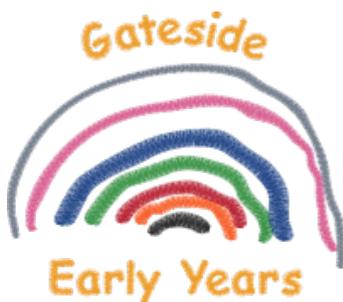




# GATESIDE PRIMARY EARLY YEARS CLASS HANDBOOK



2018



Dear Parents/Carers

This handbook has been prepared to give you as much information as possible about Gateside Early Years Class.



The following pages will let you know about the experiences your child will be offered and about various other aspects of life and work at the school.

Gateside Primary is a small, lively and busy school where staff and pupils work well together.

If you feel there is something you would like to discuss, please come and see me. We look forward to working with you for the benefit of your child.

Yours sincerely

*Fiona Dunlop*

*Head Teacher*



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## NORTH AYRSHIRE COUNCIL

### AIMS, VALUES & PRIORITIES STATEMENT For Education and Youth Employment

#### Our Overall Aim

Ensuring people have the right skills for learning, life and work.

#### Our Priorities

- 1) We are reducing inequalities and delivering improved outcomes for children and young people.
- 2) High quality learning and teaching is taking place in our establishments.
- 3) Self-evaluation and performance improvement are embedded throughout our schools and central support teams.
- 4) Levels of attainment and achievement are improving for all learners.
- 5) High numbers of our young people are entering positive and sustained post-school destinations.

# Statement of School Aims

At G.P.S. we worked together to agree our aims and values; At G.P.S. we aim to enable all pupils to achieve their full potential and become successful learners, confident individuals, responsible citizens and effective contributors through aiming high and working well together.



Friendship  
Articles 15 & 31

Trust & Respect  
Articles 12 & 13

Team Effort  
Articles 15 & 28

Happy & Safe  
Article 12, 24 & 31

Imaginative Thinking  
Article 28 & 29

Learning Together  
Article 12, 13 & 28



# School Information

**School Name:**

Gateside Primary School & Early Years Class

**Address:**

Main Road, Gateside, KA15 2LF

**Telephone Number/Fax:**

01505 502776

**email** [gateside@ea.n-ayrshire.sch.uk](mailto:gateside@ea.n-ayrshire.sch.uk)

**Website** - <https://blogs.glowscotland.org.uk/na/gateside>

**Denominational Status:**

Non-denominational

**Single Sex or Co-educational:**

Co-educational

**Capacity of the Early Years Class**

30

**Age Range**

3-5 years

## Main Features of the School

The school was built in 1878 and is situated in the village of Gateside near Beith. The catchment area of the school consists of the village itself and the outlying houses and farms.

There are a large number of placing requests. The building has three classrooms, hall, staffroom/office and head teacher's office. The school is equipped with a disabled toilet and ramp. There is a portakabin consisting of two rooms, one of which is a small library. Both rooms are available to staff as a base for preparation of work.



There is a garden area and adequate playground space with a trim trail and musical instruments. If the weather is fine, children are at liberty to use the adjoining field, which has play equipment, i.e. swings and climbing frame.

## **SCHOOL AND COMMUNITY**

The school plays its part in the community by taking part in local events such as the Flower Show, Horticultural Show and other events in which we are invited to participate. We encourage the local community to take an active part in the life of the school by inviting villagers to join us in some of the activities held in school.

Close links with the Road Safety Department and Police are maintained and talks are given on all aspects of keeping safe. Fire Safety Officers also visit the school.

The dental hygienist visits the EYclass to encourage children to take care of their teeth and the school nurse speaks about the importance of washing their hands. A drop in clinic with the health visitor is held monthly.

The school sees itself as part of the local community and also of the wider community and so welcomes visits from outside agencies when visiting speakers can help to widen and enrich the curriculum.

## **SCHOOL SECURITY**

North Ayrshire Council has introduced procedures to ensure the safety and security of children and staff when attending or working in a school. A number of security measures are used including the use of a visitors' book, badges and escorts while visitors are within the school building. Normally, anyone calling at a school for any reason will be asked to report to the school office. The school staff will then make any necessary arrangements in connection with the visit to the school.

The school procedures in relation to anyone visiting the school are:

- visitors must identify themselves on the intercom system at the main door before they are allowed to enter the building



- they must sign the visitors' sheet/book.
- if they require to visit any of the classrooms in the building they will be issued with a visitor's badge or will be escorted by a member of staff.

## **STAFF**

Head Teacher	Miss F Dunlop
Depute Head Teacher	Mrs C Logan
Early Years Support Teacher	Mrs L Gress
Early Years Lead Practitioner	Miss L Howie
Early Years Practitioner	Mrs G Clark

## **EARLY YEARS CLASS HOURS**

Session (morning only)      8.15am - 11.30am

## **ADMISSIONS POLICY**

All Early Years places are allocated in accordance with North Ayrshire Council's admissions policy (see end of section) and the Early Years Staff will be happy to advise you how this policy operates when you apply for a place for your child. A leaflet dealing with the council's policy is also available from all establishments. An admissions panel will meet at regular intervals throughout the year to decide how priority places will be allocated.

The panel will consist of Heads of pre-five establishments in the area, a representative from Educational Services and representatives of other agencies involved in supporting children and their families.

## **REGISTRATION**

Registration normally takes place in January for starting in the early years class the following August and places will be allocated in accordance with the council's admissions policy. If there are more applications than there are places e.g. 20 applications for 15 places, a ballot will be held to allocate places and parents will be informed of the result of the ballot as soon as possible thereafter.

## **ARRIVAL AND COLLECTION OF CHILDREN**



It is expected that a responsible adult will bring your child to and from the EY class.

Please note that no person under the age of 16 is eligible to bring or collect your child. Pre-5 pupils should not be conveyed to and from the EY class by taxi unless accompanied by an adult.

In the interests of safety you should make a point of telling a member of staff if your child is to be collected by someone not known to staff members.

## **TRANSPORT**

The authority does not normally provide transport for children attending an EY class. The council may, however, provide transport to and from the EY class for children with special needs who may require traveling some distance to take up their EY class place. All such arrangements are subject to regular review.

## **CLOTHING**

Children should be comfortably and appropriately dressed for the weather and for the EY class activities - which are often messy!! Sweatshirts and Polo shirts in the Early Years colours are available from Tesco Direct Uniforms On-Line and soft shoes are required for inside the playroom. It would also be advisable to provide a bag with a change of pants, socks and trousers in case of accidents. Please ensure your child's clothes are labelled. In the interests of safety it is advisable that early years children wear as little jewellery as possible and certainly not items such as earrings, which may get caught on clothing. Please note also that North Ayrshire Council has a dress code policy, which states that children in educational establishments should not wear team colours.

## **SNACK**

Parents are asked to bring £2.00 at the beginning of each week to cover the cost of a daily snack and other activities. Please inform us if your child has any special dietary requirements or food allergies.

## **ATTENDANCE**

If your child is unable to attend EY class, please make sure that you notify staff and if possible when we can expect your child back at EY class.



Regular attendance is important because the curriculum of the EY class is carefully planned to ensure continuity and progression for your child. Patterns of regular attendance need to be established for children, as this will be important throughout their education

## OUTINGS AND EXCURSIONS

When outings or excursions for children are planned, a member of staff will advise you in advance. You will be asked to complete consent forms, which give your permission for your child's participation. Please note that children cannot take part in outings unless completed forms have been submitted by their parent/guardian.

## SCHOOL CALENDAR

SCHOOL HOLIDAYS AND IN-SERVICE DATES 2017/2018  
(all schools except Arran)

Pupils on holiday	Yellow
Staff only in-service days	Light Blue
Children in School	Light Purple

August 2017

Su	M	T	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September 2017

Su	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October 2017

Su	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November 2017

Su	M	T	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

December 2017

Su	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

January 2018

Su	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February 2018

Su	M	T	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

March 2018

Su	M	T	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

April 2018

Su	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

May 2018

Su	M	T	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

June 2018

Su	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

July 2018

Su	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Secondary Schools - Pupil attendance will be 190 after deducting 5 in-service days  
Primary Schools - Pupil attendance will be 190 after deducting 5 in-service days.

## CURRICULUM FOR EXCELLENCE (WWW.EDUCATIONSCOTLAND.GOV.UK/)

Curriculum for Excellence (CfE) is now being implemented across Scotland for all 3-18 year olds - wherever they learn. It aims to raise standards, prepare our children for a future they do not yet know and equip them for the jobs of tomorrow in a fast changing world.



Curriculum for Excellence enables professionals to teach subjects creatively, to work together across the school and with other schools. Teachers and practitioners will share information to plan a child's "learning journey" from 3-18, ensuring children continue to work at a pace they can cope with and with challenge they can thrive on.

Curriculum for Excellence balances the importance of knowledge and skills.

Every child is entitled to a broad and deep general education where every single teacher and practitioner is responsible for literacy and numeracy. There is a new emphasis too on health and wellbeing - to ensure that the school is a place where children feel safe and secure.

Curriculum for Excellence develops skills for learning, life and work to help young people go on to further study, secure work and navigate life. It brings real life into the classroom. It links knowledge in one subject area to another helping children understand the world and make connections. It develops skills so that children can think for themselves, make sound judgements, challenge, enquire and find solutions.

There are new ways of assessing progress and ensuring children achieve their potential.

Ultimately, Curriculum for Excellence aims to improve our children's life chances, to nurture **successful learners** who have enthusiasm for learning, determination to achieve high standards and openness to new ideas; **confident individuals**, who have self respect, secure values and ambition; **responsible citizens** who have respect for others and a commitment to participate in all aspects of their life; **effective contributors** who have an enterprising attitude, resilience and self reliance, building on Scotland's reputation for great education.

At Gateside we are committed to the philosophy of a Curriculum for Excellence and are reviewing our practice, planning and recording to better reflect this. Core skills in literacy and numeracy may be taught discretely and/or through other contexts where more interdisciplinary learning can take place e.g. critical skills challenges, related to real life experiences. Health promotion will also feature where children will be encouraged to live healthy and active lives.

## CURRICULUM



Children learn best by doing. We provide a variety of play activities and give the children the opportunity to think, reason and solve problems. We support their learning by talking and showing interest in their achievements. We encourage them to share their ideas, feelings and concerns with us. We provide activities and resources, which encourage natural curiosity and extend the children's interest. In a Curriculum for Excellence (CfE) there are 8 curricular areas for study with Literacy, Numeracy and Health & Well Being as the core areas. Sciences, Social Subjects, Technologies, R&ME and Expressive Arts provide the breadth of the curriculum, which will be increasingly interdisciplinary using cross cutting themes and skills development to promote the development of the four capacities. CfE in the EY class is to progress the children's learning through a focus on HWB, Literacy and Numeracy. This involves both planned and free play opportunities to enable your child to explore the world around them and make sense of their experiences. Staff guide and support learning by asking questions, providing challenge and listening well.

## **WITHDRAWAL**

Under the terms of the Education (Scotland) Act 1980, parents have the right to ask for their child to be withdrawn from religious observance. The school will deal with such requests with sensitivity and understanding. The head teacher will offer to meet with any parent wishing to withdraw their child to ensure that they are clear about the school policy on religious observance.

In particular, parents should be reassured that the religious observance planned by the school adopts an open and respectful approach and does not seek to compromise the beliefs of any pupils or their families.

Where a child is withdrawn from religious observance, suitable arrangements will be made for the pupil to participate in a worthwhile alternative activity.

## **PROMOTING POSITIVE BEHAVIOUR**

As with Primary 1-7, Early Years children are expected to behave in an acceptable manner. As the EY class is the first social interaction many children have with a larger group, it is important that they learn to share and co-operate with others. If a child's behaviour is giving cause for concern, parents/carers will be contacted immediately in order to discuss the matter. It is important that parents/carers are seen to be supportive of, and working with, the EY staff in matters pertaining to behaviour.



## **POSITIVE RELATIONSHIPS**

The school is committed to developing a nurturing approach and promoting positive relationships. Like every community, our school is built on the relationships within it, across it and its connections with others. Every member of staff is responsible for establishing and maintaining positive relationships with each other, with parents and with partners and most importantly with the young people in their care.

Our expectations of behaviour for children and young people are high. Some children may require additional support in relation to their behaviour, and the school will work positively with the young person and the parents, and other partners, as appropriate, to ensure positive outcomes are achieved.

North ayrshire council is committed to the principles of restorative practices. This is a solution-focused approach to managing behaviour and resolving difficulties and which promotes healthy relationships that enable better behaviour and better learning.

The school has a code of conduct to ensure the safety and well-being of all and parents are asked to support the school fully in this matter.

## **HOME AND EARLY YEARS CLASS LINKS**

Parents and staff have a closer contact than at other stages because all children must be dropped off/collected from the EY class. This is beneficial to parents and staff. From time to time parents will be asked to help at the various activities organised by the EY staff.

Newsletters/texts are sent home with children advising of any changes and forthcoming events. The school website has an Early Years page that lists events and records activities.

See <https://blogs.glowscotland.org.uk/na/gateside>

You can also follow us on Twitter by searching @GatesideSchool.

Individual appointments can be made if parents or staff wish to discuss specific aspects relating to a child at any given time.

## **RECORDING AND REPORTING CHILDREN'S PROGRESS**



Each child has a journal where their learning experiences and significant developments are recorded. Formal reporting to parents i.e. Learning Conversations occur three times a year, usually in October, February and June. Written summative reports around the development of the four capacities, core learning and children's progress within the early level are issued in June. Please contact the Head teacher or Depute Head teacher if you have any concerns over your child's progress.

## **TRANSFER FROM EARLY YEARS CLASS TO PRIMARY**

Arrangements are in place for the transfer of information from EY class to P1. This information will also be passed to other schools should children transfer elsewhere.

There is an induction programme for all children coming into Primary 1 and this normally begins in February.

## **INCLUSION**

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

- An inclusive approach to education supports an ethos of achievement and high expectation, recognises difference, respects these differences and sees differences between learners as opportunities for learning.
- An inclusive approach to education promotes tolerance and a positive understanding of diversity.
- An inclusive approach to education alleviates the barriers to learning, supports the achievement of all and has positive relationships at its heart.

Only in exceptional circumstances would it be deemed lawful to proceed to consider alternative educational planning for a child or young person.

The Education (Disability Strategies and Pupils' Educational Records) (Scotland) Act, October 2002, requires local education authorities to prepare and implement accessibility strategies to improve, over time, access to education for young people with disabilities. Access covers:



- The physical building and grounds
- The curriculum (both formal and informal)
- Information on any educational planning that might affect the child's/young person's education

The Education (Additional Support for Learning) (Scotland) (2009) Act sets out certain duties on local education authorities and confers certain rights on children and their parents. These duties include the need to:

- Identify, assess and address the need for additional support for any child or young person failing to benefit from school education, for whatever reason
- Seek and take account of the views of the child or young person on issues relating to their education
- Engage in helpful partnership working with parents/carers and staff from other agencies

These are the various pieces of legislation that support the right to inclusion and that define the main features of that right.

## **ADDITIONAL SUPPORT NEEDS**

Any child who needs more or different support to what is normally provided in schools or pre-schools is said to have 'additional support needs'. This includes children who may need extra help with their education as a result of issues arising from social and emotional difficulties, bullying, physical disability, having English as an additional language, a sensory impairment or communication difficulty.

## **THE ADDITIONAL SUPPORT FOR LEARNING ACT**

The Education (Additional Support for Learning) (Scotland) Act 2004 came into force in November 2005. In June 2009, the Act was amended. These amendments form the Education (Additional Support for Learning) (Scotland) Act 2009 and came into force on November 2010.

## **SUMMARY OF THE MAIN PROVISIONS OF THE ACT**



- The Act provides the legal framework underpinning the system for supporting children and young people in their school education, and their families.
- This framework is based on the idea of additional support needs. This broad and inclusive term applies to children or young people who, for whatever reason, require additional support, long or short term, in order to help them make the most of their school education and to be included fully in their learning.
- The 2009 Act automatically deems that all looked after children and young people have additional support needs unless the education authority determine that they do not require additional support in order to benefit from school education.
- In addition, education authorities must consider whether each looked after child or young person for whose school education they are responsible requires a co-ordinated support plan.

### **What North Ayrshire Council does to meet its duties under the 'Additional Support for Learning' legislation**

North Ayrshire must assess any pupil with additional support needs and provide with any support necessary for them to benefit fully from their education. All the evidence says that it is best to intervene early to prevent any difficulties developing and taking root. For example by making sure reading is very well taught and that all pupil gets encouragement and support at home we can hopefully reduce later difficulties. Whatever the type of challenge that arises, it is important to detect it early, develop a shared understanding of what is needed (the school may request extra specialised help to do this) and take action to help to pupil achieve.

Whenever we start this process for any child or young person, we will always explain to them and to their parents/carers what our concerns are and what we will do to help

The school can get support from a range of visiting professionals including Educational Psychologists. These professionals are regularly in all schools and teachers and others will ask for informal advice on supporting pupils for example on the best way to support a pupil who is having difficulties with reading. If the school wants more detailed individual help then they would talk to you about formally involving the educational psychologist. The educational psychologist can only be involved in seeing your child after seeking your agreement to this.



For a few children and young people their needs are so complex that professionals from two or more agencies need to work together over a significant length of time to enable the child to benefit from school education. Where this is needed, the child or young person will have a plan to co-ordinate the various actions of these professionals: for this reason it is called a Child's Plan.

Where a child or young person has additional support needs, extra planning is required every time there is a move to a new class, new school or college. How far ahead this transition planning needs to start depends on the particular type of needs but for most children and young people with Additional Support Needs transition planning should start at least one year before the date of the planned move.

## **DISPUTE RESOLUTION PROCEDURES**

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

## **DATA PROTECTION**

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

## **FURTHER SUPPORT**

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

**1. Enquire: Scottish Advice and Information Service for Additional Support for Learning**

Website: <http://enquire.org.uk/>

Helpline: 0845 123 2303

Email: [info@enquire.org.uk](mailto:info@enquire.org.uk)

**2. Scottish Independent Advocacy Alliance**

Website: <http://www.siaa.org.uk/>



Telephone: 0131 260 5380

Email: [enquiry@siaa.org.uk](mailto:enquiry@siaa.org.uk)

### 3. **Scottish Child Law Centre**

Website: <http://www.sclc.org.uk/>

Telephone: 0131 667 6333

Email: [enquiries@sclc.org.uk](mailto:enquiries@sclc.org.uk)

The "Standards in Scotland's Schools etc. Act 2000" (Section 15) gives every child and young person in Scotland the right to have their educational needs met within their local mainstream school. This right is seen as part of the individual rights enshrined within Scottish educational law.

There are three "exceptional" circumstances where alternative educational settings can be considered:

- Where mainstream education in the local school is not in the best interests of the child or young person
- Where the sound and efficient education of other children in the school would be compromised by the child's presence in the class/school
- Where to educate the child in the local mainstream school would require unreasonable public expenditure

Alternative educational planning for a child or young person is required to demonstrate the influence of one or more of these exceptional circumstances before it would be deemed lawful to proceed to consider this.

The Education (Disability Strategies and Pupils' Educational Records) (Scotland) Act, October 2002, requires local education authorities to prepare and implement accessibility strategies to improve, over time, access to education for young people with disabilities. Access covers:

- The physical building and grounds
- The curriculum (both formal and informal)
- Information on any educational planning that might affect the child's/young person's education

The Disability Discrimination Act (1995 and as amended 2005) and the Disability Equality Duties (2006) require all public bodies to ensure that no



child or young person within an educational establishment is put at a significant disadvantage or treated less fairly than their peers because of any reason relating to their disability.

The Education (Additional Support for Learning) (Scotland) (2004,2009) Act sets out certain duties on local education authorities and confers certain rights on children and their parents. These duties include the need to:

- Identify, assess and address the need for additional support for any child or young person failing to benefit from school education, for whatever reason
- Seek and take account of the views of the child or young person on issues relating to their education
- Engage in helpful partnership working with parents/carers and staff from other agencies

These are the various pieces of legislation that support the right to inclusion and that define the main features of that right.

In North Ayrshire educational establishments, Staged Intervention supports early identification of need and earliest possible building of positive partnerships.

## **CHILD PROTECTION**

Educational Services have a fundamental duty to contribute to the care and safety of all children and young people in North Ayrshire. In fulfilling this duty, the service must engage in close partnership with parents/carers and relevant agencies, primarily Social Services and Health and where appropriate the Scottish Children's Reporter's Administration. Service will work in partnerships with a number of levels within the establishment or school, within the cluster or local area and through Integrated Children's Services and Community Health Partnership.

The Standard Circular entitled "Protecting North Ayrshire Children" provides guidance for policy and practice within all educational establishments. The Council is one of the key partners in North Ayrshire. The Child Protection Committee, a multi-agency group takes the lead role in ensuring that our children and young people are cared for, protected from harm and grow up in a safe environment.

Each school has a named Child Protection Co-ordinator who is the main point of contact for school staff and for external agencies seeking contact with the school on child protection matters. There is an extensive staff training programme available to staff and, in addition, at the beginning of each school session all staff receive an update on child protection policies and procedures.

## **GETTING IT RIGHT FOR EVERY CHILD - ENSURING THEIR WELLBEING (GIRFEC)**

The Children and Young People (Scotland) Act 2014 puts children and young people at the heart of planning and services and ensures their rights are respected across the public sector. It seeks to improve the way services work to support children, young people and families.

- The act ensures that all children and young people from birth to 18 years old have access to a Named Person.
- The act puts in place a single planning process to support those children who require it.
- The act places a definition of wellbeing in legislation.
- The act places duties on public bodies to coordinate the planning, design and delivery of services for children and young people with a focus on improving wellbeing outcomes, and report collectively on how they are improving those outcomes.

Taking a 'Getting it Right for Every Child' approach to supporting every child is a priority within our school and we aim to assist every child in our school to reach their potential. The wellbeing of children and young people is at the heart of *Getting it right for every child*. The approach uses eight areas to describe wellbeing in which children and young people need to progress in order to do well now and in the future.

### **The eight indicators of wellbeing (SHANARRI)**

<i>Safe</i>	<i>Healthy</i>	<i>Achieving</i>	<i>Nurtured</i>
<i>Active</i>	<i>Respected</i>	<i>Responsible</i>	<i>Included</i>

### **Why we have to get it right for every child**



Education and Youth Employment must safeguard, support and promote the wellbeing of all children and young people and address need at the earliest opportunity. These functions are the responsibility of schools and establishments and those who work in them and with them. All who work in Education and Youth Employment and in partnership with Education and Youth Employment have a responsibility to ensure the wellbeing of North Ayrshire's children and young people.

For more information on *Getting it Right for every Child* in North Ayrshire go to [www.girfecna.co.uk](http://www.girfecna.co.uk)

## **EQUALITIES**

In line with North Ayrshire Council policy, educational provision is open to all pupils, regardless of sex, age, religion, race, disability or any other potential barrier and all reasonable measures will be taken to ensure that the curriculum is available to every child. Schools also have a duty to promote equality and to eliminate racist and other discriminatory behaviours.

## **EQUALITY ACT 2010**

The Equality Act 2010 has been drawn up to tackle inequality and prevent discrimination against people on the basis of 'protected characteristics'. It brings together several existing laws and aims to make understanding the law simpler and also introduces a new single public sector equality duty, which requires public bodies to actively advance equality.

The duties set out in Chapter 1 of Part 6 of the Equality Act apply to all schools. These provisions protect pupils at the school and in the case of admissions, those applying or wishing to apply for admission. Former pupils are also protected from discrimination or harassment.

Guidance on the Act and its requirements for schools in relation to the provision of education can be accessed via the Scottish Government website via here:

<http://www.gov.scot/Publications/2012/02/7679/3>

**Gateside Primary School promotes caring attitudes and tolerance at all times.**

## **INFORMATION IN EMERGENCIES**



We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, temporary interruption of transport, power failures, or difficulties of fuel supply. In such cases we shall do all we can to let you know about the details of closure or re-opening. We shall keep you in touch by using text messages, letters, notices in local shops and community centres, announcements in local churches and announcements in the press and on West FM.

## **MEDICAL AND HEALTH CARE**

Eyes are tested by the optometrist in the children's pre school year.

## **MEDICATION**

It is our policy not to administer prescribed drugs during a session, which lasts 3hrs 15mins.

If your child suffers from asthma you must inform the early years teacher if there are any activities or specific circumstances, which are likely to bring on an attack.

If your child suffers from any form of allergic reaction you must inform the early years teacher what emergency treatment to give.

If your child suffers from any form of allergic reaction you must inform the early years teacher of the specific circumstances, which are likely to bring about this reaction, and also what treatment is appropriate when a reaction occurs.

## **ILLNESS**

If your child is suffering from an illness e.g. measles, mumps etc. it is helpful to other parents if you notify us. The early years staff will also give you guidance as to how long your child should remain absent, referring to Community Health guidelines. If your child is suffering from sickness or diarrhoea please ensure that they are kept from class until they have had a clear 48 hours. This prevents other children from becoming infected.



The school's qualified First Aider will deal with minor accidents.

If your child takes ill or has an accident at school, which requires that they need to be sent home or for treatment, First Aid will be provided and parents or carers contacted.

For this reason, it is important that the school has contact details for parents/carers and an additional contact person in case parents/carers cannot be reached. This information should be updated as required.

Children will not be sent home from school unaccompanied.

In the event of a serious illness or accident, a member of staff will accompany the child to a doctor or hospital and parents/carers notified immediately.

## **HEAD LICE**

From time to time, head lice affect a small number of children in school.

A regular check each week when the hair is being washed will quickly detect any problem. Use a fine-toothed comb and comb the hair forward from the nape of the neck when the hair is wet. If you find lice are present: -

- 1) Contact your local chemist, doctor or school nurse for advice about the current recommended treatment.
- 2) Treat everyone in the immediate family at the same time.

## **LISTENING AND LEARNING**

It is the policy of North Ayrshire to try to encourage feedback on the education service from parents and pupils. This is part of our overall commitment to giving the best possible service and to working in partnership.

We are therefore very interested in feedback of all kinds, whether it be compliments, suggestions or complaints. If you wish to register a comment of any type about the school you can do this by writing, telephoning or making an appointment to see someone. All feedback is welcome and helps us keep in touch.

If, in particular, you have a complaint about the school, please let us know. It is better that these things are shared openly and resolved fairly, rather than being allowed to damage the home/school relationship. There will be no



negative consequences arising from making a complaint and we will deal with the issue as confidentially as possible. If we have made a mistake we will apologise quickly and clearly and try to put things right.

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

It is helpful if complaints are made initially to the Head of Establishment. This makes sure that the school knows what is going on and has an opportunity to respond and resolve the issue.

We will try to respond as quickly as possible, but often issues are complex and need time to investigate. It is therefore helpful if you can give some details of the issue and ask for an early appointment to discuss it.

If you are not satisfied with our response then you still have the right to take up the matter further with the Head of Education and Youth Employment at Cunninghame House, Irvine, KA15 8EE (01294 324400).

You should also note that you have the right to raise unresolved concerns with your local councillor or MSP/MP.

## **PARENT FORUM AND PARENT COUNCIL**

The Scottish Parliament has passed a law called the Scottish Schools (Parental Involvement) Act 2006 to encourage and support more parents to become involved in their child's education.

The main aims of the Act are to;

- Help parents become more involved with their child's education and learning.
- Welcome parents as active participants in the life of the school.
- Provide easier ways for parents to express their views and wishes.
- To help achieve these aims, all parents will automatically be members of the Parent Forum at their child's school and will be entitled to have a say in what happens in the school. As a member of the Parent Forum parents will have a say in selecting the Parent Council (the representative body) to work on behalf of all parents at the school.

The objectives of the Parent Council are:



- To work in partnership with staff to create a welcoming school which is inclusive for all parents.
- To promote partnership between the school, its pupils and all its parents.
- To develop and engage in activities which support the education and welfare of the pupils.
- To identify and represent the views of parents on the education provided by the school and other matters affecting the education and welfare of pupils.
- To be involved in the recruitment process for appointing the Head Teacher and Depute Head Teacher of the school.

Gateside Primary School has a Parent Council:

Members are:	Chairperson:	Mrs Julie Manson
	Treasurer:	Mrs Kate Bailey
	Secretary:	Mr & Mrs Gillies

Members: Mrs Wylie, Mr & Mrs Cuthbertson, Ms Pearson, Mrs Milligan

Contact details: Chair 07813 525485 [laciandjules@gmail.com](mailto:laciandjules@gmail.com)

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

For more information on the Parental Involvement Act or to find out about parents as partners in their children's learning, please contact the school or North Ayrshire Council Educational Services or visit the Parentzone website on [www.parentzonescotland.gov.uk](http://www.parentzonescotland.gov.uk)

## **PSYCHOLOGICAL SERVICE**

### **What is the Psychological Service?**

The Educational Psychology Service in North Ayrshire is part of and contributes to the strategic objectives of Education and Youth Employment by



improving outcomes for children and young people. Educational Psychologists work together with parents, teachers and other professionals to help children and young people make the most of their lives, within educational settings and the wider community. Educational Psychologists are involved in working with individuals where there is specific need, but also have a significant role in offering training, support and consultation to education establishments aimed at enhancing outcomes for *all* children.

Your child's school/ Early Years Centre has a system of staged intervention for identifying, assessing, monitoring and reviewing the on-going progress of all children and young people. As part of this wider system, each school and authority early years centre has a link educational psychologist.

When concerns arise about a particular pupil, the school/ centre takes action to address these concerns. If the concerns continue, despite the implementation of appropriate strategies, the school/ early years may have an informal discussion with the educational psychologist to ask for general advice and/ or consider possible involvement.

If needed and with your consent, a consultation meeting involving the educational psychologist can be arranged. This may be a one off consultation, or may lead to longer term involvement. If the work is longer term, the exact involvement of the educational psychologist will be discussed with you. Through this process the educational psychologist can, if required, contribute to the on-going assessment and support for your child. The educational psychologist will remain involved while there is a specific role for them within the collaborative process.

Find out more:

<http://www.northayr-edpsychs.co.uk/>

## **TRANSFERRING EDUCATIONAL DATA ABOUT PUPILS**

The Scottish Government and its partners collect and use information about pupils through the *Pupil Census* to help to improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us.

### **Why do we need your data?**

In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as the SQA and Skills Development Scotland need accurate, up-to-date data about



our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:

- plan and deliver better policies for the benefit of all pupils
- plan and deliver better policies for the benefit of specific groups of pupils
- better understand some of the factors which influence pupil attainment and achievement
- share good practice
- target resources better
- enhance the quality of research to improve the lives of young people in Scotland

## **DATA POLICY**

Information about pupils' education is collected through our statistical surveys in partnership between the Scottish Government and Local Authorities through the ScotXed Programme which aims to help schools and Local Authorities by supporting efficient collection, processing and dissemination of statistical information. The Scottish Government then provides analysis of the data to support research, planning, management and monitoring of education services as well as to produce National Statistics publications.

Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. Data is held securely and no information on individual pupils can or would be made publicly available by Scottish Government.

**The individual data collected by Scottish Government through the Pupil Census is used for statistical and research purposes only.**

### **Your data protection rights**

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This note can give only a brief



description of how we use data. Fuller details of each individual ScotXed survey, including the purpose of each and the published data, can be found on the ScotXed website ([www.scotxed.net](http://www.scotxed.net)).

Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the SQA. On occasion, in order to help meet our aim of improving the life of young people in Scotland, we may make individual data available to partners such as the National Registers of Scotland to carry out research relating to the national population census and also academic institutions and organisations to carry out additional research and statistical analysis to meet their own official responsibilities. Any sharing of data will be done under the strict control of Scottish Government, and will be consistent with our data policy. This will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

### **Concerns**

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

*Please note that parents are requested to give permission for photographs to be taken for educational purposes according to Standard Circular L11.*



## IMPORTANT ADDRESSES

John Butcher

**Executive Director (Education & Youth Employment)**

North Ayrshire Council

Cunninghame House

IRVINE

KA12 8EE

Tel. 01294 324411

[www.north-ayrshire.gov.uk](http://www.north-ayrshire.gov.uk)

Caroline Amos

**Head of Service**

(at same address)

Tel. 01294 324416

Andrew McClelland

**(Interim Head of Service)**

at same address

01294 324413

North Ayrshire Councillors

Anthea Dickson, Jean Highgate & John Bell

Cunninghame House

IRVINE

KA12 8EE

Care Inspectorate/SCSWIS

1<sup>st</sup> Floor

Rivergate House, Rivergate

IRVINE

KA12 8EH

Although this information is correct at time of printing, there could be changes affecting any of the matters dealt with in the document;

- a) before the commencement or during the course of the school year in question.
- b) in relation to subsequent school years.

**December 2017**