North Ayrshire Council: Education and Learning Directorate

North Ayrshire Council
Comhairle Siorrachd Àir a Tuath

Whitehirst Park Primary/Bun Sgoil Pàirc Whitehirst

School Handbook

Session: 2026-27

WHITEHIRST PARK PRIMARY SCHOOL
STEVENSTON ROAD
KILWINNING
KA13 6NQ
TEL:- 01294 554538
FAX:- 01294 550798
Web: https://blogs.glowscotland.org.uk/na/whitehirstparkprimary/
Email:- whitehirstpark@ea.n-ayrshire.sch.uk
Twitter:- @WhitehirstPs

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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

North Ayrshire Council
Comhairle Siorrachd Àir a Tuath

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.

Whitehirst Park Primary School /Bun Sgoil Pàirc Whitehirst

Our Vision

At Whitehirst Park Primary, we are a nurturing, inclusive, and ambitious community where every child is valued, respected, and empowered to reach their potential. Together with families and partners, we foster lifelong learning, wellbeing, and a sense of belonging, preparing our children to thrive in a changing world. Our vision embraces Scotland's rich cultural heritage. We include and celebrate all cultures and languages, with Gaelic as a living part of our school's identity.

Our Values

We live and learn by these five core values:

Kindness – We show care, compassion, and understanding to ourselves and others.

Caoimhneas – Bidh sinn a' sealltainn cùram, co-fhaireachdainn agus tuigse dhuinn fhìn agus ri chèile.

Honesty – We act with integrity and truthfulness in all we do.

Onarach – Bidh sinn onarach agus dìleas anns a h-uile rud a nì sinn.

Respect – We value everyone's rights, differences, feelings, and property, and treat each other with dignity.

Urram – Bidh sinn a' toirt luach air còirichean, diofaran, faireachdainnean agus seilbh a h-uile duine, agus a' sealltainn urram ri chèile.

Responsibility – We take ownership of our actions and decisions, and consider our impact on our school, community, and the wider world.

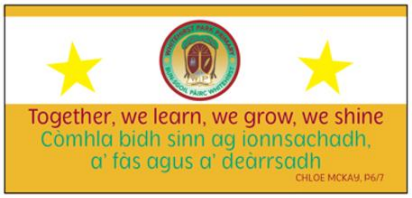
Dleastanas – Bidh sinn a' gabhail uallach airson ar gnìomhan agus ar co-dhùnaidhean, agus a' smaoineachadh air ar buaidh air an sgoil, a' choimhearsnachd agus an t-saoghal.

Fairness – We strive to meet individual needs while ensuring equity and justice for all.

Cothromachd – Bidh sinn a' gabhail a-steach feumalachdan gach neach fhad 's a tha sinn a' dèanamh cinnteach gu bheil cothrom agus ceartas aig a h-uile duine.

Our Aims

To create a safe, happy, and nurturing environment where everyone feels a sense of belonging.
To promote wellbeing and positive mental health for all.
To provide high-quality, engaging learning experiences that inspire curiosity, creativity, and a love of learning.
To encourage kindness, respect, and fairness in all relationships and interactions.
To support every child to develop resilience, confidence, and independence.
To celebrate diversity and ensure everyone is included and valued.
To work in partnership with families and the wider community to support children's learning and development.
To empower children to take responsibility for themselves, others, and the environment.
To foster ambition and support every child to achieve their potential.



SCHOOL INFORMATION

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Email:- whitehirstpark@ea.n-ayrshire.sch.uk
Twitter:- @WhitehirstPs

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

2025 -30
2026 – 40
2027 – 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.

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.

STAFF as of August 2026

MRS LYNN ROBERTSON.....HEAD TEACHER 0.8

MISS LOUISE JOHNSTONE.....DEPUTE HEAD TEACHER 0.8 ACTING HEAD TEACHER 0.2

MRS LINDSAY REID.....PRINCIPAL TEACHER 0.8 ACTING DEPUTE HEAD 0.2

MR JEFF HUGHES.....ACTING PRINCIPAL TEACHER 0.2

CLASS TEACHERS

P1/2/3 G MISS REBEKAH AFFLECK

P4/5/6/7G MISS RACHEL BAILLIE

P1a MISS KAREN TAYLOR

P1b MR ANDERSON/MISS DIAMOND

P2 MRS LYNSEY MCLAREN

P3 MISS EMMA DOBSON

P4 MRS KIRSTEN SHEIKH/MRS CLAIRE WILLIAMS

P4/5 MRS LOUISE McGEACHIE

P5/6 MRS LINDSAY REID/MRS FIONA GAW

P6 MR JEFF HUGHES

P6/7 MR SCOTT COOK

P7 MISS LEANNE BOYD

MRS LYNSEY ROWAN TARGETED SUPPORT

MRS TRACY MCDOUGALL MUSIC TEACHER

MR BOB CAIRNS.....STRINGS INSTRUCTOR

MR OLIVER COSTAR.....CELLO/DOUBLE BASS INSTRUCTOR

MRS SHELLEY CLYDE.....PUPIL SUPPORT ASSISTANT

MRS NICOLA DANIELS.....PUPIL SUPPORT ASSISTANT

MISS DEBRA KELLY..... PUPIL SUPPORT ASSISTANT

MRS STACEY DORRANS.....PUPIL SUPPORT ASSISTANT

MRS ALISON GILLAN.....PUPIL SUPPORT ASSISTANT

MISS MORGAN GILMOUR.....PUPIL SUPPORT ASSISTANT

MRS SARAH JANE GRIFFITHS.....PUPIL SUPPORT ASSISTANT

MRS LIZZIE KEIR.....PUPIL SUPPORT ASSISTANT

MRS GILLIAN MACFARLANE.....EDUCATION BUSINESS ASSISTANT

MRS LAURA McKINLAY.....EDUCATION BUSINESS ASSISTANT

MR JOHN McCORMICK JANITOR

MRS KATHRYN COLTART CATERING MANAGER

MRS ALISON GORMAN DINNER HALL SUPERVISOR

MRS EMMA BATTERSBY BREAKFAST CLUB

MS MHAIRI McMEECHAN-BOOTH BREAKFAST CLUB

SCHOOL HOURS

OPEN : 9am

MORNING INTERVAL:10:45am – 11:00am

LUNCH P1-3/4:12:30pm – 1:15pm
P4-7: 12:45pm-1.30pm

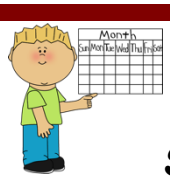
HOME: 3:00pm

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 2026 – 2027

School holidays and in-service dates 2026/27 (all schools except Arran)

Pupils on holiday	
Staff only in-service days	
Children in School	

August 2026

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 2026

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 2026

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 2026

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 2026

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 2027

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 2027

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 2027

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 2027

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 2027

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 2027

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 2027

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.

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.

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 and summer terms.

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.

Parents are welcome to contact the Head Teacher at any time by visiting or telephoning 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

EQUALITIES

Equalities

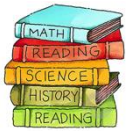
In line with North Ayrshire Council policy, educational provision is open to all pupils, regardless of sex, age, religion, race, disability or any other potential barrier and all reasonable measures will be taken to ensure that the curriculum is available to every child. Schools also have a duty to promote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

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:

Scottish Governent Equality Act Guidance 2010



CURRICULUM

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.
Curriculum for Excellence enables professionals to teach subjects creatively, to work together across the school and with other schools, to share best practice and explore learning together. Glow, Scotland's unique, world-leading, online network supports learners, teachers, and families in this.
Teachers and practitioners will share information to plan a child's "learning journey" from 3-18, ensuring children continue to work at their own pace whilst providing challenge upon which they can thrive.
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 supporting the well-being and educational progress of all learners including those with additional support needs. Including learners requires all staff 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 Standards in Scotland's Schools (2000) sets out that children will be educated in a mainstream setting unless exceptional circumstances apply. North Ayrshire has a duty to ensure clear assessment outline the additional 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 (TAC) 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 and carers to ensure all supports have been put in place for a child or young person in their mainstream context before submitting clear evidence

before requesting alternative provision. North Ayrshire council staff will then make a recommendation based on the evaluation of this evidence, 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 oryoung 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.

Additional Support for Learning

Any child who needs more or different support to what is normally provided in schools or early years 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 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 any support necessary for them to benefit fully from their education. All the evidence says that it is best to intervene early to prevent difficulties developing and taking root. For example, by making sure reading is well taught and that all pupils gets encouragement and support at home we can hopefully reduce the likelihood of the young person encountering literacy difficulties later on.

Whatever the type of challenge that arises, it is important to detect it early, develop a shared understanding of what is needed (the establishment 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 or carers our concerns and what we will do to help.

The establishment can get support from a range of visiting professionals including educational psychologists. Each establishment has a link educational psychologist and staff can ask for informal advice on supporting learners. If more detailed individual help is required, they will 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 with your agreement.

Staged Intervention

A young person's need for support is addressed through a cycle of identification, assessment, planning, support and review. This process is called Staged Intervention. In North Ayrshire we organise support under the following headings:

- Enhanced Universal Support
- Stage 1
- Stage 2

Universal support is a fundamental element of the service provided by all educational establishments. There may be times when a child or young person needs some additional support to help them achieve their full potential and this is where the stages of support need to be identified and explained.

Enhanced Universal

Some supports are considered as **Enhanced Universal,** reflecting that they are provided within universal services but are planned and delivered with enhancement to day-to-day practice.

Within **Enhanced Universal** a young person may require a higher level of support due to concerns surrounding their wellbeing or learning, or a combination of both.

The needs of the child or young person are met within their classroom or playroom with some adjustment to their environment, curriculum, and/or approaches to learning and teaching. Some aspects of work may be planned individually or as part of a group however this will be recorded as part of playroom or classroom planning. Class teachers and keyworkers will monitor and record progress.

Stage 1

This stage applies to children and young people whose support needs cannot be met through Enhanced Universal services. They require additional support available within

their own establishment which may include Support for Learning and/or targeted pastoral support.

Stage 2

This stage signifies that the needs of the young person are significant and/or exceptional and are not being fully met through Enhanced Universal or Stage 1 supports and services. The young person requires more specialist and/or intensive support.
At both Stage 1 and 2, a Team Around the Child discussion will review the learner's strengths and needs, agreeing appropriate interventions and supports. The learner and their parent/carer must be fully involved in this process and the young person's targets and progress will be recorded using the North Ayrshire Staged Intervention planning format.
Where a child or young person has additional support needs, extra planning is required when they move to a new class, new school or when they are moving on from secondary school. How far ahead this transition planning needs to start depends on the young person's individual 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.
Further advice and guidance around supporting needs can be found on the ENQUIRE website.

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 Wesite
Telephone: 0131 667 6333
Email: enquiries@sclc.org.uk

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.

North Ayrshire Privacy Policy

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 finds. 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

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 for example, 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

- Written reports/ tracking reports
- Learning conversations with pupil/teacher/parent/carer
- Pupil reflections on their learning in logs
- Parent/ carer consultation / parents' meetings involving parent/teacher/pupil, as appropriate.
- Home/school diaries
- Profiling activities
- Learning walls and displays.

Groups of learners

- Assemblies
- Open day events
- School concerts/shows
- Social media
- Curriculum workshops led by children, young people and staff
- Parent Council meetings
- 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.

<u>The priorities for Session 2026 – 27 are as follows:</u>

1. Ensure our staff are skilled in delivering consistent, high quality learning and teaching approaches through an engaging curriculum relevant our own unique context.

2. Ensure all staff consistently implement inclusive, relationship-based and nurturing approaches to support wellbeing, additional support needs and positive behaviour, resulting in improved engagement, attendance, attainment and achievement for all learners.

3. To strengthen a culture of continuous improvement through high-quality data use, collaborative leadership, and strategic partnership working, ensuring consistent approaches to tracking, attendance, Gaelic Medium Education growth, and transition that improve outcomes for all learners.

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 committee s such as the Pupil Council, Eco Committee and Rights Respecting Schools.
All committees have regular meetings where items of concern/ suggestions can be made. The Eco Committee meets regularly to discuss various issues and ensure that effective strategies are in place to maintain and develop our Green Flag status.
Pupil views are regularly collected through surveys and talking circles.

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

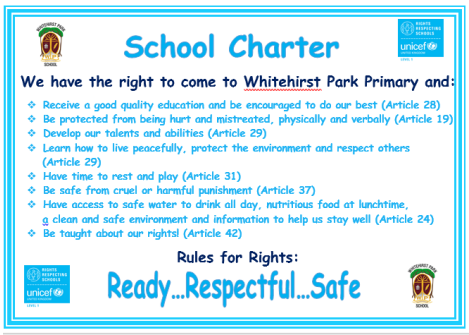
Concerns
If you have any concerns about the ScotXed data collections you can email the Data Protection & Information Assets Team on dpa@gov.scot or the Head of Education Analytical Services, Mick Wilson, at mick.wilson@gov.scot or by writing to Education Analytical Services, Area 2A-North, Victoria Quay,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

At Whitehirst Park Primary, our Behaviour and Relationships Policy is in place to help us deliver our vision for the school and outline the various tools we have at our disposal to promote relationships and build skills to navigate relationships.
Our school values of Honesty, Respect, Responsibility, Kindness and Fairness are at the heart of everything we do. They underpin our expectations, our interactions, and our approaches to supporting every member of our community.
Our commitment to promoting Children's Rights underpins our Vision, Promise and Values. This means that our pupils have, in line with the UNCRC, the right to not be discriminated against, the right to have decisions taken in their best interest, the right to be kept safe from harm and the right to be listened to and their opinions considered.

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.



Throughout the school we use a consistent approach to sharing our expectations with the children, whilst ensuring they are all aware that there are opportunities for the children to change their behaviours and make positive choices. This approach promotes positive behaviour and provides clear consequences when expectations are not met. This system helps children understand the impact of their choices and encourages them to make positive choices.

Expectations – Our Expectations are clear and allow our children to learn in an environment that allows them to reach their full potential.

Chance to Change - If a child displays behaviours that go against our expectations, then have opportunities to make sensible choices, they have the chance to change their behaviours

We recognise that every child is unique, and so are their social, emotional, and behavioural needs. To support our pupils effectively, we have developed a flexible collection of targeted interventions and resources designed to help individuals thrive.

At Whitehirst Park Primary, we believe that creating a safe, respectful, and supportive environment is a shared responsibility. When teachers, parents, and pupils work together and model our core values, children are more likely to develop them in a meaningful way. Working together as a whole school community enables us to give our children the opportunity to thrive and reach their full potential.

HOME, SCHOOL AND COMMUNITY LINKS

Parents are invited to participate in Target Talks twice each 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. (Phonecalls during Covid restrictions)

Parents are welcome to contact the school at any time to arrange an appointment to discuss any matter with the class teacher, Depute Head Or Head Teacher. 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. (Subject to covid restrictions)

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 and members of the public. More details on the two stages can be found on the Council's complaint page here:

North Ayrshire Complaint Handling

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 you receive at Stage 1 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 Services at Cunninghame House, Irvine, KA12 8EE, Telephone (01294 324400).

If, after receiving the Stage 2 final response letter, you remain dissatisfied with our decision or the way we have handled your complaint, you can ask the Scottish Public Services Ombudsman 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 concerns with your local Councillor, MSP or MP, but these will be handled under a different process to the Stage 2 complaint process.

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 Head Teacher 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 and smart watches 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.

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

Education Services 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 the Health and Social Care Partnership and where appropriate the Scottish Children's Reporter's Administration. The Service will work in partnership 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 and Safeguarding North Ayrshire's Children" provides guidance for policy and practice within all educational establishments. The Council is one of the key partners in the North Ayrshire Child

Protection Committee, 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, safeguarding 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.
- Clothes which encourage the use of alcohol or tobacco.

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

You may qualify for free school meals and a clothing grant/early years payment if you receive one of the following:

- Income Support
- Income-based Job Seeker's Allowance
- Income-based Employment and Support Allowance

- Support under Part VI of the Immigration and Asylum Act 1999
- Universal Credit (where monthly earned income is £995 or less)
- Pension Credit

You may quality for the clothing grant/early years payment only if you receive:

- Universal Credit (where monthly earned income is £1,954 or less)
- Pension Credit

You may qualify for free school meals (primary 6 and 7) if you receive:

- Scottish Child Payment

You can apply online.

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 – **not hoodies**

BOYS
White shirt
School Tie
Gold polo shirt
Grey trousers
Maroon sweatshirt or fleece – **not hoodies**

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.

SCHOOL MEALS

Meals are served daily from the multi-choice cafeteria. The meals are planned to offer a healthy diet for the children. Please inform us if your child has any specific allergies. Parents of children who require a special diet can arrange this by contacting the school or Early Years Class.

There are arrangements in place for children who would prefer to eat a packed lunch.

Free School Meals

We provide free school meals and £136 (per child) for primary school children and £169 (per child) for secondary school children to help towards the costs of school footwear and clothing to children whose parents are on certain benefits.
Families receiving the Scottish Child Payment will now also be eligible for free school meals for children in primary 6 and primary 7, even if they don't receive any other qualifying benefits.
If you think you are eligible, you should make an application for income-based free school meals to make sure you are also considered for the school clothing grant and holiday school meal support. We will advise you on your eligibility and we will make sure that you receive the correct award.
Further information can be found on the Grants and Allowances webpage.
Pupils are supplied with a menu in advance, and we encourage you to discuss this with your child before school and pre-order their lunch options on the iPay site.
You are welcome to provide your child with a packed lunch if you prefer and we encourage pupils to make healthy choices and eat a balanced diet. We request that pupils do not bring in cans or bottles of fizzy or isotonic juice to drink and that take-away food is not provided as a packed lunch.

SCHOOL TRANSPORT

North Ayrshire Council has a policy of providing free transport to all pupils who live more than two miles walking distance from their catchment primary school or three or more miles from their catchment secondary school using the shortest suitable walking route. In addition, free transport may also be provided for whole or part of the journey between a pupil's main address and school (or other educational establishment) when the criteria outlined in section 4 of the School Transport Policy is met.
Applications for mainstream transport are made by parents and carers using North Ayrshire Council's Transport Hub transport system. Applications may be submitted throughout the year and should be made as soon as confirmation of a place at a catchment establishment has been received. Please note free school transport will not be provided following a successful placing request. If you believe your child may require transport for another reason, please review the entitlement criteria in the School Transport Policy under Section 4 before discussing this with the school.
If places are available and no additional costs is incurred by the local authority, it may be possible to apply for privilege seat in transport provided by the authority, please liaise with North Ayrshire Transport Hub for further information (transporthub@north-ayrshire.gov.uk / 01294 541613). Where free transport is

provided it may be necessary for pupils to walk a short 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. Misbehaviour can result in children losing the right to free transport.

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

During their time in P7, pupils are taken to Kilwinning Academy as part of an extensive transition programme. Teachers from local primary schools and their secondary colleagues have worked together to create a Pupil Profile of Achievements which will be completed in Primary 7 and passed onto the secondary school. Teachers from both schools **liaise** to ensure a smooth transition which focuses on progression for pupils. Parents will be informed of the details of the visits when appropriate.

PARENT FORUM AND PARENT COUNCIL

the National Parent Forum of Scotland

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
Twitter: @WhitehirstPPSPC

Members are:
Chairperson: Nicola Hainan
Treasurer: Cheryl Falconer
Vice Chair: Collette Gillespie

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

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

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.

BREAKFAST CLUB

We operate a breakfast club with a capacity of 30 pupils from 8.15am-9am. Contact the school office and look out for communication for registration details.

WET WEATHER ARRANGEMENTS

In inclement weather when children may stay inside at break times. It is difficult to provide adequate adult supervision 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 official school transport will be dropped off/ picked up at the access point adjacent to the exit gate beside the school building or in the main carpark.
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 2026

USEFUL ADDRESSES

Executive Director (Education)
Sam Anson
North Ayrshire Council
Cunninghame House
IRVINE
KA12 8EE
01294 324443

Head of Service (Education)
Andrew McClelland
North Ayrshire Council
Cunninghame House
IRVINE
KA12 8EE 01294 324443

Executive Manager (Education)
Kathleen McCormick
North Ayrshire Council
Cunninghame House
IRVINE
KA12 8EE 01294 324443