



# Welcome to

## Calside Primary School

# Handbook



# Dumfries and Galloway Education Services

## Calside Primary School Handbook

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# 1. Letter from Director

Dear Parents,

Dumfries and Galloway Education Services is committed to delivering a high quality education for your child/ren. As part of Dumfries and Galloway Council's overall vision we aim to provide all children and young people with a good start in life and prepare them for adulthood and employment.



Education Services cannot deliver this alone for children and young people but work together with others and, as parents, you are one of our key partners. The research tells us that when parents are involved in their child's education the child will do better. The school handbook is one of the ways in which we inform parents, not just about how the school works, but also about how you can help us help your children to succeed in school and life.

It gives me pleasure as Director, Education Services to commend this handbook to you as an invaluable source of information about your school and Education Services.

Yours sincerely

Colin Grant

Director, Education Services

## 2. Welcome from Head Teacher

The staff and children of Calside Primary extend a warm welcome to all parents, friends and visitors to our school.

Every parent wants the best for their children and this is particularly true of the education we would like them to receive. We want our school to be a caring, stimulating and challenging experience for our young people and we believe that the best way to achieve this is through a close working relationship with parents and families. With your help and support we shall endeavour to provide your children with a high quality education which encourages them to develop their talents and abilities to the full.

This handbook is provided to familiarise you with some of the educational, organisational and social aspects of our school and to foster the good relationship which already exists at Calside between home and school.

I do hope you find our handbook informative and useful but should any of your questions not have been answered here, please do not hesitate to contact me.

I look forward to meeting and working with you to ensure that your child's primary education is both happy and rewarding.

Louisa Gamble, Head Teacher



### 3. Education Services Aims

Our Aim is to raise levels of attainment, achievement and participation in all our children and young people.

Our Objectives:

1. We will ensure that children and young people will be at the centre of our plans.

This means planning by schools and support from Education Services will be focussed on delivering to all our children and young people the entitlements embedded in Curriculum for Excellence and Getting It Right for Every Child.

2. We will improve our partnership working.

This means an emphasis on Cluster working, training on Getting It Right For Every Child themes, parental involvement, multi-agency working, partnership with Community Learning and Development (CLD); Professional Learning Communities and collaboration with Education Scotland, the Care Inspectorate and Further Education colleges.

3. We will encourage innovation, creativity, collaboration and a culture of sharing and learning in all our staff.

This means a focus on transformational leadership, professional autonomy and local solutions and building capacity in all our staff.

4. We will streamline our business processes.

This means empowering our schools and staff to find better ways of working, with an emphasis on professional autonomy, local solutions, developing leadership, capacity building, effective Continuing Professional Development and implementing Getting It Right for Every Child processes.

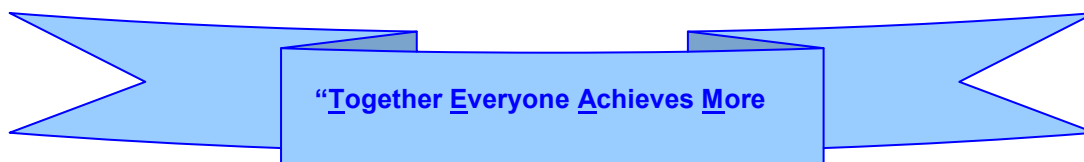
### 4. School Aims

Our vision is to build a community of healthy, confident, lifelong learners who embrace challenge, respect others and make a positive contribution to both their local and global community. In all that they do we want our young people to be the best that they can be.

### 5. School Ethos

At Calside Primary School we provide a welcoming, safe and caring environment in which each pupil is valued and supported. We promote good behaviour, self-discipline and respect for others. We provide high quality learning and teaching experiences which cater for all learning styles and enables pupils to develop positive attitudes towards learning. We equip pupils with the foundation skills, attitudes and expectations required to prosper in a changing society and encourage independence, creativity and ambition. At Calside we ensure all pupils realise their potential through the promotion and recognition of achievement. We build and maintain effective partnerships between the school, its parental body, cluster schools, support agencies and the wider community.

Our school motto is:



## 6. School Information



### The School Building and Grounds

Calside Primary School was built initially to relieve the pressure of numbers at nearby Georgetown Primary School and subsequently to accommodate children from the continuing building development in the Georgetown area. The school was partially opened in January 1980 for pupils in P1–P5 and became fully operational for all pupils in June 1983.

There are two distinct areas of the school, one for infants and one for P4 -P7 linked by the hall and dining room.

The infant area (P1-3) is semi-open plan and consists of six teaching bays linked in twos with intervening wet areas. One of the bays has become our Happy Faces room, another is now our General Purpose Room and this is linked to one of the classrooms. There is a work base for staff and Support for Learning at this end of the school together with a large infant open area which is used for a variety of activities.

The senior end of the school has 6 bays similar to the first phase but, in addition, has two “traditional” type rooms. One is the P7 classroom while the other has become our music room. One of the bays is now our newly refurbished library which is bright and welcoming. There is a large open area which accommodates our computer suite. This area is also used by groups of pupils for a range of activities. Another bay is our Learning Centre which we call the Rainbow Room and this is linked to the activity room. There is a separate area called The Sozo Room which provides a quiet, calm space if a child needs ‘time out’.

The Administration area of the school consists of the entrance hall, school office, Head Teacher’s office, staff room, First-Aid station and janitor’s store. In addition, we also have a community room which serves as a base for the Home Link Workers.

Happy Faces After School Club use the hall, quiet room and infant open areas to provide out of school care between 7.00 and 9.00am and again between 3.00 and 6.00pm. Please contact Lesley Woodhouse on 01387 248944 or 077556671 for more information.

We have an expansive play area for the children which includes both a hard playing surface and large areas of grass. These grounds are enclosed within a secure fence and are out of bounds after 6.00pm unless a recognised let has been taken out. In the autumn of 2012 we installed new playground equipment with Awards for All and Parent Council funding. The Calside Express, Jungle Den and the Ball Wall are three particularly popular areas with the children.



Community use of the school is positively encouraged. Anyone wishing to 'let' the building and or grounds should contact:

**Mrs Angela Kearney**

**School Lets Officer**

**Dumfries Academy**

**Academy Street**

**DUMFRIES**

**DG1 1DD**

**Tel (01387 274350)**

## **School Address**

**Calside Primary School,**

**Calside Road,**

**Dumfries,**

**DG1 4HB**

**School Telephone No:** (01387) 263594



**School Fax No:** (01387) 248154

**E-Mail Address:** [coffice083@ea.dumgal.sch.uk](mailto:coffice083@ea.dumgal.sch.uk)

**School Website:** <https://blogs.glowscotland.org.uk/dg/CalsideCourier/>

**Non-Denominational**

**Primary 1-7**

**Co-educational**

**Current Roll: 147**

### **Director of Schools Services**

Mr. Colin Grant  
Woodbank  
30 Edinburgh Road  
DUMFRIES  
DG1 1NW  
Tel No: 01387 260427

### **Area Team Leader**

Mr Allan MacMillan  
St Teresa's  
Lochside Road  
Dumfries  
DG2 0DY  
Tel No: 01387 273950

## **Cluster Secondary School**

### **Dumfries High School**

Marchmount

DUMFRIES

DG1 1PX

Tel No: 01387 263061

Head Teacher: Mr Mark Turner

### **Other Dumfries Burgh Secondary Schools:**

**Dumfries Academy** Tel No: 01387 274350

**Maxwelltown High School** Tel No: 01387 720458

**St. Joseph's College** Tel No: 01387 252893

## School Staff

**Head Teacher** Mrs Louisa Gamble  
**Depute Head Teacher** Mrs Lynn McCormick

### Teaching Staff - Class Teachers:

Miss Carson (P1) Mrs Etle (P1/2/3) Mrs Hubbert (P3/4)  
Mrs McCormick (P4/5) Mrs Todd (P5/6) Miss Thomson (P6/7)

**RICCT Teachers:** These teachers cover the classes when the teachers have planned preparation and paperwork time.

### Visiting Specialists:

**Art** Mrs J Stephen  
**PE** Mrs J Harkness  
**Music** Mrs K Thom  
**French** Madame Byers

**Classroom Assistants:** Mrs J Foster, Mrs K Ali

### Additional Support Needs Staff:

**Principal Teacher** Miss E McNeill  
**Support for Learning Teacher** Mrs A Kalotka

### Classroom Assistants (Additional Support Needs):

Mrs K Adair, Mrs S Mitchell, Mrs J McFaul, Mrs S Neill, Mrs L Balfour, Miss K Carruthers

### Non-Teaching Staff:

Secretaries	Mrs D Copeland, Mrs M Wilson
Janitor/Playground Supervisor	Mr S Coupland
Home/School Liaison Worker	Mrs M McClafferty
School Chaplains	Rev M Bond, Rev R Paisley
School Nurse	Mrs S Dillon
School Doctor	Dr L Sloan
School Link Officer	Mr J Thin
Educational Psychologist	Mrs S Harper
Speech Therapist	Mrs H Irving
Physiotherapist Team Leader	Ms S Irving
Occupational Therapist Team Leader	Ms S L'Anson
Police Liaison Officer	PC R Mathew
Kitchen Supervisor	Mrs K Houston
Cleaning Supervisor	Mrs D Craik
Crossing Patrols	Mrs A Craighead, Mr S Coupland

### Supply Staff

From time to time it will be necessary to bring in staff to cover for sickness and staff training. The supply register is maintained by the Council Education Department and we always try to use staff who are familiar with the school and the children. However, this is not always possible but care is taken to ensure that the work they do forms part of the teacher's planned programme and pupils are generally told when a supply teacher has been booked to take their class.



## SCHOOL HOLIDAY AND SESSION DATES 2013-2014

Staff Return (In-Service Day)	Friday, 16 August 2013
Pupils Return	Monday, 19 August 2013
October Holiday	Monday, 14 October – Friday 25 October 2013 (Inclusive)
Pupils return	Monday, 28 October 2013
In-Service Days	Thursday, 28 November 2013
St Andrew's Day	Friday, 29 November 2013
Christmas Holiday	Monday, 23 December 2013 – Friday, 3 January 2014 (inclusive)
Pupils return	Monday, 6 January 2014
Mid-Term Holiday	Monday, 17 February 2014
In-Service Days	Tuesday, 18 February 2014 Wednesday, 19 February 2014
Spring Holidays	Monday, 7 April 2014 – Monday, 21 April 2014 (inclusive)
Pupils return	Tuesday, 22 April 2014
May Day	Monday, 5 May 2014
In-service Day	Friday, 6 June 2014
Summer Holiday	School closes normal time on Wednesday, 2 July 2014
Staff Return	Monday, 18 August 2014
Pupils return	Tuesday, 19 August 2014

## Access and Security

After the start of the school day the only access to school is via the School Office. The external doors to all the classrooms are locked during the day. **All visitors to the school must report to the school office and sign the visitors' book.** Apart from the beginning and the end of the school day visitors, and this includes parents, must not enter the school playground without first reporting to the school.

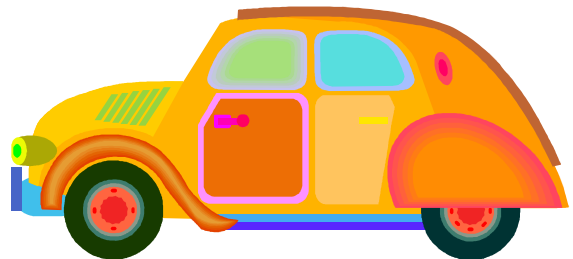
Any child leaving the school during the day for any reason must be signed out at the school office.

Pupils should remain within the school grounds during the school day apart from those who go home for lunch. A pupil will not normally be allowed to leave the school within school hours unless he/she is

- Accompanied by a staff member;
- Met at school by a parent or parent's representative;
- Given permission to do so by a member of the promoted staff.

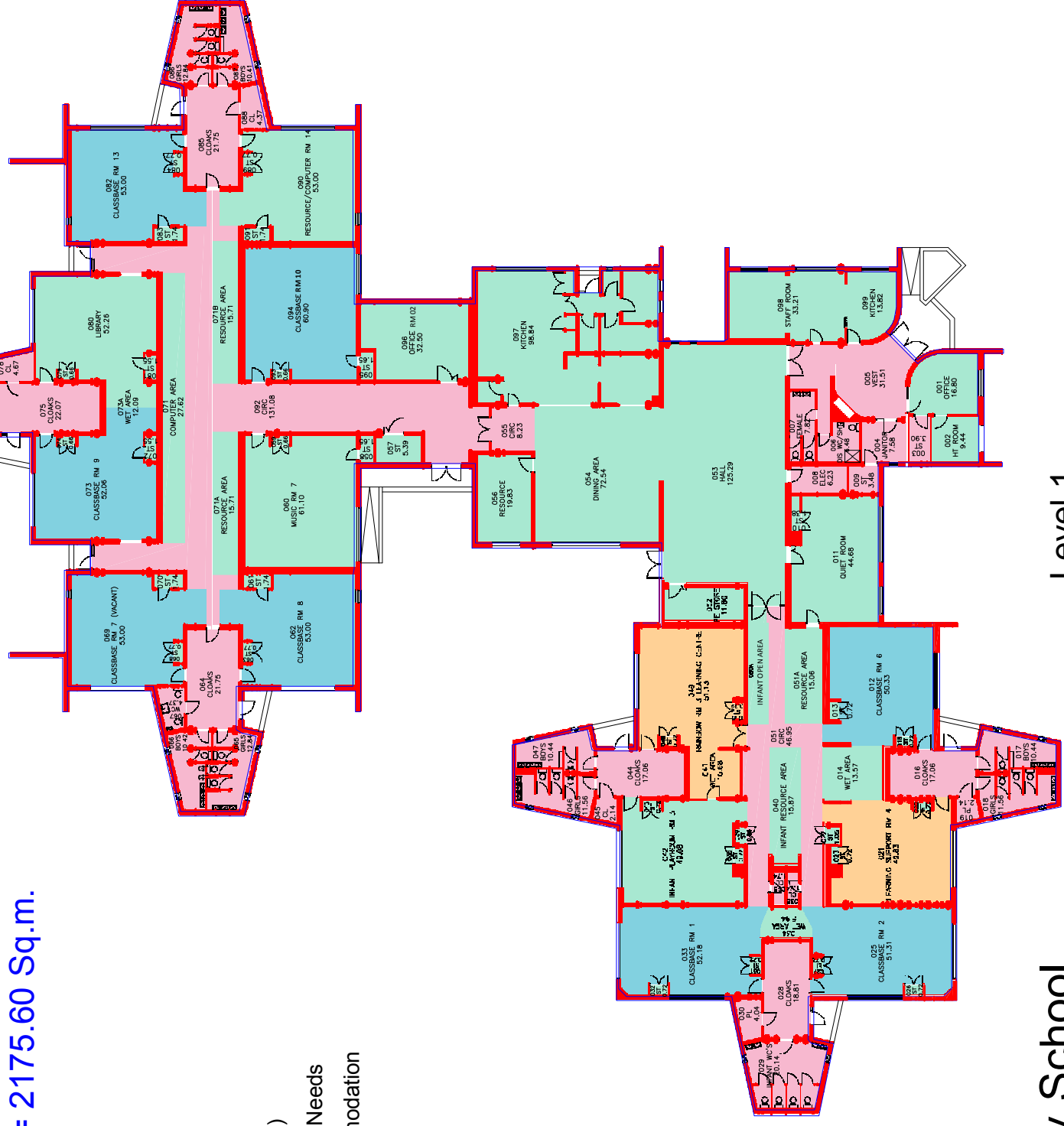


If you drive your children to school **please consider the safety of other children and do not drive into the school grounds to drop them off.** Please park in the bays outside the school or in a nearby street and walk your child into the school grounds.



Internal Gross Area = 2055.40 Sq.m.  
 External Gross Area = 2175.60 Sq.m.

- Pre-School (3-5),
- Primary (Teaching)
- Primary (Associated)
- Special Educational Needs
- Community Accommodation
- Ancillary Space

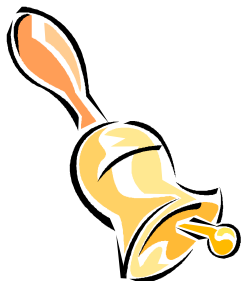


Corporate Identifier  
 Roomnames  
 Net Area  
**Calside Primary School**

Level 1

## 7. Contact Us

### The School Day



Primary 1 - 7	
School Starts	9.00am
Morning Break	10.30 - 10.55am
Lunch	12.30 - 1.15pm
School Finishes	3.10pm

### Visits to the School

It would be helpful if parents wishing to visit the school could make a telephone appointment in advance as casual visitors, although welcome, cannot always be accommodated at short notice. Naturally, urgent concerns will be dealt with immediately.

An answering machine is used to receive calls when the Head Teacher or secretarial staff are not available. **Please do leave a message, particularly if it is urgent and we shall respond as soon as possible.**

### Complaints Procedure

Although it is expected that such incidents will be rare indeed, sometimes situations arise when a parent may feel that he or she has a justified complaint against a member of staff. Complaints should always be made in the first instance to the Head Teacher when it is hoped an amicable solution may be found. Should this fail to resolve matters, the complaint should be put in writing to the Director for School Services for further consideration. If the complaint is against the Head Teacher, then the approach should be made in the first instance to the Director for School Services.

Education Services operate within the complaints handling procedures for Dumfries and Galloway Council. Information on this can be found at <http://www.dumgal.gov.uk/index.aspx?articleid=9246>

Education Services aims for enquiries, concerns and complaints to be dealt with at as local a level as possible, where possible at individual school level. Individual schools are supported to ensure that matters of complaint are recorded, acknowledged and responded to within normal complaints handling timescales, normally response within 10 working days. Normally issues arising at a school level should be brought to the attention of the class teacher and senior school staff, such as Head or Depute Head Teachers as appropriate. Further support and advice can be provided to individual complainants or teaching staff through contacting either the complaints handler within Education Services or to the Councils Corporate Complaints Unit.

## 8. How the School Works?

### Enrolment

Parents may opt for a place in any school they wish, at any time, but priority for a place will be granted to children from the recognised or 'delineated' catchment area. Information regarding catchment areas can be found on the Council's website by accessing "Find My Nearest" <http://www.dumgal.gov.uk/index.aspx?articleid=6293>. Full details on how to enrol or move school are available from the school or on the Council's website (see Section 16).



### Enrolment - Catchment

#### Education (Scotland) Act 1981 (see paras 1-4 Form BIP1)

According to the above Act, parents have the right to choose the school at which they wish their children to be educated. Dumfries and Galloway Council Education Department have a booklet "Basic Information for Parents" (Form BIP1) which summarises the availability of educational provision within the region. This is obtainable from the School Office or the Education Offices. Relevant to the above, Forms PP1 and PP2 are issued to parents of new entrants and children due to transfer to secondary education.

Calside Primary School's catchment area is shown below for your information. Parents seeking a place for their child at a school out with the catchment area are normally responsible for the cost of transport. Should you move out with the catchment area while your child still attends Calside, permission must be sought from the Education Office in writing, to continue at the school. Generally, permission is granted as a matter of course. Please seek advice from the Head Teacher.

### Calside Catchment Area

#### Calside Road Area

Calside Road 54-76  
Calside Court  
Calside Gardens  
Calside Drive  
Calside Avenue  
Calside Place  
Cartha Road 2-62  
Cartha Place  
Craigs Road  
Elmbank Drive 1-17  
Kirkland Road  
Kirkland Place  
Kirkland Court  
Kirkland Wynd

#### Georgetown Road Area

Cedar Way  
Craigburn Court  
Craiglochar Avenue  
Craigvale Court  
Georgetown Road 96 - 140  
Georgetown Road 97 - 137  
Georgetown Village  
Gilloch Crescent  
Gilloch Drive  
Hillview Drive  
Hillview Place  
Hillview Avenue  
Lime Grove  
Minden Crescent

Larchbank Place

Makbrar Crescent

Makbrar Road

Makbrar Drive

Makbrar Wynd

Makbrar Place

Makbrar Neuk

Makbrar Court

Makbrar Meuse

Maplebank Loaning

Rowanbank Road 35-71

Urquhart Crescent

Urquhart Court

Wolfgill Road

Wolfgill Court

Wolfgill Drive

Wolfgill Place

Monro Avenue

Monro Park

Monro Court

Minden Avenue

Minden Drive

Mosspark Road 2 – 32

Mossvie

Oakfield Drive 44-118

Oakfield Court

Poplar Court

Under Craigs Road

Under Craigs Place

Under Craigs Drive

Under Craigs Court

## Enrolling your Child

If you are considering enrolling your child at Calside, you are welcome to come and look round the school beforehand. Please telephone to arrange a mutually suitable time for doing so.

## Moving from Nursery

Primary teachers work closely with nursery staff and parents to ensure that information about each child's learning and achievements is passed on. This will help ensure that their learning and development continues without interruption. Staff will also share other information which will help the teacher to support each child's learning – for example relevant health issues, friendship groups and preferred ways of working.



## P1 Entrants

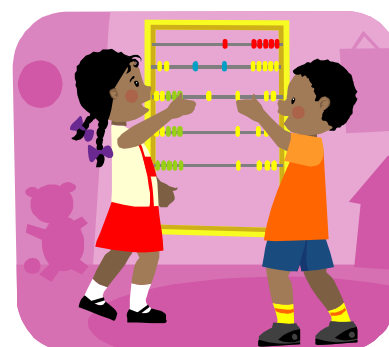
Children are entitled to start their formal primary education at the beginning of a new session (i.e. August) provided they will become 5 years of age by the end of the following February.

Enrolment takes place in school early in January. The dates and times are published in the local press. Parents are asked to bring along their child's birth certificate and proof of address when enrolling.

In the summer term preceding entry, your child's nursery will begin to prepare your child for his/her move into primary. As part of the transition process, we shall invite your child to spend some time in their new P1 class. Parents and guardians will be invited to an induction meeting with the Head Teacher who will provide some helpful hints about how to prepare your child for school as well as providing information relevant to the first few weeks in primary. A further meeting will be arranged for September when the P1 class teacher will give a more detailed outline of the P1 curriculum. Information will also be provided on assessment, reporting and parents' evenings. The children are also allocated a P7 buddy who will support the children with their move to Primary School. P7 buddies help the P1 pupils at break and lunchtimes in particular.

## Entrants from Other Schools

Please discuss your move to Calside with your child's present Head Teacher so that he/she can arrange to have your child's records sent on. Before moving your child to us, we would offer you a tour of the school and a meeting with the Head Teacher to ensure that we are best placed to meet your child's needs.



## Transferring to another Primary School

If your child is transferring to another school please arrange an appointment with the Head Teacher so that we can discuss the move and agree the required transfer information. You should let us know the name and address of the receiving school as well as the date your child will be leaving so that we can arrange to send on his/her records.

In addition, if you are transferring to a school in Dumfries and Galloway which is not your catchment school, you will be asked to complete a PP6 form, a copy of which you can get from our school office. The Head Teacher of your child's current school will be asked to comment on the form about the curricular and support implications of such a move. The form will then be submitted to Education and Community Services where a decision will be made regarding the proposed move.

## Transferring to Secondary School

We recognise the importance of building good relationships between primary and secondary so that your child's move from P7 to S1 is as smooth as possible. The local secondary schools all hold open evenings around November time for P7 pupils and their parents. In addition primary and secondary staff have a full liaison programme which includes three induction days in June where P7 pupils attend their receiving secondary school. Details of the burgh secondary schools can be found below.

Dumfries High School  
Marchmount  
Dumfries  
DG1 1PX

Tel No: 01387 263061

Head Teacher: Mr M. Turner

Dumfries Academy  
Academy Street  
Dumfries  
DG1 1DD

Tel No: 01387 274350

Head Teacher: Mr Glendye

St Joseph's College  
Craigs road  
Dumfries  
DG1 4UU

Tel No: 01387 252893

Head Teacher: Mrs B Jones

Maxwelltown High School  
Lochside Road  
Dumfries  
DG2 0EL

Tel No: 01387 720458

Head Teacher: Ms Maureen Smith

## Transferring Educational Data About a Pupil

Education authorities and the Scottish Executive Education Department (SEED) have collected data about pupils on paper form for many years. We are now working together to transfer data electronically through the ScotXed programme.



### What pupil data will be collected and transferred?

Data on each pupil is collected by local authorities and SEED. The data collected and transferred covers areas such as date of birth, postcode, registration for free meals, whether a pupil is looked after by his/her local authority, special educational needs, attendance, absence and exclusion from school. Pupils' names and addresses are collected by their school and Education Authority but they are not passed to SEED. Your postcode is the only part of your address which is transferred. Data is held securely and no information on individual pupils can or would be published by SEED. It is used for statistical and research purposes only. Providing national identity and ethnic background data is entirely voluntary. You can choose the – not disclosed – option if you do not want to provide this data. However we hope that the explanations contained in this message will help you to understand the importance of providing the data.

### Why do we need your data?

In order to make the best decisions about how to improve our education service, SEED and the education authorities need accurate, up to date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better exam results. Accurate and up to date data allows SEED, education authorities and schools to:-

- Plan and deliver better policies for the benefit of all pupils.
- Plan and deliver better policies for specific groups of children.
- Better understand some of the factors that influence pupil attainment and achievement.
- Target resources better.

## Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the national statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of the data. The Data Protection Act gives you the right to know how we will use the data. This message can only give a brief description of how we will use the data. Fuller details of the use of pupil data can be found on the ScotXed website. SEED will not publish or release any information that allows any individual pupil to be identified. Data will not be used by SEED to take any actions in respect of any individual pupils. Data will only be shared with partners, such as HMIE and the SQA. Any sharing will be done under conditions of strict control and with the prior agreement of the Data Controller.

## Concerns

If you have any concerns about the ScotXed data collections you can e-mail the Data Controller, at [Eddata.Controller@scotland.gsi.gov.uk](mailto:Eddata.Controller@scotland.gsi.gov.uk) or write to The ScotXed Support Office, SEED, Area 1B, 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. Please allow up to 10 days for requests to be processed.

Want more information? Further details about ScotXed data exchanges are available on the ScotXed website; [www.sctxed.net](http://www.sctxed.net) The website also contains answers to commonly asked questions about ScotXed

## School Uniform/Dress Policy

All Dumfries and Galloway schools must have a dress code which encourages pupils to dress in a way appropriate to attendance at school. This code must not lead to direct or indirect discrimination on the grounds of race, religion, gender, or disability. Prior to drawing up the dress code, parents, pupils and staff should be fully consulted and it is the expectation of Education Services that parents will be supportive of the dress code.

Clothing which is unacceptable in school under any circumstances would include items which:

- Could potentially encourage factions (e.g. football colours).
- Could cause offence (e.g. anti-religious or political slogans).
- Could cause health and safety difficulties such as loose fitting clothing, dangling earrings.
- Are of flammable materials which may be a danger in certain classes.
- Could cause damage to floors.
- Carry advertising, in particular for alcohol or tobacco.
- Could be used to inflict damage on other pupils.

Parents in receipt of a grant for footwear and clothing from the authority will be encouraged to purchase items which are in accordance with the school dress code. Guidance is available on Clothing Grants from Pupil / Parent Support Unit on <http://www.dumgal.gov.uk/index.aspx?articleid=2235>

While it would not normally be the policy of the authority to exclude a pupil from school solely on the basis of his/her dress, persistent refusal to respond to a reasonable dress code could be deemed to be a challenge to the Head Teacher's authority and thus be detrimental to the well-being of the whole school community. In such circumstances, a Head Teacher could justify the use of the school disciplinary procedures.

## School Clothing

Wearing school uniform can encourage a sense of belonging and pride in our school and it eliminates the competition which often arises with 'fashion clothes'. In Calside School we strongly encourage the wearing of school uniform and we are grateful for the ongoing support of parents with this matter.

Our smart but comfortable uniform allows flexibility for the wearer and consists of:

- Grey or black trousers/skirt/pinafore
- Pale blue polo shirt with the school logo
- Royal blue sweatshirt with the school logo
- Blue blouse/shirt
- School tie
- Grey jumper/cardigan
- Blue gingham dress



Fleeces and waterproof jackets with the school logo are also available in Royal Blue.

We hold a small stock of polo shirts, sweatshirts, fleeces and jackets in school which may be purchased from the school office. Parents can also order items when forms are sent out in October and May. Order forms are also available on the school website.

## Footwear

The school is mostly carpeted and has under floor central heating. We therefore ask that all children change into soft-soled shoes when indoors (e.g. gym shoes or sandals) and have a shoe-bag (a carrier bag will do) in school at all times.

## Art Work

In order to protect pupils' clothing we would ask parents to provide an old shirt or similar for pupils to wear during art work.



## PE Kit

For indoor physical education, pupils are asked to wear shorts plus a change of t-shirt and suitable gym shoes which are well fitting and in good condition. (Please note that football strips are not acceptable because they inevitably cause arguments between children.) Please remember that if your child has outgrown his/her school shoes then it is likely that he/she will also require new gym shoes. In the interests of safety, children will be asked to remove watches, necklaces, bangles and ear-rings before a PE lesson.

The children will also be involved in P.E outdoors hence the children would require extra layers including jogging bottoms, a sweatshirt, outdoor trainers and a waterproof.

## School Meals

Free school meals are available to support families who live and attend a school in Dumfries and Galloway and who are in receipt of qualifying benefits. All Primary 1 pupils currently receive free school meals. Any questions about Free School Meals can be directed to the Pupil/Parent Support Unit <http://www.dumgal.gov.uk/index.aspx?articleid=2233>

Meals are prepared on the school premises.

Each morning pupils are asked by their teacher to indicate their lunch time option for that day. At this time money will be collected by a member of the kitchen staff. Meals cost £1.75 per day and parents are encouraged to pay on a Monday for the whole week. (i.e. £1.75 x 5 = £8.75)

The following options are available to pupils at lunchtime:

1. **School Meal** - a two course meal with two choices for each course. Menus operate on a 3 week cycle and copies are on display in school. Copies of the menus are also available through the school website.  
**Cost: £1.75**
  
2. **Take 4 Health** - Jacket Potato with filling of the day  
**Cost: £1.75**  
OR  
Filled Roll Granary, Wholemeal or Baguette  
**PLUS CHOICE OF**  
Fruit Yoghurt, Fruit jelly, Fruit salad, Carrots, cherry tomatoes  
**PLUS CHOICE OF**  
Fruit  
Home made biscuit/tray bake  
**PLUS CHOICE OF**  
Milk  
Flavoured Milk  
Flavoured Water  
Fruit Juice Drink



3. **Packed Lunch** – Parents may choose to provide a packed lunch from home

For safety reasons pupils should not bring glass containers in their lunch box. Fizzy drinks and highly coloured sweets are not conducive to learning and should be discouraged. Water, diluted juice or fresh juice is preferable. Ice packs are recommended to keep the packed lunch cool.

4. **Home Lunch – Pupils leave school and have lunch at home.**

Pupils are supervised in the dinner hall by a member of staff.

## Free Meals

Parents/guardians who are in receipt of income support are usually entitled to free school meals. Claim forms are available from the school office, on the school website or Woodbank, 30 Edinburgh Road, Dumfries.

## Special Diets

If for any reason a child requires a special diet, parents should contact:

**The Client Officer, Direct Services Organisation, 30 Edinburgh Road, DUMFRIES**

## School Transport



How do I find out if my child will receive school transport?

When school transport is required for a pupil, the school will contact the Parent/Pupil Support Unit. If your child is eligible, details of the transport arrangements will be communicated to you in time for the new academic year. You can check whether your child is entitled to school transport using 'Find My Nearest' on the Council's website (<http://www.dumgal.gov.uk/index.aspx?articleid=6293>)

Any alterations to transport arrangements that occur during the school year will be communicated prior to any changes being made. If school bus passes are required these are issued at school.

There is a Policy on School Transport and a Guide for Parents, and also Guidance for transport of children and young people with Additional Support Needs. These are available from your school or on the Council's website or from the Pupil/Parent Support Unit (see Section 16)

<http://www.dumgal.gov.uk/index.aspx?articleid=1487>

## Class organisation

At the end of each school year, parents will be advised of the classes and class teachers for the following session. It is likely that during seven years at primary school your child may be placed in a composite class, i.e. P1/2 or P5/6 etc. where two/ three age groups are taught by the same teacher. These classes are capped at 25 which is usually smaller than one stage classes. Since all our teachers are experienced in dealing with children of all ages and abilities, your child's education is in no way disadvantaged. When it is necessary to split a stage, e.g. P4 to form a P3/4 and a P4/5 it is important for all parents to understand that the P4 pupils in P3/4 **have not been 'kept back'** but will, in fact, follow the same programme of work as the P4 pupils in the P4/5 class. Allocation to composite classes will be according to the needs of the pupils as seen fit by the Head Teacher. The Head Teacher will be able to explain the reasons for composition if you wish. If you have any concerns about this, the Head Teacher will be pleased to discuss the matter with you.

## Playground Supervision

During the morning interval and at lunchtime, the janitor, classroom assistants and additional support for learning assistants supervise the children in the playground. If the weather is very wet or icy, the children stay in their classrooms and the older pupils in P6 and P7 help to supervise the P1-3 classes. In the current climate it is important to send your child with a coat with a hood or hat.

## Positive Behaviour and Celebrating Success

All children have a right to feel happy and secure in our school. We aim to promote a caring and co-operative atmosphere in the school and the playground. Our staff are fair and polite to children and we provide a quiet, calm environment in which children can work and play. Our children are supervised throughout the day and there is always an adult available should children want to discuss any concerns or worries.

To encourage a smooth transfer from nursery to P1 we run a **buddy system** where a P1 child is paired with a P7 mentor. The P1 child is introduced to his/her buddy on the P1 induction days and the buddy looks after the younger child in their first few weeks at school. We produce a booklet for each new P1 child showing pictures of their buddy and key personnel as well as pictures of their classmates and areas of the school. This booklet goes home with the children on the induction days so that it can be shared with their families over the summer holiday.

It is our aim to co-operate with parents in helping our pupils to exercise self-discipline, to be tolerant and caring and to work happily with others. Therefore parents and pupils are encouraged to bring concerns to the attention of staff – **when they arise**. Likewise staff will seek support from parents and pupils.

From the time they enter school our pupils are encouraged to respect themselves, other people, their belongings and the environment in which they live and work. The majority of our pupils behave well and recognise that our school rules are necessary:

- For their well being;
- For the well being of others;
- For the efficient running of the school.

### The school rules are as follows:

- We show respect for everyone in our school community
- We look after ourselves
- We are gentle
- We are kind and helpful
- We listen
- We are honest
- We work hard
- We look after property

In order to endorse good behaviour and promote team work we operate a **House System**. Each child belongs to one of four houses:

**MACADAM (Yellow)**  
**DUNCAN (Green)**  
**MACMILLAN (Red)**  
**TELFORD (Blue)**

Pupils can win points for their house by working well, displaying good manners, empathising with and helping their peers. Points are totalled at the end of the week and the winning house is presented with the trophy on which their house colours are displayed. House captains from the winning house also give out the merit certificates at assembly the following week.

**Merit** certificates are awarded to a pupil (or pupils) in each class who is deemed to have been particularly conscientious, has an achievement to be proud of or has shown consideration for others.

This system has proven very successful in promoting positive behaviour but we know from experience that behaviour issues will still crop up from time to time. We recognise the importance of full co-operation between parents and school especially where cause for concern arises. To keep parents informed about their children's behaviour in school each child brings home their '**Behaviour Achievement Passport**' on a Friday for parents to read and sign. This also includes a section on Wider Achievements where parents can record their child's achievements out with school and these are recognised at an assembly and displayed on our "Team Tree."

Further information about our behaviour policy is outlined in our "Promoting Positive Learning Behaviours Policy" which has recently been reviewed, adapted and a copy sent out to all parents. This is also available to parents of all new pupils, and a copy is available on the school website.

# 9. The Curriculum

## Curriculum for Excellence

Curriculum for Excellence (CfE) is bringing learning to life in the way education is delivered for all 3-18 year olds – in nursery, primary, secondary, at college, workplace or community learning. It takes a fresh approach to what, how and where young people learn. It aims to raise standards, improve knowledge and develop skills, closing the gap between the lowest and highest performers. Ultimately it aims to nurture young people as successful learners, confident individuals, effective contributors and responsible citizens.

## How does Curriculum for Excellence work?

- The 'learner journey' will be joined up from 3-18 to avoid gaps and overlaps in learning and to make the most of achievements outside school.
- Learners will work at a pace that suits, with enough challenge and support to stretch them.
- Lessons will be more engaging, inspiring and relevant to everyday life.
- Teachers will make connections between subjects, helping children make sense of the world.
- Children will learn *how* to learn and how to use their learning, not just memorise information to pass tests. This will help them adapt in an uncertain future with the ability to think for themselves, make sound judgements, challenge, enquire and find solutions.
- There is a greater focus on knowledge *and* skills – including vital skills: literacy and numeracy, which underpin all learning and are critical in life.
- Teacher assessments and reporting procedures aim to give learners, parents and employers better information on potential and achievement.

Ultimately, Curriculum for Excellence aims to improve our children's life chances, to nurture **successful** learners, **confident** individuals, **effective** contributors and **responsible** citizens

## Subject Information

The school offers a full, broad and varied curriculum firmly based across the main curricular areas outlined in the Curriculum for Excellence advice offered to schools nationally. We attach great importance to providing a balance across these areas while also providing a coherent, progressive experience for all children during their time at the school.

## Resources

Our school is well resourced with a variety of books, materials, equipment and computing hardware. All our classes are equipped with an interactive whiteboard.

The main curricular areas are:

- Languages (Listening, Talking, Reading, Writing)
- Mathematics and Numeracy (Number Money Measure; Shape Position & Movement; Information Handling)
- Health and Wellbeing (Physical Activity and Sport; Food & Health,  
• Substance Misuse; Relationships, Sexual Health & Parenthood)
- Social Studies (People in the Past; People in Place; People in Society)
- Sciences (Planet Earth; Forces, Electricity & Waves; Biological Systems; Materials; Topical Science)
- Religious and Moral Education (Christianity; Other World Religions; Development of Beliefs and Values)

- Expressive Arts (Music, Art & Design, Dance, Drama)
- Technologies (Information and Communication Technology, Design Technology)

We stress the need for an active, investigative and, where appropriate, a cross curricular approach where the children increasingly accept responsibility for their own learning, while, all the time, insisting on the need for a firm foundation for all aspects of the curriculum. Policies and Curricular Frameworks are in place for all the major curricular areas and the Head Teacher would be happy to discuss these with parents. Every three years, the school undertakes a self-assessment review in order to identify those areas which require development. All staff, parents and pupils are invited to take part in that review. Following on from this, the Head Teacher and staff produce a three year school improvement plan. This plan is discussed with the Parent Council and a brief overview of progress will be distributed to parents annually. A copy is also available on the school website.

## Religious & Moral Education

Although our school is non-denominational, it is quietly Christian in ethic and the main Christian festivals are observed and celebrated. We also raise pupil awareness of the main festivals associated with other world religions.

We try to influence our pupils to be honest, caring, questioning and tolerant citizens on the path to becoming valued and valuable members of society.

We offer Religious and Moral Education as a curricular area in its own right, but it is very likely that aspects of the programme will occur from time to time in other areas of the curriculum.

Our religious and moral education programme aims to help our pupils to:

- develop a knowledge and understanding of Christianity and other world religions and to recognise religion as an important expression of human experience;
- appreciate moral values such as honesty, liberty, justice, fairness and concerns for others;
- investigate and understand the questions and answers that religions can offer about the nature and meaning of life.
- develop their own beliefs, attitudes, moral values and practices through a process of personal search, discovery and critical evaluation.

As part of our programme we have a weekly assembly for the whole school. This may have a religious/moral theme or it may be a time for sharing knowledge, feelings and experiences. If you do not wish your child to participate in aspects of either religious education or religious observance, please let the Head Teacher know so that appropriate alternative arrangements can be made. Carina Lamb from Scripture Union also contributes to our assemblies.

The school accepts a shared responsibility for the personal and social development of each pupil. In order to meet that responsibility, the school provides a caring and supportive environment in which everyone is made to feel valued. Each area of the curriculum has a contribution to personal and social development and within each area the development of positive attitudes, tolerance and respect, co-operation with others, independent working and responsibility for learning, self-confidence will be fostered.

## Modern Languages in Primary Schools

In P6 and P7 pupils will study French as part of the Modern Languages in Primary Schools initiative. Occasionally we may host a foreign languages student for a short placement. He or she would then work in all our classes sharing experiences of his/her native culture and language. The teacher supporting the P6/7 staff in the delivery of French currently is Madame Byers.



## Health and Well Being Education

Health Education is an integral part of our curriculum and issues relating to keeping healthy will be covered during the primary school years, e.g. hygiene, healthy eating, exercise. From time to time our school nurse gives talks to individual classes on various aspects of keeping healthy. Each session



you will be given an overview of the Relationships, Sexual Health & Parenthood programme of study for your child's year group. Our health programme also tackles issues such as bullying and misuse of drugs.

We aim to provide children with the experiences and information to help them make informed choices in their lives. The curriculum explores their physical, social, mental and emotional wellbeing. Through Physical Education and clubs, we also aim to provide all our children with equal opportunities to value keeping fit by providing individual and team sports experiences.

## Health Promotion

At Calside we actively promote healthy choices and a healthy lifestyle. We have a very successful health promotion group called CHAT (Calside Health Action Team) which comprises:

- Our Staff Health Co-ordinator
- Two junior health co-ordinators

We also consult with the whole school community including parents, staff, pupils as well as:

- Our Active Schools Co-ordinator
- Various representatives from external health promoting bodies

This group meets on a regular basis and is responsible for organising a wide variety of health events throughout the year for pupils, parents and staff.

## Milk/Fruit



For snack we offer milk on a daily basis. Parents can order this a term in advance. This currently costs 17p a day. We encourage all pupils to bring a healthy snack/packed lunch to school and actively encourage a "Fruity Friday."

(We used to be able to prepare and sell fruit for snack on a termly basis, but due to the kitchen staff preparing food for a number of other schools, this is no longer possible).

# 10. The Wider Curriculum

## Extra Curricular Activities

We run a variety of clubs for the children throughout the year in consultation with pupils, parents, staff and the Active Schools Co-ordinator. A programme of extra curricular activities is planned termly and communicated via the school newsletter. Your consent will be sought for any club or activity your child wishes to sign up for. Some of the clubs we have offered recently are:

- Story Telling Club for infants



- Guitar Club
- Gardening Club
- Art and Craft



- ICT
- Table Tennis
- Cross Country



## Pupil Council

A pupil council with representatives from P1-7 meets regularly with a member of the management team to discuss school issues, developments and plan fundraising events. The pupils are elected and change annually. This role encourages and promotes pupil voice.



## School Trips

During their seven years in Calside Primary, pupils will be taken on visits related to their learning in class e.g. relevant museums, seashore, forest, Scottish Parliament, theatre etc.

There are many occasions throughout the year when pupils will be working off-site. As we want to keep you informed of how your child spends his/her days, we shall seek permission from you for every educational visit which takes your child away from the immediate Calside environment.

## Residential Trips

In Primary Six pupils have the opportunity to take part in a two day outdoor education trip (one night) to Carlingwark or Stronord. Detailed information about the excursion is provided when your child reaches this stage.

Primary 7 pupils build on this experience and take part in a three day (two night) excursion. An information evening is held to fully inform parents and pupils about this residential excursion.

## Eco Schools

The school runs an evolving ECO group led by a member of staff. Representatives from P1-7 discuss and plan how to take ECO developments forward in our school. The older children are also encouraged to take it in turns to type up the minutes of the meetings.

Children will involve the wider community in the life of the school where possible e.g. inviting the local nursery to our Christmas Show and visiting the local pharmacy to gather information on "Head Lice" and writing a Health Leaflet about this subject.

# 11. Home/ School Partnership

## Parent Council

By law schools have a duty to promote parents' involvement in children's education. We are very keen that parents feel able to be involved in their child's education and learning that they are active participants in the life of the school and they feel able to express their views on school education generally.

Every parent who has a child at our school is a member of the Parent Forum. The parent council is a group of parents who have chosen to represent the parent forum. As a member of the Parent Forum, each parent can expect to:-

- Receive information about the school and its activities;
- Hear about what partnership with parents means in our school;
- Be invited to be involved in ways and times that suit you;
- Identify issues you want the parent council to work on with the school;
- Be asked your opinion by the parent council on issues relating to the school and education it provides;
- Work in partnership with staff; and
- Enjoy taking part in school life in whatever way possible

The types of things the parent council may get involved in include:

- Supporting the work of the school;
- Gathering and representing parents' views to the Head Teacher, Education Authority and Education Scotland;
- Promoting contact between the school, parents, pupils and the local community;
- Fundraising and organising events;
- Reporting to the parent forum; and
- Being involved in the appointment of senior promoted staff.

All parents are part of the Parent Forum and from that group a Parent Council has been formed. This is a group of parents who support the management of the school and help to organise both fund raising and social events for the school community.

The current office bearers on the Council are as follows:

<b>Chairperson</b>	Ms Myra Smith
<b>Treasurer</b>	Mr Doug McCron
<b>Secretary</b>	Ms Christine Sinclair

You can find information about the activities of the Parent Council on their notice board which is situated in the school foyer area. The Parent Council also have a page within the school website.

Calside School's Parent Council is a small friendly group of parents, who all have the passion to help the school give our children the best education and primary school experience possible.

We appreciate the support we get from parents/carers, other family members, the school itself and the local community. There are around 8 members on the Parent Council, including a chairperson, who meet officially with the Head Teacher and teacher representatives once a term. It is not all about fundraising - our opinions are important to the school, and the school does benefit from our input. Our event planning meetings are in a more relaxed environment, held next door in The Jolly Harvester. We welcome parents and carers who are keen to see their children and their school thrive, who are happy to share their ideas and willing to volunteer at events such as our summer BBQ and Christmas Fayre. Everyone's time is valuable to us.

The money raised over recent years has been put to good use within the school, covering most areas of your child's education and fun: from outdoor and indoor play equipment and storage to Kindles (we've got to keep up with technology!) and Accelerated Reader.

Everyone is welcome to Calside School's Parent Council. Please feel free to join our Facebook page **Calside Primary Parent Council** or contact us by email ([calsideparentcouncil@mail.com](mailto:calsideparentcouncil@mail.com))

## Communicating with Home

We encourage a close relationship between school and parents and we greatly appreciate the support families give to the school. We promote a positive home/school partnership in several ways:

Through regular newsletters via Mail Drop  
Through parent information sessions  
Through our CAPER scheme in the infants  
Through questionnaires about specific aspects  
Through our whole school audit procedures  
Through working parties to improve aspects of the school  
Through our 'Eco' and 'CHAT' groups  
Through 'Open Days,' Celebration of Learning and Assemblies  
Through the Parent Council  
Through involvement in your child's homework  
Through social events  
Through Reports and Parents' Evenings  
Through Group call Text Messages



If you have any queries or concerns about your child or the school in general, please do not hesitate to contact us. If you telephone the office in advance, we shall be able to arrange a suitable time for you to visit either your child's teacher or the Head Teacher.

## Attendance

It is your responsibility as parents to ensure that your child/children attend school regularly. For the safety of all children it is important for you to telephone the school office prior to/at the beginning of the absence. Absences are recorded in class registers and frequent or irregular absences not supported by a reasonable excuse, will be notified to parents and the matter may be referred to the Attendance Officer. If possible please try to make dental/medical appointments out with school hours. However if this is not possible please inform us in writing or by telephone of the appointment and arrange to collect your child from class.

## Unexplained Absences / Lateness

In light of the tragic case in West Lothian in 2005 we have been advised to put procedures in place to ensure the safety of all the children in our care. In order that our procedures work efficiently and effectively we require your cooperation in the following matters:  
Parents are asked to ensure that:

1. The school is informed if the family is running late.
2. Any legitimate absence is notified to the school by telephone before 9am on the first day of the absence without fail, and that further calls, before 9am, are made on every subsequent day of the absence.
3. Contact telephone numbers, whether for home, for parents at work or for other emergency contacts, are kept up to date and are genuinely numbers where a response will be received. This is particularly important with mobile phone numbers.
4. The school is kept informed of the absence and the likely return date.
5. Any planned absences are officially notified to the school, in writing, in advance.
6. School would be informed before 1.15pm if a child was not returning to school after lunch as a result of becoming unwell over that period.
7. Latecomers report to the school office on arrival at school.

Staff will ensure that absences are checked every day and follow up the whereabouts of any child for whom we have no explanation. Due to the amount of extra work involved and necessity of having the correct information I would ask you to make note of the above requirements and ensure that you follow through the procedures to ensure the safety of all our children.

## Holidays

The Government has highlighted the importance of school attendance to a child's development and has required schools to set targets for improved attendance. Against this background, there is considerable concern at the increasing number of term-time holidays being taken by children at the request of their parents. The Head Teacher is not in a position to refuse permission to parents for such holidays but it is the view of Education Services that these holidays should be officially recognised as "unauthorised".

Education Services recognises that some parents have difficulties in arranging their own holidays to suit school holiday periods and parents remain free, within reason, to remove their children for holidays during term time. They should, however, appreciate that prolonged absence from school at any stage is harmful to a child's education and it is not possible – not fair to other children – to direct teaching time to assist a child who has been on holiday to catch up on what they have missed. This means that, whilst parents are at liberty to remove children from school for the purposes of family holidays, such absences will be recorded as 'unauthorised'. Parents should continue to inform the school, in writing, of any such holiday plans.

The exception to this is when a family holiday is judged to be important to the well-being and cohesion of the family following serious or terminal illness, bereavement or other traumatic events.

## Punctuality

Valuable teaching time can be lost through late arrival at school. Parents are asked to support the school by ensuring that pupils arrive at school on time, but not before 8.45 a.m. as there may not be anyone available to supervise the children until that time.



## Homework

Homework will be given:

- To reinforce/revise new learning
- To encourage children to take responsibility for their own learning
- To promote home-school links



Parental support is very important and we ask that you help with our programme in the following ways:

- Take a general interest in your children's homework;
- Ensure that children do not become over anxious or spend too much time on the homework task;
- Let us know if concerns have arisen so that these can be addressed by the teacher;
- Provide an environment which is suited to the child for the completion of homework;
- Where appropriate, assist your child with references/information for topic work;
- Encourage care, accuracy and tidiness in any set written homework without actually completing the task for the children;
- Encourage children to watch suitable information/news programmes which may be relevant to their schooling;
- Encourage the use of computer programmes other than games which could help support the work the children do in school;
- Encourage children to use outside agencies such as libraries and museums.

### Homework Tasks

Generally there will be weekly activities for Literacy and Numeracy. Details of homework will be given to each child in a homework diary. It would be helpful if parents could sign this after each activity.

From time to time homework tasks set, particularly for older children, will fall out with the normal routine. The following are examples of tasks which may be set from time to time:

- preparation of class talks on topics of interest
- brief book review
- a problem to solve
- research for topic work

## How is my child doing? (Assessment and Reporting)

Assessment is an ongoing feature of the teaching and learning process. Teachers assess in a wide variety of ways to ensure all pupils are appropriately supported, challenged and progressing well. Our pupils are increasingly involved in this process through self and peer evaluation. Assessment will focus on what children:

- Say
- Write
- Make
- Do

Class teachers meet individually with pupils to discuss progress twice a year and pupils are encouraged to identify targets which they can work towards. The Head Teacher meets with teachers on a regular basis to track individual pupil performance and to predict dates for achieving targets. This tracking process allows us to identify pupils who are under-achieving and gives us an early opportunity to investigate reasons for this.

Written reports are currently sent out twice a year in November and May. These cover all areas of the curriculum and they reflect the progress children are making in the Curriculum for Excellence Levels. We also indicate the level of support children require in the various curricular areas. In the reporting format which we use, both parents and pupils have an opportunity to comment on the report.

In addition to written reports, parents are offered the opportunity to meet with their child's teacher twice a year. These meetings offer the chance to discuss a child's progress and current learning targets.

Parents are also invited to Open Days in October and April when they will have an opportunity to look at their children's work. Parents who are unable to attend these days may request that their children's work is sent home for viewing.

From time to time parents will be invited into school to find out about new curriculum developments or about national/regional educational initiatives. However, we have an open door policy at Calside and parents are welcome to visit the school at any time to discuss their child's progress or to raise any concerns which they might have. To ensure that staff are available, we ask that you telephone the school in advance of your visit. Please do not hesitate to contact us if there is any matter which you wish to discuss.

## Raising Attainment

All schools are being encouraged to raise attainment, particularly in Maths, Reading and Writing. At Calside we do this by:

- Sharing learning outcomes with children;
- Involving children in a dialogue about their progress;
- Setting targets for children;
- Regular consultation between the class teacher and the Head Teacher;
- Comparison of baseline assessments and predictions with current pupil progress;
- Valuing all pupil achievements however small and in whatever field;
- Employing a variety of teaching methods to appeal to different learning styles.

The school has set targets for attainment in Reading, Writing and Maths and our results are compared to our targets on a yearly basis.

We recognise pupil's achievements in a variety of ways:

- Through displays of pupils' work
- Through our "T.E.A.M" tree (which recognises wider achievement)
- Through our 'Merit Certificates' and 'House of the Week' award
- Through 'Head Teacher' awards
- Through our 'Good Citizenship' award



We also encourage parents to praise their child's achievements and actively encourage them to do their best at all times.

We consider it important that pupils maintain a high standard of presentation and to this end we have established a set of guidelines which standardise presentation procedures across the school.

## Pupil Profiles

A profile is a snapshot of a child's or young person's best achievements at a given point in time. Profiles are primarily aimed at children and their parents and draw together a range of information about a child or young person's learning. It is one of the ways in which a child's achievements can be recognised. Nationally it has been agreed that profiles will be produced at the P7 and S3 stage. The profiling process gives your child the opportunity to talk about their learning and achievements with yourself and others and can challenge, motivate and support all learners. The intention is to give a rounded picture of your child, their achievements and progress in learning to date.

There is a Guidance note for parents on profiling which is available from your school.

## Helping your child

There are many things which as a parent you can do to support your child's learning in school:-

- **Listen, talk, and encourage** – this can have a big influence on children's learning
- **Encourage your child to talk** to you about their learning, what learning is happening at school and do what you can at home to build on that
- **Talk** to your child about their strengths and interests and how they are progressing
- **Encourage your child to talk** to you about their next steps in learning and find out how you can work with the school to support this
- **Ask for help** if you think your child needs it for any reason.
- **Praise** your child if he/she is working hard at something or has achieved something within or out of school
- **Encourage any reading**
- **Look for opportunities at home** to develop literacy and numeracy skills: money, number problems, time, measuring, matching, size, reading, writing, understanding instructions, questioning information
- **Encourage your child to take part in activities** e.g. hobbies, clubs which will provide opportunities to develop a range of skills
- **Help them work on tasks on their own** and then talk about it with you afterwards
- **Do things together where appropriate** – learn together e.g. if your child has a project or task to do, take an interest and discuss with them what he/she is doing or offer support if this is needed.
- 
- **Help prepare for change** particularly at key transitions – talk about the change together.
- **Talk** to them about how they are feeling
- **Work together with the school** by taking part in discussions about your child's learning and progress e.g. at parents nights, reviews

## Helping the School

### Parent Helpers

Parent helpers are most welcome in Calside Primary and make a positive contribution to the normal routine of the school by enabling a great deal of enrichment of the school curriculum. As part of our Child Protection procedures we ask that all volunteers go through a Disclosure Scotland check. The school will arrange and pay for this. We are very fortunate to have a bank of cleared volunteers who can be approached to work with children in school and on field trips.



We would welcome help from parents with:

- Preparing materials for class teachers
- Sharing a craft/hobby e.g. sewing/painting
- Cataloguing resources
- Taking a club e.g. football, yoga, chess etc
- Helping with office administration

If you would be interested in helping in any way please let us know.

## **Useful Information**

### **Parentzone**

PARENTZONE is a website which has been developed to encourage parental involvement in schools. The website is organised into distinct and user-friendly areas covering issues that affect parents during the different stages of their children's education.

For more information on parental involvement or to find out more about parents as partners in their child's learning, please contact the school or visit the Education Scotland website – [www.educationscotland.gov.uk/parentzone](http://www.educationscotland.gov.uk/parentzone) .

# 12. Support for All

## Pupil Support

Class Teachers meet termly with the Additional Support for Learning Staff to identify individual or groups of children who would benefit from additional learning input. This input is wherever possible delivered within the main class base.

Parents are informed that their child has been identified as needing additional input for whatever reason and will be offered an appointment to meet with ASL staff to discuss how we aim to address it. Your child may need other forms of support apart from learning support in order to meet their needs at any given point of time e.g. if your child is struggling to cope with a bereavement, being bullied, being a bully, having friendship difficulties....in these situations someone from the school will contact you and discuss with you what our concerns are as well as how we can work together to address them. We have partner agencies who can assist us in taking these areas forward such as the Home Link Worker, Family Learning, Behaviour Support Team, School Psychologist as well as School Nurse.

## Pastoral Care

From time to time children and parents may have concerns about bullying and it is our policy to address these concerns as quickly as possible. In the vast majority of cases the problem can be resolved fairly easily **if staff are informed quickly**. Through assemblies and PSD activities children are given strategies for dealing with bullying whether it is personal to them or whether they are aware of it happening to someone else. Accusations of bullying will always be investigated so children or parents who have concerns about bullying are encouraged to speak with the Head Teacher immediately. We follow advice from the "Respect for Anti-Bullying Guidelines 2012".

## Additional Support for Learning

Dumfries and Galloway Council is committed to the well-being and educational development of all learners. The process of inclusion requires all involved in the business of learning and teaching to demonstrate commitment, innovation and flexibility in order to ensure that all children and young people have access to quality learning opportunities and experiences.

The Authority aims to meet the needs of all children with additional support needs through a range of provision from mainstream classes (with or without support) to part-time or full-time provision in a school with a learning centre or base.

This commitment to meeting the needs of all children is based upon the requirements of the Education (Additional Support for Learning) (Scotland) Act 2004 amended in 2009 and is translated into procedure and practice by Dumfries and Galloway Education Services' The Framework for Support 2006. This Framework is currently under review.

## What is Additional Support for Learning (ASL)?

If your child needs extra help or support in addition to that which is usually provided in school they can be said to have 'Additional Support Needs'. Children may need additional support for short or long periods of time and for a variety of reasons. The reasons can include:

- Social or emotional difficulties
- Problems at home
- Being particularly able
- A physical disability
- Moving home frequently
- Behavioural difficulties
- Bullying
- A sensory impairment
- Communication problems
- Being a young carer
- Being a young parent
- Having English as a second language
- A learning disability
- Autism
- Attention Deficit Hyperactivity Disorder

If you have any concerns about your child you should speak to a member of staff in the school in the first instance. There are a number of ways in which concerns can be followed up. This may involve the input of other educational professionals such as Specialist teachers (Additional Support for Learning teacher, Educational Visitor, Sensory Impairment Specialists) and Educational Psychologists. It may also involve your child being referred onto staff in external agencies such as health staff (Speech and Language therapist, Occupational Therapist, Physiotherapist etc.). As a parent you will be closely involved in the whole process and your views sought throughout. If, after discussion with all concerned, it is felt appropriate, your child will have an educational plan agreed which will identify how they are to be supported.

Your child's progress will be kept under review and any plans and support will be changed as necessary. As a parent you will be closely involved in any review process. There will be several opportunities for you to discuss your child's progress. This may be through informal discussion with the teacher or at Parents' Nights or it may also be through more formal, focussed meetings with all agencies involved. You should discuss and agree with the school how you would like to be involved.

This school has developed its own policy for additional learning support within the framework of the Council Policy and a copy can be made available on request. The additional resources for support for learning in this school are:

- ..... A Principal teacher in the Learning Centre which we know as The Rainbow Room
- ..... Support for Learning Assistants who work with our young people in the Rainbow Room (Variable depending on the level of need)
- ..... A Support for Learning teacher who is with us for part of the week. This will vary from year to year depending on the needs of our pupils.

Individuals and groups of children work with our Additional Support for Learning staff, usually in the classroom. However, pupils can occasionally be withdrawn for one-to-one tuition or assessment purposes and an Individualised Education Programme can be created for specific targets. Sometimes a pupil will have a Co-ordinated Support Plan if several agencies are working together to meet educational objectives for an individual child or young person.

## The Rainbow Room

In addition to mainstream learning support, Calside has a base to support children with significant additional needs. This base, known to everyone as the Rainbow Room, provides for a variety of needs. These may be educational, physical, social and/or relating to language and communication difficulties. Children are based in year group classes as much as is mutually practical and they use the Rainbow Room as a teaching, study and social base as well. Rainbow Room staff not only work with pupils with additional needs, but often other children from their class are included in group and class activities so that everyone can benefit from additional support.

At the moment a small number of children will require a more detailed planning process which co-ordinates the input of education and other agencies to fully support the child. This plan is called a Co-ordinated Support Plan. The Co-ordinated Support Plan process is managed by Education Officers with responsibility for Additional Support for Learning.

Further information on all of the above is available from the school or on the Council website

<http://www.dumgal.gov.uk/index.aspx?articleid=10757> or from the following sources:

- Enquire – the Scottish advice and information service for additional support for learning, a charitable body registered in Scotland under registration number SC003527 <http://enquire.org.uk/>
- Scottish Independence Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576 <http://www.google.co.uk/search?hl=en&source=hp&q=Scottish%20Independent%20Advocacy%20alliance>; or
- Scottish Child Law Centre, a charitable body registered in Scotland under registration number SC012741 <http://www.sclc.org.uk/>

Parents may also access further support through mediation services provided by Common Ground Mediation <http://www.commongroundmediation.co.uk/> or advocacy support through People's Advocacy Support Service (P.A.S.S. Direct ) or Parents Inclusion Network (PIN) <http://www.parentsinclusionnetwork.org.uk/> .

## Getting it Right for Every Child (GIRFEC)

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 and their families. GIRFEC is all about ensuring that children get the help they need when they need it – the right help at the right time. For you and your child, GIRFEC means that:

- You are the expert on your child and what you think matters. Getting it right for every child means that the School will always seek to involve you, to listen to your opinions and take them seriously.
- From April 2013 your child will have a Named Person in the School. If you or your child need any advice or any support, the Named Person is your first point of contact and will make sure you get the help or advice that you need. Having a Named Person means that if there is anything that could affect your child's wellbeing, he or she will receive support as quickly as possible so that problems do not develop. In Calside Primary, the Named Person is Mrs Gamble.
- If your child has complex needs and needs help from several different services, GIRFEC means that all these services must work together for you and your child. You should never have to keep telling your story to lots of different staff in the School or the Education Department or the NHS. Your child will have a single plan that everyone works to and everyone is clear about what they are doing. When your child moves to secondary school there will be a Transition Plan in place for them in good time.

For more information on *getting it right for every child* email [GIRFEC@dumgal.gov.uk](mailto:GIRFEC@dumgal.gov.uk).

## Child Protection

All children have the right to be protected from harm, abuse and neglect. Every adult in Scotland has a role in ensuring all our children and young people live safely and have the opportunity to reach their full potential. The vision for all children and young people in Dumfries and Galloway is that they should be: **safe, nurtured, healthy, achieving, active, respected and responsible and included.** Schools and front-line education and child care services will play an important role in ensuring all children and young people are safe and well. Further information is contained within the [Child Protection Policy for Schools, Pre-School and Child Care Services](#) which is available from the school and the on the Council website.

All staff at our school will have undergone rigorous security screening and any volunteers working on their own with children will have been through a Disclosure Scotland Check. We ask parents to keep us informed of any changes to their family arrangements particularly when this affects the collecting of their child from school. The school is surrounded by a security fence and we have a buzzer entry system and signing in procedure at the front door. If your child is absent without prior arrangement we shall contact you immediately and any time you wish to remove your child from school you must sign them out at the office. At the beginning of each school year we shall ask you what you want to do regarding the physical care of your child and we shall also require your consent to take and use images of your child. We keep both manual and computer records about your child. The information includes details about your child's name, date of birth, names of parents/guardians, emergency contacts, relevant medical information, samples of their work, notes of assessment levels, records of meetings with yourselves and other agencies and copies of reports sent to yourself and other agencies. If you wish to view your child's file please speak with the Head Teacher.

## Educational Psychology Service

Educational Psychologists aim to improve the life chances of all children and young people. Working in partnership with families and other services, we use applied psychology and knowledge of child development to address inequalities, support vulnerability and enhance inclusion. We seek to ensure that young people realise their potential to become successful learners, confident individuals, effective contributors and responsible citizens.

We do this by:

- Working with others in a consultative way to help them make sense of difficulties and make informed choices and decisions
- Sharing knowledge about 'what works' and promoting evidence informed approaches to develop the policy and practice of literacy, numeracy and health and wellbeing in our educational establishments and communities
- Raising awareness of the crucial role of communication, relationships and nurture in children's lives
- Training and developing the skills of other professionals to improve children's attainment and achievement
- Highlighting the interactive nature of assessment, teaching and learning
- Designing and implementing interventions in partnership with others which support individuals and communities to develop resilience and ensure that children are safe, healthy, active, nurtured, achieving, respected, responsible and included.
- Supporting effective transitions (early years into primary, primary to secondary and secondary to post school) to improve the life chances of young people

The Psychological Service is based in offices in Newton Stewart, Dumfries and Annan, and each school has an identified Educational Psychologist. Further information about the service is available from the school.

## Home School Link Worker Service

A Home Link Worker can meet with parents/carers, children or young people to offer advice or help with the sorts of things that can affect a child's learning. These could be connected to a child or young person's home or school life. The service aims to provide help and advice early and prevent something small from growing into a problem. A Head Teacher can ask for this support on a parent's/carer's behalf.

## 13. Moving to Secondary School

### Catchment Secondary School

Transfer from primary to secondary school will be dealt with by direct approach to parents from individual primary schools. Our catchment secondary school is Dumfries High School. Information regarding catchment areas can be found on the Council's website by accessing "Find My Nearest" <http://www.dumgal.gov.uk/index.aspx?articleid=6293>. Parents can opt for any secondary school and full details on how to enrol or move school are available from the school or on the Council's website.

### Transition Activities



These are planned on an annual basis and begin in Primary 6 with a morning visit to Dumfries High School. Transition events have included Science, Literacy and Health and Wellbeing Activities and involve partner agencies as well as school staff. Detailed information is sent to parents prior to these events. Secondary Teachers and Pupil Support staff also visit the children in their own school to help prepare them for secondary school life.

Induction Days take place in June for Primary Seven Pupils at their chosen secondary school. Parents are informed of these dates annually.

### Support Available

Should pupils require further support and preparation for secondary school this is normally highlighted in advance (e.g. via Coordinated Support Plan meetings and Transitional Reviews) and arrangements are made for enhanced transitions.

# 14. School Improvements

## Improvement plan and priorities

In May each year, the school publishes a Standards & Quality Report providing all stakeholders with a comprehensive summary of the school's work and learners' achievements over the last year. The first part of this report provides an overview of the school's progress in addressing its key priorities, while the second part gives information about, for example, how well pupils are learning and achieving; how well the school is supporting children/young people to develop and learn. In June, we publish a School Improvement Plan which outlines the key priorities for the school during the year ahead, following due consultation with staff, pupils and parents. The plan indicates the expected impact of priorities on pupil learning, as well as providing brief information about the key tasks to be taken forward. Both the report and the plan are published on the school's website and are also available in hard copy, on request.

Key improvements we are targeting this year include:

- Updating our Curriculum for Excellence to ensure it is comprehensive; shows progression in skills as well as knowledge; and reflects the seven principles of curriculum design, the four capacities and the national entitlements.
- Development of tracking systems for all the curricular areas. These will be comprehensive, showing progress in both skills and knowledge. This will increase continuity, progression and depth, leading to increased attainment and achievement.
- Training all staff in Big Writing approaches, enabling consistent and progressive programme throughout the school.
- Review of spelling and handwriting strategies being used in the school, leading to the development of a progressive programme for spelling and handwriting that caters for all learning styles.
- Development of consistency of mental maths approaches used across the school, catering for all learning styles. This will lead to increased attainment in mental maths.
- Development of a problem-solving programme to develop depth in problem-solving across the curriculum. This will develop pupil ability to apply numerical skills in other contexts.
- Positive behaviour will continue to be encouraged, extending the range of strategies used to include peer mediation and restorative practices. This will enable older pupils to develop and demonstrate greater self-control and responsibility for their own actions and choices. Older pupils will then be able to act as positive role models for younger pupils.
- Continue to develop the school website to promote the wider achievements of pupils, communicating these to the school community. This will increase pupil engagement with their achievements, and continue to promote pride in the school and their learning.

## Achievements

Parents are asked to share the pupils' wider achievements through their weekly Behaviour Passports. These are then shared on our Team Tree and during assemblies. We have many talented swimmers, dancers, gymnasts, brownies and horse riders amongst our young people.



# 15. Health and Safety

## Emergency Procedures

If your child feels ill during the school day and we feel that he/she would be better at home, we will telephone you or your emergency contact. Minor accidents, e.g. cuts, bruises, are dealt with by the school staff. Serious accidents are few, but should one occur your child will be immediately taken either to your doctor or to hospital, if necessary, and you or your emergency contact will be notified. We cannot stress enough the importance of supplying the school with the relevant information we require in such a situation, i.e. your own home and work number and a telephone number of an emergency contact.

We will request such information at the beginning of each new school year. Please update this as necessary

## Severe Weather and School Closure Arrangements

Head Teachers are authorised to make an emergency closure when the state of the weather or any other exceptional circumstance make it absolutely necessary in the best interests of the pupils.

In these circumstances parents will be communicated with in a variety of ways including text messages/ phone calls and emergency contact arrangements. All school closures will be notified on the Council Website. [www.dumgal.gov.uk](http://www.dumgal.gov.uk).



## Personal Accident Insurance Cover for School Children

Dumfries & Galloway Council provides insurance cover for pupils relative to its liability for any acts of negligence. However, there are certain occasions when pupils may be more at risk than others. These occasions arise not from “negligence” on the part of the Authority, but from non-attributable personal accidents, e.g. during curricular or extra curricular sports or physical activities.

Dumfries & Galloway Council's insurance cover does not extend to awards of compensation for damage as a result of such accidents (unless negligence can be proved) and it is essential that parents are aware of this. **Insurance cover for pupils to guarantee compensation for non-attributable personal accidents is a matter for parental decision and arrangement. Parents may wish to seek further advice on the availability of such insurance cover from their personal insurance agent/broker.**

## Fire Safety

From P1 to P7 children are taught what to do in the event of a fire and drills are practised once a term. A regular alarm check is carried out by the janitor. The system and fire extinguishers are regularly checked by qualified personnel.

## Road Safety

Road Safety is an on-going concern to us here in the school. We would appeal to all parents to assist us in minimising the potential for accidents outside the school.

**THE CAR PARK AND MAIN ENTRY TO THE SCHOOL IS FOR USE BY STAFF AND VISITORS; THEY SHOULD NOT BE USED BY PARENTS WHO ARE DEPOSITING OR UPLIFTING CHILDREN AT NORMAL SCHOOL TIMES.**

To relieve congestion and minimise the risk of accident at the top of the school drive, parents are advised, whenever possible, to deposit and uplift pupils opposite the Makbrar Road junction. There are a few cases where permission has been given for parents' cars to enter the school car park to pick up children. No parent should park on the school grounds without first obtaining this permission.

Pupils are strongly encouraged to use the road crossing patrols **AT ALL TIMES.**

A programme of advice and talks for staff and pupils on Road Safety is carried out each session.

## Personal Safety

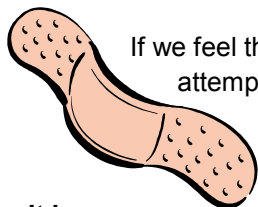
Through assemblies, visiting speakers, external training programmes and our PSD programme children are regularly being taught how to assess risk and look after themselves.

## Health Care

Education Services is committed to ensuring that all children are able to fully participate in the life of the school. Many children will require their health care needs to be met at sometime within the nursery/school environment, for most children this will be for short periods of time only, but for some children this may require more long term planning and support. If your child has any health care needs please contact the school to discuss arrangements. Full details of the support available and your role as a parent and the role of your child are contained within [The Nursery and School Policy on Health Care Procedures Sept 2012](#) which is available from the school or on the Council website.

## First Aid and Accidents

First Aid equipment is available in the school. Minor cuts and bruises can often be treated at school, but parents can help teachers by impressing on pupils that any accident, however slight, must be reported to a teacher. Together with our trained First Aiders, promoted staff have the responsibility of administering first aid, replenishing necessary supplies and deciding on further steps to be taken.



If we feel that advice/treatment is necessary from a doctor or the hospital we will make every attempt to contact parents or emergency contact before proceeding. However, if we cannot make contact with parents/emergency contacts we may have to seek medical assistance without parental consent.

It is very **important that the school be kept up to date with:**

- **Change of address or telephone number**
- **Place of employment and work telephone number**
- **Emergency contact's address and telephone number**

## Medication

A policy statement from the Director for School Services about the administration of medication in schools states the school's duty of care and the school's and parent's responsibilities in respect of the administration of medicines.

The full policy is available in the school office should you wish to read it. We have been provided with a form to issue to parents who request that the school administers medicines to their child. **This form must be completed each time that a request is made.** Details of medication administered are kept in the school office.

Please tell us about any allergies or conditions which might cause problems for your child whilst in school. If we possess such information we will be able to act promptly and correctly in the instance of need.

## Head Lice

From time to time your child may contract head lice. Head lice are not a serious health problem in this country. They rarely, if ever, cause physical health problems other than itching of the scalp. We have information on how to prevent head lice and how to treat an infestation. Please contact the Head Teacher or the school nurse for more information. The most important thing to remember is that **you should not use any chemical treatment unless you actually find a live louse on your child's hair.**

## Medical Care

In the course of your child's primary school career, considerations of health and welfare are always in evidence. Regular contact is maintained with the school nurse and the school doctor, who will, with the consent of parents, review regularly, any children with health problems that might affect school work. Any difficulties found as a result of examinations will be reported to you so that you can take appropriate action.

## School Health Programme

### **P1 Review of Pre-School Health Records (Doctor/Nurse)**

Health questionnaire to parents

Medical examination of selected children

Height and Weight

Vision Testing (*Nurse*)

### **P7 Review of School Health Records (Nurse/Doctor)**

Questionnaire to parents

Medical examination of selected children

Vision testing on request

Colour vision testing

Individual health interview with pupils

## Data Protection

Your child's personal data will be held by the school. All personal data is held on our secure school management information system. We will ensure that the information we hold is accurate and up to date and each year you will be sent an Update Form detailing the information held by the school for you to check and update as required. Access to the school management information system is by individual user and is password protected. Furthermore, access to confidential data is restricted to staff in school as appropriate.

## Images of Pupils

We keep a photographic record of events at the school and this is used for a number of purposes. From time to time we also feature in the local press and we have also appeared on television. The authority has a policy on the use of images of pupils. You will be asked to read this when your child enrolls and to clarify your consent with regard to the publication of images of your child. This permission will be obtained when your child starts school or at a new school, but you can amend your permission at any time by contacting the school office.

## Use of the Internet



As part of the process of learning we allow our children supervised access to the Internet and e-mail. The authority runs its own filter system to ensure that young people are not at risk from exposure to inappropriate material. This filtering system is regularly being upgraded. We have a policy for use of the Internet and a contract for responsible use, which we ask parents and young people to sign up to.

## 16. Other Useful Information

### Pupil / Parent Support Unit

The Pupil /Parent Support Unit is there to help parents and pupils and can be contacted on the numbers shown below regarding any aspect of Free School Meals/Clothing Grants, Education Maintenance Allowance, School Transport, Home Education, Parent Council administration, school transfers and enrolment, school catchment areas, performance licences, insurance matters and financial support for those pupils entering higher education.

(01387) 260437      (01387) 260498

(01387) 260433      (01387) 260493

### Policies

There are a number of National, Education Services and school policies which will provide information on a range of issues. Further details of all of these are available from your school or on the Council website <http://www.dumgal.gov.uk/index.aspx?articleid=7432>. The following is a list of the policies which may be most relevant to you and your child/ren although this is not an exhaustive list:-

- Acceptable Use of Dumfries and Galloway Council's ICT Facilities In Schools (2009)
- Child Protection Policy for Schools, Pre-Schools and Childcare Services -
- Children Absent from School through Ill Health – Guidance (2011)
- Curriculum Swimming Policy ( 2012)
- Digital Images Policy (2012 )– Taking and Using Images of Pupils
- Dumfries and Galloway Equal Opportunities Policy and related Equality Schemes
- Enrolling in Schools – Placement Policy( 2012)
- Exclusion from Schools – Policy and Procedures (2010)
- Inappropriate Use of Social Networking Sites (2011)
- Parental Involvement Strategy (2006) – *this is under review*
- Primary School Class Organisation (2011)
- Protection of Vulnerable Groups (PVG) Scheme (2011)
- Providing Intimate Care for Children and Young People with Disabilities – National Guidelines for Schools
- Providing Intimate Care for Children – Procedures for Schools and Nurseries (2011)
- Nursery and Schools Policy on Health Care Procedures (2012)
- Respect for All – Anti-Bullying Procedures (2011)
- School Transport Policy
- Use of Mobile Phones and/or Internet Bullying – Procedures for Schools when drawing up policies ( 2007)
- Volunteer Policy and Procedures for Schools (2012)
- Further information on all aspects of education is available on [www.educationscotland.gov.uk/parentzone](http://www.educationscotland.gov.uk/parentzone) .