

Whitehirst Park Primary School Session 2021-22 Handbook



*WHITEHIRST PARK PRIMARY SCHOOL
STEVENSTON ROAD
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CONTENTS

COMMUNITIES DIRECTORATE EDUCATION SERVICES WHAT WE WANT TO ACHIEVE.....	4
SCHOOL AIMS.....	5
GENERAL SCHOOL INFORMATION.....	6
SCHOOL SECURITY.....	6
STAFFING.....	7
SCHOOL HOURS.....	8
PLAYGROUND SUPERVISION.....	8
SCHOOL YEAR.....	9
REGISTRATION AND ENROLMENT.....	10
THE STRUCTURE OF CLASSES.....	10
GAELIC MEDIUM EDUCATION.....	11
EQUALITIES.....	12
CURRICULUM.....	12
INCLUSION.....	16
ASSESSMENT & REPORTING.....	21
PARENTAL ENGAGEMENT.....	21
HOMEWORK.....	23
EXTRA CURRICULAR ACTIVITIES.....	24
SCHOOL IMPROVEMENT.....	24
PUPIL VOICE.....	25
DATA COLLECTION.....	26
POSITIVE RELATIONSHIPS.....	27
HOME, SCHOOL & COMMUNITY LINKS.....	29
LISTENING & LEARNING.....	29
ATTENDANCE / ABSENCE.....	30
MOBILE 'PHONES / ELECTRONIC DEVICES.....	31
GETTING IT RIGHT FOR EVERY CHILD (GIRFEC).....	31
CHILD PROTECTION.....	32
SCHOOL DRESS.....	33
SCHOOL MEALS.....	34
SCHOOL TRANSPORT.....	35
TRANSFER TO SECONDARY SCHOOL.....	35
PARENT FORUM AND PARENT COUNCIL.....	36
MEDICAL & HEALTH CARE.....	37
MEDICAL & DENTAL APPOINTMENTS.....	38
LOST & FOUND.....	38
CARE OF BOOKS.....	38
WET WEATHER ARRANGEMENTS.....	38
CAR PARK ARRANGEMENTS.....	38
BICYCLES/ SCOOTERS AT SCHOOL.....	39
INFORMATION IN EMERGENCIES.....	40
USEFUL ADDRESSES.....	41

WELCOME TO WHITEHIRST PARK PRIMARY SCHOOL

FÀILTE GU BUN-SGOIL PÀIRC WHITEHIRST

A message from the Head Teacher



Dear Parent/Carer,

I trust that you will enjoy reading our handbook and that it helps to give you a picture of life in Whitehirst Park Primary where your child could spend seven of the most formative years of his/ her life.

Working in partnership within a caring and stimulating environment, we aim to provide learning experiences which will encourage positive attitudes, enabling all pupils to achieve their potential as valued members of the community. We strive to cater for the individual needs of each child and to help each one play an active part in all areas of school life. As partnership between home and school is a vitally important factor in achieving these aims, we actively encourage close parent/teacher liaison and co-operation. Please take every opportunity to become involved in the life and community of our school.

We aim to make Whitehirst Park Primary a happy and secure place for all learners and we have an 'open door' policy. Please do not hesitate to contact me at any time regarding any issue or query and together we can try to find a solution.

I look forward to having your family join us at Whitehirst Park and hope that you will all soon feel a welcomed member of our school community.

Lynn Robertson
HEAD TEACHER

COMMUNITIES DIRECTORATE - EDUCATION SERVICES

WHAT WE WANT TO ACHIEVE

Our Overall Aim

Ensuring our children and young people experience the best start in life.

Our Priorities

- We will create the conditions for our children and young people to access the highest quality learning experiences from ages 3-18.
- We will support our children and young people to become successful learners, confident individuals, effective contributors and responsible citizens.
- We will offer opportunities to our young people and their families to play a more active role in school life and encourage more participation in learning.
- We will work with all young people to build their resilience, supporting their mental health and physical well-being.

VISION, VALUES and AIMS

Whitehirst Park Primary's Vision, Values and Aims underpin everything we do. They are at the heart of our curriculum, extra curricular activities and the way we interact with each other.

At Whitehirst Park Primary our children, staff, parents and community partners work together to promote a culture of mutual respect and lifelong learning where children are happy, motivated and have high self-esteem and confidence to enable them to realise their potential.

We aspire to provide the highest quality of learning and teaching in order that our children and young people will develop the knowledge, skills and attitudes necessary to succeed in our changing society.



We have high standards in all that we do, which are reflected in our Values and Aims:

Anns an sgoil bidh sinn ag obair aig ìre àrd agus a tha seo air a shealltainn anns na luachan agus amasan againn:

Ambition - We have high expectations, we believe, we can and we are determined to succeed.

Euchd-mhiann - Tha dùil àrd againn, tha sinn a creidsinn unnain fhèin agus tha deagh fhios againn gun urrain sinn a bhith soirbheachail.

Respect - We are honest and trustworthy. We value others rights, differences, feelings and property. We are polite, have good manners and treat others with dignity.

Urram - Tha sinn onarach agus earbsach. Bidh sinn faiceallach mu dheidhinn na còirichean, na diofaran, na faireachdainnean agus an cuid pearsanta aig a h-uile duine. Tha deagh mhodh againn agus bidh sinn a sealltainn urram dha chèile.

Responsibility - We ensure the decisions we make have a positive impact on the school environment, local community, the wider world and ourselves.

Dleasanais - Bi sinn a dèanamh cinnteach gu bheil sinn a' dèanamh taghadh aig a bheil buaidh deimhinneach airson àrainneachd na sgoile, an coimhearsnachd, an saoghal nas motha agus dhuinn fhèin.

Equity - We ensure that the needs of the individual are met. We provide appropriate opportunities and support to enable all to reach their potential.

Ceartas - Bidh sinn a dèanamh cinnteach gu bheil sinn a ruighinn na feumalachdan aig gach pàiste. Ni sinn ar dìcheall gum bith taic agus cothroman freagarrach aig gach pàiste gus an ruig iad an comas aca.

Resilience - We are a Nurturing school. We support all to develop the life skills to 'bounce back' from challenges.

Ath-Leumachd - 'Se sgoil cùramach a th'unnain. Bheir sinn taic gu gach pàiste airson leasachadh sgilean-beatha, gus an urrain dhaibh 'leum air ais' bho dùbhlain sam bith.

SCHOOL INFORMATION

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Whitehirst Park Primary is a non-denominational, co-educational (boys and girls) semi-open plan school set in its own extensive grounds within the Whitehirst Park Estate. At present, the roll stands at 270, although the school has a total capacity and current planning capacity of 447.

There are two main teaching wings: one housing children from primary one to primary three, the other accommodating primaries four to seven. In both departments, classrooms border onto large open teaching areas. The two wings are connected by the main corridor from which access can be gained to the gymnasium, dining hall, general purpose rooms, the medical room and the administration area. The school is used in the evenings by various community groups and organisations.

The current roll for each year group is: P1 - 46 P2 - 39 P3 - 42 P4 - 41 P5 - 27 P6 - 36 P7 - 39
(As at August 2021)

The anticipated intake for the next three years is as follows:-

2022 - 40

2023 - 40

2024 - 40

Parents should note that the working capacity of the school may vary dependent upon the number of pupils at each stage and the way in which the classes are organised.

Application for use of school facilities can be made at:

Community Facilities and Resources
Education and Youth Employment
4th Floor Cunninghame House
IRVINE KA12 8EE
Tel: 0845 230 1325

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. Anyone parent/carer or visitor 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.

It is the policy of the school that any member of staff will approach a visitor and ask for verification of identity. This measure ensures that children work in a safe and protected environment. We appreciate your support in carrying out all of the above measures.

The school procedures in relation to anyone visiting this school are:-

- Report to the main office.
- Enter the details of your visit in the visitor's log.

ALL VISITORS MUST PHONE IN ADVANCE UNDER COVID 19 RESTRICTIONS

STAFF as of August 2021

MRS LYNN ROBERTSON.....HEAD TEACHER
 MISS LOUISE JOHNSTONE.....DEPUTE HEAD TEACHER
 MR JAMIE ANDERSON.....PRINCIPAL TEACHER
 MISS MAIREAD MACNEIL.....PRINCIPAL TEACHER

CLASS TEACHERS and NUMBER OF PUPILS

P1/2 G MISS MAIREAD MACNEIL.....6
 P1a MISS KAREN TAYLOR.....22
 P1b MISS HANNAH McCABE.....22
 P2a MRS MHAIRI MILLER/MRS CLAIRE WILLIAMS.....17
 P2b MRS LORNA CONWAY.....19
 P3 MR JEFF HUGHES.....28
 P3/4 MR ANGELA MUNRO25
 P4 MISS JADE LEISHMAN/MRS LORRAINE MANNING29
 P5 MRS KIRSTEN SHEIKH/MRS FIONA GAW27
 P6 MR WAYNE McCUTCHEON26
 P6/7 MISS EMMA DOBSON23
 P7 MRS FIONA MACFARLANE/MR JAMIE ANDERSON26

MRS LYNSEY ROWAN PUPIL SUPPORT
 MRS TRACY MCDUGALL MUSIC TEACHER

MR BOB CAIRNS.....STRINGS INSTRUCTOR
 MR DECLAN HEGGARTY.....GUITAR INSTRUCTOR
 MR OLIVER COSTAR.....CELLO INSTRUCTOR
 MISS NICOLA MURDOCH.....CLASSROOM ASSISTANT
 MRS STACEY DORRANS.....CLASSROOM ASSISTANT
 MRS ELIZABETH MCINNES.....CLASSROOM ASSISTANT
 MRS ALISON GILLAN.....CLASSROOM ASSISTANT
 MRS TRACY MARTIN.....CLASSROOM ASSISTANT
 MISS CHLOE O'HANLAN.....CLASSROOM ASSISTANT

MRS MORAG FARRO.....EDUCATION BUSINESS ASSISTANT
 MRS ANGIE MCKIE.....EDUCATION BUSINESS ASSISTANT

MR GORDON PHILLIPS JANITOR
 MRS KATHRYN COLTART CATERING MANAGER

SCHOOL HOURS

OPEN : 9am

MORNING INTERVAL: 10:45am - 11:00am

LUNCH: 12:30pm - 1:30pm

HOME: 3:15pm

ABSENCE FROM SCHOOL PREMISES AT BREAKS

Schools have a duty to look after the welfare of their pupils. This means that the staff should take the same care of pupils as a sensible parent would take, and this includes taking reasonable care of pupils' safety during intervals and lunchtimes.

It is the policy of North Ayrshire Council that pupils should not leave the school grounds at intervals. Primary pupils should only leave school grounds at lunchtimes when they are going home for lunch with their parents' agreement. Parents should put this request in writing to the Head Teacher. Pupils will leave and return through main entrance door of the school. Parents should encourage their children to follow these rules in the interests of safety.

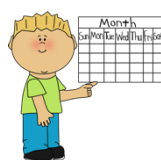


PLAYGROUND SUPERVISION

The Council meets the terms of the legal requirement that pupils be supervised in the playground by at least one adult during the interval or lunchtime if there are fifty or more pupils at the school. Our policy reflects that of North Ayrshire Council in terms of the Schools (Safety and Supervision of Pupils) (Scotland) Regulations 1990.

An adult presence is provided in playgrounds at break times. Pupils who travel by contracted school transport and arrive at school more than ten minutes before the start of the school day have accommodation allocated to them within the school during inclement weather.





SCHOOL YEAR 2021 – 2022

Staff only (in service day)	Tuesday 17 August 2021
Schools reopen (Session 2021/22)	Wednesday 18 August 2021
Staff only (in service day)	Monday 20 September 2021
Schools close	Friday 8 October 2021
Schools reopen	Monday 18 October 2021
Staff only (in service day)	Thursday 18 November 2021
Holiday	Friday 19 November 2021
Holiday	Monday 22 November 2021
Schools close	Wednesday 22 December 2021
Schools reopen	Thursday 6 January 2022
Holiday	Friday 11 February 2022
Holiday	Monday 14 February 2022
Staff only (in service day)	Tuesday 15 February 2022
Schools close (Easter holidays)	Friday 1 April 2022
Schools reopen	Tuesday 19 April 2022
Holiday	Monday 2 May 2022
Staff only (in service day)	Friday 27 May 2022
Holiday	Monday 30 May 2022
Schools close	Wednesday 29 June 2022
Schools reopen (Session 2022/23)	Thursday 18 August 2022

Pupils attendance will be 190 days after deducting 5 in-service days

For further dates and information visit:

<https://www.north-ayrshire.gov.uk/education-and-learning/information-for-parents-and-carers/school-term-dates.aspx>

REGISTRATION and ENROLMENT

The date for registration of school beginners is advertised in the local press and is normally in January each year. Pupils will be registered in the school for their catchment area. Parents are provided with information about the school and procedures for making placing requests, if required.

Arrangements for meetings with parents and induction days for pupils will be notified during the spring or summer terms. At Whitehurst Park we host an extensive induction programme prior to first infants starting school which includes two open afternoons in June. On these occasions, the children spend time with their class teacher and classmates in what will be their primary one classroom. This affords parents the opportunity to meet and speak with the Head Teacher, Depute Head Teacher and other members of the Infant Department on matters relating directly to early education.

Parents of pupils who have moved to the area or who wish their child to transfer to the school should contact the school office for information about appropriate procedures and to arrange a visit to the school.



THE STRUCTURE OF CLASSES

Primary schools educate pupils at seven broad year stages, Primary 1 to Primary 7. A year stage is defined as a group of pupils entering primary education at a common date. Schools are staffed based on the total number of pupils. However, the numbers of pupils at each year stage will vary. This means that Head Teachers are required to organise classes to make best use of available staff, resources and space to the benefit of all children in the school.

Pupils may, therefore, be taught in a single stage class or a composite class where two or more year stages are grouped together. This may also change as pupils move from one year to the next.

National guidelines on the curriculum indicate that pupils should progress through learning experiences tailored to their own needs and abilities. This means that pupils in all classes follow programmes designed to help them progress at their own level. This applies to all pupils regardless of whether or not they are in a composite or single year stage class.

The National agreement on class sizes states that the maximum number of pupils in a class is 25 in P1, 30 in P2 - P3, and 33 in P4 -7. In a composite class, the maximum number is 25.

Gaelic Medium Education

North Ayrshire Council is committed to the promotion and support of Gaelic Medium Education. Whitehirst Park Primary is the base for North Ayrshire Gaelic Provision and started in August 2020 with a Primary 1/2 class. Gaelic Medium pupils will leave Whitehirst Park Primary School with the advantage of having become proficient in two languages, Gaelic and English.

As a parent / carer you have the right to apply for a place at Whitehirst Park Primary School's Gaelic Provision. There are many publicised educational benefits to learning Gaelic. Gaelic Medium Education is recognised for successful and high-quality achievement in which young people gain all the benefits of bilingualism such as communication, cultural, cognitive and employment advantages.

During the first three years of Primary, children have 'total immersion' in Gaelic. The next stage of learning in Gaelic Medium Education is the 'immersion phase' where the curriculum in its entirety continues to be taught through the medium of Gaelic. Children should then have a secure base in Gaelic language to transfer to developing reading and writing skills in English Language and to learn at a quicker pace across the curricular areas and contexts. Please contact the school if you wish further information about Gaelic Medium Education.

Where can I find further information about Gaelic Medium Education?

- The Highland Council video, "Educational Growth" explains the benefits of Gaelic Medium Education and of being bilingual.
- Bòrd na Gàidhlig – This is a statutory body, which has a remit for promoting the use and understanding of Gaelic language, culture and education.
- Stòrlann Naiseanta na Gàidhlig is a government funded group that provides books, resources, support and advice for young people and teachers in Gaelic education.
- Comann nam Pàrant is a parental network that gives support and advice on all aspects of Gaelic Medium Education.
- The Gaelic4parents website provides live online support with GME homework across subjects. The website also has audio books for enjoyment and as part of Gaelic reading schemes used by GME schools.
- Comhairle nan Eilean Siar's website has a range of information on Gaelic Medium Education



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.

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.

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:



Curriculum for Excellence is the national curriculum for Scottish schools for learners from age 3 to 18. 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.

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.

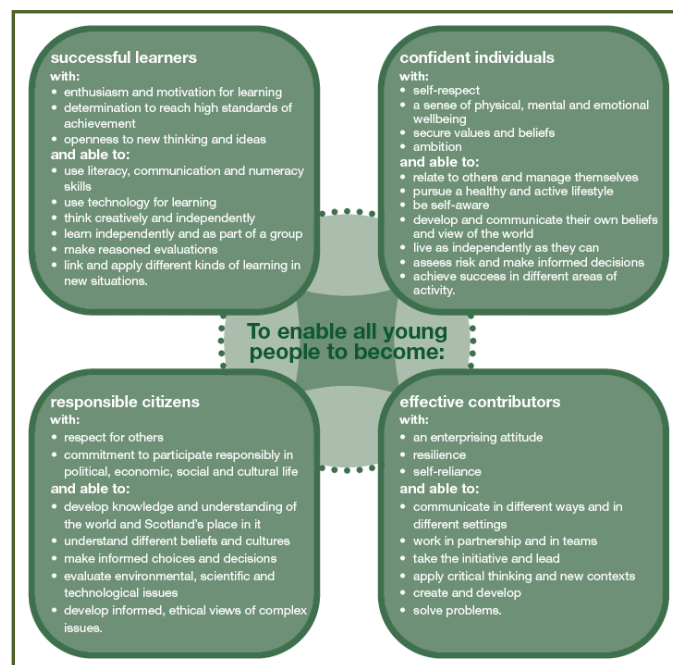
Curriculum for Excellence balances the importance of knowledge and skills. Every child is entitled to a broad and deep general education where every single teacher and practitioner will be responsible for literacy and numeracy – the language and number skills that unlock other subjects and are vital to everyday life. There is 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, making learning relevant and helps young people apply lessons to their life beyond 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.

Children's progress is assessed using a broad range of approaches to ensure children achieve their potential. Ultimately, Curriculum for Excellence aims to improve our children's life chances, to nurture **successful** learners, **confident** individuals, **effective** contributors, and **responsible** citizens, building on Scotland's reputation for great education.

A Curriculum for Excellence aims to enable young people to meet the four capacities listed below:



Further Information about Curriculum for Excellence and the Experiences and Outcomes can be found on the Curriculum for Excellence website.

www.educationscotland.gov.uk/thecurriculum/whatiscurriculumforexcellence.

At Whitehirst Park Primary School we deliver the Experiences and Outcomes detailed under the following headings:

Literacy and English

Literacy and English promotes the development of critical and creative thinking as well as competence in listening and talking, reading, writing and the personal, interpersonal and team-working skills which are so important in life. Literacy is fundamental to all areas of learning. Throughout their time at Whitehirst Park Primary, children will experience an environment which is rich in language and which sets high expectations for literacy and the use of language. Pupils will spend time with stories and other texts which will enrich their learning and promote enjoyment of literature. For reading and spelling, a variety of resources and teaching strategies will be used to ensure that the children are given every opportunity to achieve their potential. Modern Languages - French is taught throughout the school from P1 - P7.

Numeracy and Mathematics

Mathematics allows children to make sense of the world around them and to manage their lives. Using maths enables them to model real life situations and make connections and informed predictions. It equips them with the skills they need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions. Learning maths develops logical reasoning, analysis, problem solving skills, creativity and the ability to think in abstract ways. Within mathematics lies numeracy, the core numerical and analytical skills required by each of us to function effectively and successfully in everyday life. The three main areas of maths are number, money and measure; shape, position and movement; information handling.

Health and Wellbeing

The school has an important role to play in promoting the health and wellbeing of children. Learning in health and wellbeing ensures that children develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Learning through health and wellbeing enables children to make informed decisions about their wellbeing, experience positive aspects of healthy living, apply the skills necessary to pursue a healthy lifestyle and establish a sustainable pattern of health and wellbeing.

Social Studies

Through Social Studies, children develop their understanding of the world by learning about other people and their values, in different times, places and circumstances. They also develop their understanding of the environment and how it has been shaped. The children will learn about human achievements and about how to make sense of changes in society, of conflicts and of environmental issues. With greater understanding comes the opportunity and ability to influence events by exercising informed and responsible citizenship.

Expressive Arts

Expressive Arts enable children to enhance their creative talent and develop their artistic skills. By engaging in experiences within expressive arts, children will recognise and represent feelings and emotions, both their own and those of others. Expressive. The expressive arts comprise art and design, dance, music and drama.

Religious and Moral Education

At all stages, the development of our pupils' spiritual, social and moral wellbeing and growth is promoted through our Religious and Moral Education Programme. Through this, we hope to foster attitudes of open enquiry and awareness of prejudice, helping to promote the appreciation that religion offers a distinctive interpretation of life. We also wish to encourage honest thinking about religious beliefs and practices and the implications of moral issues within religions.

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 headteacher 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 belief 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.

Parents from ethnic minority religious communities may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Only written requests detailing the proposed arrangements will be considered. Appropriate requests will be granted on not more than three occasions in any one school session and the pupil noted as an authorised absentee in the register.

Sciences

Through learning in the sciences, children develop an interest in, and an understanding of, the living, material and physical world. In the sciences, children will get the opportunity to develop a curiosity and understanding of their environment, develop skills of scientific enquiry and investigation, recognise the impact science has on their lives and on the environment, develop an understanding of the Earth's resources and responsible use of them.

Technologies

The technologies provide frequent opportunities for active learning in creative and work-related contexts. Children will be able to develop a number of skills, including skills in using equipment, software, materials; searching and retrieving information and making presentations.

Personalisation and Choice

Inter-disciplinary/ Cross Curricular working also enhances our pupils Learning and Teaching experiences providing them with opportunities for personalisation and choice. At all stages, the children participate in educational outings which are directly concerned with some facet of their class work.

Sensitive aspects of the curriculum

During their time at Primary School children will learn about - Personal Safety, Safe Use of the Internet, How to get help in an Emergency, Safe use of Medicines, Good Hygiene and Diet, Head Lice, How to cope with Worries/ Feelings, Substance Misuse.

Each year talks on some elements of Sexual Health Education will be delivered to senior pupils: Primary 6 Puberty and Primary 7 Conception, Birth and Healthy Relationships. Parents/ Carers should be advised of this important health input prior to the lessons taking place and have the right to request to view the materials that will be used and withdraw their children from these lessons if they wish. All issues, however, are approached very sensitively ensuring pupil welfare throughout.

If a parent has concerns about any aspect of the curriculum please contact the school office to arrange an appointment to discuss the matter with a member of the Senior Management Team or for matters relating to Health and Wellbeing please contact the school Nurse directly (01294 551316)



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.

The presumption of mainstream as outlined in the Standards in Scotland's Schools (2000) sets out that children will be educated in a mainstream setting unless exceptional circumstances apply. North Ayrshire therefore has a duty to ensure that clear assessment outlines the additional support needs of a child or young person which may require support in an alternative provision.

Where this is the case, North Ayrshire has a clear process that supports the Team around the Child to make a recommendation for consideration of alternative provision. This is outlined in the Standard Circular E19 and requires establishment staff to work with parents/carers to ensure all supports have been put in place to support a child or young person in their mainstream context before submitting clear evidence of what has been implemented and going on to request alternative provision. North Ayrshire council staff will then make a recommendation based on the evaluation of this evidence and a review of the needs of the young person and the current peer group in each setting.

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 for Learning

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.

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.

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 consultation, collaborative assessment and planning interventions for your child after you agree 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.
- The authority approach to staged intervention has been updated to take ensure it is line with the CYP (2014) and ASL (2004) (amended 2009) Acts. The aim is to ensure children and young people get the right support at the right time.

- 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.
- Detailed advice on transition planning is provided in the Supporting Children's Learning Code of Practice, which can be accessed at the following link:
[Supporting Children's Learning Code of Practice](#)

School Additional Support Needs Contact

Miss Johnstone the Depute Head Teacher is the Additional Support Needs Co-ordinator at Whitehirst Park Primary School and should be contacted in the first instance if a parent thinks that their child has additional support needs.

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:

Enquire: Scottish Advice and Information Service for Additional Support for Learning

Website: [Enquire Website](#)

Helpline: 0845 123 2303

Email: info@enquire.org.uk

Scottish Independent Advocacy Alliance

Website: [SIAA Website](#)

Telephone: 0131 260 5380

Email: enquiry@siaa.org.uk

Scottish Child Law Centre

Website: [Scottish Child Law Centre Website](#)

Psychological Services

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 on a wide range of issues .

They are also involved in supporting research to evaluate how effective approaches to support children and young people are.

Your child's school/ Early Years Centre has a system of staged intervention for identifying, assessing, monitoring and reviewing the ongoing 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, school/early years may have an informal discussion with the educational psychologist and ask about general advice.

If needed and with your consent, a consultation meeting involving the educational psychologist can be arranged. This will be discussed with you beforehand. 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 ongoing assessment and support for your child. The educational psychologist will be involved while there is a specific role for them and will use a strengths based, solution oriented approach which takes into account the wider context of the child, family and community.

Find out more:

[North Ayrshire Educational Psychology Website](#)

Data Protection

Personal data is required to be collected by North Ayrshire Council in order to deliver education services. It is necessary to collect personal data regarding pupils, parents, carers and other individuals to enable us to carry out our duties under the Education (Scotland) Act 1980 and the Education (Scotland) Act 2016.

The Data Protection Act 2018 sets out the legal basis for processing data. You can refer to our privacy notice for details of the different basis under which we may process individuals' data.

We may also share or receive an individual's personal data with the following:

- Scottish Government & Education Scotland
- Private Nurseries'
- Strathclyde Passenger Transport
- Scottish Children's Reporter Administration
- Social Work Services
- Scottish Public Services Ombudsman

Where we are required we will also make disclosures required by law and may also share information with other bodies responsible for detecting/preventing fraud or auditing/administering public funds. Individuals' have legal rights under the data protection legislation including the right of access. Further details can be found in the Council's Privacy Policy at: [North Ayrshire Privacy Policy](#)



ASSESSMENT & REPORTING

Assessing Children's Progress in the Broad General Education (BGE) Early Years - end of S3

Assessment is a central part of everyday learning and teaching for children and young people. Evidence of progress is gathered on an ongoing and informal basis through asking questions, observing children working together and making formative comments on their work. Children may also assess their own work or that of their class mates; this is called self and peer assessment. Some assessment is more formal such as projects, investigations and standardised assessments.

The assessment of children's progress throughout the BGE (Early - S3) is based on teachers' views: their professional judgement. Teachers draw on their professional knowledge and understanding of the child; on the benchmarks for literacy and numeracy, which provide clear information about what children and young people should be able to do and demonstrate by the end of a Curriculum for Excellence Level; and on a wide range of assessment information.

Teachers of P1, P4, P7 and S3 are asked at the end of every school year whether children have achieved the relevant Curriculum for Excellence level for their stage in reading, writing, talking and listening (literacy), and their ability to understand and work with numbers (numeracy). Most children are expected to have achieved the early level by the end of P1, first level by the end of P4, second level by the end of P7 and third or fourth level by the end of S3.

The government has also introduced new national standardised assessments which cover some aspects of reading, writing and working with numbers. These assessments are completed online and are automatically marked by the online system giving teachers immediate feedback to help plan next steps and support children's progress.

Teachers remain best placed to know how the children in their class are progressing. Their professional judgement will continue to be the most important way of assessing your child's progress at school.

As a parent, you continue to have a key role in helping your child to learn. Your child's teacher will keep you informed about how your child is progressing. Please contact us if you have any concerns about their learning, assessment or for more information on how you can support your child's learning at home.

Parental Engagement and Involvement

[North Ayrshire Council Positive Family Partnership Strategy](#)

[NAC Parental Involvement Strategy](#)

All schools have clear systems in place for communicating with everyone in the parent forum. Communications with parents are clear, jargon-free, specific and easily accessible. A variety of methods and approaches are used by schools to communicate with the parent forum including face to face, traditional communication methods and digital media e.g. Twitter, Facebook. Considerations will always be given when communicating with parents who have literacy, language and communication challenges.

Schools ensure that parents know who to contact when they wish to discuss their child's learning or wellbeing and will seek to provide a private space for such discussions and make sure parents are given adequate time and support. Consideration will be given to family circumstances.

Parents are welcome to contact the school at any time to arrange an appointment to discuss any matter with the class teacher, Depute Head, Head Teacher or Head of Centre. New families are welcome to contact the school and request a suitable visiting time at any point throughout the session.

Parents are given opportunities to understand the way learning and teaching takes place in the classroom. This may be in the form of class visits to take part in the learning experience alongside their child or attending events which share the learning. Frequent invitations are issued to parents to participate in school activities such as open days, class assemblies, workshops and to assist with outings and visits, sports and concerts. There will be a series of early meetings for the parents of Primary 1 pupils and parents are kept informed of events with a range of newsletters, website updates, texts, invitations and social media sites.

A variety of methods will be used to ensure information about your child's progress is shared. Schools are encouraged to provide parents/carers with information on their children's progress at regular intervals throughout the year through a range of activities. There is an expectation that part of this will be in a written format.

Reporting Examples:

Individual Learners	Groups of learners
Written reports/ tracking reports	Assemblies
Learning conversations with pupil/ teacher/ parent/ carer	Open day events
Pupil reflections on their learning in logs	School concerts/shows

Individual Learners	Groups of learners
Parent/ carer consultation/ Parents' Meetings involving parent/ teacher/ pupil, as appropriate	Social media
Home/ school diaries	Curriculum workshops led by children and young people and staff
Profiling activities	Parent Council meetings
Learning walls and displays	School / class newsletters

Parents are often able to identify when a child is experiencing some difficulty. Where a parent has a concern then they should contact the school as soon as possible. It is not necessary to wait a parents' night to do this. Similarly, if the school has a concern about a child's progress, we will contact parents.

Information about Curriculum for Excellence levels and how progress is assessed can be found at [Education Scotland Website](#)



Parentzone Scotland is a unique website for parents and carers in Scotland, from early years to beyond school. The website provides up-to-date information about learning in Scotland, and practical advice and ideas to support children's learning at home in literacy, numeracy, health and wellbeing and science.

Information is also available on Parentzone Scotland regarding additional support needs, how parents can get involved in their child's school and education. Furthermore, the website has details about schools including performance data for school leavers from S4-S6; and links to the national, and local authority and school level data on the achievement of Curriculum for Excellence levels. Parentzone Scotland can be accessed at [Parent Zone Website](#).

HOMework

Parents have a very important role in helping their children to get the best out of school and it is important that they take an active interest in their child's progress at school. This can be done by:

- Encouraging hard work and high standards at all times
- Stressing the importance and relevance of what is learned at school
- Supporting the school's policy on homework and discipline

The type of homework will vary depending on the age and ability of individual pupils. Much of our homework can be completed online. Your child's class teacher will provide details.

From time to time pupils are given assignments and personal projects which may involve research, investigation, preparing a speech, learning a poem or a similar activity.

We really appreciate the involvement of parents and are very grateful to those parents who so faithfully sign homework to confirm that they have overseen each piece of work.



EXTRA CURRICULAR ACTIVITIES

Annually the school endeavours to provide a wide range of extra curricular activities for pupils. In the past these have included football, netball, coding, basketball, athletics, choir, science, art, dance, chess and badminton. They are organised and run by dedicated individuals and teachers.

Information on current extra curricular activities (lunch time and after school) is available on the school website, [Whitehirst Park Primary Website](#).

Over recent years pupils from the school have been successfully involved in the North Ayrshire Primary Cross Country League, Kilwinning Cluster Champions League Football and North Ayrshire Athletics Competitions.

Cycling proficiency lessons have generally been available to all pupils in primary six.

Various charities, local and national, are given support from the school each year.



SCHOOL IMPROVEMENT

Schools in North Ayrshire follow a Quality Improvement process designed to highlight strengths and identify areas for improvement. The process is based on the school's self evaluation process with Heads of Service and Senior Managers involved in at least three formal validation visits each session.

This validation process involves talking to pupils, staff and parents about learning and improvements made by the school. This results in actions for improvement for the school to take forward in their planning process.

In addition, themed reviews are undertaken from time to time e.g. to look and report on the quality of the Broad General Education (3-18) and Senior phase Education within

secondary schools. This process is based upon standards and expectations contained within the following National Standards documentation:

National Improvement Framework

How Good is Our School? 4

How Good is Our Early Learning and Childcare?

A Standards and Quality Report and School Improvement Plan are produced on an annual basis by every school and centre. Staff, Parents/ Carers, Young People and School Partners will play an active role in the development of these key school documents. Our Standards and Quality report outlines our attainment information and can be found on the school website.

The priorities for Session 2020 - 21 are as follows:

1. Focus on school recovery through approaches to assessing and supporting wellbeing and attainment:

Wellbeing

We will build on our well established wellbeing programmes and nurturing approaches to support staff, pupils and parents.

Attainment

We will identify gaps in learning through rigorous assessment and improve the attainment and achievement of our children and young people through high quality learning and teaching.

2. Establish Gaelic Medium Education for Primary 1 and 2 pupils

Learning and Teaching

We will ensure all pupils in the Gaelic Medium class experience high quality learning experiences.

Community

We will ensure the pupils, parents and staff in the Gaelic Medium class are fully involved in all aspects of school and community life.

The latest Education Scotland (HMIE) report for the school is available on the Education Scotland website [Education Scotland Inspection and Review website](#)

PUPIL VOICE

Pupils are actively involved in the life and work of the school in a range of committees such as the Pupil Council, Eco Committee, International Schools Groups and Charities Committee. All classes annually select their representatives at the start of the session. All committees have regular meetings where items of concern/ suggestions can be made. The Eco Committee meets weekly to discuss various issues and ensure that effective strategies are in place to maintain and develop our Green Flag status.

Respect



Ambition Equity
Responsibility



Resilience

PUPIL DATA COLLECTION AND PROTECTION POLICIES

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
- plan and implement targeted approaches to reducing the poverty-related attainment gap
- share good practice
- conduct teacher workforce planning
- target resources better
- enhance the quality of research to improve the lives of young people in Scotland
- provide a window on society, the economy and on the work and performance of government by publishing statistical publications and additional tables about School Education
- providing school level information

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 on secure servers 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

Any sharing or linkage of data will be done under the strict control of Scottish Government, and will be consistent with their data policy and the National Data Linkage Guiding Principles. Decisions on the sharing or linkage of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government as part of a Data Access Panel. At all times the rights of the individual (children or adults) under the GDPR and other relevant legislation will be ensured. Further information can be found on:

[Data Sharing Scottish Government web link](#)

Concerns

If you have any concerns about the ScotXed data collections you can email the Data Protection & Information Assets Team on dpa@gov.scot or the Head of Education Analytical Services, Mick Wilson, at mick.wilson@gov.scot or by writing to Education Analytical Services, Area 2A-North, 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.

Alternatively complaints may be raised with the Information Commissioners Office at casework@ico.org.uk.

PROMOTING POSITIVE RELATIONSHIPS



Positive Relationships at Whitehirst Park

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.

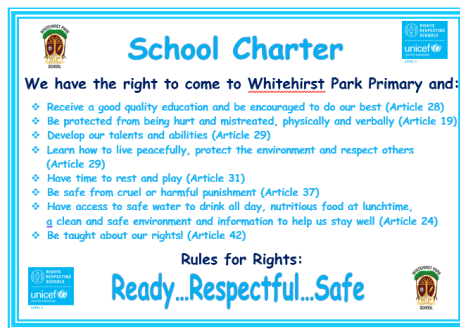
Our expectations of behaviour for children and young people are high. Some children may require additional support in relation to their behaviour, and the school will work positively with the young person and the parents, and other partners, as appropriate, to ensure positive outcomes are achieved.

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.

Our Positive Relationship Strategy was developed in consultation with staff, parents and pupils and compliments the work the whole school has undertaken on becoming a Rights Respecting School.

We have a whole school charter to promote positive behaviour which was agreed by all stakeholders and each class annually develops their own class charter to compliment this.



Most breaches of discipline are of a fairly minor nature and are dealt with effectively in school in line with the agreed school consequences. Repeated indiscipline or incidents of serious misconduct would, however, be brought to the attention of parents in line with our behaviour guidelines. A good home/ school partnership has been found to be vital in maintaining a good standard of discipline amongst our pupils and the school is grateful to parents for their support and co-operation in this matter.

The relationship between pupils and teachers is similar to that between children and their own parents, requiring mutual respect on both sides.

Within the school context we hope to:

- (a) develop in pupils a sense of self discipline and an acceptance of responsibility for their own actions.
- (b) create the conditions for an orderly school community in which effective learning can take place.
- (c) encourage our children to be confident individuals, responsible citizens and effective contributors to society.

Positive behaviour is rewarded in a number of ways in class and formally as part of the Promoting Positive Relationships strategy.



If you have any queries regarding school relationships please do not hesitate to contact the Head Teacher.



HOME, SCHOOL AND COMMUNITY LINKS

Parents are invited, informally or by letter, at least twice a year to visit the school in order to view their children's work and discuss progress with the teacher and members of the Senior Leadership Team.

Parents are welcome to contact the school at any time to arrange an appointment to discuss any matter with the class teacher, Depute Head, Head Teacher or Head of Centre. New families are welcome to contact the school and request a suitable visiting time at any point throughout the session.

Frequent invitations are issued to parents to participate in school activities such as open day, class assemblies, and curricular workshops and to assist with outings and visits, sports and concerts. We have early meetings for the parents of Primary 1 pupils and keep parents informed of events with a range of newsletters, website updates, texts and invitations.

Parent helpers and community members are also involved in classroom. Every encouragement is given to parents to take part in fundraising and social events within the school and we are most grateful for the assistance allowed us by volunteer helpers in all areas of school life.

The school forms an important part of the Whitehirst Park Estate and we try to involve the wider community in events whenever possible. We have forged very valuable links with the local senior citizens, ranging from the distribution of Harvest gifts to their involvement in our musical showcases and open afternoons at various times of the year.

LISTENING AND LEARNING

It is the policy of North Ayrshire Council 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 is 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:

The Council has a Two Stage Policy when dealing with complaints from parents.

It is helpful if complaints are made initially to the Head Teacher. 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 request that your complaint is raised as a Stage 2 Complaint. Should you wish to request this you should contact Education and Youth Employment at Cunninghame House, Irvine, KA12 8EE, Telephone (01294 324400).

If, after receiving our final decision on your complaint, you remain dissatisfied with our decision or the way we have handled your complaint, you can ask the SPSO to consider it. We'll tell you how to do this when we send you our final decision.

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

Parent Councils have an important role in developing links between the school and the wider parent body and can often be helpful in helping to deal with issues of general concern. However, parents are advised that individual, more personal complaints are not appropriate for raising via Parent Councils due to the need for appropriate confidentiality.



ATTENDANCE / ABSENCE

It is the responsibility of parents of children of school age to educate their child(ren). Most do this by ensuring that their child(ren) attend(s) school regularly. Attendance is recorded twice a day, morning and afternoon.

Absence from school is recorded as authorised, unauthorised or temporarily excluded.

Parents are asked to telephone the school no later than 9.30am on the first day of each absence. They are also asked to inform the school by letter or by telephone if their child is likely to be absent for some time, and should give the child a note on his or her return to school, confirming the reason for absence.

If there is no explanation from the child's parents, the absence will be regarded as unauthorised.

Every effort should be made to avoid family holidays during term time as this both disrupts the child's education and reduces learning time. Parents should inform the school by letter, before going on holiday, of the dates. Such absence will be authorised only where certain and very specific family circumstances exist. The majority of family holidays taken during term time will be categorised as unauthorised absence.

Parents may request that their children be permitted to be absent from school to make an extended visit to relatives. Only written requests detailing the destination, the duration and the provision that will be made for their continuing education will be granted. Such extended absences will be recorded separately from the normal attendance and absence information.

The School Inclusion Officer investigates unexplained absence, and the authority has the power to write to, interview or prosecute parents, or refer pupils to the Reporter to the Children's Panel, if necessary.

MOBILE 'PHONES/ ELECTRONIC DEVICES

While the benefits of mobile phones are recognised, they can be a serious distraction to work. Pupils whose mobile phones disrupt lessons can have them confiscated until the end of the school day. Repeated disruption may result in phones being retained until uplifted by a parent.

Inappropriate use of text messages and/or photographs/recordings (video and audio) whilst in school may be treated as a breach of the school's code of conduct or a serious incident, which could be referred to the police.

Getting it Right for Every Child (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 8 wellbeing indicators are Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included.

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 [North Ayrshire GIRFEC Website](#)

CHILD PROTECTION

The Education and Youth Employment Directorate has 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 educational establishments. The Council is one of the key partners in North Ayrshire. The Child Protection Committee is a multi-agency group which 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.



SCHOOL DRESS

It is the policy of North Ayrshire Council to support the introduction of a reasonable and flexible dress code in each school in its area. The council encourages each school to adopt its own code, after discussion with parents, pupils and the Parent Council.

The Council believes that establishing a school dress code has many benefits. These include improvements in safety, security, discipline and community spirit and a decrease in bullying, and, expense for parents.

The Council will support schools in encouraging and helping pupils to conform to the chosen dress code. Some types of clothing will not be allowed at school in any circumstances, for reasons of safety, decency or discipline.

Types of clothing which will not be allowed include:-

- Clothes which are a health and safety risk.
- Clothes which may damage the school building.
- Clothes which may provoke other pupils.
- Clothes which are offensive or indecent (too revealing, tight or short).
- Clothes which encourage the use of alcohol or tobacco.

The Council will support schools taking disciplinary procedures against pupils in serious or persistent cases.

Personal Belongings

It is appreciated that parents and pupils may be distressed over the occasional loss of pupil's clothing and/or personal belongings. Parents are asked to assist by ensuring that valuable items of clothing or personal belongings are NOT brought to school.

All items of clothing should be clearly labelled with the child's name in case of loss.

Parents should note that the authority does not carry insurance to cover the loss of such items.

FOOTWEAR AND CLOTHING GRANTS

Parents receiving Universal Credit will normally be entitled to grants for footwear and clothing for their children. Universal Credit claimants monthly income must not exceed £610.00, however, some parents earning more than this may still be eligible. Parents who still receive Income Support, Income based Job Seeker's Allowance, any income related element of Employment and Support Allowance, Support under part V1 of the Immigration and Asylum Act 1999, Child Tax Credit only (with income under £16,105), Working Tax Credit or Housing Benefit may also still be entitled to grants for footwear and clothing for their children.

Parents who may be unsure whether they can apply should contact the Council's Welfare Reform Team on 0300 99 4606 or the Council Contact Centre on 01294 310000 for further advice.

Information and application can be accessed at [North Ayrshire Council Website](#). The school is happy to support you with this.

SCHOOL UNIFORM

It is gratifying to note that most of our parents already favour the wearing of school uniform as it encourages the children to develop a pride in their school and its achievements.

Our school uniform consists of the following:

GIRLS

White blouse
School Tie
Gold polo shirt
Grey or tartan pinafore or skirt
Grey plain trousers
Maroon sweatshirt, cardigan or fleece

BOYS

White shirt
School Tie
Gold polo shirt
Grey trousers
Maroon sweatshirt or fleece

Dress Code for P.E.

For health and safety reasons all children must wear suitable clothing for PE. This consists of shorts and t-shirts with soft shoes for indoor activities. (It should be noted however that football strips are not permitted.) Please also note that gym shoes with black soles should be avoided as they can leave ugly scuff marks on the gym floor.

We adhere strictly to health and safety guidelines and pupils must remove any item that may cause danger, i.e. metal buckles, jewellery. These items are the responsibility of the pupil. Long hair should be tied back. Casual dress i.e. the wearing of jeans or track bottoms by boys or girls is not considered appropriate at school and parents are asked to give their support in this matter.

SCHOOL MEALS

Meals are available from the school cafeteria from 12.30 pm until 1.30 pm. Packed lunches may also be taken at this time. All pupils from P1-3 are entitled to free school meals. Three lunch menus are rotated on a three weekly basis to give your child as much variety as possible. All options are £2.05 and include a main meal, or a snack meal (baked potato or sandwich), with either a starter or a sweet. Snack meals include a piece of fresh fruit and both meals include a drink. Seasonal vegetables, salad bowls, potatoes, fresh fruit, yoghurts, home baking and free bread are available daily.

The school operates a cash-less catering system for pupils from P4-7. Parents can send either a cheque or cash to school using the wallets provided to pay for their child's meals or pay on-line. Parents are asked to ensure that all school meals are paid for in advance and can check their child's School Meals Account balance by telephoning the school kitchen on 01294 554537. Details of menus and prices may be obtained from the North Ayrshire Website [North Ayrshire Council Website](#) or from the school on request. Parents of children on special diets for medical or religious reasons should contact the school kitchen so that appropriate arrangements can be made. Packed lunches can also be eaten in the school dinner hall.

Free School Meals

Children of parents receiving Universal Credit (claimants monthly income must not exceed £610.00), Income Support, Income based Job Seeker's Allowance, any income related element of Employment and Support Allowance, Support under part V1 of the Immigration and Asylum Act 1999, both Working Tax Credit and Child Tax Credit (with an income up to £7,330) are entitled to a free midday meal and free milk. Parents and Carers should contact 01294 310000 for further information.

Please Note: ALL pupils in P1-3 are entitled to a free school meal, which includes milk.



SCHOOL TRANSPORT

School Transport Policy

North Ayrshire Council has a policy of providing free transport to all primary pupils who live more than two miles from their catchment area school by the recognised shortest safe walking route or through the link attached below:

[North Ayrshire Free School Meals Web Link](#)

These forms should be completed and returned before the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made.

Applications may be submitted at other times throughout the year but may be subject to delay while arrangements are made. The appropriate officer has discretion in special circumstances to grant permission for pupils to travel in transport provided by the authority, where places are available and no additional costs are incurred.

Where free transport is provided it may be necessary for pupils to walk a certain distance to the vehicle pick-up point. Walking distance in total, including the distance from home to the pick-up point and from the drop-off point to the school in any one direction, will not exceed the Council's limits (see above section). It is the parents' responsibility to ensure that their child arrives at the pick-up point on time. It is also the parents' responsibility to ensure that their child behaves in a safe and acceptable manner while boarding, travelling in and leaving the vehicle. Misbehavior can result in children losing the right to free transport.

Please see attached link to the Council's School Transport Policy:

[North Ayrshire School Transport Policy Link](#)

TRANSFER TO SECONDARY SCHOOL



Pupils are normally transferred between the ages of $11\frac{1}{2}$ and $12\frac{1}{2}$, so that they will have the opportunity to complete at least 4 years of secondary education. Parents will be informed of the arrangements no later than January of the year preceding the date of transfer at the start of the new session.

Whitehirst Park Primary School is an associated primary school of:

Kilwinning Academy
Dalry Road
Kilwinning
Tel: 01294 551316/7
Head Teacher: Mr Tim Swan

During their time in P7, pupils are taken to Kilwinning Academy as part of an extensive transition programme. P7 pupils also work on a profile of achievements to share. Parents will be informed of the details of the visits when appropriate.

PARENT FORUM AND PARENT COUNCIL



The Scottish Schools (Parental Involvement) Act 2006 aims to encourage and support more parents to become involved in their children'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 are automatically members of the Parent Forum at their child's school and entitled to 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.

Whitehirst Park Primary School has a Parent Council:

Email: whitehirstparkparents@gmail.com

Facebook: [whitehirstparkparents@groups.facebook.com](https://www.facebook.com/groups/whitehirstparkparents/)

Members are:

Chairperson: Ann Scott

Teacher Rep: Miss Louise Johnstone

Treasurer: Louise Clark

Vice Chair: Laura Harvie

Members:	Vicky Black	Laura Harvey	Lynne Gibson
	Ann Scott	Elaine Kerr	Gary Devine
	Lisa Finlay	Julie Bell	
	Carrie Ann Stewart	Jordan McManus	

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.

The Scottish Schools (Parental Involvement) Act 2006 provides guidance for Education Authorities, Parent Councils and others information on this can be found at

For more information on the Parental Involvement Act or to find out about parents as partners in their children's learning please visit the following websites:

[Scottish Government Parental Involvement Act Web Link](#)

[Parent Zone Website](#)



MEDICAL AND HEALTH CARE

Medical examinations are carried out at various times during a child's primary school years. Parents are given notice of these and encouraged to attend. Vision and hearing tests and dental examinations, which parents need not attend, are also carried out and parents informed of any recommended action or treatment. All examinations are carried out by Ayrshire and Arran Health Board staff.

Parents should notify the school of any medical requirements or allergies that their child may have. If medication is required it is better if this can be provided outwith the school day but, in cases where it is necessary during the child's time in school, parents should contact the school to make appropriate arrangements for this. Staff are not obliged to administer medication. It is the parent's responsibility to notify the school and keep medical information updated as required.

Minor accidents will be dealt with by the school's qualified First Aider.

If a pupil takes ill or has an accident at school which requires that the child is 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.

MEDICAL AND DENTAL APPOINTMENTS

It would be helpful if appointments could be restricted to out-of-school hours but it is appreciated that this is not always possible especially when emergency treatment is required. Some, but not all, surgeries are co-operative in this matter and parents are asked not to accept without question appointments during school hours.



LOST AND FOUND



Unclaimed items of clothing etc are held in the Infant and Upper Departments and queries regarding lost property may be directed to the school office.

CARE OF BOOKS



Parents are asked to help with the care of school books entrusted to their child. Books that will be in a child's possession for some time e.g. reading books and homework jotters should be fitted with a strong protective cover. Many of our books are already fitted with plastic covers and these should require no further protection.

A cover should not be secured to the book itself by means of adhesive tape as the removal of this when a new cover has to be fitted often damages the book. All children should be supplied with a suitable bag in which to carry books and other belongings.

WET WEATHER ARRANGEMENTS



In inclement weather when children may stay inside at break times, it is difficult to provide adequate adult supervision at lunch time and before 9.00 am. It would be greatly appreciated if children stayed at home until as late as possible at such times.

CAR PARK ARRANGEMENTS



All parents should be aware of the potential dangers inherent in several hundred children entering and leaving the school environs either on foot or by bicycle. Please comply with the following advice in order to avoid accidents:

1. All parents are requested not to park within the school car park at the start or end of the day.
2. All children should be dropped off, at the **Drop Off point**, at the left-hand side path immediately upon entering the car park.
3. Children should only cross the car park on foot to and from the access paths, using the Crossing inside the Staff section of the Car Park.
4. Only children using Nursery transport will be dropped off/ picked up at the access point adjacent to the exit gate beside the school building.
5. No children should use the crossing in front of the school entry/ exit gates.

As an additional aid to safety, speed control bumps have been constructed at the entrance to our car park and a barrier and gates have been erected between the staff car park and the pedestrian footpath. Parents should also note that Mansfield Trinity Church in West Doura Way have given permission for parents to park their cars in the church car park to reduce the congestion in and around the school gates at the start and end of the school day.

If, however, parents have to park in the streets adjacent to the school they are asked to give consideration to the residents of these streets and not block their parking bays or driveways as this can cause difficulties and create ill-feeling in the community. There are two spaces for Blue Badge holders in the staff carpark.

BICYCLES/ SCOOTERS AT SCHOOL

Pupils in P1 - P7 are allowed to bring bicycles/ scooters to school but the school accepts no responsibility for their safekeeping. There are cycle racks/ scooter racks beside the railing along the lower side of the car park and an additional cycle rack adjacent to the main entrance. It is recommended that all bicycles should be secured to the racks by a chain and padlock. **(It also should be noted that in the interest of safety all pupils should dismount from their bicycles/ scooters within the school grounds and pupils in P1-3 should be accompanied by an adult).**



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 text, letters, the school website, the parent Facebook page, the North Ayrshire Website and announcements in the press and on West FM.

Should you have doubts about deteriorating conditions during the day, it may be advisable to contact the school. Parents should ensure that the school is aware of the emergency arrangements made for their child and have responsibility to update us with contact numbers.

Although this information is correct at the time of publication, there could be changes affecting any of the matters dealt with within the document: -

(a) during the course of the school year.

(b) in relation to subsequent school years.

Thank you. We hope you found our handbook useful.

Whitehirst Park Primary School

August 2021



USEFUL ADDRESSES

Interim Executive Director (Communities)

Audrey Sutton
North Ayrshire Council
Cunninghame House
IRVINE
KA12 8EE
01294 324414

Head of Service

Caroline Amos
North Ayrshire Council
Cunninghame House
IRVINE
KA12 8EE 01294 324416

Head of Service

Andrew McClelland
North Ayrshire Council
Cunninghame House
IRVINE
KA12 8EE 01294 324413

NORTH AYRSHIRE COUNCIL WEBSITE - [North Ayrshire Website](https://www.northayrshire.gov.uk/)

Joe Cullinane	(COUNCILLOR)	North Ayrshire Council
Scott Davidson	(COUNCILLOR)	Cunninghame House
Donald Reid	(COUNCILLOR)	IRVINE KA12 8EE
John Glover	(COUNCILLOR)	

SOCIAL SERVICES (Area Office)

Bridgegate House IRVINE KA12 8LH

COMMUNITY FACILITIES AND RESOURCES

Education Services
Cunninghame House
IRVINE
KA12 8EE

AYRSHIRE & ARRAN HEALTH BOARD

Community Medicine
Ayrshire Central Hospital
IRVINE
KA12 8SS