – fostering a love of reading for pleasure. Research shows that reading for pleasure is crucially important for children's development.

The Challenge is open to all local authority and independent primary and secondary schools across Scotland, as well as, libraries and community groups. You can find out more information on the Challenge and also how schools can register to take part here: <https://www.readingchallenge.scot/>

A reading app called Bookzilla, aimed at S1-S3 pupils, helps them find and recommend books and to set themselves reading challenges.

Should you wish further information about the curriculum, please use the link for the Education Scotland website:

<https://education.gov.scot/education-scotland/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-building-from-the-statement-appendix-incl-btc1-5/what-is-curriculum-for-excellence>

## Learning and Teaching

Learning and teaching within Abercromby Primary follows National and Local Guidance and Policy to ensure we provide our learners with the skills, knowledge and understanding and attributes, which will provide the foundation on which they can build a successful future for themselves, and make a positive contribution to society. We aim to achieve this by providing the highest quality learning and teaching within a nurturing, supportive, motivating and challenging learning environment, to ensure our pupils become:

- Successful learners
- Confident Individuals
- Responsible Citizens
- Effective Contributors

We are committed to achieving excellence and equity- raising attainment, tackling inequity and ensuring that high aspirations and positive outcomes are the expected norm for all learners.

Pupils take responsibility for their own learning, lead learning and make decisions about what they want to learn and how their learning will develop. Teachers enhance learning experiences by creating opportunities to take learning outside as much as possible, in the local environment and further afield.

Tasks and activities should reflect the design principles of a Curriculum for Excellence. The design principles are; challenge and enjoyment, personalisation and choice, progression, depth, breadth, relevance and coherence. Staff plan carefully to make tasks and activities motivating and stimulating for all children.

There are a variety of learning and teaching approaches used throughout the school. These include direct class teaching, direct group teaching, discussion, team and individual challenges, activity based learning to name a few. Teachers are skilled at offering a variety of learning opportunities to meet the needs of the varying learning styles within their classroom. Tasks are differentiated to meet the needs of the learner's ability within a classroom setting. Learners with additional needs are included in this. Assessment is used to plan progress.

Parents can find more information on this through accessing the Parentzone website:  
<https://education.gov.scot/parentzone>



**Parentzone Scotland**  
A unique website for parents from early years to beyond school

*“... we want our nation’s parents to feel confident in their ability to educate their children and also to be reassured that help is available when they need it”* (National Parenting Strategy 2012)

Parentzone Scotland provides information on a range of topics including:

Learning in Scotland    Health and Wellbeing    Curriculum for Excellence  
Learning through play    Schools in your local area    Additional Support Needs  
Supporting your child’s learning and how to get involved    Performance data about secondary school leavers

**It is well proven that children do better when parents and educators work together**

*“The more engaged parents are in the education of their children, the more likely their children are to succeed in the education system”*  
(Goodall and Vorhaus 2011)

**Parentzone**  
SCOTLAND

For further information:  
Email: [enquiries@educationscotland.gov.scot](mailto:enquiries@educationscotland.gov.scot)

**Education**  
**Scotland**  
*Foghan Alba*

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

<https://education.gov.scot>

## **Reporting**

We offer two interview dates, November and March. All sessions take place from 3.30pm until 6.30pm. The class teacher will advise parents of dates and times.

End of Year Reports are issued to parents/carers in June of each year. This report outlines the progress a child has made during the academic session. We issued a revised report which had been agreed upon in consultation with staff, pupils and parents.

At any time a parent who wishes to consult with a class teacher can phone the school to make an appointment. We welcome an opportunity to discuss any queries or concerns you may have regarding your child's learning.

## **Support for Learning**

Our Staged Intervention process provides a framework whereby learners may be supported in their learning in a variety of ways. We have the services of Learning Assistants, a Support for Learning teacher and access to many other outside agencies in order to support children in becoming successful learners. It is underpinned by GIRFEC (Getting it Right for Every Child).

The process includes:

- an inclusive approach which involves parents, children, relevant staff and support services
- where needed, an agreed action plan for individual learners
- a structured monitoring and review cycle
- a record of intervention and achievement as individual learners progress through the school.

Further information on Staged Intervention can be accessed from the Clackmannanshire Council website <https://www.clacks.gov.uk/learning/stagedintervention/> or by contacting the Pupil Support Co-ordinator for your child's stage:

- **Primary 1 – Primary 4:** Deborah Hamill
- **Primary 5 – Primary 7:** Erin Kerr

## **Homework**

Following an extensive consultation all classes have Homework Grids, (Home Learning). These grids are updated regularly and shared with pupils and parents. We also use Google Classroom for sharing home learning tasks.

<https://flipclacks.org/> also has links to online learning opportunities for all stages.

## Assessment

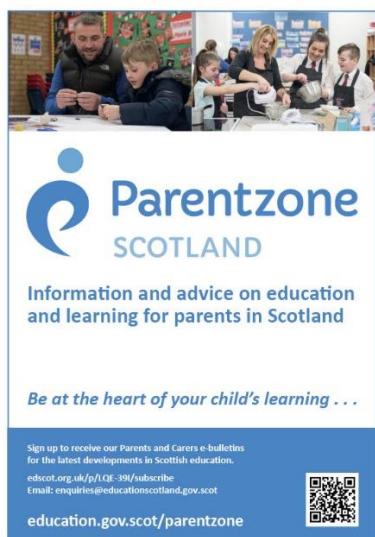
Assessment is a continuous process and is carried out in many formal and informal ways. Assessment is integral to learning and teaching which begins at the planning stage of any learning experience and takes a holistic view of the child. It lies at the heart of the process of promoting children's learning and provides a framework within which educational objectives may be set and pupil progress measured and monitored. It is how pupils and teachers gain knowledge of development needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising standards of achievement for every child. Assessment is an important part of how teachers know what progress is being made. In every class teachers make ongoing and informed assessments about pupils using a range of assessment approaches, e.g. questioning, listening, talking, observing etc. All learners are encouraged to take responsibility for their own learning through engaging in self and peer assessment to inform next steps in learning. They are encouraged to make evaluative comments on their work and suggest ways that they could improve. Teachers also use Standardised Assessments. These help to build upon the evidence of achievement of a level for your child. Standardised Assessments currently used in school are the SNSA in Primaries 1, 4 and 7 and the NGRT in Primaries 2 – 7.

Assessment is for Learning ensures that assessment is an integral part of day to day learning and teaching. Learners learn best when:

- They understand clearly what they are trying to learn and what is expected of them.
- They take ownership of their learning and are actively involved in the learning and teaching process.
- They are able to set their own personal targets and are aware what they must do to improve their work.
- They are given feedback about the quality of their work.
- They are fully involved in deciding what needs to be done next and who can give them help if they need it.
- They confidently use 'I can' statements when evaluating their own learning.

Further information can be found through accessing the Parentzone website:

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



## **Partnerships with Parents**

We value parents as partners and welcome them into our school at every opportunity. We are keen to work with you to help give your child the best education we can provide. We offer a variety of opportunities throughout the year for parents to be involved in their child's learning and the life and work of the school:

- P1 Induction Meeting
- Meet The Teacher Event
- Curriculum Afternoons
- Curriculum Learning Cafes
- Sharing Learning Events
- Family Learning Events
- Special sessions organised by individual class teachers to involve parents in their child's learning
- Parents supporting learning by sharing their expertise
- Family Challenges and home learning
- Class Assemblies
- Supporting the life of the school – parents are actively encouraged to help at events
- Christmas Fayre
- Parents Evenings
- Staged Intervention Meetings

Parents welcome the opportunity to come along to our evening Family Learning Events. These regular events have been extremely successful and very well attended. Some of our Family Learning Events have included, STEAM Event (Creative STEM/ART challenges for all the family), Scots Supper and Story, Clubbercise (exercise fun for all the family), Family Sports Event Health supported by Active Schools, Family Quiz Night and Family Picnic.

**The Link** at Abercromby (Family Room) was established in August 2018. Our Values are: Family – Safe – Respect – Trust – Community. We aim to provide our families with a calm and supportive environment where they can come and spend 1:1 time together within a friendly, welcoming and inclusive group.

Our 'Family Fun' groups run once a week, where invited parents can join the team for tea and toast for a blether and catch up before children come along and join the group. The groups are designed to be fun and active, giving children the opportunity to spend some quality time with their families in school. We have welcomed a range of partners along to support parent only sessions.

The Link Team are Miss Emma Craig PT and Caitlin Burns Support Worker.

For more information, please use this link for the National Improvement Hub:

<https://education.gov.scot/improvement/practice-exemplars/engaging-parents-and-families-in-their-children-s-learning-through-family-fun-groups>

## Team Abercromby



Team Abercromby (formerly the Parent Council), is an active group of parents who are very much involved in the life and the work of the school. Kirsty Miller and Sara Jane MacInnes are our Co-Chairs and are always looking for new members and new ideas. Everyone is welcome, Team Abercromby would encourage parents and carers to come along and get more involved in the life of the school.

As a parent of a child who attends Abercromby Primary, you are automatically part of what is called the Parent Forum for the school. As a member of the Forum:

- You can ask the school for advice and information on your child's education and how you can support this.
- You will have the opportunity to come along to meetings and to feed in your ideas in other ways.
- You can, at the AGM in June, also help choose the Parent Council for your child's school – this is a group of parents who represent the views of all parents in the school.
- There are lots of different ways of getting involved in education and in your child's learning. Just enjoying being in the school is important. What you do matters, and can make a real difference to your child's education and achievement.

## Communication

We place a great deal of importance on communicating effectively with our families about learning, and the life and work of the school. It is important that everyone is kept informed. Reminders of dates are sent out throughout the term. We send an online Sway newsletter out monthly.

We communicate effectively through '**Twitter**', '**Facebook**' and '**Class Dojo**'.

We also keep parents informed through group texts sent through the Expressions App.

General letters, 'Information Updates' and 'Newsletters' are sent out regularly to keep parents informed.

Class teachers will also issue letters to parents, generally about future sharing learning events.

We have a text alert messaging system in place which enables us to contact parents regarding, absence from school, unforeseen emergencies, reminder of meetings and special events.

Information relating to the school is also on our school website:

<https://blogs.glowscotland.org.uk/cl/abercrombyprimaryandnursery/>

Follow us on Twitter @abercrombyps

Follow us on Facebook: Abercromby Primary School

Parents should contact the Headteacher at the earliest opportunity if they have any queries, concerns or complaints. We pride ourselves in having a very positive relationship with our parents/carers and will always take time to listen and talk and try to resolve any issues which may occur. However, if a parent has a complaint about any aspect of school life, they should always contact the Headteacher or other member of the school leadership team, in the first instance.

## **Parental Complaints**

Complaints are dealt with in line with Clackmannanshire Council Policy.

You can complain in person, by phone, email or by letter. We regard a complaint as any expression or dissatisfaction about our action or lack of action, or about the standard of service provided by us or on our behalf.

### **Who Can Complain?**

Anyone can complain who is the parent or legal guardian of a child or a person authorised to complain on his/her behalf. For example, a child's grandparent who is not the legal guardian needs authority from the child's parent or guardian. This would normally mean a note to show that the person responsible for the child had agreed.

What can't I complain about?

Here are some things we can't deal with through our complaints procedure:

- A routine first time request for a service or action – e.g. informing the school that your child told you she is being bullied and asking them to resolve this.
- Requests for compensation from the Council.
- Things that are covered by a right of appeal, e.g. Exclusion from school which has its own statutory process. In these cases we will give you information and advice to help you.

**We have a 2 stage complaints procedure.**

### **Stage One - Frontline resolution**

In the first instance please complain to your child's school or nursery, telling them as much as you can about the complaint, what has gone wrong and what you want them to do to resolve the matter. A senior member of staff, either the Headteacher or depute head, will be responsible for looking into complaints. Heads are senior managers with a high level of responsibility for your child's learning and welfare and able to look into most matters. However, the Headteacher may refer the Stage One complaint to Education Services centrally, e.g. if it is about the conduct of the Headteacher or too complex to be dealt with at front-line service level.

The school or nursery will give you our decision at Stage One within 5 working days or fewer unless there are exceptional circumstances. If we need further time we will ask you to agree an extension of up to 5 further days. If the Stage One complaint has been referred to Education centrally your response will come from there.

### **Stage Two – Investigation**

If you are dissatisfied with your Stage One response you can move to Stage Two. Stage Two deals with 2 types of complaints: those not resolved at Stage One and those not appropriate for Stage One, for example the conduct of a Headteacher or too complex for a Headteacher to deal with.

To move to Stage Two, you should contact the Chief Education Officer and ask for a formal investigation under Stage Two. You can do this by contacting the education service at Kilncraigs 4<sup>th</sup> floor, Alloa.

When using Stage Two:

- We will acknowledge your complaint within 3 working days.

- You will be contacted by the Investigating Officer for your complaint, who will usually meet you to confirm: the detail of your complaint, what you want to achieve, and if your expectations are achievable. In some cases, e.g. your complaint has been made in writing and is clear, there may be no need to meet. It is helpful if you present any evidence that you can offer in support of your complaint, e.g. contact details for witnesses, reports from other professionals etc. if appropriate.
- We will write to you confirming the details of your complaint, what you want to achieve, and what the investigation can cover.
- We will give you a full, written response to the complaint as soon as possible and within 20 working days. If our investigation takes longer than 20 working days we will agree revised time limits with you and keep you updated on progress.

After we have fully investigated your Stage Two complaint, if you are still dissatisfied with our decision or the way we dealt with your complaint you can ask the [Scottish Public Services Ombudsman](#) (SPSO) to look at it.

The SPSO cannot normally look at:

- A complaint that has not completed our complaints procedure.
- Events that happened or you became aware of, more than a year ago.

## School Documents

### Crisis Management

The school has a crisis management plan and critical incident plans for dealing with any emergency situations. These plans are regularly reviewed and updated as appropriate.

### School Improvement Plan

Every school has a School Improvement Plan, (SIP) which sets out their priorities and targets for the year. Each year the SIP is audited against set performance criteria to check that targets have been met and to determine the way forward for the school. The school promotes a collective vision for development, and improvement is shared and understood by all members of the school community. We use a variety of methods to collect information about our school and use this to inform our actions and next steps in our School Improvement Plan. A copy is available on the school website.

### Standards and Quality Report

Each year we publish a Standards and Quality Report, which reports on our progress in meeting our targets over the session. A copy is available on the school website or call the office for a paper copy.

### PEF

Pupil Equity Funding is allocated directly to schools and its targets at closing the poverty related attainment gap. Every council area is benefitting from Pupil Equity Funding and 95% of schools in Scotland have been allocated funding for pupils in P1-S3 known to be eligible for free school meals. This funding is to be spent at the discretion of Headteachers working in partnership with each other and their local authority. Pupil Equity Funding is being provided as part of the Attainment Scotland Fund which will be invested over the current Parliamentary term to tackle the poverty related attainment gap. Abercromby Primary School has been allocated PEF Funding. Details of how we spend this money can be found within the School Improvement Plan.

## **School Procedures**

### **School Enrolment**

There is only one admission date for the children starting school for the first time, which is in August after the summer holidays. Enrolment takes place in January. Parents are required to bring their child's birth certificate and proof of address to the school when they are enrolling their child. Parents who wish to arrange a visit to the school should contact the Headteacher.

Of course, we welcome new pupils to our school at any time during the school year. The Headteacher or a member of the Senior Leadership Team will always take time to meet with parents and new pupils prior to them starting officially, to talk about the school and answer any questions they may have. This is followed by a tour of the school and a visit to their new class to meet their teacher and pupils.

We find that this is reassuring for both parent and child and reduces any anxiety.

### **Absence from School**

If your child is going to be absent from school due to illness we ask that you call the school to report this. If you are unable to talk to a member of staff, please leave a message. Parents and carers should indicate why their child is absent from school. If pupils are going to be absent from school due to appointments or other circumstances we ask that parents write a note to the class teacher.

### **Unexpected Closures**

Any departure from the normal arrangements will be notified to you in writing, but there are occasions when children may be dismissed early without warning, e.g. in the case of power cuts, heavy snow, or any other unforeseen circumstances. In the event of this happening we will make every effort to contact you through the usual channels, but would be grateful if you could make sure your child knows where to go if you are not usually home during the day.

### **Wet Weather Arrangements**

There is no staff supervision before 9.00am, unless your child attends Breakfast Club. Pupils will remain indoors during wet intervals. At lunchtime, pupils taking school meals and packed lunches will be supervised in the dining hall and then supervised in classrooms by Learning Assistants and senior monitors.

### **Administration of Medicine**

From time to time there may be a need for your child to receive medicine during the school day. School staff are not permitted to give any commercial medicine, e.g. aspirin or calpol. We are however, permitted to administer medicine prescribed by a GP.

All prescribed medicine should be brought to school by the parent/carer and given to the designated member of staff. Normally, this is the office staff.

Parents/carers should complete the relevant paperwork giving permission for medicine to be administered. All medicine will be kept in a locked cabinet.

When there is any change to a child's medication (e.g. children who get medicine on a regular basis) then updated instructions should be given to the school.

We have three qualified First Aiders in school.

## **School Uniform**

Parents are asked to support the school by ensuring that children wear the school uniform.

- It fosters equality
- It is aesthetically pleasing
- It promotes and encourages a corporate school spirit

Our Uniform consists of:

- Black or Grey sweatshirts with the school badge on them

- Black or White polo shirt with or without the school badge

You can also wear a shirt and Abercromby tie if you wish.

You should wear black or grey trousers or skirt.

Some pupils wear a school blazer as a matter of choice.

Pupils can order polo shirts in the colour of their house with their house badge. These are normally worn for PE, School Sports Day, or other events.

## **Physical Education Clothing and Footwear**

For health and safety reasons, pupils should come to school with the following clothing for gym.

1. T-shirt
2. Shorts
3. Gym shoes

All items of clothing should be clearly marked with the child's name. Any misplaced items of clothing will be placed in lost property. At the end of each term unclaimed items of clothing are recycled.

There may be occasions when your child may need to wear additional items of clothing for certain sporting activities. The pupils will be advised of this by the PE teacher or their class teacher.

No jewellery at all, may be worn during PE lessons. If children have just had their ears pierced and have to wear stud earrings, then they must be covered in Elastoplast.

In the interests of health and safety, pupils should not wear hooped earrings or excessive jewellery in school at any time.

## **Extra-Curricular Clubs**

There are various sports clubs before the start of the school day, lunchtime and after school. Trained coaches support these clubs.

We have run the a variety of clubs including:

- Netball
- Drama Club
- STEM Club
- Coding Club
- Various sports clubs
- Reading Club

Some of these clubs do not run throughout the year and are in blocks. Teachers will give pupils advance notice of these clubs.

## **Transitions**

Transitions are the moves children and young people make from home to an early learning and childcare (ELC) setting, from there to primary, from stage to stage, from primary to secondary to further education and beyond. Transitions and changes are part of everyone's life. The vast majority of children look forward to moving on. However, transitions can be challenging and support from staff and parents can help transitions go more smoothly. There may be times when a pupil may benefit from an 'enhanced transition'. This is when a special plan is put in place in consultation with the child and parent for additional visits to the new class or school.

This often alleviates any anxieties a child may have.

We have procedures in school in place to support children's transition from nursery to primary one, stage to stage and from primary seven to high school. At each stage we involve and inform parents. You will be kept informed of transition arrangements and what you can do to support your child. Where children have additional support needs we work closely with families and professionals to support the transition.

It helps children and young people at all transitions if parents:

- Talk with them about what is going to happen.
- Encourage them to ask questions
- Encourage them to talk about any concerns they may have
- Listen carefully to their concerns and consider sharing them with other relevant people
- Help them to become familiar with the new school or setting and what will be expected of them.

As part of their Transition Programme, P7 Pupils attend the Lornshill Cluster Residential experience at Dalguise. This gives children the opportunity to meet children from the other schools in the cluster and start to form relationships.

## **Secondary School**

At the end of P7 pupils normally transfer to:

Lornshill Academy  
Tullibody Road  
Alloa  
FK10 2ES  
01259 452333

## **Placing Requests**

If you wish your child to attend our school but do not live in our catchment area, a Placing Request can be placed. Please contact us the school to discuss. Information can be found on this website link: <https://www.clacks.gov.uk/learning/placementrequests/>

## **Equalities**

Clackmannanshire Council has developed Council-wide policies for diversity, race, disability and gender equality, which aim to ensure that all Council employees are aware of their responsibilities to ensure that no child or young person will receive a less effective service on grounds of ethnicity, disability, or sexual orientation. The council is a signatory to the Multi-Agency Hate Response Strategy (MAHRS) Racial Attacks and Harassment Multi-Agency Strategy with Central Scotland Police. Forth Valley NHS, the Central Scotland Racial Equality Council and Stirling and Falkirk Councils. Schools and other council services use this strategy to respond to any allegations of racial incidents or abuse. Allegations of other forms of harassment or discrimination are followed up through the regular complaints procedure. Schools are well placed to actively promote equality through the curriculum and through other aspects of their life and work. The quality of this work is also monitored through Standards and Quality procedures.

## **Equal Opportunities and Social Inclusion**

Abercromby Primary is firmly committed to equal opportunities and social inclusion. Every member of the school community is valued as an individual who has a contribution to make to the life of the school. The school encourages all staff and children to work together to create an atmosphere of tolerance and respect for each other. Equal opportunities are reinforced throughout the school curriculum and we aim to ensure that no materials or books are used which reflects prejudice of any sort. We try to manner, in an attempt to allow each child to appreciate that every human being has similar needs and emotions. Through this approach we aim to help children develop an understanding of, and respect for, all fellow human beings. A priority for our school is to develop positive links between home and school and our school and other agencies. The Headteacher has the responsibility of developing such links. Should any parent require further information please contact the Headteacher at the school.

## **Additional Support Needs (ASN)**

As with all local authority schools in Scotland, this school operates under the terms of the Additional Support for Learning Act (2009) and its accompanying Code of Practice. These procedures have been strengthened through the Children and Young People Act (2104).

A child or young person is said to have additional support needs (ASN) if they need more - or different support - to what is generally provided in educational establishments to children or young people of the same age - <https://www.clacks.gov.uk/learning/asl/>. It does not just apply to children or young people who have long-term learning difficulties or disabilities. Children and young people may need additional support to make the most of their education for many reasons. Some of these reasons may mean that a child or young person will need additional support all the way through their education; others may only need additional support for a short period of time. You can find out more about support for learning on the Clackmannanshire Council webpage - <https://www.clacks.gov.uk/learning/supportforlearning/>

The council works in partnership with parents/carers to ensure that their children and young people with additional support needs, have their needs met in accordance with the requirements of all additional support needs legislation and guidance. We also seek to work in partnership with those young people, 16 years and over, who exercise their right to be fully involved in meeting their own additional support needs. The council recognises that some parents/carers and some children/young people will not agree with the planning for meeting additional support needs that are implemented through the Staged Intervention and Team Around the Child (TAC) processes and procedures. Therefore we have a process in place for enabling those parents/carers, as well as children/young people who have differences with the actions/decisions identified - you can see that process on this page of the website - <https://www.clacks.gov.uk/learning/resolvingdifferences/>

### **School Health Service**

School Health Service NHS Forth Valley fulfils a statutory obligation to provide a health service for all school age children in Clackmannanshire. The aim of the service is to make sure that all children are in the best possible health to benefit from their education and to provide the Education Authority with advice about the spread of infections and the promotion of good health. This service is provided by staff from NHS Forth Valley. During P1 parents will be asked to complete a health questionnaire and will be given the opportunity to ask to meet the named nurse for the school. Vision Screening is carried out at pre-school by a specialist service. Hearing is no longer screened in school but any concerns about your child's hearing should be discussed with the school doctor who can arrange a fast track referral to the audiology department. During their time at school, children are offered various immunisations and parents are asked for written consent for these. Parents and school staff, with parental consent, can request a consultation with the school doctor at any time.

### **School Dental Inspections**

The NHS in Scotland runs a programme of dental inspections of children in Primary 1 and Primary 7.

The aims of the National Dental Inspection Programme (NDIP) are:

- To inform individual parents / carers of the dental health / oral health status of their children.
- To provide Scottish Government and NHS Boards with information on trends in dental disease in children in order to monitor oral health and plan dental services.
- To support dental attendance in those children who are found to have need of dental care.

NHS in Scotland runs a programme of dental inspections of children in Primary 1 and Primary

### **Clinics**

From time to time children may have clinic/GP appointments during school hours. Please let the school know about these visits and arrange for your child to be collected. For personal safety reasons, children are not allowed out of school during school hours unless accompanied by a responsible adult or unless written permission to do so has been given by the parent or carer.

### **Infectious Diseases**

Covid-19, colds, flu and gastro-enteritis are the most common infections affecting children of school age. Please contact the school with any Covid-19 concerns. Keep your child off school in the early stages of flu and while they still have diarrhoea (48hrs). Help them understand how to prevent picking up and spreading such infections. For advice about early detection and treatment for other infectious diseases e.g. Chicken pox, consult your GP or Health Visitor.

The School Health Service can be contacted at:

Clackmannanshire Community Healthcare Centre  
Hallpark  
Sauchie  
FK10 3JQ

Community Nursing Team  
Joan Gracie  
Public Health Nurse  
Clackmannanshire Community Health Care Centre  
Hallpark  
Sauchie  
FK10 3JQ  
Tel: 01259 290195

Linda Rickard  
Clackmannanshire Community Health Care Centre  
Hallpark  
Sauchie  
FK10 3JQ  
Tel: 01259 290195

Theresa Cranston  
Clackmannanshire Community Health Care Centre  
Hallpark  
Sauchie  
FK10 3JQ  
Tel: 01259 290195

### **Head Lice**

Head lice are spread through head to head contact at home, while playing or in school. Regular combing of your child's hair using a head lice detection comb is the best way to catch this possible problem at an early stage. The only way to be sure that your child has head lice is to find a live louse. If you find live lice, get the correct lotion from your doctor, health visitor or pharmacist. Shampoos and other treatments are not effective. One treatment requires two applications of treatment lotion seven days apart. If this is not followed correctly then re-infection is likely. Advise all family members and close friends of your child to check and treat only if live lice are found. Don't be shy about advising others of this possible problem as you would tell family and friends about other infections which might affect them. Regular combing of your child's with the head lice detector comb is the best protection as it allows you to detect and then treat speedily. Further advice can be obtained from the Health Board head lice leaflet which is available in all schools and health centres and also the Education Services leaflet "Frequently Asked Questions", which is available in schools.

### **Flu Vaccine**

Each year the health service provides a flu vaccine for each child in the school. This usually takes place in November. You will be contacted directly by the NHS via the school several weeks prior to the vaccine and you have the option to opt out.



## **Attendance**

Clackmannanshire Council is committed to working with parents, children and other agencies to ensure that all children enrolled at its schools attend regularly. All children are likely to be absent from school at some time in their school career. However, persistent poor attendance is disruptive to the individual and to the work of the class and may be an early warning of other difficulties. Where there are genuine reasons for non-attendance, the authority will work with agencies to ensure that the child's education is continued by means other than school attendance. The Council's and school's staff overwhelming concern is for the welfare of children. Parents who fail to secure an adequate education for their children, for example by failing to secure regular attendance are in breach of their statutory duty. Unfortunately, some absences may be condoned or even actively encouraged by parents. This is not acceptable and where this is found to be the case, the Authority will use all powers at its disposal to ensure that children attend school regularly. The procedures that the Council and school have put in place are aimed at ensuring the welfare of all its pupils. Parents are asked to help by co-operating with these procedures.

Clackmannanshire Council actively discourages taking children out of school during term time for family holidays because of the disruption that it causes to the education of individuals and class groups. Schools cannot give parents' permission to do this and, except in the most exceptional of circumstances, such absences will be treated as unauthorised. However, it is helpful for schools to know of such absences in advance and schools may be able to offer advice to you on projects that your child can undertake while on holiday that will promote learning while the child is out of school.

## **Free School Meals and Clothing Grants**

Some families may be eligible to apply to Clackmannanshire Council for free school meals and / or a payment towards the cost of footwear and clothing. For more information on clothing grants, please refer to the Clackmannanshire Council website

- <https://www.clacks.gov.uk/learning/schoolclothinggrants/>

**Application Forms for Clothing Grant and Free School Meals** including eligibility criteria are available from Clackmannanshire Hubs or can be downloaded from the Clackmannanshire Council website

- <https://www.clacks.gov.uk/learning/schoolclothinggrants/> and <https://www.clacks.gov.uk/learning/freeschoolmeals/>

The forms have to be completed by the parent and evidence of income received may have to be provided. Please note that an application has to be made for each school year.

More information or help with completion of the form can be obtained from Education Service on 01259 450000.

## **School Meals**

There is a great deal of interest in the dietary habits of children and how the food that children eat influences health, wellbeing and attainment at school.

Schools are recognised as having a key role to play in influencing the dietary habits of children, both through the curriculum and through the food that is provided for children during the school day.

Schools in Clackmannanshire are taking a whole school approach to food, through “Health Promoting Schools” and in implementing the recommendations of The Schools (Health Promotion and Nutrition) (Scotland) Act 2007.

If your child has a food allergy or needs a special diet, please access this link:

<https://www.clacks.gov.uk/learning/allergyintdiets/>

Children in Clackmannanshire can access food during the school day:

- At breakfast (limited schools)
- At morning break
- At lunchtime

School lunches are free to all children in Primary 1, 2, 3 and 4 (at time of print).

## **School Menu Selector**

A three-weekly menu cycle is in operation in Clackmannanshire Primary schools. The menu is available on the Clackmannanshire council website as well as on our school website.

All school lunches are produced centrally by a cook freeze system. In this production system, food is produced in batches, rapidly cooled and frozen to preserve flavour and vitamin content, then transported to each primary school to be finished and served. Food is served from multi-portion dishes in much the same way as it has always been. Salads and fruit are still freshly prepared in every school.

By investing in the cook freeze production method, in raw ingredients and in new recipes, we have improved the quality of food provided. The cook-freeze system is extremely good in terms of food safety, portion and cost control. Efficient management of the production system means more funding can go into the food.

Special menu days are held throughout the year e.g. Christmas.

## **Breakfast Club**

A breakfast service is provided in your child’s school.

The service is available free of charge to children entitled to free school meals. All other children can have a breakfast for £1.20 (2022/2023 academic session). In this school, service starts at 8.30am.

The primary school breakfast comprises:

- Fresh semi skimmed milk or water
- A piece of fresh fruit
- Toast
- Choice of cereal with milk

## **Safety at Abercromby Primary School**

### **Child Protection**

The safety of children is everyone's responsibility. If staff have any concerns for a child or young person's wellbeing, they have a duty to pass on information that will help keep that child safe. All school staff receive child protection training at the beginning of a new academic year.

### **School Security**

Clackmannanshire Council aims to provide a safe and healthy environment for all Children, staff and other school users. Safety and school security have been a key focus since 1997 when the Council involved all schools and school communities in the preparation of safety and security action plans. Since then, these plans have been implemented in a systematic way. Work undertaken in schools has included:

- the creation of a one door entry system during normal school hours
- the installation of electronic door locking mechanisms
- the erection of signs directing visitors to the single door entry point
- the introduction of an entry procedure for visitors including the issue of security visitor pass
- the introduction of staff identification passes

All schools have had their door entry construction work completed and all schools are using the visitor pass system. Your co-operation and assistance in complying with school access arrangements is greatly appreciated as the safety of children and staff is at the heart of this programme.

For additional safety, our school gates are also locked during the school day.

### **Knives in School**

Clackmannanshire Council, following recommendations from the Scottish Government are currently in a consultation phase with Headteachers and local agencies regarding their draft "Anti-weapon/Knife Use Guidance for Educational Establishments". If a young person is found to have a knife, it is taken very seriously and investigated taking a number of factors into consideration including;

- Age of pupil concerned
- If the incident involved one or a group of pupils
- Evidence of peer pressure
- If this is a first or subsequent offence
- The young person's motivation
- Where does the incident appear on the scale from "possession or intent to use?"

Once investigated it may be the case that young people involved may access counselling or support. Communication is carefully considered and advice will be sought from the senior management team within the education services.

**Whilst 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 and carers.**

**The School Handbook may be reviewed during the course of the year.**

## Appendix 1

### Insurance Cover for School Children Public Liability

There is in force a Public Liability Cover in the name of Clackmannanshire Council, which would operate in respect of any third party claim for injury or damage to property arising out of the operation of the Council. This is a Liability Cover and, as a result, negligence on the part of the Local Authority or their employees resulting in loss or injury must be established Pupils' Property

Each session, unfortunately, but inevitably, pupils' property is lost, damaged or stolen in school. As a parent you should be aware of the following points:-

- a) Clackmannanshire Council's Liability policy does not automatically provide cover for personal property left within the school or other Council premises.
- b) Under normal circumstances a Home Insurance Policy gives some measure of cover for personal effects of the policy holder and his family but pupils are strongly discouraged against bringing expensive personal items to school.
- c) It is suggested that you may care to consider taking out additional individual personal cover.

Summary of Policy Insured Persons: Organisers, participants, members, employees and others travelling on authorised excursions or trips organised by or under the auspices of all employees of the Insured.

### Summary of Policy

Insured Persons: Organisers, participants, members, employees and others travelling on authorised excursions or trips organised by or under the auspices of all employees of the Insured.

<b>Insured Risk(s) and Benefits</b>	<b>Adult</b>	<b>Under 18 years.</b>
1. a) Death (Excursion)	£20,000	£20,000
b) Permanent	£20,000	£20,000
Total Disablement		
c) Permanent Proportionate based on Partial Disablement 'Continental Scale'		
Aggregate Limit - £15m with £25m re aircraft accidents		
2. Medical Expenses UK only)	unlimited	unlimited (outwith
3. Baggage and effects	£5,000	£5,000 Effects

Excursion/Trip Insurance (Schools, Services to People and other Services of the Council)

### Insurer Chartis

4. Money	£5,000	£5,000
5. Cancellation	£10,000	£10,000
6. Personal Liability	£5,000.000	£5,000.000

**Territorial Limits Worldwide**

For full details, please consult the Council's Policy for Educational Excursions

**Appendix 2:**

**School Term Dates 2022-2023**

<b>Event</b>	<b>Date</b>
Autumn term begins <b>(Staff only - staff development days):</b>	Monday 15 <sup>th</sup> & Tuesday 16th August 2022
Autumn term begins <b>(Pupils):</b>	Wednesday 17th August 2022
Autumn term ends:	Friday 7th October 2022
October holiday begins:	Monday 10th October 2022
October holiday ends:	Friday 21st October 2022
Winter term begins:	Monday 24th October 2022
Staff development day (pupils off)	Friday 25th November 2022
Christmas holiday begins:	Friday 23rd December 2022
Christmas holiday ends:	Friday 6th January 2023
Spring term begins:	Wednesday 9th January 2023
Staff development days (pupils off)	Monday 13th & Tuesday & 14th February 2023
Spring half-term holiday begins:	Wednesday 15th February 2023
Spring half-term holiday ends:	Friday 17th February 2023
Spring term ends:	Friday 31st March 2023
Easter holidays begin:	Monday 3rd April 2023
Easter holidays end:	Friday 14th April 2023
Summer term begins:	Monday 17th April 2023
May public holiday:	Monday 1st May 2023
Summer term ends:	Friday 30th June 2023
Summer holidays begin:	Monday 3rd July 2023

### **Staff Development Days**

- Monday 15<sup>th</sup> August 2022
- Tuesday 16th August 2022
- Friday 25<sup>th</sup> November 2022
- Monday 13<sup>th</sup> February 2023
- Tuesday 14<sup>th</sup> February 2023