



Welcome to
St Marie's RC
Primary School



Contents

Welcome	1
St. Marie's School Aims	1
First Day at School.....	2
Term Dates	2
School Uniform.....	3
Parents Portal	4
School App for Parents	5
iPayimpact.....	6
iPayimpact (cont)	7
Soft Start – What is it?	8
Class Contact Time	9
What is class contact time?	9
What is teacher non-class contact time used for?.....	9
How does this affect my child?	9
Is having more than one teacher a good thing for my child?.	9
The Early Years	10
Numeracy and Maths	10
Ways you can help me learn:	12
The Early Years	13
Reading	13
Some of my Key Learning	14
Ways you can help me learn	15
Reading with your child in Primary 1	16
Homework Focus	18
Jotters	22
Supporting your Child in School.....	24
Travel Plan	27
Police Scotland	27
School Bus Information	29
Health Issues	32
What is the role of the Education Service?.....	34
Promoting Good Attendance	38
Anti-Bullying Advice for Pupils	41
Feeling Angry? Tips to cope with tricky situations	46
Restorative Approaches and Peer Mediation.....	48

Information for Parents.....	48
Quality Assurance	51



Welcome

Dear Parents

Welcome and thank you for choosing St Marie's Primary School. I hope you find the information contained in this file helpful.

St. Marie's School Aims





First Day at School

On the first day, school begins for Primary 1, at 9.30am and finishes at 3.00pm. After this school will begin at 9.00am and finish at 3.00pm.

You may hear your child talk about some of the following:

- Shared Start/Finish – a half hour session, at the start or end of a day, where parents/carers are invited into class to share time with their child.
- ‘Show and tell’ – where children are encouraged to bring an item/photo/postcard, etc, into school and tell the class why it is important to them. This encourages children to develop confidence.
- Assembly – this happens every Monday morning, and is led by Mrs Caldwell, Head Teacher.
- House Points – your child will be placed in one of 4 houses. Children work hard to gain house points for their house. Points are awarded for good behaviour, good manners, trying hard, working hard, being kind, showing respect, etc.
- Star of the week – where each member of staff awards a star to a child who has demonstrated commitment/hard work/good manners/kindness, respect/responsibility, etc.

Term Dates

- Please check the Fife Direct website for term dates.
- We also put all holidays on our school app for parents.



School Uniform

St. Marie's has a strict uniform policy. As a school we believe that uniform helps pupils to feel a real sense of belonging to the St. Marie's School family and fosters a sense of pride in our school. It also helps children to connect with their learning and has a very positive impact on behaviour, respect and inclusion.

Children should wear a royal blue school sweatshirt/cardigan. Parental support with regards school uniform is very much appreciated!

St Marie's uniform can be ordered online at:

<https://myclothing.com/st-maries-r-c-primary-school/23068.school>

<https://www.border-embroideries.co.uk/>

or alternatively you can visit the Border Embroideries shop at, 36 High St, Kirkcaldy KY1 1LU.

St. Marie's School uniform	Items that are not St. Marie's school uniform
School Royal Blue Sweatshirt/Jumper	Black Jeans
Cardigan or sleeveless jumper	Black, green or grey jumper/sweatshirt/cardigan
Black or grey trousers/skirt/pinafore	Hooded jumpers/ sweatshirts, jumpers with stripes.
Blue or white school polo shirt	White or brightly coloured trainers or canvas shoes.
White shirt and tie, black school shoes	Black leggings [worn instead of trousers]
Blue school dress	
Black school shoes	



Parents Portal

What is parentsportal.scot?

In support of Fife Council's ambition to continue improvement in parental engagement we have been working with national partners to develop a "Parents Portal".

The portal will be developed to provide parents with a clear insight to their child's education and to support transactional communications between parents and the school.

Registration for a Parents Portal customer account uses the [MyGovScot \(My Account\) service](#). This is a secure and trusted service provided by the Scottish Government. Parents using iPay / iPayimpact will already have a My Account username and password.

- This new service will introduce information about the school and will allow you to:
 - link to your child
 - view your child's attendance
 - complete the annual data check process electronically
 - update your own as well as your child's details at any time
- access Parent Zone and Fife.gov.uk
- access online school payments (iPayimpact)
- report your child's absence from school
- view and authorise child's permission slips for trips, clubs etc

This is an exciting first phase of a new initiative which enables and creates a digital relationship between parents, pupils and schools.

Please go to the website www.fife.gov.uk/parentsportal for more information and details on how to sign up.



School App for Parents

This is how you will receive information from the school and there is also an events list that will show you anything that is happening. Please download the app all information is below:

School App for Parents

Please download **School App for Parents** that lets you see news, events and receive important messages.




Scan the QR Code or search for **School App for Parents** in the Google Play or Apple App Store. When you have downloaded the app please search for our school name to see our events, news and receive messages.





iPayimpact

Online School Payments

To make life easier for parents/carers to pre-order and pay for school meals*, our school will be accepting online payments through a safe and secure payment system called **iPayimpact**. This system will help to reduce the amount of money pupils are carry to school, and help to reduce administration and cash handling.

**For parents of P1 to P5, children will receive free school meals so you won't need to make a payment for meals but you should still register for an online account in order to pay for your child's milk.*

What is iPayimpact

- iPayimpact is the Online Payment System for parents/carers to pay for school meals and milk.
- It offers you the freedom to make payments, 24 hours a day, 7 days a week, - safe in the knowledge that the technology used is of the highest internet security available.
- During your child's first week at school you will be given your own unique username and password; with a secure activation via your email address. If you have more than one child at any school in Fife, you can create a single account login for all your children.
- Making a payment is straightforward and iPayimpact holds a payment history for you to view at a later date and lists itemised purchases. Once you've activated your account you can make online payments straight away.



iPayimpact (cont)

Parents with Primary School Children can pre-order meals online through iPayimpact.

- Meal choices will be available for any of your children who are in Primary School.
- The weekly menu will be displayed and you will be able to make lunch choices.
- You can order for up to 2 weeks in advance.
- Should you not wish to pre-order lunches, you can still pay online for your child(rens) meals but they will be able to choose their own meal on a daily basis in the classroom. You will be able to see the choices made by your child/ren.



Soft Start – What is it?

A 'warm-up', a gentle start to the day and

- An opportunity to develop skills.
- An opportunity to talk and listen to children while engaging in a wide range of activities together – encouraging children to explain what they are doing clarifies meaning and aids learning.
- An opportunity to motivate and develop learning, to share success and build self-esteem resulting in raised standards.
- An opportunity for staff to observe children at play, to assess, record and celebrate achievements.
- An opportunity to build meaningful partnerships between school and home.
- An opportunity to develop community partnerships too. (Reid Travel was the stimulus for 'One, Two, Travel' – our own shop!)
- Most importantly, an opportunity to have fun! So, come along

If you would like to be part of Soft Start, **please come into school via the school office and sign in.** You should have an individual timetable for each class.



Class Contact Time

What is class contact time?

Class contact time is the time teachers spend teaching their classes. In the past primary teachers taught for 25 hours out of their 35 hour working week. They now teach for 22.5 hours out of their 35 hour working week.



What is teacher non-class contact time used for?

After discussion at national level, it was agreed that teachers should spend more time on planning lessons, preparation for teaching and developing skills.

How does this affect my child?

For 2.5 hours each week your child will be taught by someone other than the class teacher. The additional teacher will be responsible for certain areas of the curriculum e.g. Health Education, Religious and Moral Education, Information and Communication Technology (ICT).

Is having more than one teacher a good thing for my child?

Yes. Children already benefit from having other teachers for Drama, PE, Music and Art. Working with different teachers offers children a wide range of learning experiences



The Early Years

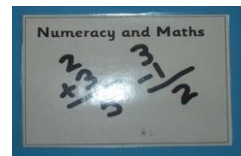
Numeracy and Maths

Curriculum for Excellence: My Learning in School

St Marie's takes an active approach to teaching numeracy and maths to give your child the skills to apply in real life situations.

Numeracy

- In school I will learn about numbers, firstly from 0-10 and then larger numbers.
- I will sing number songs to help me learn.
- I will learn to count, order, read and write my numbers.
- I will learn to find the number before, after and between.
- I will be able to find numbers in the world around me.
- I will learn how to add and subtract numbers within 10, then 20.
- I will use magnetic numbers, number fans, dice, number lines and lots more to help me learn.



Shape, Position and Movement

- I will learn to name and describe a variety of 2D and 3D shapes.
- I will be able to find these shapes in the world around me.
- I will use shape, colour and other ways to continue and create repeating patterns.
- I will learn the words to describe directions, e.g. left, right, forward and backwards.



Money and Measure

- I will learn the words to describe and compare weight, length and volume by taking part in a variety of practical activities.
- I will know the days of the week, months of the year and seasons.
- I will learn how to tell the time in whole and half hours using analogue and digital clocks.
- I will learn to identify all UK coins.
- I will begin to select the correct coins and give change in a variety of practical activities.

Information Handling

- I am learning to use different ways to sort a variety of objects, for example shape and colour.
- I will learn to collect information and with support I will be able to make a simple graph.

I will try my best and be very proud of my learning. I will know what I need to do to become even better.





Ways you can help me learn:

- Sing lots of number songs with me.
- Help me notice numbers in the world around me and talk about what they mean.
- Help me to learn to read and write my numbers.
- Help me with my counting by involving me in everyday tasks.
- Ask me to point to numbers and shapes in the supermarket.
- Talk to me about when things happen so that I develop my understanding of time.
- Play number board games with me.
- Sit with me when I play number games on the computer and talk to me about what I am learning.
- Talk to me about my learning. Ask me, “What did you learn today?”
- Spend time with me when I bring my homework home. Find out if I understand and let my teacher know if I’m a bit stuck.
- Sign my homework diary so that my teacher knows about my learning at home.



The Early Years

Reading

Curriculum for Excellence: My Learning in School

- In school I will learn about rhyme through poems and songs. Being able to hear rhyming words is an important step towards becoming a reader.
- As I learn to read my first sets of sounds I will also learn how to write them. It may take a little while for me to get this right but practise makes perfect.
- I will learn the sounds using songs and actions.
- I will use active learning opportunities to practise and help me learn the sounds. These will include using sand, paint, play-doh, computers etc.
- Books will be very important in school to help me understand about different people places and situations.
- Books will also help me to learn about the way writers use words and punctuation to make their writing more interesting.
- Writing will also be very important and I will have lots of chances to write every day. Sometimes my teacher will write down my ideas and I will try hard to make the same letter shapes. Mostly, my teacher will encourage me to 'have a go.'
- I will try my best and be very proud of my learning. I will be able to say how well I think I have done through traffic lighting my work.



Some of my Key Learning

- My sounds come in sets which can be very easily blended together to make words. The jolly phonics scheme is used to help

Set 1 – s, a, t, i, p, n

Set 2 – c, k, e, h, r, m, d

Set 3 – g, o, u, l, f, b

Set 4 – j, z, w, v, y, x, qu

Set 5 – oo, ee, sh, ch, th, wh

- I will also learn to read, write and spell some common words.

Set 1 – a, and, he, I, in, is, it, of, that, the, to, was.

Set 2 – all, are, as, at, be, but, can, came, for, had, have, him, his, no, not, on, said.

- In class I will learn my sounds and common words with the help of books and stories.
- These books will also help expand my vocabulary and introduce me to new and interesting words.
- In addition to class stories I will use Oxford Reading Tree to support my learning. These will be taken home to consolidate learning in school.



Ways you can help me learn

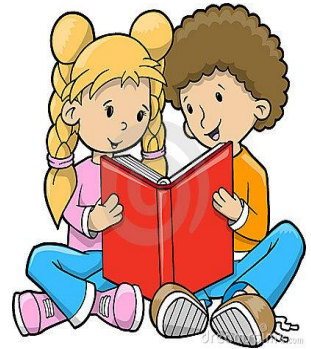
- Talk to me about my learning and ask me ‘What did you learn today?’
- Encourage me to show you my new learning.
- Talk with me about the world around me so that I can learn lots of new words and their meaning.
- Read me stories with lots of rhyme and repeated language, encouraging me to join in. Ask me if I can read any of the sounds or words.
- Ask me questions about what we have read.
- Practice my jolly phonics songs and actions.
- Help me practise my sounds and the words they make when we put them together.
- Help me to look for words in the world around me. For example street signs, shop names, food labels. Ask me which sounds I know.
- Use objects and toys around the house to get me involved in my learning in a fun way. For example, alphabet pasta, play-doh letters, cutting letters out of magazines, circling letters on food packaging etc.
- Play games like “I spy...” with me.
- Use the questions and activities in my Oxford Reading Tree book. Practice my reading weekly.
- Sign my homework diary so that my teacher knows about my learning at home.



Reading with your child in Primary 1

Your child will be bringing home a variety of books during the next few months. Some of the books will be from our reading scheme, the Oxford Reading Tree.

Wordless books allow children to learn how stories work and the direction in which they are read. Children are asked to focus on the illustrations, to find out what is happening in the story. They can then tell you the story in their own words. Each time it might be different!



Enjoy each new story and have fun.

Later you and your child will be looking at the text and the illustrations – the words and the pictures. Talk about the words: find letters, which mean something to your child. Look for little words inside big words. Very soon, your child will recognise many common words but what is most important is the meaning of the story. Hearing the stories, talking about them and retelling them from memory are all important steps in 'reading'. Initially your child will 'read' the stories from memory. This is perfectly normal. Use this as an opportunity for praise.

Talk about the content. Your child may have had an experience, which relates to the story, which will enrich the reading of the book.



Question your child: what is happening, where, how and with whom? If appropriate, ask, do you remember when....? This will involve you both in an exciting reading experience. Talk about the cover, title, author and illustrator. Look for numbers that are relevant: for example, their age or their door number.

You will notice that many words are frequently used. These are the key words. Your child will be working regularly and specifically on these words. It will help if you point these out when reading other books. Praise your child when he recognises them in different books, in the paper or on a sign.

When you read with your child, please sign and add your comments in the Reading Record. This record moves with your child and is very important. Please ensure it remains with the book in the plastic wallet.

If you have any questions about reading with your child, please do not hesitate to call the school.

HAPPY READING



Homework Focus

There is clear evidence that doing homework is important in helping to raise the level of achievement of individual pupils. It provides a very valuable focus for bringing together the interests of young people, parents and teachers in a genuine partnership in education.

The Homework File SOED 1994

The Parent/Teacher Working Party worked towards the goal of having an easy to follow homework routine which was consistent throughout the school, but also offered some degree of flexibility.

This session we have decided to form a homework policy.

The main ideas we would like to take forward are:

- Homework is set three times per week.
- Homework is given out Mondays and is returned on Thursdays (not reading).
- Rewards will be given to classes and individuals who always complete homework tasks.

THE RESPONSIBILITIES OF THE SCHOOL:

- To set appropriate homework tasks.
- To mark the homework and give feedback where necessary.
- Be aware of the importance of homework.



THE RESPONSIBILITIES OF THE PUPIL:

- To complete your homework to the best of your ability.
- To plan ahead.
- To take responsibility for as much of your homework as you can.
- Looking after your homework diary and reading book etc.

THE RESPONSIBILITY OF THE PARENT

- To take a keen interest in your child's homework.
- To encourage a positive attitude to homework.
- To encourage your child to hand in their homework on time.
- To help your child where necessary.

Studying

Studying is a skill which needs to be learned, here are some tips:

- Eat healthily, drink lots of water.
- Takes lots of breaks whilst working at home.
- Get some exercise in between working on homework.
- Give yourself plenty of time to complete assignments.

It is very important that you tell your teacher if you are unsure about anything to do with your homework.



Studying Tips for Parents

- It is helpful to children if they are encouraged to do homework regularly at the same time each day, in a room without too many distractions. The children should pace themselves and allow time for lots of breaks during completion of their homework tasks.
- Be positive about homework and have clear rules.
- Praise and encourage as work is being done.
- Supervise but from a distance to encourage independence.
- As your child progresses towards becoming an independent reader they are asked to read more and more for homework. At this stage you do not need to hear every word. Instead you could read a couple of pages and ask them some questions or encourage them to tell you about one of the characters and so on.

Tips for Pupils

- Learning good homework habits.
- Since homework is given to help you learn you must make every effort to do it to the best of your ability.
- It is a good idea to try to do your homework at regular times each evening so you get into a routine.
- You should try to spread the work out over the week. Try not to leave things to the last minute because you probably have other things (like clubs and hobbies) you would like to do after school.
- Finally – take time to check that the work is properly completed and neatly presented, and it would be helpful if you signed the work or homework diary on completion



As homework is to be given on a regular basis, it would be of benefit to the child if at home, they had access to pencils, erasers, rulers, pens/crayons, and perhaps a dictionary especially at the P4-7 stage. Supervised access to the Internet or taking your children to library are great ways to research topics which may be set for homework.

Your teacher will give you plenty of time to complete homework. Your teacher will make every effort to give most large pieces of homework out on Mondays which will be due back on Thursdays. (Though this may not always be the case).



Jotters

Twice a year, jotters are sent home with the children. This is for you to review your child's work.

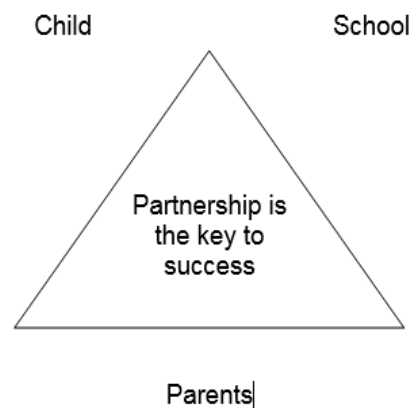
Working with your child

In the jotter your child is asked to reflect on his/her learning and comment on the progress made.

This helps teachers to increase their understanding of your child's needs. Please support them in this process by discussing his/her targets and comments when the log is brought home.

What can I do to help?

- Take time to share the learning in your child's jotter.
- Value and praise your child's achievements.
- Read and sign the jotters.
- Attend parent evenings.
- Take the opportunity to comment in the parent boxes.
- Encourage your child to become independent.
- Always return the jotters on time as they are needed in class.
- Encourage your child to look after the jotters and handle them carefully.





Here are some examples of the comments you may want to make.

- I am pleased/happy/satisfied with
- I am concerned/worried/disappointed about
- I am proud of Because
- didn't understand
- really enjoyed
- How can I help to improve his/her

Your comments are valued and appreciated and will help to improve the quality of your child's education.



Supporting your Child in School

There are systems in place in school that help us:

- Identify difficulties at an early stage.
- Consult effectively with parents.
- Assess effectively.
- Plan effectively for teaching and learning.
- Work effectively with parents, children and other agencies.
- Ensure that every child is appropriately challenged and effectively supported.

Who is Support for Learning for?

The Support for Learning teacher will come into contact with **EVERY** child in school in different ways. This may be when:

Working co-operatively with class teachers

Or

In a group situation

Or

For one-to-one tuition

On occasion a child may receive short-term support for a difficulty that with a little help he/she will overcome.

Very able children will also on occasion be supported by the Support for Learning teachers.

If your child is to receive one-to-one support or long-term group support you will be notified before the support begins. We aim to involve you directly in the support package being offered to your child.



Support Services

The school has many support services it can call on to provide specialist support.

These are:

- **Psychological Service**
- **Child Psychiatry**
- **Speech and Language Service**
- **Occupational Therapy**
- **School Medical Services**
- **Outreach Support from Dysart Primary School**
- **Bilingual Support Service**
- **Social Work Service**

The school also has a number of auxiliary staff who provide support to specific children.

The Support for Learning Specialist in St Marie's is:

Miss Mary Gray

The Learning Support Specialists are involved in ongoing staff development.



The school Support for Learning policy outlines the various principles and procedures that need to be followed in relation to:

- **Planning**
- **Record keeping**
- **Evaluation and assessment**

This policy is available on request. As well as this, the procedures in relation to planning, record keeping, evaluation and assessment will be shared with you when your child is to receive specifically planned support.

Support is frequently reviewed, as are individual children. Long and short-term targets are set for such children and success criteria identified. These targets will be shared with you when your child is to receive specifically planned support.

As well as specifically planned support all children will be involved in raising attainment initiatives within the school. These initiatives are planned for within the School Development Plan.



Travel Plan

Macindoe Crescent is a School Exclusion Zone.

What is it?

A School Exclusion Zone (also known as a School Street) is to prevent non-residential traffic from using the road network outside a school entrance gate, and / or in surrounding streets, at set periods of the school day – from 8.30 – 9.30am & 2.30 – 3.30pm. The restriction is a motor vehicles prohibition (pedestrian and cycle zone) that would only be operational when lights are activated on the entry sign.



In the morning parents can park at the Community Centre, and walk their children to the crossing patrol where they will be escorted across the road and can then walk down the path safely to school. In the evening they can park in the Community Centre car park and walk round to wait for their children inside the school gates. Primary 1 and 2 pupils will continue to be escorted to the gate.





Police Scotland

General Information for Parents

For the safety of your children travelling to and from Fife Primary schools please consider the following advice:

- Leave the area around the school entrance clear.
- Parking on the zigzag lines this is dangerous as it obstructs the view for others.
- Parking on the pavement is very inconsiderate
- Consider parking away from the school and walking your child the rest of the way. By doing this you are teaching your child road safety.
- Parents can park in the bays of the drop-off facility.
- The area around the bays is only for dropping off and picking up. Parking is not allowed in this area as it hinders the flow of traffic.
- Parents are asked to follow these procedures. Children and adults should walk around the Drop off Point as crossing is dangerous.
- **YOU**, the driver are responsible for making it safe for all children who attend the school. By failing to take the advice given her **YOU** are endangering their lives.

Any driver continuing to put children's lives at risk will be dealt with by the Police who will have no hesitation in reporting those breaking the law.

Think of the safety of other people's children as well as you own.

Don't be responsible for an accident at your child's school.



School Bus Information

Fife Council provides five school buses for pupils who live more than 1 mile from the school. Many P1 children would find it challenging to use a school bus and it is therefore the responsibility of the parent to decide if their child will cope on the school bus.

The following information may help parents to make an informed choice:

- Parents should rehearse taking the bus with their child before the child goes on the bus (e.g. in the summer holidays). This would involve going to the bus stop where the child will get on, looking for landmarks along the way. Making the journey to school, then doing the reverse journey home.
- P1-2 children are escorted to the bus park in St Andrew's High School at 2.55pm. Two members of staff help to put the children onto the correct bus.
- School buses arrive at the St Andrew's High School bus park at different times in the morning.
- A member of St Marie's staff is on duty in the bus park between 8.45-9:00am each morning. They wear a yellow fluorescent vest, so that they will easily be seen.
- The staff member will stay in the bus park and direct the children to walk down the path to school. They will not walk down with them.
- **Fife Council do not provide supervision on any school bus.**
- If a child misses their stop or realises they are on the wrong bus they must stay on the bus and alert the driver. The driver will contact their supervisor who will liaise with Council/School staff as required.



- Where a child is new to the bus, parents are encouraged to travel on the bus with their child.
- Parents of P1 pupils must make their own minds up as to whether their child would cope with travelling to and from school on the bus. Many P1 pupils travel happily with their older siblings.

Parents and carers are responsible for assessing the risks associated with their own child's journey to school, key considerations include:

1. Deciding when your child can make their way to and from the collection/drop off point independently.
2. Ensuring that your child knows that they must show their travel pass to the driver, or pay the appropriate fare.
3. Ensuring that your child knows that they must take a seat and not distract the driver unless it is an emergency.
4. Reminding your child that they should follow the instructions of the driver if something unexpected happens (e.g. breakdown, accident, severe weather).
5. Putting a contingency arrangement in place for when a bus fails to arrive, is running late or if your child misses their bus.
6. Discussing with your child what they would do in different scenarios.
7. Ensuring that your child behaves responsibly on their journey to and from school.
8. Encouraging your child to use seatbelts where they are fitted.

When travelling to school:

1. Ensuring that your child is at the collection point in good time and has the correct fare or travel pass.
2. Waiting with your child until the bus arrives if they require supervision at the collection point.



3. Ensuring your child knows to stand well away from the kerb and to give the driver a clear signal for the bus to stop.
4. Ensuring your child knows to wait until the bus has come to a stop at the school before exiting.

When travelling from school:

1. Ensuring that your child knows that they must get to their bus promptly and either show their travel pass to the driver or pay the appropriate fare.
2. Agreeing with your child where they are going to get off the bus and rehearse the arrangements for getting home or to an alternative address.
3. Ensuring your child knows what to do to give the driver sufficient advance warning to stop (e.g. press the bell or alert the driver).
4. Meeting your child at the bus drop off point if they require supervision after exiting the bus. Giving the driver a clear signal for the bus to stop.
5. Ensuring that your child knows that they must stay on the bus and alert the driver if they miss their stop, realise they are on the wrong bus or are distressed for any other reason. If any of these situations occur, the driver will contact their supervisor who will liaise with Council staff as required.
6. If your child is not on the bus as expected, make contact with the school in the first instance, or if there is no response, call Education Services on 03451 55 55 55 Ext 444160. Staff will be available until 5pm.
7. If the bus does not arrive as scheduled or your child has left items on the bus, please call the relevant bus company.

For further information:

www.fifedirect.org.uk/schooltransport

www.travelfife.com/schoolbustimetables - to see bus routes, timetables and bus company details



Health Issues

In Fife Schools medicines (including headache pills) are not allowed to be given to pupils at any time, unless you as the parent has supplied the medicine, signed the consent form and that it is part of an on-going treatment approved by the medical authorities.

Pupils ill at school

If a child becomes ill at school he/she will be looked after, until you as the parent or failing that, the emergency contact name you have given, has been contacted and a decision is taken for the best interests of the child.

Accidents at school

First Aid will be given as appropriate. If the injury is serious you as the parent, or the emergency contact name, will be contacted and a decision taken for the best interests of the child.

Absence from school due to illness

Please inform the school (by phone) after your child is absent on the first day of illness. Send a note to the Class Teacher on the child's return indicating the cause of the illness. The note must be signed and dated by a parent.



Head lice

As you know, head lice is very common in schools, particularly in the early years, when children are often huddled together on the floor or over games. We work very closely with the school nurse and Fife Health care to ensure all information is passed on to you, hopefully to prevent but also to deal with any infestation. The best advice is to 'wet comb' the whole family weekly to detect and prevent infection. Details can be had from the school, the pharmacist and your Health Centre. Research shows that, "the main source of infestation is adults in the community". Please be vigilant. There will be an opportunity to meet the nurse, see a video and ask questions during the children's health topic. If you do discover head lice, please inform the school immediately.

Communicable Diseases

Such as Chickenpox, Measles, Mumps etc. The best advice and treatment will be from the Family Doctor (GP). The GP will diagnose, give treatment and say when your child is fit to return to school. If in doubt about your child's health consult your doctor.

Coughs, Colds & Sneezes

Like adults, children will have coughs and colds at times. It helps the school if your child is feeling miserable because of these symptoms to keep them warm at home and don't send them to school.



First Aid

This is available in each school. What is First Aid? ‘First Aid is the initial assistance or treatment for any sudden injury or illness.’ Children should first, if possible, report injuries or illness to the nearest adult, who may be a teacher or a playground supervisor. This adult may, if necessary, summon the named First Aid person to the scene in order to prevent a child from having to move. Where concern still remains over an injury, we will automatically contact parents (or an emergency contact) especially when a bump to the head is involved. We may ask parents to collect children as a result of an injury or illness. Should we be unable to contact parents or the emergency contact we may decide to pursue further medical attention if appropriate. We ask parents to keep us informed of emergency contacts (a contact phone number is important).

What is the role of the Education Service?

The Education Service will ensure that First Aid facilities and the selection and training of First Aid staff are provided in accordance with the requirements of the First Aid Regulations of 1981.



What is the role of the school?

The school will ensure that:

- First aid provision is available throughout the school day.
- Once first aid has been administered, a decision will be taken on further appropriate action. This may include -
 - A child returning to normal school activities
 - Observation in school
 - Informing/summoning parents
 - Immediate medical attention
- Parents are kept informed as to the procedures within the school.
- A Healthcare Plan will be created when necessary in conjunction with parents and NHS.
- We ask that if children are ill they should be kept at home and not sent to school.

In the interest of safety, this school will not send children home on their own or accompanied by other children.

What is the role of the home?

Parents should ensure that:

- The school is informed of, and keep informed of any changes to, emergency contact numbers and the name of the child's GP.
- The school is alerted to any potential risks e.g. injuries a child has when he comes to school, medication which the child is on, recovering from an illness, allergies etc.

SO PLEASE NOTE FOR THIS SCHOOL

That procedures are in place to give appropriate first aid provision to all children. There is a named person responsible for first aid.



Medicines at School

Where medicines have to be given at school, a separate form (available from school) has to be signed by a parent. Please clearly label all medicines with the child's name and class. Parents will need to collect the medicines from the school.

Attendance and Absence

What is the role of the Education Service?

The Education Service has a duty to ensure attendance at school.

The Education Service must also collate the number of authorised and unauthorised absences from school.

Percentage authorised and unauthorised rates must be made available for each individual school and Fife as a whole.

What is the role of the school?

Schools have a duty to record authorised and unauthorised absence and to ensure that all children in their area are receiving appropriate education.

To do this school needs to:

- Be kept informed by letter or telephone call followed by a letter to the school office when a child has been absent. This ensures that the whereabouts of children are always known and is in the interest of their safety.
- Involve the Home/School Link Officer when a child is absent from school and no reason is given or there is a high percentage rate of non-attendance.

Attendance and Absence

All who are concerned with the wellbeing of pupils must work together to ensure that children attend school regularly.

Pupils have the opportunity to make the best use of their time in school when their learning is not disrupted by high levels of authorised or unauthorised absence.

Information for parents



It should be noted that schools are not able to:

- Give permission for a child to be absent from school (only note the absence).
- Provide ongoing class work for children to do during absence such as a family holiday (but a diary of holiday activities and events would be appropriate).

What is the role of the home?

- If there are difficulties then contact the school immediately. The school will do its part to overcome any problems which a child may be experiencing.
- It is the decision of parents to keep a child off school
- Parents work commitments may make it necessary for a child to have an absence in term time but it is in every child's interest that these should be kept to a minimum.

Please note for this school:

- We ask that you send a note or phone (followed by a letter) if your child is absent.
- When a child returns from an absence with no explanation we will send a standard letter home asking for clarification.
- Be aware that if the school has no information as to the absence the Attendance Officer will be asked to call.

Please keep absence to a minimum in school time.



Promoting Good Attendance

We are keen to work together with families to support good attendance and punctuality.

Attend to Achieve!

Regular attendance at school is an important part of a child's academic journey. Research shows that pupils who attend school regularly are less likely to fall behind.

Why does attendance matter?

Regular attendance at school not only helps to achieve now but sets them up with good habits for later life and the working world.

Regular attendance gives your child the opportunity to:

- Learn new things daily
- Develop and practise skills
- Make friends and feel included
- Increase their confidence and self esteem
- Improve their social skills
- Increase their attainment and achievement
- Achieve their potential and fulfil their aspirations and ambitions

We text parents/carers daily if a child is not in school. Please contact us by 9.15am if you know your child is going to be off school that day.



Every Moment Matters!

In an average school year there are 190 school days.

So...

- If a child has **95% attendance** it means they have missed **9 & ½ days** or nearly 2 weeks off school.
- If a child has **90% attendance** it means they have missed **19 school days** or nearly 4 weeks off school.
- If a child has **85% attendance** it means they have missed **28 and ½ days** off school or nearly 5 and ½ weeks off school.
- If a child has **80% attendance** it means they have missed **38 school days** or over 7 weeks off school.

Help your child get the most out of their education by helping them come to school every day.

Learning's great...so don't be late!

Every moment matters at school.

Children who arrive on time settle quickly and feel included in the routines of the school day and get the full benefit of all the teaching and learning in their classroom environment.

Have you thought?

- A child who is 10 minutes late every day has lost nearly an hour of school a week. Over a year this adds up to losing over a week of school time.
- Late children miss the first part of teaching of the morning.
- Lateness causes disruption to the whole class as well as the child who is late.
- Arriving late can often be embarrassing or stressful to the child involved.



Help your child by getting into good routines. Make sure that your child has laid out their school clothes the night before and that they have their school bag packed and ready.

Term time holidays

We are unable to authorise term time holidays. Please think carefully before arranging holidays. Up to date school holiday dates can be found on our website or by searching for *Fife School holidays* online.

Illness

All children may get ill at some point in the school year and absence may be unavoidable. If your child is off ill please let us know as soon as possible.

School can support by providing work in some circumstances but regular days off will impact on their educational progress.

Family Matters

In some circumstance's children may need to take time off school due to family matters. Please get in touch with the Head Teacher as soon as possible if time off is needed. Remember, children often cope better with difficult circumstances if their routines are kept the same.

Appointments

Appointments should be made out with the school day or during school holidays when possible. If you need to take your child out of school please try to keep the time off to a minimum.



Anti-Bullying Advice for Pupils

What is bullying?

Bullying is saying or doing something horrible, more than once, to make someone hurt or upset.

It can happen to anyone but no one deserves to be bullied.

Bullying can look different to lots of people. We think bullying might be:

- Calling people names.
- Hitting or kicking.
- Being mean about people.
- Annoying someone on purpose.
- Stealing.
- Being ignored and left out.
- Saying nasty things in text messages and on the computer (cyber bullying).

If you are being bullied in person or online, then you might think that it's your fault but it isn't. Everyone has the right to feel safe at school. Don't put up with bullying – tell someone.





Bullying—the facts:

- Bullying is a BIG DEAL and is when someone is hurting you over and over.
- Bullying can happen every day for some people.
- Usually it is done on purpose but sometimes people don't realise they are hurting someone's feelings.
- Bullying can make people sad for a long time and people sometimes don't know how to stop it.
- Both boys and girls bully: boys often DO hurtful things and girls often SAY hurtful things. Sometimes it's the other way around too!
- Sometimes bullying can happen when a group of people pick on one person.
- Lots of people are scared to tell someone if they are bullied in case it gets worse.

Our Anti-Bullying Policy

In St Marie's Primary School, everyone has the right to stay safe and supported.

We expect everyone to show respect to each other. All pupils will also:

- Uphold all our school tagline - respect, care, fair and kind.
- Report any bullying behaviour - even if it is not you being bullied.
- Make sure anyone can ask for help if they need it.
- Be responsible citizens—both in school and outside of school (including when online).



Advice on how to deal with bullying

What can I do if I feel I am being bullied in school?

- Ignore them if you can.
- Use calming techniques in 'Coping Strategies booklet'.
- Use some of the strategies for coping with tricky situations.
- Try your best to find someone else to play with.
- Tell someone what is happening—you can talk to your friends, someone at home, an adult in the playground or in the school. They will be able to help you stay away from the bullying behaviour.

How do you report bullying?

Firstly, you should tell an adult in the school. They will be able to talk to you about what is happening.

Talk to someone at home—if you are worried about something they can help you speak to the right people.

An adult will be able help you!

What if you think someone is being bullied?

If you think someone is being bullied—please do not ignore this and think it will just go away. Try your best to help the person.

Here are some ideas:

- Ask them to stop and remind them to show respect to others.
- Help the person who is hurt by playing with them or taking them to an adult.
- Talk to them to check they are ok.
- Don't let people feel left out.
- Tell an adult if the other person is too scared!



BIG deal and little deal:

Sometimes we think something is a BIG deal and it is actually a little deal.

If we aren't sure if it is a BIG deal or little deal, we can ask an adult in the class or someone at home. Here are some examples of each:

BIG	little
Ruining someone's work	Taking someone's pencil
Fighting	Hitting someone by accident and saying sorry
Swearing	When someone tells tales
Leaving someone out	Using something by accident

Peer mediation:

As well as the adults around the school, St Maries Primary School also has Peer Mediators. They are pupils who can help you if there is a problem in the playground. They will help you come up with ideas about how to be friends.

Useful websites for advice on bullying:

www.childline.org.uk/Bullying

www.youngscot.org/bullying

www.bullying.co.uk

www.getconnected.org.uk/bullying

www.gov.uk/bullying-at-school

www.busk-uk.co.uk - promotes safe transportation on school buses

The above websites will give you extra information.



If you say someone is bullying you:

- The adult who has been told will speak to you and anyone else involved.
- They may have to tell your class teacher or the head teacher if it can't be resolved.
- If it is very serious, the head teacher might decide to speak to your parents.
- The adults involved will always listen to everyone's side of the story and remind everyone of their rights and responsibilities.
- Sometimes, we will have to write down all of the information about what has been happening.
- The person showing the bullying behavior will lose privileges and responsibilities within the school.





Feeling Angry? Tips to cope with tricky situations

How to help yourself if you are upset and angry

Know what pushes your buttons:

- If you know something makes you upset or angry stay away from it. Ask an adult to help you stay away from the things that push your buttons.

Know how to stay away from the things that annoy you:

- You might decide to just walk away.
- Some people stop and count to 10.
- Other people find someone new to play with.
- Some people might try to follow you so you might need to find an adult.

Have a look at some ideas to stay nice and calm.

If you managed to stay calm, you are very brave. It is hard to stay calm and you have to work hard.

Thinking things through:

- Stop and think.
- Is this a big deal or a little deal?
- What will happen if I get angry?
- What will I do?
- How did it work?



Relaxation techniques:

- Find a quiet space if possible.
- Breathing - take deep breaths to help you calm down.
- Relax your muscles.
- Distract yourself - think of something happy.
- Remember it might be a little deal - don't make it a big deal.



Top tips to help you when you are angry:

- Ask to speak to the teacher outside the classroom so you can explain what is happening and what the problem is.
- Try not to listen to things people are saying about you - it might not even be true!
- Count to 10 before you say or do anything.
- Take deep breaths to help you calm down.
- Ignore the person who is trying to annoy or wind you up.
- Think of something happy.
- Go somewhere peaceful.
- In the playground, sit on a bench for a minute.
- Go to the library area.
- Find someone else to play with.
- Go outside your classroom.
- Take a drink of water.
- Go and wash your face.
- Ask to go to the toilet and get out of the situation for a bit.
- Speak to an adult about how you feel.
- Tell a teacher if someone always annoys you.





Restorative Approaches and Peer Mediation

Information for Parents

Peer relationship issues:

Sometimes friends fall out with each other and say or do something that they should not. However, this is not always a form of bullying! This situation can usually be resolved by involving an adult or peer mediator. The pupils are advised to speak to their teacher in the first instance and talk to you as their parent/carer when they get home.

Peer mediation:

Teachers and playground assistants are there to help with peer relationship issues. Our school also offers peer mediation, where a group of P6 pupils are currently getting trained to help other pupils sort out their disagreements. Pupils who are trained to use mediation skills are called Peer Mediators. They will be easily identified throughout the school as they wear red hats.

What is peer mediation?

- A chance to tell each side of the story and feel heard.
- To understand better how the situation happened.
- To understand how it can be avoided another time.
- To feel understood by the others involved.
- To find a way to move on and feel better.

Peer Mediation is an excellent way of reducing conflict in the school environment, and can equip children with many new and useful skills such as resilience, coping skills and patience with their peers. These are then transferrable in the classroom and in aspects of working with others.



Restorative approaches to peer relationship issues:

When dealing with peer relationship issues when friends have fallen out with each other, the school will aim to use restorative approaches, including peer mediation.

What is a Restorative Approach?

- It focuses on what has happened rather than the rules that have been broken.
- It allows everyone involved to have their say.
- It allows the people involved to accept full responsibility for their part in what has happened.
- It supports the people involved and provides an opportunity to make things better.
- It recognises that the school is a community and we each have a responsibility to behave in a respectful manner towards each other.

Key concepts of restorative approaches

Reflect — Repair — Reconnect



Restorative key questions

- What has happened?
- Who has been affected?
- How did this make those affected feel?
- How can we involve everyone who has been affected in finding a way forward?
- How can everyone do things differently in the future?



Depending on the circumstances it may be appropriate to use peer mediation, especially if those involved have previously been good friends but have now fallen out with each other. Again, this situation can usually be resolved by involving an adult. Encourage your child to speak to their teacher or playground assistant in the first instance and talk to you their parent/carer when they get home.

Useful Restorative Approaches and Peer Mediation advice:

- Restorative Approaches is about working together to find a solution.
- For Restorative Approaches and Peer Mediation, to work we must support and encourage everyone involved.
- During the Peer Mediation meetings, it is important that there is a focus on creating and keeping positive and respectful relationships.
- Calm discussions will allow everyone involved a chance to speak, be listened to, establish the facts, identify the harm caused and focus on repairing the damage.

Useful websites:

www.betterbehaviourscotland.gov.uk/initiatives

www.tranformingconflict.org

www.thorsborne.com.au



Quality Assurance

Summary of some procedures to assist with Quality information which relates to St Marie's Primary School.

Monitoring the Work in the School

'Being open about monitoring is a step to raising and maintaining standards'

School Development Plan

Works on a three year cycle. One year in detail setting out specific targets and the next two years in outline. Time incorporated for review.

In-Service Training

Needs identified through SDP and HT annual interview with staff.

Forward Planning Feedback and Consultation

Staff meet with Management and discuss evaluation and plans for next steps. Monitoring for progression, breadth and balance.

Tracking of Pupils' Work

Management team monitors the work undertaken by a range of pupils through discussion and looking at work produced by the pupils.

Monitoring of Jotters

Management reviews pupil's written work.



Induction Programme for P1

Consists of meetings, with Parents, staff visits to nurseries, children visit's to school and a tour of the school (adults).

Communication

A range of measures are in place to help with communication. Regular staff meetings are held and minuted. Information is shared with parents through termly newsletters, letters, texts, Twitter, school website and 2 term planner.

Friends of St Marie's Meetings

This group consists of parents, grandparents and staff.

Parental Interviews and Reports to Parents

Held twice in the session. Appointment system is in place with 10 minutes for each pupil. Reports given to parents in June.

Pupil Council

Meets regularly with Head Teacher to discuss matters of interest or concern to pupils. Minutes published and sent to all classes.

Assemblies

Held weekly, either whole school or rota of Departments.

Peer Mediators

Children in P6 and P7 are trained by Fife Mediation Service to help resolve minor disagreements in the playground.



Buddy System

Operates with P7 and P1 pupils where each P7 is linked to a P1 pupil and they undertake work. Other areas of school have paired reading.

PSA Pupil Support Assistants & Playground Supervisors

Meet with managements and discuss matters of interest or concern. Opportunity for staff to raise positive points about classes or children for the reward systems.

Eco Committee

Meet regularly with the Depute Head Teacher to foster positive attitudes and habits in regard to the environment.

We in St Marie's hope you have found this information useful. If you wish any further details please phone the school and we will try our utmost to provide the information you require.

Telephone: 01592 583459

Email: stmariesrcps.enquiries@fife.gov.uk

ST. MARIE'S

