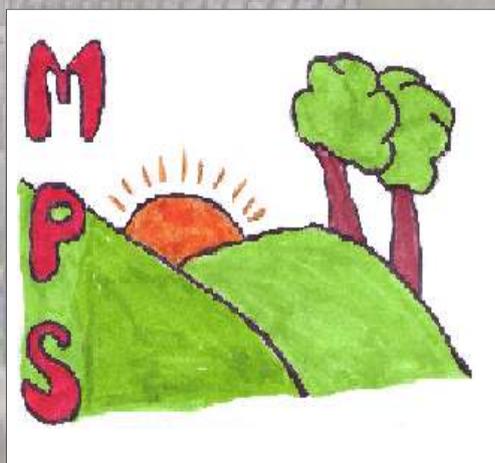


# Moniaive Primary School

## *School Handbook*



# Moniaive Primary School

## 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 purpose of this handbook is to welcome you to Moniaive Primary School and to provide you and your child with the basic information you will need throughout your child's time with us. It should be read in conjunction with the Quick Guide, which is updated annually.

You, as a parent, have a unique contribution to make to the education of your child. Your participation is one of the key factors if your child is to do well at school and we want to establish a partnership with you that will last throughout your child's primary education.

This handbook is not meant to take the place of personal contact. If you have any problem or concern, please do not hesitate to contact the school office to make an appointment to see your child's class teacher or myself.

Moniaive is a friendly school and we are sure your child will quickly feel at home here.

Regards,

Carol Moyes

Acting Head Teacher

### **3 Education Services Aims**

#### **Our Aim**

To raise levels of attainment, achievement and participation in all our children and young people.

#### **Our Objectives**

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.

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.

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.

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

We aim to:

Be a learning community of children, parents and our community working together to improve our school and our environment

Inspire and support all our pupils to achieve their full potential, by building an ever richer environment for learning, using the outdoors, ICT and a variety of approaches to learning and teaching

Encourage all pupils to be confident in their own abilities, to challenge themselves, take responsibility for their own learning and collaborate with others in our learning community to be the best they can be

Foster a climate of mutual care and respect in the whole school community

Be imaginative, innovative and child-centred in developing a curriculum for excellence

These are reflected in our vision:

'Learning Lots – Learning Well – Learning Together'



## **5 School Ethos**

We value:

- A sense of community
- Friendship
- Consideration
- Kindness
- Respect for others and self
- Caring for people
- Caring for our environment
- Doing our best
- Challenging ourselves
- Teamwork
- Fairness
- Fun

## **6 School Information**

### **About Us**

Moniaive Primary School is in the heart of the 18th century conservation village of Moniaive. There were several schools in and around Moniaive in the 18th and early 19th centuries and originally the school provided secondary education. The older part of the school built in the 1880s; the area that now houses the dining hall/gym, the kitchen and third classroom was added in 1972.

The school has a 1/3 acre tarmac playground which looks onto the fields of Cessnock Farm and down the Cairn Valley. To one side of the playground there is a school garden and there is also a small garden area to the front of the school. The school was kindly given the use of a grassed area to the back of the school by Robert Wilson, farmer at Marwhirn. Pupils designed and raised funds for a trim trail in this area and it has become a very popular play area.

### **Contact Details**

The school's full address is:

Moniaive Primary School  
Chapel Street  
Moniaive  
THORNHILL  
Dumfries and Galloway  
DG3 4EJ

Tel: 01848 200 328

E-mail: [moffic391@ea.dumgal.gov.uk](mailto:moffic391@ea.dumgal.gov.uk)

Blog: <https://blogs.glowscotland.org.uk/dg/MoniaivePrimary/>

### **Head Teacher**

Our acting head teacher is Mrs Carol Moyes, who can be contacted as above.

### **School Roll and Denominational Status**

As the school roll varies from year to year, please refer to our Quick Guide for the current numbers. We are a non-denominational school.

## **Pre-School Education**

We do not have a nursery class; however we work closely with Moniaive Playcare to ensure pupils experience a smooth transition from pre-school to primary education.

## **School Staff**

As school staff can vary from session to session, please refer to our Quick Guide for details of our current staff.

## **Terms and Holidays**

A calendar of the coming school year is circulated annually to all families. Dates for school holidays for future sessions are also available on the council website ([www.dumgal.gov.uk](http://www.dumgal.gov.uk)). Term times are also included in the Quick Guide.

## **7 Contacting Us**

### **If you need to find out something**

The quickest way to contact us is by phone. As our secretaries are part-time, our office hours are:

- Monday – 9.00 am – 3.15 pm
- Tuesday – 9.15 am – 2.45 pm
- Wednesday – 9.15 am – 2.40 pm
- Thursday – 9.15 am – 2.45 pm
- Friday – 9.15 am – 12.15 pm

Teaching and support staff are in school at other times, and will be pleased to help with enquiries. However, it would be most helpful if routine calls could be made during the hours above to minimise disruption to teaching.

If your enquiry is less urgent, you may wish to contact us by e-mail or letter. All pupils are issued with a homework diary, and this can also be used to pass on, or request, information from your child's teacher.

Parents and visitors are very welcome to the school but must first report to the office and sign in. For health and safety reasons staff need to know who is in the school and the playground and for what reason.

Staff will always try to be available for 'a quick word', however, we cannot guarantee they will be available if you have not made an appointment first. If you wish to discuss something in more detail please make an appointment via the school office.

### **If you have concerns**

We would encourage you to talk to us about them. In the first instance, please contact your child's teacher to discuss the matter. You may also discuss your concerns with the Head Teacher if you prefer. Appointments to meet with staff can be made via the school office.

### **If you have a complaint**

In the first instance please contact the Head Teacher. Please be assured that we will take your complaint seriously and it is hoped that any matter can be resolved between us at school level. However, should it be felt necessary, you can contact the Director of Education at Education Department, Woodbank, 30 Edinburgh Road, Dumfries, DG1 1NW for further consideration.

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.

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>

## 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).

### Moving from Nursery

While we do not have our own nursery class, teachers work closely with Moniaive Playcare, and other local nurseries, to ensure that information about your 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 that will help the teacher to support your child's learning – for example relevant health issues, friendship groups and preferred ways of working. All pre-school children will have the opportunity to visit us on a number of occasions prior to starting school. This gives them the opportunity to meet staff and to become familiar with the school building. Parents of pre-school children are also invited to an information meeting prior to their children joining us.

### School Day

School starts	9.15 am
Morning interval	10.45 am - 11.05 am
Lunch	12.30 pm - 1.25 pm
School closes	3.30 pm

There is no afternoon interval.

### School Uniform/Dress

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 our dress code, parents, pupils and staff were fully consulted and it is the expectation of Education Services and the school that parents will be supportive of the dress code.

At Moniaive Primary children are expected to wear appropriate clothing to school that allows them to comfortably and safely take part in the range of activities that make up the school day. We very much encourage pupils to wear uniform to school, and are pleased that a survey conducted in 2011 showed the majority of parents continue to support us in this.

The suggested dress code is as follows:

- Trousers/skirt/pinafore – black, grey or navy (not denim)
- Summer dresses – blue gingham preferred, although alternative colours are acceptable, which may be worn with a white, grey or co-ordinating cardigan.
- Polo Shirt – plain white or blue
- Sweatshirt – a sweatshirt with the school logo is available from the school office (see Quick Guide for current price), or alternatively a plain, royal blue sweatshirt.
- Footwear – sensible flat footwear. If wearing wellingtons in bad weather please bring a pair of shoes to change into – for their safety children are not permitted to walk around the school without footwear.



*Pupils looking smart in their uniforms*

We also recommend that pupils have suitable outdoor clothing for the winter. While pupils are brought into school during very wet weather, they are expected to go out for breaks at other times.

For PE:

- Shorts – plain black or navy
- T-Shirt – plain white or coloured
- Footwear – our PE specialist recommends pupils wear trainers, rather than plimsolls, as they provide greater support and safety and we prefer pupils have a second pair specifically for PE activities.

We recommend that pupils keep their PE kit in school as they may require it at times other than their regular PE lessons.

Sweatshirts with the school's logo (which was designed in 2008 by Amelia Snape, a P6 pupil at that time) can be purchased through the school. Please refer to the Quick Guide for current prices.

Please ensure that all items of school clothing are labelled with your child's name. We know how annoying it can be when lovely new sweatshirts, etc, go missing – however, it is almost impossible to reunite them with their owners if they don't have their name on them.

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

- Could potentially encourage factions (eg football colours).
- Could cause offence (eg anti-religious or political slogans).
- Could cause health and safety difficulties such as loose fitting clothing, scarves, long necklaces and dangling earrings.
- 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 that 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.

## **Resources for Learning**

Pupils require the correct equipment and resources they need to learn successfully. We are fortunate to be generally well resourced, and provide pupils with:

- Basic stationery
- Art materials
- Books and learning materials
- Home-school diary (new for each session)
- Book bag (on first entry to school)
- Badges related to pupil roles, eg, house captain.

However, the purchase of such items is a major expense in our budget, and while we will replace such items after reasonable wear, we do ask parents to contribute to the replacement of items damaged through carelessness or which have been lost. Costs are included in the Quick Guide.

## **School Meals**

The Scottish Executive produced a report on school meals provision called Hungry for Success, recognising the importance of healthy eating to children's success in all areas of their lives and Scotland's record of poor nutrition.

We fully support the principles of Hungry for Success in this school. A range of healthy options is prepared on the premises every day and menus are sent out in advance so that parents and children can make their selections.

Pupils who opt to bring packed lunches eat them in the dining area along with those having school meals.

Payment for school meals is made directly to the kitchen - please see the Quick Guide for the current price.

All Primary 1 pupils currently receive free school meals. However, free school meals are also available to support families who live and attend a school in Dumfries and Galloway and who are in receipt of qualifying benefits. Parents who think that their child/ren may be entitled to free school meals should ask for the appropriate form at the school office. This will be dealt with in complete confidence. Any questions about Free School Meals can be directed to the Pupil/Parent Support Unit (See Section 16) or <http://www.dumgal.gov.uk/index.aspx?articleid=2233>

## **School Transport**

The Education Authority has a statutory obligation to provide transport for:

- Pupils who live 2 miles away from their catchment school if they are under 8 years old
- Pupils who live 3 miles away from their catchment school if they are 8 years and over
- Roman Catholic children attending the denominational school for their address and live the above statutory distances from that school.

Should you wish to exercise your right to send your child/ren to a school other than your catchment school, you must provide the necessary 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 start of each 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**

As a small school we operate composite classes, where 2 or 3 primary stages are taught in the one class. While this means a greater mix of ages and abilities than that of a single stage class, our teachers are very experienced in ensuring that every pupil receives learning opportunities appropriate to their age and stage. Where possible we try not to split a stage between classes, however, in order to maintain appropriate class sizes, this is sometimes unavoidable. When this becomes necessary we will use the Primary Class Organisation Guidance provided by Education Services. Please refer to the Quick Guide for details of our current classes.

## **Playground Supervision**

We have one Playground Supervisor who is on duty before school (from 8.45 am), during morning interval and lunchtime. They organise equipment for the children, encourage friendship and co-operation in play, and deal with any incidents of misbehaviour in the playground.

## **Payments at School**

From time to time we collect money in school for items such as school photographs, or contributions towards the cost of trips or special events. In order to ensure we have a clear audit trail, in the first instance payments should be handed in to the class teacher who will record receipt of the payment on a Cash Received Record. The payment will then be passed to the office, who will again record the amount in the school accounts and issue a receipt. Please do not make payments direct to the office, and under no circumstances leave payments on the secretaries' desk; as our main printer is located in the office many people, including pupils, have access to the office and we cannot be held responsible for money left unattended.

Payments can be made in cash or by cheques payable to "Moniaive Primary School".

Please note the special arrangements for payment of school lunches (see above).

## **Positive Behaviour and Celebrating Success**

It is important to the safety and well being of everyone in school that the behaviour policy is understood and accepted by everyone including children, staff and parents.

The school Equality Policy, which incorporates our Positive Behaviour Policy, was drawn up with parents, pupils, all school staff and representatives of other agencies such as the community police officer and the school nurse.

To foster positive behaviour we try to ensure that the school provides a welcoming environment for all. We listen to the views of pupils and parents and try to involve everyone in decision-making. We have a positive code of conduct with appropriate rewards and sanctions. The most important discipline for children, and indeed for everyone, is self-discipline and we aim to help each child to develop self-discipline appropriate to all occasions and circumstances.

The school recognises the vital part to be played by full co-operation between parents and school. Where behavioural difficulties arise, an early referral to parents will be made and with the co-operation of parents we will enable the child to behave appropriately within the school environment.

### **School Rules**

We have six Golden Rules which set out a code of conduct based on respect – for self, for individuals, and for property. These rules are:

- Do be gentle, don't hurt anyone
- Do be kind, don't hurt people's feelings
- Do be honest, don't cover up the truth
- Do work hard, don't waste time
- Do look after property, don't waste or damage things
- Do listen to people, don't interrupt.

The rules are reviewed from time to time through the Pupil Council and assemblies. At the start of each session, pupils are also encouraged to set their own class rules. Children are frequently reminded of the rules in formal and informal ways. Rules are enforced through a system of rewards and sanctions.

### **Rewards**

The main reward for respecting our Golden Rules is Golden Time. Children can earn up to 50 minutes of Golden Time each week. The whole school has Golden Time on a Monday morning after assembly. A range of activities is offered during Golden Time and children can choose which activity they would like to do. This also provides an opportunity for children to socialise with pupils from other classes.

All classes use the 'Good To Be Green' system and those children who have been 'green' all week are given a green stamp in their diary. Once a child has 10 stamps, their good behaviour is acknowledged at assembly with the award of an 'I'm staying green' pencil and certificate. Children can also be awarded house points, certificates, badges and stickers for specific achievements.

### **Sanctions**

If a child breaks a Golden Rule they would normally receive 2 warnings before any sanctions are applied, however more serious breaches of the rules (especially involving unkindness or harm to another pupil or damaged to property) may result in an immediate sanction.

The following sanctions, in escalating order, would be applied:

- Issue of yellow card and loss of 5 minutes Golden Time
- Issue of red card and loss of 10 minutes Golden Time
- Punishment exercise during playtime detention
- Punishment exercise to be signed by parent and behaviour logged in Behaviour Book

Parents will always be informed if any sanctions have been applied via a note in the home-school diary. We would ask you to talk to your child in a supportive manner about their behaviour, but please keep in mind they have already received a sanction in school as outlined above.

Persistent misbehaviour will be referred to the Head Teacher and may result in:

- Interview with parent
- Introduction of a personalised behaviour support system
- Referral to Behaviour Support
- Exclusion procedures

Repeated misbehaviour will incur increasingly severe sanctions; however a serious incident is likely to incur an immediate severe penalty.

Any serious incidents will be referred to the head teacher and logged and the police may be called if appropriate. Serious incidents could include violence towards pupils or staff, vandalism, theft or continued refusal to comply with instructions from a member of staff. Where a situation is potentially harmful or dangerous, appropriate action will be taken to protect the child and others. We are pleased to say that at Moniaive Primary we would expect these to be extremely rare occurrences.

### **Celebrating Success**

We hold a whole school assembly each Monday morning. We celebrate the achievement of pupils through the presentation of certificates and awards. Typically these would include Pupil of the Week awards for endeavour, and certificates recognising achievement in particular curricular areas such as reading. In addition pupils can earn House Points for both positive attitude and good work; weekly totals are also announced at assembly.

We also want to recognise achievement out with school, and encourage pupils to bring in awards that they have received

This is an opportunity to



through their other interests. Music and dance exam success, Brownie/Guides or Cubs/Scouts badges earned, sporting trophies won – these are all events that we would like to share with the whole school.

All pupils whose achievements have been acknowledged during assembly have their names added to a weekly draw. The winner of the draw can then open a drawer of the ‘mystery’ box, which contains either a small prize or a gold star that entitles them to choose a larger prize.

At the end of the session we also award a great many trophies to pupils who have excelled in their studies, sports and in citizenship over the year. It is a tribute to our pupils that we always have a number of pupils who deserve recognition and often award joint winners.

*One of our proud award winners*

## 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 more focus on knowledge and skills – including vital skills in literacy, numeracy and health and wellbeing which underpin all learning and are critical in life.
- There are changes to assessment and how progress is reported to give learners, parents and employers better information on potential and achievement.

### Subject Information

The curricular areas are organised as follows:

- Expressive arts
- Health and wellbeing
- Languages
- Mathematics
- Religious and moral education
- Sciences

- Social studies
- Technologies

You can find out more about CfE by visiting Parent Zone (<http://www.ltscotland.org.uk/parentzone/index.asp>) – a link is available on our blog.

## **Languages**

The school's language programme aims to enable the pupils, through the development of the necessary skills, to use language appropriately and concisely to convey meanings. This includes having knowledge about language, listening attentively, talking to the point, reading with understanding, and writing fluently, legibly, with accurate spelling and punctuation.

Oxford Reading Tree, Accelerated Reading, Big Writing, Prim-Ed Spelling and Nelson Handwriting are the core resources in use in the school, but these are supplemented with many other resources. As language is cross-curricular, much of its learning and teaching is done through topic work.

The school has a central library that children can access as part of their schoolwork. This is updated on a regular basis and is used for our Accelerated Reading system, which enables children to develop their reading skills at their own pace.

## **Mathematics**

The general aims of maths teaching in the school are to help pupils:

- Understand its nature and purpose;
- Acquire skills in mathematical thinking with a supporting network of concepts, facts and techniques;
- Develop confidence in using and applying maths; and
- Learn to enjoy its challenges.

The core texts in use in the school are TJ Maths and Scottish Heinemann Maths, but these are supplemented by a variety of other resources such as games, computer programs, television programmes and teacher-produced material.

## **Health and Well Being**

We aim that education for health should permeate the curriculum. Some topics such as Food or My Body will have clear links to health education. Self esteem and respect for others are as much part of health education as they are integral to religious and moral education and are covered in lessons such as Circle Time.

Physical Education is also part of this curricular area and is delivered both by a weekly lesson from the visiting specialist as well as by the class teacher, to ensure that pupils receive at least 2 hours of activity per week. The Health Policy was drawn up with input from staff, parents, pupils, school nurse and community police.

Relationship and sex education is another important part of the Health and Wellbeing curriculum. This begins in the infant stages looking at friendships and families. By P6 and P7 we introduce sex education. We will contact you to let you know when these lessons are to be delivered.

### **Technologies**

ICT is now included in Technologies, reflecting the increasing range and use of technologies in school and every day life. Pupils all use the computer suite in the school as part of their curriculum work in other areas. Using a wide variety of programs, computer skills are taught in a progressive way from P1 to P7. All classes now have interactive whiteboards linked to the internet, enabling the teachers to access a range of resources previously unimaginable.

### **Expressive Arts**

This covers art, music and drama and much of this work is done in conjunction with the visiting specialists and is also related to the theme of current topics.

### **Sciences and Social Studies**

Previously referred to as Environmental Studies, this covers science, history and geography. In Moniaive Primary much of the learning is presented to the pupils through topics, which



*A visit from ZooZone allowed pupils to study exotic creatures up close.*

have their emphasis on one of the above headings. The topic is part of a three-year cycle of topics designed to give the pupils a balanced curriculum appropriate to their age and ability. Please see your child/ren's class Teacher to see which topics they will be doing.

### **Religious/Moral Education**

While we recognise that Christianity is the main religion in Scotland, religious teaching in the school studies all major world religions and cultures. Through understanding of other religions we aim to encourage respect and tolerance of all beliefs.

A school assembly is conducted every week with our school Chaplain, (the Minister of Glencairn Parish). If any parents do not wish their child/ren to participate in this activity, alternative arrangements will be made in the school for them.

We also support pupils in looking at moral issues and in beginning to form their own opinions and views.

### **French**

French is taught in Moniaive in an informal way from P1-5, using games, songs and stories that give the children a basic knowledge of the French language and culture. Teaching is

centred round themes such as Myself, My Family, Shopping, Sports and Pastimes, Holidays, Pets and Weather. P6/7 follow a more structured programme, including reading and writing as well as talking and listening and is supported by a French specialist from Wallace Hall Academy.

## 10 The Wider Curriculum

### Extra Curricular Activities

These, by their very nature, change from time to time, but it is the aim of the school to encourage the pupils to take part in as many varied activities as possible and would therefore always try to make the school and its resources available to any parents or friends who would like to start a particular club or activity for the pupils.



*A visiting instructor helps pupils learn the ukulele*

When possible, we try to incorporate extra-curricular activities into the school day to ensure that children who are unable to attend after school clubs due to travel or child care arrangements have the opportunity to become involved. A wide range of activities is also available during Golden Time.

Some of the activities which have been previously offered include: football, Kurling, newsletter, parachute games, computer club, gardening, chess, ukulele group, crafts, knitting, science club, cooking,

cycling proficiency.

We are always looking for parent volunteers to help support these activities. If you have an interest or hobby that you would like to share with a group of children please contact the school.

### Pupil Voice

We encourage pupils to have a say in the way our school operates. And there are a number of forums and roles which pupils can be involved in.

We have four houses (Blue, Red, Green and Yellow) each of which has a Captain that is selected from our P7 pupils. If there is more than one candidate for each role, an election is held where each pupil in the house has the opportunity to vote on who they wish to lead them.

The school has a Pupil Council comprising the House Captains, who represent P7s, and a representative elected by each of the other stages. The role of the pupil councillors is to represent the views of their own class in monthly meetings. They can discuss any issue of relevance to the running of the school. Issues already discussed have been playtimes, bullying, holidays and fundraising. Members of the current Pupil Council can be found in the Quick Guide.

There is also an opportunity for pupils to become involved in the running of the school and to take on additional responsibilities by volunteering for roles such as Peer Mediator, Librarian, and Eco-Warrior.

All pupils who agree to take on an extra role within the school are expected to be role-models of good behaviour and positive attitude to the entire school.

Here's what our pupils think of their school:

*"Drama is brilliant!"*

*"Can't get lost ☺"*

*"Teachers try to make things fun."*

*"Lots of active opportunities."*

*"Good resources and library."*

*"Good art materials"*

*"In P7 they get you ready for academy."*

*"Specialists in different areas."*

*"They include the pupils in their decisions."*

## School Trips



*Enjoying a visit to Drumlanrig Castle*

The school encourages staff to take pupils on excursions in order to widen their experience, develop knowledge and understanding of the world and to develop responsible attitudes to the environment.

Excursions may be into the local community or further a field necessitating the use of transport. Regardless of the length or location of the excursion the school will ensure that trips are carefully planned in order to recognise and minimise the danger

of harmful, unplanned occurrences.

A risk assessment form is used for all excursions, and planning and organisation will endeavour to ensure that all reasonable safety precautions have been taken. Planning for all excursions is submitted to the head teacher for approval prior to arrangements being made.

Parents are asked at the start of each session to give a general permission to take children out into the local environment, but for any excursion requiring transport beyond the village a separate permission slip will be issued indicating the nature of the excursion.

## The Community

We are very fortunate to be part of the thriving community of Moniaive. We value the links we have with community organisations: the minister is a regular visitor to our assemblies; we benefit from the support of the Horticultural Society in maintaining our gardens; and we frequently welcome visits from local artists and musicians. We also encourage our pupils to participate in community events such as the annual flower show, or one off events such as the recent Halls of Fame project. In addition we welcome the community to join us in celebrations such as our Christmas and Easter Services, school performances, and 'playground parties' to celebrate events such as the royal wedding and diamond jubilee.



*Pupils organised a torch relay around the village to celebrate the 2012 Olympics*



*Local musician, Wendy Stewart, is a regular visitor to the school*



*The community joins us to celebrate the Diamond Jubilee*

## 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 you feel able to be involved in your child's education and learning, that you are an active participant in the life of the school, and that you feel able to express your 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 type 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



*Parents share the learning during Family Learning Week*

- Being involved in the appointment of senior promoted staff.

*“The Parent Council is a group of parents who represent parent views and work in partnership with pupils, the head teacher and the local authority to achieve the best for pupils at Moniaive Primary School.*

*Please feel free to contact us with any issues or join us to make your views heard.”*

*Chairperson Jude Knowles  
email : jude.knowles@businessmicros.co.uk*

## **Communicating with Home**

We have a number of ways of keeping you informed of what is happening in school:

- Text Messages – these are mainly used when we need to contact all parents urgently, for example in the case of an emergency school closure. Please make sure we have your up to date mobile number.
- School Blog – this is updated regularly and is the best way to be the first to know what is happening at school. You can access it at <https://blogs.glowscotland.org.uk/dg/MoniaivePrimary/> and we would encourage you to visit it regularly. It is also possible to subscribe to the blog so that you can receive automatic updates to your e-mail each time a new entry is added.
- Diary Notes – all pupils are provided with a home-school diary at the start of the year, which provides a useful link between home and school. Occasionally, we may put a sticker in your child’s diary to inform you of forthcoming events. Your child’s teacher will also use the diary to let you know if your child has:
  - Done something particularly well – look for a green ‘I did something excellent..’ sticker
  - Kept all the class/school rules all week – look for a ‘Good to be green’ stamp
  - Broken the class/school rules – look out for a yellow or red ‘I was in trouble for ...’ sticker with an explanation from the teacher as to what behaviour led to the sticker being issued
  - Has forgotten homework or PE kit

Please check your child’s diary at least weekly for messages from their teacher or quick updates and reminders from the office.

- Newsletter – we send out our newsletter on the first Wednesday of each month, and it is generally a summary of information that has been posted on the blog during the previous month. A paper copy is sent home with the eldest or only child of each family, however, you can have a .pdf version sent to up to 4 e-mail addresses. This ensures

that you receive your copy as soon as it is published, and also saves us the expense of photocopying. Please let the office know if you would like to use this option.

- Letters – we will often send home individual letters, particularly when we need a response from parents, or flyers, leaflets, etc which we think may be of interest to you. These will normally be sent home in the Wednesday circulation. Please check your child's book bag for these items each Wednesday.
- Parents' Evenings and Reports – these are an opportunity for you to discuss your child's progress directly with their teacher. (see section 11 'How is my child doing?')

## **Attendance**

It is your responsibility as parents to ensure that your child/ren attends school regularly. For the safety of all children it is important for you inform the school office prior to/at the beginning of any absence. Absences are recorded in class registers and frequent or irregular absences, which are not supported by a reasonable excuse, 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:

- The school is informed if the family is running late.
- Any legitimate absence is notified to the school by telephone before 9.15 am on the first day of the absence without fail, and that further calls, before 9.15 am, are made on every subsequent day of the absence.
- The school is kept informed of the absence and the likely return date.
- Any planned absences are officially notified to the school, in writing, in advance.
- School would be informed before 1.15pm if a child were not returning to school after lunch as a result of becoming unwell over that period.
- Latecomers report to the school office on arrival at school.

Staff will ensure that attendance is checked every day and follow up the absence of any child for whom we have no explanation. If we are unable to establish the whereabouts of a child, we may have to refer the absence to the Attendance Officer or Police. It is therefore very important that contact telephone numbers, whether for home, work or 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.

## **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.

Parents should continue to inform the school, in writing, of any such holiday plans. In such cases, a standard letter will be issued to parents outlining Education Service's position.

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.

## **Home Learning**

All children in Moniaive School have home learning every week. The purpose of home learning is to:

- Involve you in the learning your child undertakes in school,
- Encourage children, with your help, to take responsibility for planning and completing tasks,
- Develop and practise skills, and

Home learning is set on a regular basis and is noted in the child/ren's Home-School Diaries. For P1/2 children this will be added by their teacher or classroom assistant, however from P3 onwards, children are increasingly expected to take responsibility for recording tasks to be completed.

In P1-3 when children are in the early stages of learning to read, children will be set pieces of reading to do each night at home. Sharing this reading with your child should be a positive and enjoyable experience for both of you.

If your child is set spelling homework children should practise spelling by looking at the word, saying it, covering it, writing it and then checking that it is correct. They should also look for patterns and tricky bits in the words to help them remember.

They will often have another piece of home learning in the week, which might be maths, research on a topic, preparing a talk or something else. Home learning tasks can be set on any area of the curriculum.

Children would not normally have more than 3 pieces of home learning and we would not expect them to spend more than 20 – 30 minutes on it in an evening. Teachers will provide information for parents at the start of the year as to exactly what will be expected for each class.

In addition to set home learning, children may also be asked to finish off work that was not completed in class. This can arise for a number of reasons, such as a child being absent, or needing a little more time to complete a task. However, if a child is regularly having to complete their work at home there may be an underlying issue that would be best discussed with their teacher.

Parents are asked to ensure that children have an opportunity to learn in suitable surroundings. If you are in any way uncertain about home learning tasks or your child seems unhappy with them, then please contact the teacher to sort out the problem. Home learning tasks should always be tailored to your child's needs but if for some reason your child is distressed by a task, abandon the task and talk to the teacher about it.

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

Every child has an Achievement Log that was designed in consultation with parents and pupils. Its purpose is to:

- Track pupils' progress through their learning
- To collect examples of pupils' work
- Encourage pupils to engage with and take responsibility for their own learning
- To share progress with parents.

It contain three main elements:

- Termly learning goals in maths, language and health and wellbeing set and reviewed by your child, with support from their teacher.
- Details of key learning targets in maths, language and health and wellbeing, and your child's progress in achieving them.
- Examples of your child's achievements in maths, language, health and wellbeing, topic, other curricular areas, as well as any awards they have received in or out of school.

The Achievement Log is sent home prior to Parent's Evenings, however children are encourage to take it home at any time during the session if they have an achievement they would like to share with their parents.

To keep it a manageable size, work is archived at the end of P4, and is returned to pupils at the end of P7 when they are presented with their Achievement Logs at the end of year awards ceremony.

### **Formative Assessment**

Formative assessment refers to assessment, formal and informal, which allows teachers to monitor each child's progress and adapt lessons to ensure an appropriate level of challenge. Our teachers use Assessment is for Learning (AiFL) strategies in the classroom. These are based on a few sound principles, which research has shown to improve learning:

- Sharing learning intentions - the pupils should know what they are learning and should have success criteria so that they will know that they have succeeded.
- Tuning in to learners' minds - teachers need to make sure that they know what pupils already know and what they need to learn.
- Giving appropriate feedback - pupils need to know where they have succeeded and what they need to do to improve.
- Mark less to achieve more - teachers will do less marking away from pupils and more discussion of work with pupils. Teachers will avoid numerical marks or vague comments and give useful feedback to help pupils improve.
- Promoting assessment by pupils - pupils will also do more self-evaluation of their own work.

### **Summative Assessment**

More formal testing may take place for a specific purpose if and when the class teacher feels it is necessary, for example at the end of a topic in maths or environmental studies.

Dumfries and Galloway Primary Schools also use PIPS assessments at P1 and Assessment for Excellence (AfE) assessment in P3, P5 and P7. These are short, standardised tests in maths and language, which track pupils' progress against national and local averages.

### **Reporting to Parents**

In Moniaive Primary School, progress reports are issued once per year in June. However you will be invited to meet with your child's teacher to discuss their progress in November and June. At the November meeting, your child's Achievement Log will be the basis for discussion. The June report will include assessment of pupils' attainment, based on the teacher's judgement and formal assessments. As the pupils are continually assessed, parents may be invited from time to time to the school to discuss particular aspects of their child's work or behaviour. You are welcome to call at the school to discuss aspects of your child's work or behaviour or to discuss issues, which the staff may not be aware of.

Reporting of attainment is based on the levels of Curriculum for Excellence. For the primary sector these are Early, First and Second, and it can take a pupil 2 or 3 years to achieve a level. An average pupil might expect to achieve the levels as follows:

- Early - by the end of P1

- First – by the end of P4
- Second – by the end of P7

However, achievement might be earlier or later for some.

## **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. However, we believe they are a useful tool that gives your child the opportunity to talk about their learning and achievements with yourself and others and can challenge, motivate and support all learners therefore start the process with pupils in P4. 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**

We recognise that you are your child/ren's first and most important educator. You might be surprised to know that school age children spend only about 15% of their waking hours actually in lessons. By working together we can ensure your child gets the best possible start to their education.

One of the most important things you can do is to help your child to be organised:

- Make sure they arrive before 9.15am so that they don't miss important instructions at the start of the day.
- Check that they have the necessary books in their school bags.
- Mark their name on their belongings – especially school sweatshirts, gym shoes and wellingtons!!
- Check and sign their home-school diary at least once a week, or daily for younger children.
- Return reply slips in time.

You can also help your child by showing that you are interested in, and value, what they are doing at 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

(Information provided by Education Scotland – Parentzone)

We want parents to feel welcome in school at all times and encourage you to maintain contact with your child's teacher throughout the session – not just if there's a problem.

### **Helping the School**

We always welcome help from parents and any help you can give will be greatly appreciated. Volunteer helpers organise the school garden; listen to children reading; keep the library in order; help with concerts, fund raising events, sports day; and in many other ways. If you would like to help please let us know.



All volunteers working with children without the immediate supervision of school staff are subject to vetting through the Protection of Vulnerable Groups procedure. This may sometimes seem irksome but it is important that we can all have complete confidence in everyone who is working with our children.

*A parent shares her knowledge of beekeeping to support the pupils' topic work*

## **Useful Information**

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 and Pastoral Care**

Moniaive Primary prides itself on its positive ethos and friendliness. We want to support every child in our care to ensure that they feel happy and safe at school. As a small school all our staff, both teaching and non-teaching, get to know the pupils in the school as individuals. While your child's teacher is most likely to be the main source of pastoral care, if a pupil has a problem they can be supported by any member of staff whom they feel comfortable talking to.

Sometimes, pupils prefer to talk to someone their own age; therefore, our P7s are trained as Peer Mediators. They can help pupils who may be having difficulties with friendships, and can also support them seeking adult help if necessary.

### **Additional Support for Learning**

The Education (Additional Support for Learning) (Scotland) Act 2004 introduced a new framework for providing support for children and young people who need some additional help with their learning. This Act has now been amended further by the Education (Additional Support for Learning) (Scotland) Act 2009.

The Act aims to ensure that all children and young people are provided with the necessary support to help them work towards achieving their full potential. It also encourages all those supporting children and young people to work together.

The level of support needed will vary from child to child and allocation of support is organised equitably across all schools in the Authority in consultation and agreement with the schools themselves. The Authority attempts 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.

It is generally recognised that approximately 20% of children may have additional support needs at some time, which are likely to range from mild and intermittent difficulties through to those which are more complex, or there may be multiple factors proving to be barriers to their learning.

Children and young people may require additional support for a variety of reasons and may include those who:

- Have motor or sensory impairments
- Are being bullied
- Are particularly able or talented
- Are looked after

- Have a learning difficulty
- Are living with parents who are abusing substances
- Are living with parents who have mental health problems
- Have English as an additional language
- Are not attending school regularly
- Have emotional or social difficulties
- Are on the child protection register
- Are young carers

Support therefore may need to come from health professionals and/or social work as well as from within education. Your child's needs may last for a short time or they may be complex and need additional support for a number of years. For some children it may be appropriate to have a Co-ordinated Support Plan which sets out annual targets that require input from other agencies, e.g. speech and language therapist.

Individuals and groups of children work with our Support for Learning staff, in the classroom and on a one-to-one basis. In some cases an Individualised Education Programme can be created for specific targets.

### **A Guide for Parents and Carers**

The Authority is currently developing a range of information booklets outlining both policy and practice, which are available online at [www.dumgal.gov.uk](http://www.dumgal.gov.uk) or from the school. If you would like any further information or advice, please contact the school in the first instance or contact the central support team at: Schools Services, Dumfries and Galloway Council, Woodbank, Edinburgh Road, Dumfries.

Tel: (01387) 260444

Further information and advice can also be obtained from Enquire - the Scottish advice service for additional support for learning. Operated by Children in Scotland, Enquire offers independent, confidential advice and information on additional support for learning through:

- A telephone helpline - 0845 123 2303
- An email enquiry service - [info@enquire.org.uk](mailto:info@enquire.org.uk)
- An online enquiry service
- Two websites - [www.enquire.org.uk](http://www.enquire.org.uk) (for parents/carers and practitioners) and [www.enquire.org.uk/yp](http://www.enquire.org.uk/yp) (for children and young people)

Enquire also provide a range of clear and easy-to-read guides and fact sheets explaining everything from 'additional support in the early years' to 'what planning should take place for moving on from school'.

## **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 we 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.

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.

## **Anti-Bullying**

We recognise that bullying can take many forms and has a seriously detrimental effect on those affected by it. We do not tolerate bullying in any form in Moniaive Primary. We encourage pupils to report any incidents of bullying, but by the very nature of the act, children can sometimes be reluctant or scared to talk to teacher about it.

If you have any concerns that your child may be the victim of bullying please contact 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. We can ask for this support on your behalf.

## **13 Moving to Secondary School**

### **Catchment Secondary School**

On completion of their primary education, pupils from Moniaive Primary normally transfer to:

Wallace Hall Academy  
Thornhill  
DG3 5HP  
Tel: 01848 332120

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**

We work very closely with Wallace Hall Academy and the other primary schools in our cluster to ensure a smooth transition from primary to secondary for your child.

The process normally begins in November when Wallace Hall Academy organises an information evening for pupils and parents. At this time, there also begins a series of visits from Wallace Hall Academy staff to the primary to meet the pupils and to discuss each child with their P7 teacher.

During their P7 year pupils attend a various events to help them become familiar with the layout of their new school and the staff who will be teaching them, such as enterprise initiatives and the Carbon Busters project. These events also allow the pupils to meet P7s from the other cluster schools who will be their future classmates.

At the end of the year, copies of Pupil Profiles and attainment information are passed on to secondary staff. These are shared with subject specialists as appropriate, so that they can ensure your son or daughter has the best start to their secondary education.

### **Induction Days**

P7 pupils attend their chosen secondary for 3 full days, normally in the second or third last week of the summer term. This is an opportunity for them to find out who will be in their classes and what their timetable will be for the following session. Pupils are well supported during the induction days, and generally really enjoy the experience.

## Support Available

For the majority of pupils, the above support is sufficient to ensure a smooth transition to secondary. However, where appropriate, enhance arrangements can be put in place for pupils who might benefit from greater support. This may be because they have received behaviour or learning support in the past, or often it can be because they do not find it easy to make new friends and are anxious about a change of school.

We are fortunate to benefit from the work of the Queensberry Initiative, who organise regular activity sessions for pupils who would benefit from enhance transition. These sessions involve pupils from all cluster primaries and focus on building social confidence through practical activities both in Wallace Hall Academy and on the Queensberry Estate.

If you have any concerns about your son or daughter's transition to secondary please discuss it with us as early as possible.



*Taking part in the Rural Opportunities Day organised by the Queensberry Initiative at Wallace Hall Academy*

# 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 blog and are also available in hard copy, on request.

## Achievements

Learning does not only happen in school through 'traditional' lessons. Often experiences gained through taking part in special events and projects can have just as great an impact on a child's learning. At Moniaive Primary we welcome opportunities to enhance our pupils' learning and our children have a well-earned reputation for being particularly gifted in the arts. However, we also encourage involvement in the sciences and in outdoor learning. We encourage every child to take part in a residential trip before they leave primary, and organise a 3-night visit to an activity centre every second year for our P6 and P7s.

Each year we publish a school yearbook, which records some of the special events our pupils have been involved with. You can view this in school or by following the link in our school blog.

We also value individual achievements by pupils out with school. Success in sport, music and other interests are all things we like to celebrate, and we encourage pupils to bring in awards, etc to present at our weekly assembly.

## **15 Health and Safety**

### **Access to School**

Following the Cullen Inquiry, security arrangements to prevent unauthorised access to school buildings were put in place. In Moniaive Primary these measures are:

- A security surveillance door entry system with magnetic locks is fitted – please ensure this closes fully behind you when entering and exiting the building.
- Signs asking visitors to report to the school office are displayed at the main entrance.
- External lighting is fitted around the building.

In addition to our main entrance, we have 5 other doors to the building. Three of these are open during break and lunchtime to allow the pupils to access to toilet facilities; however, at other times during the school day they are only to be used as exits in the event of an emergency. As they are designated fire exits it is important that they can be opened in an emergency. They are not, therefore, locked during the school day but can be opened from the inside only using a thumb turn mechanism. All pupils are instructed that under no circumstance are they to leave the building without an adult, nor are they to open any doors to let someone in – even someone known to them.

All visitors **MUST** enter via the main door and report to the office.

### **Illness and First Aid**

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. If your child's illness involves vomiting or diarrhoea, we recommend that you keep your child off school for 48 hours after the last incident.

If a doctor is called to attend any pupil, the pupil's parent, guardian or emergency contact will also be informed immediately.

The school staff deal with minor accidents, e.g. cuts, bruises; normally the named first aider (see Quick Guide) would be the first point of contact. A record is kept of all first aid given and you will be notified of the nature of the injury and the treatment given by a note in the home-school diary or, if more serious, by phone.

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.

All accidents to pupils are reported on the appropriate form, which is forwarded to the Education Office and the Health and Safety Manager for the Authority.

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

## **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.

The school has a policy on providing personal care to pupils, which is available on the school blog or from the school office.

Regular contact is maintained with the school medical and dental services. With the consent of parents, these services carry out routine reviews of pupils' health. Any issues found as a result of examinations will be reported to the parents so that they can take the appropriate action.

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.

## **Administration of Medicines**

Medication can only be given by authorised members of staff on receipt of a Parental Permission Form, which is available from the office.

Parents are responsible for supplying information about medicines that their child needs to take at school and for letting the school know of any changes to the prescription or the support needed. Written details must include name of medication, dose, method of administration, other treatment, any major possible side effects and storage requirements.

A dated and signed record is kept of all medicines given to pupils.

## **Severe Weather and School Closure Arrangements**

As far as possible we will always try to keep the school open, however there can be situations, for example severe weather, where it is in the best interests of the pupils to close the school.

Where school closure becomes necessary a range of different methods will be made to communicate with parents as quickly as possible:

Announcements will be made on:

- Main council website ([www.dumgal.gov.uk](http://www.dumgal.gov.uk))
- Local media eg West Sound radio
- School blog

If closure becomes necessary during the school day:

- An automated text message will be sent out to parents' home phone numbers.
- Telephone calls will be made by staff to parents on home, work or mobile numbers,
- If parents are unobtainable, emergency contacts will be contacted.

If we are advised to close the school before the start of the school day, and staff are unable to get into school to initiate closure procedures, staff will operate a cascade system to contact parents by phone as quickly as possible.

Telephoning families individually is time consuming, and it is made more difficult if we have to also deal with incoming calls. If you are aware of a severe weather forecast and think that a school closure may be a possibility, please check the media sites mentioned above for the latest situation, rather than phoning the school.

If you have already set off for school in poor/deteriorating road or weather conditions, please check that the school is open before leaving your child.

Please also be aware, that conditions where you live may be more severe than those in the village. If you have any concerns regarding your child travelling between home and school, you should always 'play safe' and keep them at home, informing us that you are doing so.

If your child travels by school transport, the transport provider may decide not to run buses due to road conditions even though the school is open. Please check with Dalwhat Garage (01848 200216) or the school as to whether your child's bus is running as normal.

Parents are required to give schools an emergency contact and should ensure that the school is informed immediately of any changes to this. If we are unable to make contact with yourself or an emergency contact to ensure a safe destination for your child they will be kept at school. If you live or work outside the village, you may wish to make arrangements with another family for your child to stay with them rather than at the school until you are able to collect them.

## **Data Protection**

The school will hold your child's personal data. 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.

Confidentiality is one of the most important rules we have in the school to protect the pupils. All staff in Moniaive Primary have a duty to respect this rule and information that pertains to a certain child will only be used for the benefit of that child and to inform that child's parents. It is important therefore that parents also respect that confidentiality outside the school.

If any parent feels that confidentiality has been breached, they should report this to the head teacher immediately.

### **Images of Pupils**

We keep photographic/video records of events at the school and these are used for a number of purposes such as celebrating success and recording learning/assessment. From time to time we also feature in the local press, authority documents, 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, and at the start of each session, 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 (from P3 upwards). 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 before children are given access to the school's ICT services.

## 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 that will provide information on a range of issues. Further details of all of these are available from the 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)

At Moniaive Primary we also have a number of policies that, in addition to the above, outline the specific guidelines operated within the school. These are regularly reviewed by staff, parents and pupils, and can be viewed on the school blog or by contacting the school. All staff, pupils and parents of our school are expected to adhere to these policies and guidelines and we encourage you to read them.

Further information on all aspects of education is available on [www.educationscotland.gov.uk/parentzone](http://www.educationscotland.gov.uk/parentzone) .