

Doonfoot Primary School

South Ayrshire



Handbook 2017- 2018

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Dear Parents,

I am delighted to welcome you to Doonfoot Primary School. As the Head Teacher I look forward to working with you and your children during their time in primary school. This handbook provides general information about the school and indicates where you can access further details about its various aspects.



Doonfoot provides high quality educational experiences for children aged 3 and upwards from nursery to primary 7.

We strive to provide all our pupils with a well balanced and varied curriculum, tailored to individual need. It is structured to enable each child to develop aesthetically, intellectually, morally and physically and to help our young people become successful learners, confident individuals, effective contributors and responsible citizens in an ever changing world.

With staff, parents and pupils working in partnership, we can and will continue to ensure that Doonfoot is a school which will achieve it's full potential.

I would be delighted to provide any further information you may require and would be happy to meet with you at the school and show you around.

Best wishes

*Caroline Connell
Head Teacher*

Council Values

The Council has set out its six core values. These are:

- ▣ Help for those who need it most
- ▣ Commitment to quality public services
- ▣ Pride in the community
- ▣ Service to others
- ▣ Lifelong Education
- ▣ Partnership

The School Aims

Our Aim

Within Doonfoot we ensure all pupils are given the opportunity to develop their knowledge, skills, ambition and confidence in an inclusive, supportive, healthy and happy environment.

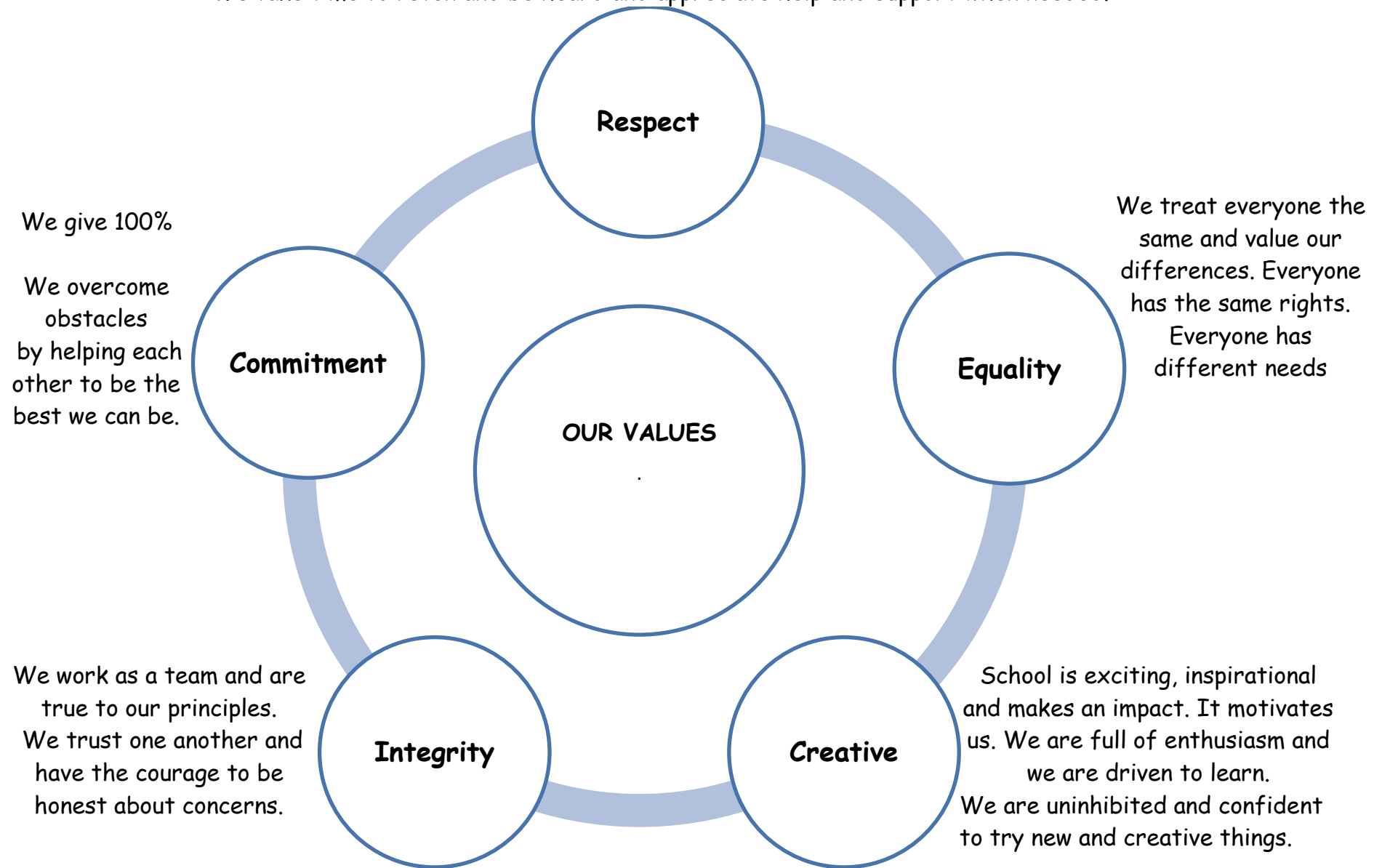
We foster a positive, challenging and exciting attitude towards work and play. Their personalities, talents, mental and physical abilities are all developed through active and traditional learning, our school vision and values.

We are proud to provide an inclusive, nurturing, happy learning environment which maximises the potential of all pupils.

Our unique, stimulating environment provides all learners with the lifelong skills to meet the challenges of the future.

Education without walls

We treat each other as we would wish to be treated.
We take time to listen and be heard and appreciate help and support when needed.



The School



Mrs C Connell
 Head Teacher
 Doonfoot Primary School
 Abbot's Way
 Doonfoot
 Ayr
 KA7 4HJ

Tel: 01292 612702

E-mail: doonfoot.mail@south-ayrshire.gov.uk
 Website: www.doonfoot.sayr.sch.uk

Present Roll: 331 (plus 60 Nursery)

Capacity: 396

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

Stages Covered: Nursery - Primary 7

Teaching by means of Gaelic language is not offered.

Denominational Status: Non-denominational
 Co-educational

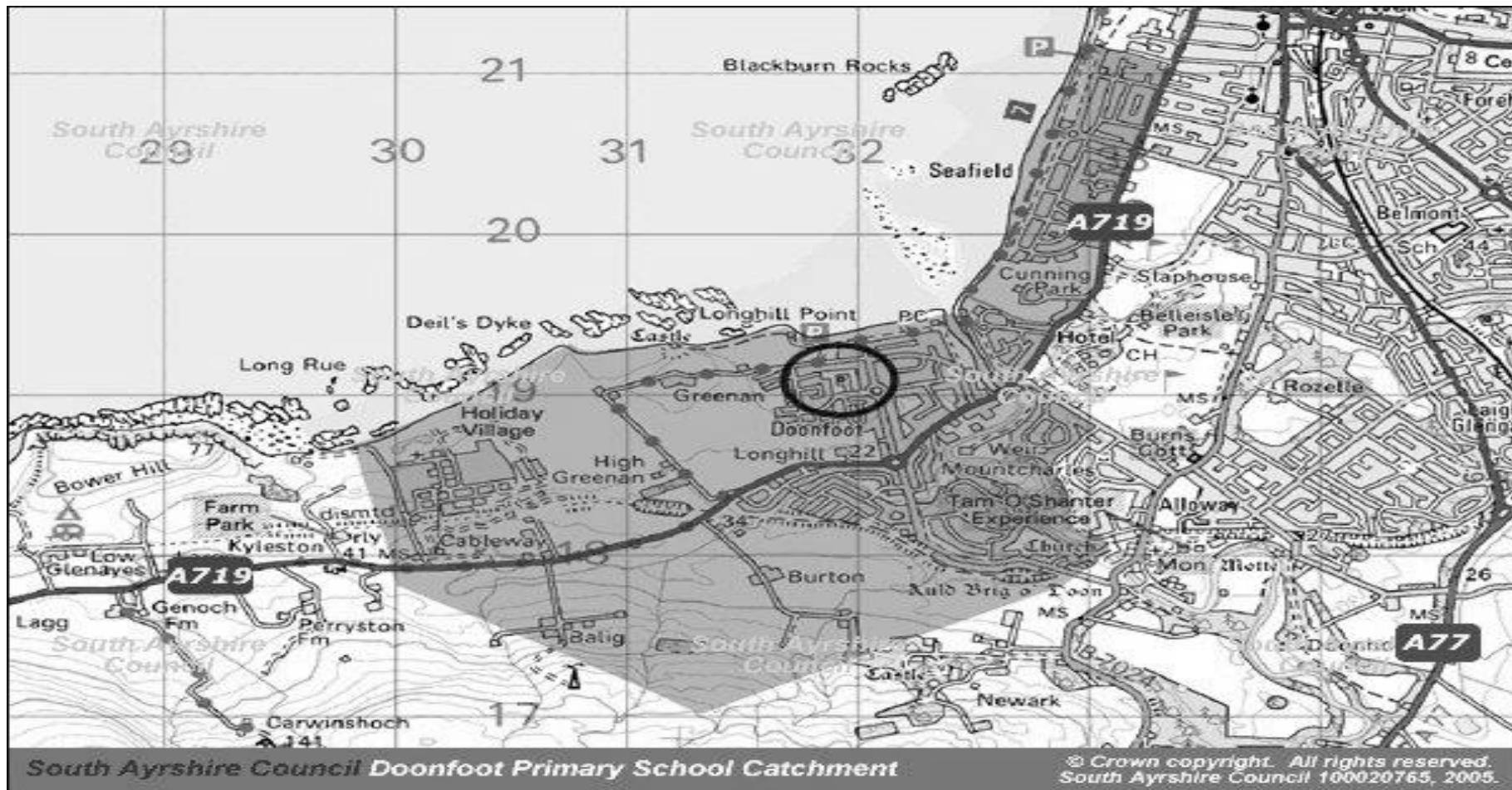
Current roll for each year group:

Nursery	60	Primary 4	44
Primary 1	35	Primary 5	42
Primary 2	59	Primary 6	51
Primary 3	51	Primary 7	49

Community Facilities: Nursery Class
 4 Communication Support Bases
 After-School Care and Breakfast Club
 IFE Wing

(The definition of 'parent' used is the broadly framed definition set out in the 1980 Act which is as follows: 'Parent' includes guardian and any person who is liable to maintain or has parental responsibilities in relation to, or has care of a child or young person. This is a wide definition which can include, by way of example, non-resident parents who are liable to maintain or have parental responsibilities in respect of a child and others with parental responsibilities, e.g. foster carers or kinship carers.)

Catchment Map and Area



Details of the school's catchment area and street names are available for inspection at the school and parents can also access them on the Council's website at www.south-ayrshire.gov.uk
 Catchment map and area (available from the School Management Section, Children and Community, County Buildings, Wellington Square, Ayr, KA7 1DR

Staffing

The Management Team

Head Teacher - Mrs C Connell

Depute Heads - Miss JA Millar
- Mr F Baird

Principal Teacher - Mr D Hughes

Teaching Staff

- Mrs Gibson
- Mrs McGuigan
- Mrs Falconer
- Miss Boyes
- Mrs Gilmour
- Mrs Hamilton
- Mrs Hull
- Mrs Urquhart
- Mrs Gray
- Mrs Steele
- Mrs Miller
- Mrs Miller
- Mrs Chilles
- Mr Pullan
- Mrs Hepburn
- Miss Masterton
- Mrs Bradley
- Mr Graham
- Ms McEwan
- Mrs Davis
- Mrs Walker
- Mrs Tajali
- Mrs Rodgers

Nursery Nurses - Mrs V Gibson
- Miss Little
- Mrs McLauchlan

School Assistants - Mrs F Ireland
- Mrs S Leckie
- Mrs A Shields
- Mrs R Tracy
- Mrs Kirkland

Clerical Assistants - Mrs J Hansen
- Mrs M Macfarlane
- Mrs L Hill

Janitor - Mr R Lamont
- Mr B Robb

Instructors - Mr D O'Connell
- Mr S McGrattan

School Chaplin - Rev N McNaught

Youth Worker - Mrs Mortlock

Mrs Connell Head Teacher is your child's named person

School Nurse - Mrs C McMorland

Educational Psychologist - Miss K Whitehead

Kitchen Staff - Mrs L Dunlop
- Mrs H Murray
- Miss K Campbell
- Mrs A Escourt
- Miss A Ferguson

Cleaning Staff - Mrs A Wells
- Mrs M Main
- Mrs M Spiers

School Hours



Open	9:00 am
Interval	10:30 am - 10:45 am
Lunch	P1 & 2 12:15 pm - 1:00 pm P3-P7 12:30 pm - 1:15 pm
Close	3:00 pm

Pupils are not normally admitted to school before 9:00 am. We realise that some pupils like to come earlier, but we would ask you not to send your child before 8:45 am. If the weather is very cold or wet, we allow pupils into the building at 8:45 am. This is on the understanding that behaviour is acceptable, and on these occasions Mr Lamont and our School Assistants will supervise them. We are unable to allow pupils to enter school before this time as we do not have adequate supervision to ensure pupil's safety.

If for any reason your child arrives late please enter by the front door as all other doors are closed for security reasons. The late register should be completed.

There is an After School Club available for children, which runs from 3:00 pm to 5:30 pm. Information and bookings can be made by contacting: The Manager - Mobile no: 07808869237 from 2:45 pm until 6:00pm. (A message can be left out with this time). Details of a breakfast club will be given later within the year.

The School Year



SOUTH AYRSHIRE COUNCIL Educational Services

Approved School Holiday Arrangements – 2017/2018

Term	Break	Dates of Attendance	Cumulative Working Days
		Teachers (<i>Inservice</i>) Wed 16 Aug 2017 Pupils return Thurs 17 Aug 2017	
First	Mid Term	local holiday Fri 22 Sept 2017	
		local holiday Mon 25 Sept 2017	
		Close Fri 13 Oct 2017	
		Teachers (<i>Inservice</i>) Mon 23 Oct 2017	
		Teachers (<i>Inservice</i>) Tues 24 Oct 2017	
		Re-open (Pupils) Wed 25 Oct 2017	
		Close Fri 22 Dec 2017	
			86
Second	Mid Term	Re-open Mon 8 Jan 2018	
		Close Thurs 8 Feb 2018	
		local holiday Fri 9 Feb 2018	
		local holiday Mon 12 Feb 2018	
		Teachers (<i>Inservice</i>) Tues 13 Feb 2018	
		Re-open (Pupils) Wed 14 Feb 2018	
		Close Thurs 29 Mar 2018	
			143
Third	May Day	Re-open Mon 16 Apr 2018	
		Mon 7 May 2018	
		local holiday Fri 25 May 2018	
		local holiday Mon 28 May 2018	
		Teachers (<i>Inservice</i>) Tues 29 May 2018	
		Re-open (Pupils) Wed 30 May 2018	
		Close Fri 29 Jun 2018	
			195
	Session 2018/19	Teachers (<i>Inservice</i>) Thu 16 Aug 2018 Teachers (<i>Inservice</i>) Fri 17 Aug 2018 Pupils return Mon 20 Aug 2018	
NB	Good Friday: 30 th March 2018		

Pupil's attendance will be 190 days after deducting 5 in-service days.

Further information available at <http://www.south-ayrshire.gov.uk/schools/holidays.aspx>

Enrolment

Enrolment takes place annually in January. Dates and details are given in the local press.

Children who live in the catchment area of a particular school are required to enrol at that school where they will be informed of their right to make a placing request to another school of their choice and the conditions pertaining to that request. The school can provide details of which streets are in our catchment area.

Children who reach the age of 5 years before 1st March of the following year are eligible for enrolment for the primary class beginning in August each year. Parents of children who reach the age of 5 during January or February are entitled to request deferred entry. Further information can be obtained from the school secretary.

During the summer term parents of children about to enter the beginners' class in August will be invited to meet each other informally and be given information about the learning programme in Primary 1. For the child there is an opportunity to experience some school activities. There is also a chance for parents to meet socially with staff and other parents. School routines and arrangements will also be discussed. The school will also be happy to provide a 'starting school' leaflet on request.

House Structure

House Structure

We have four houses:

Belleisle (blue)

Culzean (red)

Dunure (yellow)

Greenan (green)

When children enter school they are put into a house. All members of the same family will be in the same house. This encourages children to see themselves as valuable members, not only of their class, but also of the school.

A trophy is awarded to the house with the most points at the end of the year and the winning house has an extra 15 minutes playtime on an agreed date. These assemblies also provide an opportunity to discuss rules or topical items.

Information in Emergencies

We make every effort to maintain a full education service, but on some occasions circumstances arise which lead to disruption. For example, schools may be affected by severe weather, temporary interruption of transport, power failures or difficulties with fuel supply. In such cases we shall do all we can to let you know about the details of closure and reopening. We shall keep you in touch by letter, notices in local shops and community centres, announcements in local churches, press, radio, the Parent Council facebook page and the school website.

EARLY CLOSURE PROCEDURES

Pre 9 a.m. Closure

- If there is a closure before 9 a.m. parents who bring their child to school **MUST** report to the class teacher before taking their child home.
- If a parent also brings a friend or neighbour's child to school then they can if they wish take that child home providing that they have reported to the appropriate teacher or notified office staff
- **No pupil should be taken home without the school being notified.**

Closure during the school day.

- When a decision is made to close the school we shall start to contact parents via the information provided by you in the Administration Form. (This information should be checked and updated at our Welcome Evening in August or early September.)
- Please note that it is important that when there is a change of telephone number or emergency contacts that you inform the office in writing to enable us to update our records.
- When we start to contact parents we always start at the lower end of the school.
- If you get a phone call about closure it would be helpful if you were to contact any friends or neighbours who also have children at Doonfoot Primary before coming to the school.
- When contacted please come to the front office where your name will be noted and then you can proceed to the classroom to collect your child.

School Security



South Ayrshire Council has introduced procedures to ensure the safety and security of children and staff when attending and working in a school. A number of security measures are used including the use of controlled entry to the school, a visitors' book, badges and escorts while visitors are within the school building. Anyone calling at a school for any reason will be asked to report to the office. The school staff will make the necessary arrangements in connection with the visit to the school. Anyone visiting Doonfoot Primary must access the school by the main door.

Volunteer helpers will be encouraged to complete a SCRO form (Scottish Criminal Records Office). Every visitor has to sign the visitors' book and wear a badge and a lanyard.

Nursery Registration / Enrolment



Doonfoot Primary School is fortunate in having a nursery class which we see as an integral part of our school and which has a valuable contribution to make to school life. Much of the information contained in this handbook also relates to the nursery class; noted below is information specific to it.

Registration

All children who will be aged 3 or 4 during 2016 - 2017 school session will be invited to attend their preferred Nursery and complete an application form. Details regarding registration will be found in the local press around January / February.

Enrolment

In May, child and parent will be invited to the school to complete an enrolment form and to be shown around the school. During this time both parent and child will have the opportunity to visit the nursery for a short period. In June, child and parent are invited once again to the school. The child will be able to play in the nursery for approximately 1 hour (if s/he settles without a parent), while the parents attend a workshop to hear about the nursery curriculum.

It is expected that a responsible adult (over the age of 16) will bring your child to and from Nursery. Please tell staff the name of the person who will collect your child if you are unable to do so yourself. For security reasons we ask that you also give details of your PIN number (which you will choose in August) to the person collecting your child.

Dress / Snacks / Parental Involvement / Outdoor Play

DRESS

Please dress your child in comfortable clothing that is easy to remove and wash! From the middle of September the children will have time in the gym hall: suitable clothing and gym shoes will be necessary for this. If possible, please send your child to nursery on a gym day with shoes that they can put on and take off independently - tying 30 pairs of shoe laces, as you can imagine, can take a very long time!

SNACKS

Healthy eating is encouraged with a carton of milk provided each day, plus a range of snacks. A weekly contribution of £1.50 is collected on a Monday to provide snacks and small treats at special times in the year.

PARENTAL INVOLVEMENT

We actively encourage parental involvement in the nursery. This may range from helping with trips, organising the lending library, participating in 'Share a Book' week to attending workshops. We would also ask any parent who has a particular talent or expertise they might like to share with the nursery, to contact a member of the nursery staff. There is a very successful coffee morning held monthly.

OUTDOOR PLAY

We are fortunate to have our own small playground beside the Nursery and plenty of room around the school. We encourage children to make use of the outdoor play facilities on a regular basis and the school provides cagoules for wet weather play. If possible please send a pair of wellingtons (with name) for splashing in puddles! We also ask for you to put a high factor sun-cream on your child during spells of hot weather! We access our local environment frequently.

Nursery Curriculum

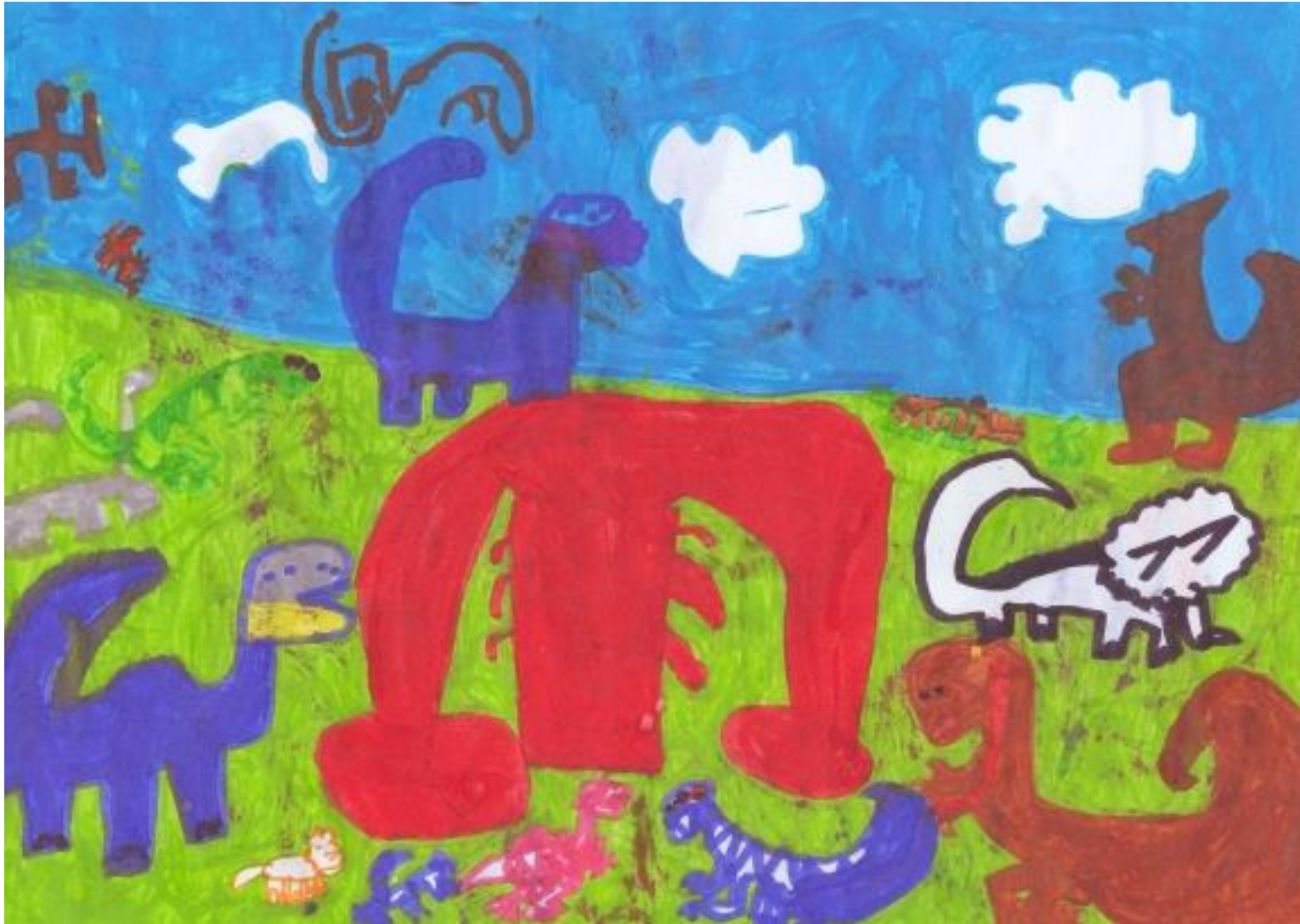
The curriculum we offer at Doonfoot Nursery class is based on Curriculum for Excellence.

- Literacy and English
- Numeracy and Mathematics
- Health and Wellbeing
- Expressive Arts
- Science
- Social Subjects
- Technologies
- Religious and Moral Education

Much of this learning takes place through play. Play contributes to all aspects of children's learning and development in a variety of ways. It allows children to explore language, the world around them, to develop creative and social skills and contribute to their physical development.

Throughout the nursery year topics are introduced through consultation with the children. Details of topics and the type of activities experienced by the children are displayed on the nursery notice board, which also contains information concerning snacks, stories and special events.

Communication Support Base



Admissions and Operation

Doonfoot Primary School is delighted to accommodate the above base which has been set up by South Ayrshire Education Authority to make provision for those children of primary school age who have been assessed as experiencing communication difficulties related to the autistic spectrum or Asperger's syndrome. The Communication Support base aims are embedded within the aims of the school with the base an integral part of the school. Children who attend follow the curriculum for excellence as appropriate to their needs and stage of development.

The base directly addresses the communication needs of its pupils and seeks to include the pupils into the mainstream primary classes as fully as possible. To this end, every Doonfoot Primary pupil is made aware of the work of the bases and encouraged to support that work by welcoming pupils into the school and participating with them as appropriate in shared activities.

The admission of pupils to the base is governed by procedures set down by the Local Authority. Assessments for admission to the facility are laid out and the criteria are as follows:

- Pupils should be of primary school age at admission
- Pupils should demonstrate severe difficulties in the area of communication. This will include disorders within the autistic spectrum.
- Pupils should have the potential to access the mainstream curriculum.
- Pupils should have the potential to benefit from integration / inclusion within a mainstream school.

Parents cannot apply to the school for their child to be admitted. Application should be made through formal review procedures and in the first instance through the pupil's educational psychologist who will be in a position to offer advice as to the suitability of the placement.

Learning and Teaching

The staff in the Communication Support Base employ a range of teaching techniques and learning resources according to the specific needs of each pupil. The Curriculum for Excellence programme is delivered to all pupils within a very structured setting based on the Teacch approach. The classroom is structured so pupils understand where to be, what they can do and how to do it, as independently as possible. Pupils follow an individual daily work-plan as part of the classroom structure. This gives each pupil direction for certain times in the day. The format of the plan is mainly written, but planned activities can also be presented pictorially. Where appropriate, pupils benefit from inclusion in mainstream classes. This involves joint planning between the base teacher and the mainstream teacher and ensures that strategies are in place within the mainstream classroom to facilitate the pupil's access to the curriculum.

What is TEACCH?

The TEACCH aim is to enable individuals with autism to function as meaningfully and as independently as possible in the community.

The TEACCH approach includes a focus on the person with autism and the development of a programme around this person's skills, interests and needs.

Structured teaching is an important priority because of the TEACCH research and experience that structure fits the 'culture of autism' more effectively than any other techniques observed. Organising the physical environment, developing schedules and work systems, making expectations clear and explicit, and using visual materials have been effective ways of developing skills and allowing people with autism to use these skills independently of direct adult prompting.

Doonfoot Primary School provides an Outreach service to South Ayrshire Schools. This aims to support staff teaching children in mainstream classes who require support with social communication and social behaviour. Following the initial referral process, a programme of planned visits is arranged between the receiving school and the staff of the Communication Support Base who provide support for both the staff and pupils involved.

Curriculum for Excellence

Curriculum for Excellence aims to raise attainment, prepare our children for a future they do not yet know and equip them for 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 and teachers in this and plans are already in place for parents across the country to have access to Glow.

Teachers and practitioners will share information to plan a child's 'learning journey' from 3-18, helping their progression from nursery to primary, primary to secondary and beyond, ensuring the change is smooth. They'll ensure 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, whatever their level and ability. Every single teacher and practitioner will be responsible for **literacy and numeracy** - the language and numbers skills that unlock other subjects and are vital to everyday life.

It 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.

There will be new ways of **assessing progress** and ensuring children achieve their potential. There will be new qualifications for literacy and numeracy from 2012/13 and new National 4 and 5 **qualifications from 2013/14**. Our well regarded Access, Highers and Advanced Highers will be updated to take account of and support the new approaches to learning and teaching.

There's personal **support** to help young people fulfil their potential and make the most of their opportunities with **additional support** wherever that's needed. There will be a new emphasis by all staff on looking after our children's **health and wellbeing** - to ensure that the school is a place where children feel safe and secure.

The Core Curriculum

A Curriculum for Excellence will focus on achieving better educational outcomes for pupils, with more choice and more chances for young people.

This means:

- A coherent curriculum from 3 to 18 in every setting
- A focus on experiences and outcomes
- A broad general education for all
- Opportunities for developing skills for life and skills for work for all young people at every stage
- A core focus on literacy and numeracy at every stage
- Appropriate pace and challenge for every child
- Ensuring connections between all aspects of learning



At Doonfoot we use our School Improvement Plan to organise our development work and we are now in the process of reviewing the curricular areas in relation to the Curriculum for Excellence. This information is available from the Head Teacher.

The curricular areas within a Curriculum for Excellence link between the subject areas and make the learning even more relevant to everyday life and work. Within each area there are 5 levels: Early will cover Nursery and Primary 1, First, will cover Primary 2, 3 and 4, Second will cover Primary 5, 6, and 7. Third level covers S1 and S2. Fourth level covers S3-S6

The Curricular Areas are:

Literacy & English
Health & Wellbeing
Social Subjects

Modern Languages (French P4 - P7)
Numeracy & Mathematics
Technologies

Science (Nursery - P7)
Expressive Arts
Religious & Moral Education

In Literacy and English we use Oxford Reading Tree and Literacy World, which are a range of readers to encourage independence and discussion.

We are currently reviewing our resources for the delivery of Numeracy and Mathematics.

Programmes will be differentiated to meet individual learning needs as required.

Pupils will learn and develop their skills through a variety of ongoing projects such as Eco Schools, and Enterprise and through cross curricular topics.

It is an exciting time in education and we look forward to working with you to develop programmes which support and challenge your child at Doonfoot Primary.

Trips and Outings

Educational visits form an important part of this programme. You will appreciate that these visits have to be carefully organised in accordance with Standard Circular. At the beginning of the session all parents will get an envelope containing a form seeking permission for their children to take part in excursions during the session. The envelope will also contain details on insurance cover and two copies of a medical information sheet. It is important that we have up to date details about your child as these forms must be taken with us on trips.

Details of specific trips are sent home at the time with notes of dates, times, cost and when to pay. We also request up-to-date medical information if necessary. We are unable to take pupils who have not returned the appropriate forms. Staff may also request parental help for these visits.



What is active learning?

Staff identify activities (eg maths experiment, language game) and then divide the class into smaller groups of 6 - 8 pupils. This encourages pupils to take turns and co-operate with one another. Pupils also have opportunities to choose their own activities.

Other Activities

We offer a wide range of activities to each stage throughout the school year. These rotate and change over the year. This year so far we have had art club, netball, football, tennis, handball, running, scripture union, drama, basketball, animation, chess, bridge and a stamp club.

The stamp club is known nationally and many awards have been achieved by the group. We are open to any suggestions for groups and clubs. Indeed many are run by parents and / or pupils. We would welcome any help you can give.

Four sessions per year we offer experiential learning. Each pupil will experience 4 different topics such as

- Orienteering, geocaching
- Animation, poster design
- Den making, French knitting
- Wildlife walks, cookery
- Beach study, healthy eating
and many, many more

The experiential groups are ran by staff and parents.

School Improvement Planning

The school had a very successful 2015/2016. Details of which can be found in the school website under the "standards and Quality Report"

There are aspects of our plans that we focus on every year. These generally focus around the key subjects of literacy, numeracy and Health & Wellbeing that are intrinsic to all that we do.

Dyslexia Friendly Schools

To focus on resources to support literacy that impact on attainment, achievement and pace.
Link this to the working memory programme.

Rights Respecting Schools

To continue to develop an ever increasing inclusive environment. Link this to Rights Respecting Schools.

Numeracy

To continue to develop our programme with a focus on active, mental and traditional teaching to continue to raise attainment for pupils

STEM

To create a programme of study for every class around Science, Technology, Engineering and Maths.

Our Cluster Priorities

The primary schools linked to Belmont Academy are known as the Belmont Cluster. These are Alloway, Braehead, Doonfoot, Kincaidston, Holmston, Southcraig and Tarbolton.

The schools work very closely together and cluster priorities are developed to ensure continuity and a shared approach to learning.

Technologies

To implement the significant aspects of learning across the schools using the cluster planning and assessment framework. Staff across all schools will moderate progress.

Meeting Learners' Needs

To ensure all staff across the cluster have a shared understanding and consistent approach to maximizing the potential of all learners within and agreed cluster structure.

Reporting

To ensure as consistent and agreed approach to reporting to parents.

National Priorities

There are National Initiatives that we feel as a school should be developed that link directly to Government or Authority initiatives:

1+2 languages

To begin a roll out programme of 1 + 2 languages over a three year period. This will ensure the development of French across all stages as well as incorporating an additional language/languages. Year 1 Pupils within nursery and P4-7 will receive appropriate teaching in regards to French.

Homework

Homework should not be given for the sake of it - it should be relevant to on going work in the classroom and the progress of the individual child. Tasks should provide links between what has gone before and what is to come.

Homework should be differentiated. The more able children should be challenged. Those who require additional support should be given appropriate work which would take the recommended time allocation.

Consideration should be given to how the homework should be distributed to the pupils. Instructions should be clearly written in homework diaries and checked by teachers.

Pupils should always understand what is required of them for homework

Teachers should establish a routine and a pattern for setting and assessing homework tasks;

In the event of a specific piece of work requiring more input, a reasonable amount of time must be allowed. Normally each nightly task should on average take no more than 30 minutes as agreed. Pupils, parents and teachers should take **shared** responsibility for the maintenance of homework diaries and jotters.

Teachers must ensure that the time and effort put into homework is valued. At Doonfoot parental involvement is actively encouraged . Parents are integral to the success of Doonfoot and whether it is helping at a club, supporting children at play or any way you can make a huge difference.

Assessment and Reporting

Staff continually monitor children's progress as they go about their day to day work. This assessment will take a variety of forms and has two main objectives: has this work been taught well to all pupils and have the children listened and understood what was taught? Staff continually assess their own work and we encourage children to do the same. "Is this the best I can do?" is a question we should always ask ourselves and encourage pupils to ask of themselves.

Parents are invited on two occasions to the school to discuss with the class teacher their child's progress. In May a full written report is issued, detailing each child's progress over the session. Parents should not wait for these meetings or for a report to find out about their child's progress. If you have any concerns please telephone the office to arrange a meeting.

Teachers are using Formative Assessment in helping them determine 'next steps'. Teachers share with pupils at the start of lessons, what they are expected to learn by the end of the lesson. The teacher also discusses with pupils how they will know if they have succeeded. It is against these identified criteria the work will be marked and commented on. Pupils are also being encouraged to self and peer assess work. This assessment is also conducted against identified criteria.

By encouraging this strategy we are teaching pupils to take greater responsibility for their own learning.

Within our assessment mechanisms we

- provide quality feedback to learners
- monitor and track progress in learning
- provide information to those outside the school on learners' progress and achievements
- provide information for use beyond the school, including qualifications and awards

the purposes of assessment are to :

- greater breadth and depth of learning
- greater focus on the secure development of skills and knowledge
- progress across a breadth of learning
- application of learning in different and unfamiliar contexts
- effective planning and tracking of progress
- summary of achievements
- effective preparation children and young people for the next stage in learning.

We encourage parents to view pupils work through termly open afternoons, work sent home, parent's evenings and informal events. Assessment evidence is built up throughout the years using pupil profiles, individual pupil tracking and written reports.

The information is used following the *Children and Community CfE - Assessment Guidance*, March, 2012. And the *SAC Assessment and Reporting Policy*, March 2012. Copies of which can be requested from the Head Teacher.

Support for Pupils - Additional Support Needs

Additional Support for Learning

South Ayrshire Council has duties outlined in the Standards in Scotland's Schools Act, and the Education (Additional Support for Learning) (Scotland) Act 2004 (As amended). These include the production of a policy for additional support needs, authority arrangements for identification and assessment of additional support needs, preparation of plans, including a CSP where appropriate, maintain and review additional support needs on an ongoing basis. South Ayrshire Council is committed to a care policy of inclusion to carry out these duties of support. The authority is also committed to maintain a range of specialist establishments and services to support the whole continuum of needs.

What are additional support needs?

Some children and young people need extra help in school to make progress. It is the duty of the education authority to give some extra help in schools to all children and young people with additional support needs. Children and young people may need this help with their reading or writing, to make sure they can get into and around the school or to support their learning through difficult family circumstances. Additional support needs can last for only a short time or could last for much longer. For instance, additional support may be needed for a child or young person who:

- is gifted
- has behavioural or learning difficulties
- is bereaved
- is deaf or blind
- is being bullied
- is not attending school regularly

These are just some examples.

How do we make sure we can meet the additional support needs of pupils in South Ayrshire?

All children and young people may need additional support at some point to help them make the most of school education. The main support is the class teacher who is able to meet the needs of most pupils without extra help. With good teaching and learning, and the right materials, most children and young people won't need anything more than this.

Establishments have policies outlining resources and approaches which will be used to address additional support needs for your child. The Head of Establishment will always try to support your child's additional support needs, which have been identified following assessment.

If a pupil needs more help than the class teacher can give in school, then a process of providing the right support begins. We call this staged intervention. Staged intervention is our way of recognising additional support needs and then giving extra help for a child or young person. This can be broken down into three main stages in school:

Stage 1 - In class support

At this stage the teacher notices children or young people who need more help than other children or young people in the class. For most pupils the help they need can be given by the class teacher without anyone else being involved. The teacher may change the way she teaches, change the materials the pupil is using or reorganise her classroom. Even after this, some children still need help and the class teacher will talk to the pupil support co-ordinator or principal teacher in the school for advice and help.

Stage 2 - In school support

If the child or young person is still having problems and not making good progress, the teacher will get help from other people in the school, such as pupil support staff. At Stage 2, this help will come from the school. The school should talk to parents as soon as possible in order to make sure they know all about the help being given to their child.

Stage 3 - Interagency support

Sometimes the help at stage 2 is not enough and the school will arrange a meeting so that everyone who might be able to help the child to learn will be able to talk things over and agree a plan to support the child or young person. This might be social workers, health workers or voluntary workers who might be asked for information, advice or help. It will involve the educational psychologist. The teacher and the school gather this information, advice and services. This is then used to help the child or young person make the most of school.

Establishments will have in place a range of support plans, which will systematically record and monitor the learning outcomes and the progress of children and young people with additional support needs.

Before the plan can be drawn up everyone will have to share information about the child or young person's additional support needs. Then everyone should agree what they can do to support the child or young person. They will all have to agree some targets and when to meet again to make sure the targets are being met.

For most pupils this will be written down in an Individualised Educational Programme (IEP). For a small number this might mean a Co-ordinated Support Plan (CSP) has to be prepared. An IEP sets short and long term targets for the child or young person. A CSP also sets targets for the child or young person. However, in a CSP the child or young person needs the support of people outside education, such as health workers, in order to help them learn to their full potential. Pupils at stage 3 should also have a meeting to discuss their plan at least once a year.

South Ayrshire has developed a range of enhanced services to help meet the identified needs of children and young people. These services assist establishments in responding to the additional supports not normally available to them. These supports include:

- Psychological Services
- Peripatetic Services e.g. Visual Impairment and Hearing Impairment
- Home Link Service
- Looked After and Accommodated Service
- Intensive Support
- Care and Learning
- School Support Assistants
- Cluster Support Teachers
- Home Tutoring
- Outreach services from Specialist Centres

Education would in an integrated framework with Social Work and Health, address a range of concerns. Where necessary, establishments can access advice and direct support from e.g. Speech and Language Therapy, Occupational Therapy and Physiotherapy.

How can parents help to support children and young people with additional support needs?

As parents/carers, you will be fully involved in both the assessment of your child's needs and the plan of any outcomes detailed on your child's support plan. Opportunities are also given by South Ayrshire Council to parents/carers to contribute to policy and procedure development.

Parents should know about and be involved in the plans to support their children right from the start. Parents can bring supporters or advocates to any meeting at school to discuss their child's additional support needs.

The school or education authority can give you more information if you want it. If a CSP is being prepared for a child or young person, the Authority must take account of the views of parents. This should be when deciding to prepare a CSP and when reviewing the CSP. In addition the views of parents on any aspects of the CSP should be written into the plan.

What role do children and young people play?

All children and young people will have the opportunity to make their views known about decisions that affect them. They will be encouraged to take part in any meeting where people are discussing their additional support needs. They will help to set their own targets and to review these.

How can parents make requests for assessment?

Assessment is a process of gathering information and direct strategy and intervention to support a child's additional support needs. It should take account of a child's strengths and areas of difficulty. Assessment can take the form of observations, samples of work, specific assessment tools, discussions with staff involved with children, discussion with parents etc.

The Education (Additional Support for Learning Scotland Act 2004) makes sure that parents or young people can ask an education authority to arrange for an assessment or examination. The request can be for an educational, psychological or medical assessment or examination. Requests for assessment must be in writing or some other permanent form which can be referred to in the future.

The request should contain the reasons for the request and the education authority must meet this request unless it is unreasonable. Parents can expect a response to such requests within four weeks and will be notified to the person in the authority to who is dealing with the request. These requests should be sent to the education authority.

What can parents do if they don't agree with the authority?

Initially parents should discuss their concerns with the head teacher. If this is not possible, parents can also speak to the Quality Improvement Officer for the school - Elaine Harrigan - 616342

Where can parents get support and information relating to additional support needs?

The first point of contact for more information should be the school your child attends. The Head of Establishment will be able to provide information on your child's learning and teaching and will hopefully be able to answer any questions, issues or reassure you about any concerns you may have. For more information you can contact the following officers:

Quality Improvement Manager

County Buildings
Wellington Square
Ayr
KA71DR
Tel:01292 612201

Principal Educational Psychologist

Queen Margaret Academy
Dalmellington Road
Ayr
KA7 3TL
Tel: 01292 612819

Enquire

Scottish Enquire helpline: 0845 123 2303

Textphone: 0131 22 22 439

Email: info@enquire.org.uk Enquire, the Scottish advice service for Additional Support for Learning provides free, independent and impartial advice through its helpline.

Scottish Child Law Centre

54 East Cross Causeway

Edinburgh

Midlothian

EH8 9HD

Tel: 0131 667 6333

Email: enquiries@sclc.org.uk

The Scottish Child Law Centre provides free legal advice and information for and about children and young people.

Resolve

Children in Scotland

5 Shandwick Place

Edinburgh

EH2 4RG

Tel: 0131 222 2456

Advocacy Service

John Pollock Centre

Mainholm Road

Ayr, KA8 0QD

Tel: 01292 285372

Psychological Service

Educational Psychologists have five elements to their service delivery including:

- Consultation and advice;
- Assessment;
- Intervention;
- Research and training;
- Policy development;

This can be at different levels, from that of the child to the school to the local authority. For example the educational psychologist can work with school staff and parents/carers to assess a child's strengths and difficulties as well as work directly with a child/young person to provide support. They can also work with school staff to support them to develop policies and supports that will benefit all of the children in a school such as behaviour policies, playground supports, etc. The educational psychologist will work with many different people to improve the educational outcomes for children and young people. Much of their work involves consulting and working through others, especially those who see the child/ young person on a regular basis such as school staff and parents/ carers.

If a school wish to consult or chat to the educational psychologist regarding a child, school staff will always ask parental permission first. Once this is provided, the school or psychologist will keep the parent or carer up to date with discussions although it is likely that the parent will be involved in discussions.

Educational Psychologists maintain consultation notes for children who have been discussed but only open Psychological Services case files if there is to be direct work with a child or family or there is a high frequency of consultations required. Again parental permission is sought prior to opening a Psychological Services case file.

Each educational establishment in South Ayrshire has an allocated educational psychologist and the details of this can be found on their website: www.eps.south-ayrshire.gov.uk as can other information on South Ayrshire's Psychological Service. If a parent wishes to request the involvement of an educational psychologist, they can contact their school's Pupil Support Coordinator and discuss this further with them. Alternatively a parent can contact Psychological Services themselves to discuss any concerns. All psychologists are based in Queen Margaret Academy and can be contacted on 01292 612819.

Getting It Right for Every Child (GIRFC)

The GIRFEC approach builds on multi-agency working using the wellbeing indicators and GIRFEC Practice Model to assess a child's needs and determine how their outcomes can be improved. The Children and Young People (Scotland) Act 2014 brings three components of GIRFEC into legislation. The **Named Person** Service provides an individual within Education who should do whatever is necessary to promote, support or safeguard the wellbeing of the child or young person. This is **Caroline Connell** - HT.

Wellbeing is defined as Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included. A statutory **Child's Plan** is completed when a wellbeing need requires to be met by a targeted intervention, this may include support from the third sector or social services.

Information Sharing

There are information sharing duties contained within the Children and Young People (Scotland) Act 2014 regarding information shared with the Named Person, between Named Persons at transition stages and from the Named Person to other agencies seeking support for the child or young person. There is a Pan Ayrshire Information Sharing Protocol supported by A Guide to Information Sharing in Ayrshire and Arran booklet for staff, a leaflet for parents and z-card for young people. These can be found at www.south-ayrshire.gov.uk/getting-it-right-for-every-child

Child Protection

- School staff provide support to children and young people in their daily work and have a vital role to help protect them from harm. School staff help keep children and young people safe and well by:
- Helping them learn about their personal safety, including internet safety.
- Being a trusted adult who children and young people may turn to for help, and who will take them seriously
- Identifying when children and young people may need help
- Understanding the steps that must be taken when there are concerns for children's and young people's safety and well-being.

The school has a Child Protection Co-ordinator who will co-ordinate the school's response to concerns for children's and young people's safety and wellbeing. The Authority has a designated officer for Child Protection who will ensure schools work effectively to keep children safe and well.

If you have any concerns about the safety and wellbeing of a child or young person, including a 'gut feeling', talk about this to the school's Child Protection Co-ordinator or another member of staff. The Child Protection Co-ordinator is **Caroline Connell - HT**.

Composite Classes/How Classes Are Formed

Composite Classes

Primary schools have pupils at seven year stages, primary 1 to primary 7. A year stage is defined as a group of pupils entering primary education at a common date. Composite classes are those where children of more than one-year stage are grouped together to form a class.

Schools are staffed to agreed standards based on the total number of pupils within the school regardless of the numbers of pupils at each year stage. This means that the head teachers are required to take management decisions to organise classes to make best use of available staff, resources and space. Balancing up the various factors involves both educational and organisational considerations.

Head teachers take into account a number of considerations when organising their class structures.



In allocating children to composite classes, head teachers bear in mind the progress children have made in their learning. For example, a group of children of similar ability, or working at broadly the same pace - particularly in mathematics/numeracy and/or language/literacy - may be allocated to the same class. Parents should be reassured that, by using information about how pupils are progressing to inform groupings for composite classes, no child is being disadvantaged by being "kept back" or "pushed on". Normally such classes will be formed before the start of a new school year so that all involved know that class structures exist for the new school session. In certain circumstances class restructuring may have to take place during the summer break or after a school session has started. However such cases will be very exceptional. Parents will be informed at the earliest opportunity of likely re-classification of classes to allow appropriate discussions to take place. Further information is available at the school.

At Doonfoot Primary we look closely at performance in these areas as well as taking account of social factors and pupils' personal and social development. In composite classes the size of the class is restricted to 25 pupils. The head teacher will arrange to meet with any parent who may be concerned about the arrangements for their child.

School Improvement - attainment

What outcomes has the school achieved?

The areas for improvement within the school are long-term goals and help to create an overall picture of attainment and achievement.

Within Primaries 1, 3, and 5 CEM data has been used to assess pupils within key areas of literacy and numeracy. However, due to technology issues, the results are not a true reflection of the P7 pupils this session. All data is gathered, to reflect pupil attainment and achievement in a variety of ways, to ensure effective pace and progression.

Pupils' achievements and attainment are recognised on a personal basis.

A new coherent programme has been developed and active approaches to spelling ensures that results have been very good. The development of the "Dyslexia Friendly" initiative and COGMED has supported this. The school will achieve both silver and gold next session. Bronze award was achieved this year.

This session, in our Dyslexia Friendly Schools initiative, we have been working towards 'Silver' and 'Gold' accreditation.

Attainment across the school continues to rise. Pupils are supported effectively and this is shown through the achieved targets set within IEPs and action plans for those with additional support needs. Systems to manage this are very effective. Data within CEM assessments have identified many pupils are working beyond their developed ability who require additional support.

The experience and outcomes from Curriculum for Excellence have been monitored and recorded through the SEEMIS system and teachers track progress three times per year.

Present levels of performance in June 2015 of pupils gaining developing, consolidating / secure within Early / First / Second level for literacy/ numeracy/ Health & Well Being are very good.

CEM Standards and Quality Statement

Reading

In P1, most pupils assessed in reading achieved levels which were either in line or higher than expected for their age, compared with other pupils nationally.

In P3, most pupils assessed in reading achieved levels which were either in line or higher than expected for their age, compared with other pupils nationally.

In P5, almost all pupils assessed in reading achieved levels which were either in line or higher than expected for their age, compared with other pupils nationally.

In P7, almost all pupils assessed in reading achieved levels which were either in line or higher than expected for their age, compared with other pupils nationally.

Mathematics

In P1 almost all pupils assessed in mathematics achieved levels which were either in line or higher than expected for their age, compared with other pupils nationally.

In P3, most pupils assessed in mathematics achieved levels which were either in line or higher than expected for their age, compared with other pupils nationally.

In P5, almost all pupils assessed in mathematics achieved levels which were either in line or higher than expected for their age, compared with other pupils nationally.

In P7, most pupils assessed in mathematics achieved levels which were either in line or higher than expected for their age, compared with other pupils nationally.

CEM assessments -% achieving levels expected or higher than expected for their age

	2011/2012		2012/2013		2013/2014		2014/2015		2015/2016	
	Reading	Mathematics	Reading	Mathematics	Reading	Mathematics	Reading	Mathematics	Reading	Mathematics
P1	98%	96%	90%	93%	90%	91%	93%	89%	91%	90%
P3	92%	100%	89%	94%	100%	98%	84%	94%	92%	90%
P4									94%	93%
P5	96%	92%	89%	93%	95%	92%	98%	98%	95%	89%
P7	96%	82 %	95%	74%	N/A	N/A	94%	85%	89%	83%

Religious and Moral Education

Each individual within a school community should be enabled to develop as a successful learner, confident individual, responsible citizen and effective contributor. Religious observance has an important part to play in this development. It provides opportunities for the school community to reflect on, and develop, a deeper understanding of the dignity and worth of each individual and their contribution to the school and the wider community.

At Doonfoot pupils make a study of 3 main world religions: Christianity, Judaism and Islam. All pupils attend assembly held on a Tuesday afternoon, where we celebrate personal achievements and share news and information. On occasions our school chaplain attends and conducts worship.

This is set out in SOIED Circular 6/9, the Education (Scotland) Act 1980 and the Scottish Government Circular dated February 2011, *'Curriculum for Excellence - Provision of Religious Observance in Schools'*.

There is a statutory provision for parents to withdraw children from participation in religious observance and this can be done by contacting the school.

Parents from religions other than Christianity may request that their children be permitted to be absent from schools 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 (days) in any one school session and the pupil noted as an authorised absentee in the register.

Health and Wellbeing

Health and wellbeing – including school behaviour policy

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they may need for mental, emotional, social and physical wellbeing now and in the future. Children and young people should feel happy, safe, respected and included in the school environment and all staff in the school are pro-active in promoting positive behaviour in the classroom, playground and the wider school community. The development of good behaviour and the value of school rules allow us to be a thriving positive environment. At Doonfoot we truly respect one another as best we can.

We have developed a new behaviour policy and points strategy across the school and pupils are rewarded for positive behaviours.

Any concerns with ongoing concerns will be dealt with quickly to ensure difficulties do not escalate.

Some pupils may display behaviours that are deemed unacceptable. Consideration will always be given to individual needs and circumstances in line with the school's expectations.

All school rules apply to the playground. Dummy fighting is not allowed or games which involve the pulling of clothes.



Positive behaviour is seen to be the joint responsibility of all staff, parents and pupils.

At Doonfoot Primary we aim to encourage children to behave positively. We do this through our Health and Well Being programme as well as our Citizenship programme. There are school, classroom and playground rules that are discussed with pupils at the start of each term. Pupils themselves create their classroom rules and discuss the importance of 'keeping to the rules'. When children do not follow the rules within the classroom, the teacher will use a variety of sanctions - these include:

- Loss of dojo
- Moving from green to Amber to red
- Reported to SMT

We believe that we should look to promote positive behaviour at all times, but there are a small number of pupils whose actions from time to time work against the welfare and educational progress of the others in their class. Such pupils will become subject to the school's behaviour policy.

With serious offences, the pupil may be excluded from school for a period of time and in the most serious instances referred to South Ayrshire Educational Services.

We expect very high standards of behaviour at Doonfoot and the majority of pupils respond to this. Occasionally, however, out-of-school disputes spill over into the playground or on the way to and from school. We would ask your help in ensuring that your children have the same high standards outside school as they have inside.

Equal Opportunities and Inclusion

Equal opportunities and inclusion

- The national legislation around equal opportunities and social inclusion includes:
- Children and Young People (Scotland) Act 2014;
- ASN legislation;
- Equality Act;
- United Nations - Rights of the Child;
- Disability Discrimination Act;

South Ayrshire puts this into practice through the following core beliefs:

- ***Presumption of mainstream:*** All children and young people have the right to an education within a mainstream school (Standards in Scotland's School Act 2000);
- ***Most inclusive option:*** Wherever possible, children and young people will be provided with an education within their own community and/ or within their own catchment school (Additional Support For Learning Act 2004)(Amended 2009);
- ***Staged intervention:*** If there are concerns about how a child or young person is coping within a mainstream placement, the model of staged intervention will be followed and this may include multi-agency meetings to assess and plan with all available resources (Additional Support For Learning Act 2004)(Amended 2009);
- ***Links to community:*** If it is agreed that a placement outwith a child's community is appropriate to meet their needs, it is important to consider ways in which a child can maintain links and relationships with peers from their own community (Additional Support For Learning Act 2004)(Amended 2009);
- ***Involvement of child and parent/ carer:*** It is vital that the child and young person and parents/ carers are involved in all of these processes ((Additional Support For Learning Act 2004)(Amended 2009) and The Children (Scotland) Act 1995);
- ***ASN legislation:*** all processes and meetings will comply with the timescales of the ASN legislation.

Each school has a Pupil Support Coordinator who has responsibility to ensure each child's needs are met. They will work alongside Pupil Support staff within their own school and also centrally. Central staff include ASN teams, Psychological Services and Quality Improvement Officers.

If you need further information on any of the above teams, contact your school Pupil Support Coordinator.

The pupil support coordinator at Doonfoot is Miss Millar.

What is 'Citizenship'?

By encouraging all young people to take on responsibilities and exercise choice, they learn about citizenship. Involving them in the school and in the key decisions that affect them, we attempt to motivate young people to be active and responsible members of their own community at both local and global level, giving them opportunities to develop knowledge, understanding and care for the wider world.



Eco Schools

Doonfoot has now achieved green flag status. 'Eco Schools is an international programme which has been designed to encourage whole-school action for the environment'. It is about involving young people in our schools in environmental issues - issues that affect them now and in the future. Doonfoot Primary is committed to promoting environmental awareness in all of our pupils, staff, parents and the local community. There are seven Eco Schools environmental areas; Litter, Waste minimisation, Energy, Water, Transport, Health and well-being and School Grounds.

All pupils are offered opportunities to become involved in Eco Schools in three main ways:

- Whole School - taking part in the school environmental review and reporting findings back at assembly.
- Class Level - projects in relation to one of the seven eco schools environmental areas, sharing ideas and suggestions through eco class boxes and participating in visits to and by business links/agencies in support of the class project.
- Individual Level - by being elected as class representatives, participating in eco schools competitions, joining afterschool clubs and helping at eco events.



Eco Schools also provide children with the opportunity to gain a bank of knowledge about each of the seven projects, and at the same time provides them the opportunity to develop skills such as, planning and working in teams, researching, recording and presenting, co-operating with others, taking responsibility, making decisions and being creative. These skills are all crucial to functioning successfully in their future as responsible citizens.

Commitment to the Eco Schools projects and the school action plan will enable the children to develop the four capacities outlined in A Curriculum for Excellence; Confident Individuals, Successful Learners, Effective Contributors and Responsible Citizens.

Parental Involvement



Parental Involvement and Home School Links

The school strives to maintain a close relationship with parents. At the start of a new session your child will invite you to come along to the school to meet his/her teacher and see round the new classroom. This 'Welcome Evening' is held in August or early September.

Parents' evenings will be held twice yearly with parents being given the opportunity to discuss with the class teacher their child's progress in all aspects of education.

We do have an open door policy. This means you are welcome to meet with the class teacher or any adult.

However, please telephone the school to make an appointment that is convenient to both of you.

The Head Teacher also produces an annual Standards and Quality report, both of which can be obtained from the School Office. Furthermore, a newsletter is produced each term giving diary dates and updating parents on initiatives taking place. This information is also available via our school website.

The Parent Council also maintains strong informal links between parents and the school. The Parent Council deals with general issues regarding safety, school budget and the welfare of pupils.

The parent council sends a termly bulletin to parents.

Home / School Links: Adult Involvement

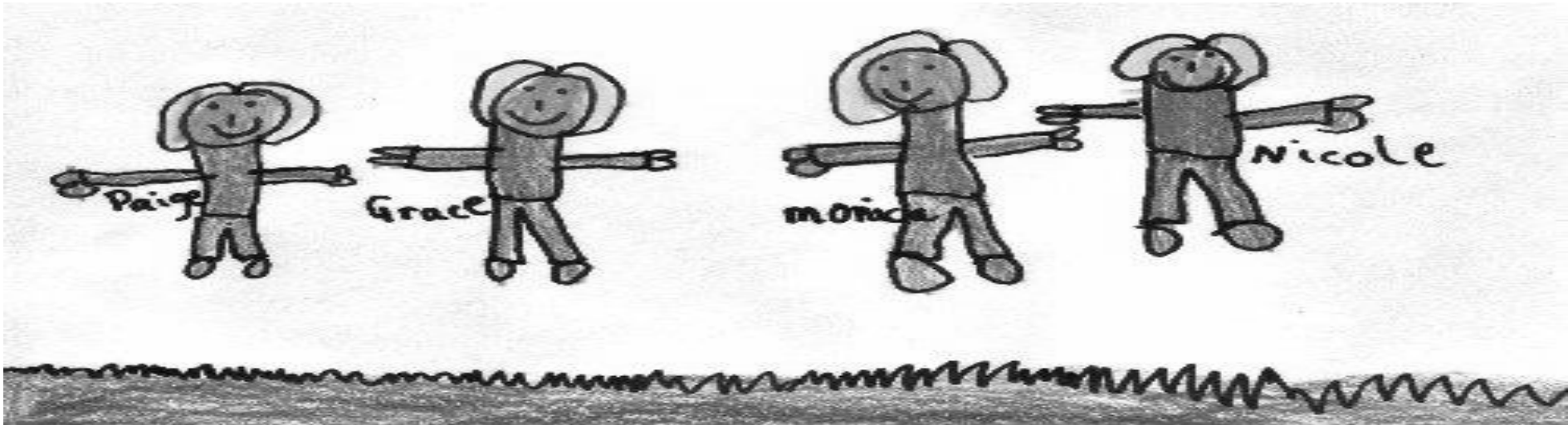
At Doonfoot Primary there are a number of activities and experiences we like our pupils to have such as visits to theatres and educational excursions. It is not always possible or desirable for these to be undertaken by the class teacher alone. It is at these times we look for some adult involvement to assist us.

Many of the activities we undertake within the school benefit greatly from adult support and for a number of years now we have been very fortunate in having a large group of parents / adults willing to devote some of their own time to respond to our recurring requests for support. We do give help and advice so if your child brings a letter home requesting help and you are in a position to do so please tick the box and we will get back to you. Sometimes we get too many offers, but we always acknowledge your offer and keep you in mind for the next time. Many of our activities could not take place without your help, so please keep offering!

As a key element of our commitment to work in close partnership with parents we offer a number of Parent Workshops to give information and guidance to parents. These will be mainly at the early stages and we try also to identify areas at later stages where parents would find it useful. We are aware that many parents are keen to find out what goes on in the classroom and discover what they can do to support their child. If there is an area of the curriculum on which you would like more information please contact the school or a member of the school board who will pass your request on.



The School and the Community



The school is an important feature of the local community and we have endeavoured to foster good relationships amongst its members.

Children, as part of their work, will be involved in exploring their environment and we are always keen for people in the community to offer their expertise to enrich this work. Members of the community, whether parents or not, are welcome to visit the school to view the work that is going on.

The children are encouraged to get involved in the community by taking part in projects that involve it.

People from the community and parents are regularly invited to share in our assemblies and extensive use is made of the school campus by community groups in the evening.

Parents as Partners - Parent Council and Parent Forum

Parent Councils are the formal representative body for parents with children attending school. Parent Councils are different in each school to enable them to meet the needs of parents locally. Parents are welcomed to be:

- involved with their child's education and learning;
- be active participants in the life of the school; and
- express their views on school education generally and work in partnership with their children's schools.

All parents / carers are automatically members of the Parent Forum at their child's school. As a member of the Parent Forum all parents can expect to :-

- receive information about the school and its activities;
- hear about what partnership with parents means in our school;
- be invited to be involved in ways and times that suit you;
- identify issues you want the parent council, to work on with the school;
- be asked your opinion by the parent council on issues relating to the school and the education it provides;
- work in partnership with staff; and
- enjoy taking part in the life of the school in whatever way possible.

The Parent Forum decides how their representatives on the Parent Council are chosen and how the Parent Council operates. Parents are encouraged to volunteer or put themselves forward to be chosen as representatives of the Parent Council if they wish.

The main aims of the Parent Council are to:

- support the school in its work with pupils
- represent the views of parents
- promote contact between the school, parents, pupils, providers of nursery education and the community
- report to the Parent Forum
- be involved in the appointment of senior promoted staff.
- raise funds for the school for the benefit of pupils (in some schools the PTA/PA fulfils this role).

Our chair until June 2017 is Mr Rodgers

Please contact the school and we will pass your request to our Parent Council

For more information on parental involvement or to find out about parents as partners in their children's learning, please contact the school or visit the Parentzone website at www.parentzonescotland.gov.uk.

The Scottish Parent Teacher Council is the national organisation for PTAs and PAs in Scotland, Parent Councils can join too, and it runs an independent helpline service for all parents. They can be contacted by phone on 0131 226 4378, fax 0870 706 5814 or email on sptc@sptc.info or write to SPTC, Mansfield Traquair Centre, 15 Mansfield Place, Edinburgh, EH3 6BB.

National Parent Forum of Scotland - enquiry@parentforumscotland.org

The National Parent Forum of Scotland has been set up to give Parent Councils and parents an opportunity to discuss and raise educational issues of mutual interest or concerns at a national level.

The Council will meet on the first Monday of each month at 7pm.

All parents are welcome to attend this meeting as part of the parent forum.

Choosing a School

Under the placing request arrangements parents have the right to choose a school other than the catchment denominational or non-denominational school for their area. This is known as a placing request and application forms can be obtained from the school office or Educational Services, County Buildings, Wellington Square, AYR KA7 1DR, telephone 01292 612465.

Unfortunately it is not possible to guarantee that a placing request will be successful, but parents will have the right of appeal should it be unsuccessful. Full details of the placing request arrangements are contained in the application form or on the Council website: <http://www.south-ayrshire.gov.uk/schools/placing-requests.aspx>.

You should be aware that if you decide to make a placing request your child would no longer be automatically considered for a place in their catchment school.

Attendance

Attendance

Section 30 of the 1980 Education Act lays a duty on every parent of a child of 'school age' to ensure that their child attends school regularly. Attendance must be recorded twice a day, morning and afternoon. In secondary schools attendance is recorded each period.

Regulation 7 of The Education (Scotland and Placing Information) (Scotland) Amendment etc Regulations 1993

requires each child/young person's absence from school to be recorded in the school register as authorised: e.g. approved by the authority, or unauthorised; e.g. unexplained by the parent (truancy) or excluded from school.

Family holiday not authorised by the school

Family holidays taken during term time will be categorised as unauthorised absence. Only in exceptional and very limited circumstances will schools authorise a family holiday during term time. Such circumstances may include:

- o A family holiday judged to be important to the well-being and cohesion of the family following serious or terminal illness, bereavement or other traumatic events;
- o Where a parent's employment is of a nature where school holiday leave cannot be accommodated (eg. armed services or emergency services).

- Where parents are in the emergency services and routinely take holidays outwith the school holiday when the option is available of taking leave during the school holiday, the absence will be considered unauthorised.
- A family holiday classified under the 'authorised absence' category should not include such reasons as:
 - The availability of cheap holidays;
 - The availability of desired accommodation;
 - Poor weather experienced during school holidays;
 - Holidays which overlap the beginning or end of term;
 - Parental difficulty obtaining leave (with local judgement applied in cases where evidence is provided by the employer that it cannot accommodate leave during school holidays without serious consequences);

Extended leave with parental consent

Where almost all family holidays will be recorded as unauthorised absence (see below), extended leave with parental consent will not be considered the same as a family holiday. Extended leave with parental consent will be recorded separately outside the figures for attendance and absence, and include circumstances such as:

- o Extended overseas educational trips not organised by the school
- o Short-term parental placement abroad
- o Family returning to its country of origin (to care for a relative, or for cultural reasons)
- o Leave in relation to the children of travelling families

Advice to parents

Schools will follow-up all instances of pupil non-attendance in order to record accurately the reason for absence using the above coding system. **It would be extremely helpful in this regard, if parents contact school at the beginning and end of the absence period** - indicating their awareness of the absence and reason for absence at the beginning of the period and expectation of return to school at the end of the absence period. Where no information is provided absences will be considered to be unexplained and therefore recorded as unauthorised.

Routine and expected visits outwith school

Doonfoot Primary School recognises the need for young people to be regularly involved in outdoor activities and learning which will involve visits outwith the school. These visits will be routine and are expected part of Curriculum for Excellence. Routine and expected visits will be to local venues, involve easily managed activities, happen on a regular basis and be completed within regular school times.

Parents/carers will be advised about the general plans for routine and expected visits. However, you will not necessarily be informed every time your child goes outwith the school. Parental consent for these visits is given via the annual parental consent which is issued to parents at the beginning of each new session

Transferring Educational Data about Pupils

Transferring educational data about pupils

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

Why do we need your data?

In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as the SQA and Skills Development Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results.

Accurate and up-to-date data allows us to:

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

Data policy

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

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

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

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This note can give only a brief description of how we use data. Fuller details of each individual ScotXed survey, including the purpose of each and the published data, can be found on the ScotXed website (<http://www.gov.scot/Topics/Statistics/ScotXed>). Pupil names and addresses (other than postcode) are never collected in any ScotXed statistical survey.

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

Concerns

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

School Uniform



School Dress

Given that there is a substantial parental and public approval of uniform, schools in South Ayrshire are free to encourage the wearing of school uniform. In encouraging the wearing of uniform, account must be taken in any proposals to prevent any direct or indirect discrimination on the grounds of race or gender. Any proposals will be the subject of widespread consultation with parents and pupils. Against this background it should be noted that it is the policy of the Lifelong Learning Committee not to insist on pupils wearing uniform or having specialist items of clothing as a prerequisite to their attending and engaging in all of the activities of the curriculum.

Doonfoot Primary, in line with the above Council policy, seeks to encourage all pupils to wear our established uniform when attending school:

- White/Purple Polo Shirt
- Grey skirt or trousers
- Purple sweatshirt / Cardigan- Doonfoot

For PE: comfortable shorts and T-shirts, with soft-shoes for indoor activities. For outside suitable leggings, track trousers, outdoor shoes.

For outdoor learning: Wellingtons, waterproof trousers, jacket.

We adhere strictly to health and safety guidelines and pupils must remove any item that may cause danger i.e. metal buckles or jewellery. These items are the responsibility of the pupil.

There are forms of dress, which are unacceptable in school, such as items of clothing which:-

- potentially, encourage faction (such as football, rugby colours);
- could cause offence (such as anti-religious symbolism or political slogans);
- could cause health and safety difficulties, such as loose fitting clothing, dangling earrings, are made from flammable material for example shell suits, in practical classes;
- could cause damage to flooring;
- carry advertising, particularly for alcohol or tobacco; and could be used to inflict damage on other pupils or be used by others to do so.

Transfer from Primary 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 four years of secondary education. Parents will be informed of the school arrangements no later than December of the year preceding the date of transfer at the start of the new session.

The children of Doonfoot Primary normally transfer to:

Belmont Academy
Nursery Road
AYR
KA7 3SN
Tel. 01292 281733

While parents have the right to enrol their children at a secondary school of their choice within the regulation governing placing requests, it should be borne in mind that liaison arrangements exist between Doonfoot Primary and Belmont Academy. In June P7 pupils visit Belmont Academy and follow a set timetable, which enables them to meet the staff.

Parents will be informed of transfer arrangements no later than December of the year preceding the date of transfer at the start of the new session.

Copies of Belmont Academy's handbook for parents will be made available to the parents of all P7 pupils at Doonfoot Primary.

Parental Complaints Procedure

Parental complaints procedure

A complaint is an expression of dissatisfaction by one or more members of the public about the Council's action or lack of action, or about the standard of service provided by or on behalf of the Council.

If you have any comments or complaints please approach the Head Teacher in the first instance. If the Head Teacher does not resolve the issue to your satisfaction, you should:

- Visit one of South Ayrshire Council's Customer Service Centres, or any local office.
- Phone South Ayrshire Council Customer Services Team on 0300 123 0900
- E-mail: listeningtoyou@south-ayrshire.gov.uk
- Write to: Customer Services, South Ayrshire Council, Freepost NAT 7733, Ayr, KA7 1DR

Anyone can make a complaint to us, including the representative of someone who is dissatisfied with our service.

*If you have a concern and wish to complain to the Care Inspectorate directly, please write to:
Care Inspectorate, Sovereign Road, Suite 3, Academy Road, Irvine, KA12 8RL*

Care and Welfare



Supervision of Playgrounds

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, including taking reasonable care of pupils' safety during intervals and lunch times.

An adult presence is provided in playgrounds at break-times as stipulated in the Schools (Safety and Supervision of Pupils) (Scotland) Regulations 1990. Our School Assistants, support staff and janitor provide this presence. Under the direction of an adult, primary 6 & 7 pupils also help supervise pupils in Primary 1-3

It is school policy that pupils should not leave the school grounds during the morning interval. Pupils should also stay within the school grounds at lunch-time, unless they are going home for lunch with their parents' agreement.

Our school policy is that no pupil is allowed out of the school without permission during school hours. Children will not be released from school during school hours unless collected by a responsible adult.

Children are encouraged to enjoy playing games fairly at break-times.

Parents who drive or walk their children into the car park present a danger to other children and adults. This practice MUST be discontinued.

Meals

Midday meals are provided in the school's dining hall. These are cooked and served in cafeteria fashion. There is a wide choice of main courses and snack meals, including sweets and fruits. The cost for a main meal, sweet and milk is approximately £2.10. Special diets can also be provided. Please send in a medical line or a note from your GP.

Children of parents receiving Income Support, Job Seekers Allowance (Income Based), Child Tax Credit (only where income is less than **£16105**), Child Tax Credit and Working Tax Credit (where income is less than **£6420**), Universal Credit, income related element of Employment and Support Allowance and support under part V1 of the Immigration and Asylum Act 1999 are entitled to a free midday meal. Information and application forms for free school meals may be obtained from schools, customer service centres and from Educational Services, County Buildings, Wellington Square, Ayr KA7 1DR , Telephone 01292 612465.



Free school meals are available to all P1-P3 pupils.

Sample Menu

<i>Soup</i>	<i>Chicken Noodle Soup & ½ filled Sandwich or Roll</i>
<i>Main Meal</i>	<i>Savoury Mince</i>
<i>Snack Dish</i>	<i>Baked Potato & Cheese</i>
<i>Salad</i>	<i>Honey Roast Ham & Tuna</i>
<i>Potato</i>	<i>Mashed Potato</i>
<i>Vegetable</i>	<i>Mixed Vegetables</i>
<i>Salad Bowl</i>	<i>Curried Rice, Lettuce, Tomato, Cucumber</i>
<i>Sweet</i>	<i>Chocolate Pear Gateau & Chocolate Sauce</i>

Footwear and Clothing Grant Information

Footwear and clothing grant information

Children of parents receiving Income Support, Job Seekers Allowance (Income Based), Child Tax Credit (only where income is less than **£16105**), Child Tax Credit and Working Tax Credit (where income is less than **£16105**), Universal Credit, income related element of Employment and Support Allowance, Council Tax reduction or Housing Benefit are entitled to a footwear and clothing grant. Information and application forms for footwear and clothing grants may be obtained from schools, customer service centres and from Educational Services, County Buildings, Wellington Square, Ayr KA7 1DR Telephone 01292 612465



Transport Guide to Parents

In law it is the parents' responsibility to ensure that children attend school and make suitable travel arrangements for them. However where children live more than a specified walking distance from their catchment school the Council will assist with school travel by making available free school transport for all or part of the journey.

South Ayrshire Council has a policy of providing free transport to all primary pupils who live more than two miles from their local school by the recognised shortest, safe walking route. This policy is more generous than the law requires. This means that the provision of transport could be reviewed at any time. Parents who consider they are eligible for free school transport should obtain an application form from the school or Children and Community, County Buildings, Wellington Square, Ayr KA7 1DR - 01292612284. 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.

Strathclyde Partnership for Transport (SPT) organise mainstream school transport on behalf of South Ayrshire Council. If you have any concerns or complaints relating to the service provided you should in the first instance contact the school who will forward your complaint to SPT alternatively you can e-mail SPT at school.transport@SPT.co.uk.

Applications may be submitted at any time throughout the year but may be subject to delay whilst 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 spare places are available and no additional costs are incurred.

Children who have Additional Support Needs and/or particular medical conditions may also be entitled to free school transport. The school can advise you on how to access this support.

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 authority's limit (see above paragraph). It is the parent's responsibility to ensure that their child arrives at the pick-up point in time. It is also the parent's responsibility to ensure the child behaves in a safe and acceptable manner while boarding, travelling in and alighting from the vehicles. Misbehaviour could result in your child losing the right to free transport.

The education authority does not provide transport for those pupils in receipt of a placing request.

Privileged Seats

Pupils who are not entitled to free school transport may on occasion apply for a privileged seat. A privileged seat is where there is a vacant seat on a dedicated school contract. Parents can make an application for a privileged seat by submitting a letter to South Ayrshire Council, Department of Children and Community, County Buildings, Ayr KA7 1DR at any time during the year. Parents should note that privileged seats are not available on local service contracts and are allocated during October. Privileged seats can be withdrawn if an entitled pupil requires transport and cease at the end of each school session.

Personal Belongings

It helps if all coats and anoraks have loops on them so that they can be hung securely on the pegs. (If a loop comes off please sew it back on.)

When items have been lost please enquire at the janitor's office. At the end of each session items which are not claimed and have no means of identification are sent to one of the local charity shops. In past years we have sent several full black bags!

Please make sure that all articles brought to school are clearly marked with the child's name.

Use of Mobile Phones

We discourage the use of mobile phones during school hours. If necessary children can have access to a telephone in the school office and parents should contact the office if they wish a message passed to their child. [Please see valuable items above].

Valuable Items

The Council is concerned at the level of claims being received regarding the loss of pupils' clothing and/or personal belongings. Parents are asked to assist in this area by ensuring that valuable items and unnecessary expensive items of clothing are not brought to school. Parents should note that the Council does not carry insurance to cover loss of such items and any claims submitted are likely to be met only where the Council can be shown to have been negligent.

Insurance

South Ayrshire Council hold Public Liability, Employer Liability and Officials Indemnity Insurance. In addition, South Ayrshire Council has an on-site and off-site activities insurance policy. Further information regarding insurance and an appropriate claim form can be obtained from the school or Children and Community, County Buildings, Wellington Square, Ayr, KA7 1DR telephone 01292 612264.

Use of Social Media

Online social media tools can be excellent for supporting teaching and learning, providing exciting opportunities for schools to engage, communicate and collaborate with pupils and the wider community. Their use is carefully considered by the school to ensure the safety of the school community. The benefits of using social media tools should significantly outweigh any concerns and schools should be able to demonstrate the steps they have taken to reduce any identified risks.

Glow

In South Ayrshire we want to support collaboration amongst teachers and pupils and therefore we promote and support the use of the common platform, *Glow*.

If pupils are using online communities where they self-register the school will encourage them to read and follow the terms and conditions of the site and ensure they are aware of how to stay safe online.

When using any form of social media to communicate with pupils (including *Glow*) staff will ensure that they:

- only share information that they would be willing to share in school or a school-related setting;
- maintain a formal, courteous and professional tone when communicating with pupils;
- maintain professional boundaries ;
- do not exchange personal information such as phone numbers and personal e-mail addresses;
- do not discuss their private and personal relationships with pupils;
- take care to avoid becoming personally involved in pupils' personal affairs;
- decline pupil-initiated 'friend' requests;
- manage their privacy settings and keep them under review;
- report any inappropriate use of social media by a pupil or concerning a pupil to their Head Teacher or line manager.

The school has a clear and documented process in place for the reporting and recording of inappropriate use of social media.

Health Promotion and Nutrition

Children and young people need the right balance of food and nutrients to develop and grow. Healthy Eating is about getting that balance right and all our menus are nutritionally analysed to meet the Scottish Government Schools (Health & Nutrition) (Scotland) Act 2007 and promote key messages to improve diet to positively influence current and future health.

The Schools (Health Promotion and Nutrition) (Scotland) Act 2007 and the Nutritional Requirements for Food and Drink in Schools (Scotland) Regulations 2008 build on the achievements of Hungry for Success by establishing standards for all food and drink in schools.

The focus is on getting the balance right and helping pupils make informed choices. A wide range of appealing healthy food and drinks are promoted through marketing, education and active encouragement.

We educate and encourage children and young people to opt for healthier choices, not only in school but also outside school.

For further information go to:-

<http://www.scotland.gov.uk/Resource/Doc/222395/0059811.pdf>



Medical and Health Care

Health Promotion and Nutrition

Children and young people need the right balance of food and nutrients to develop and grow. Healthy Eating is about getting that balance right and all our menus are nutritionally analysed to meet the Scottish Government Schools (Health & Nutrition) (Scotland) Act 2007 and promote key messages to improve diet to positively influence current and future health.

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We educate and encourage children and young people to opt for healthier choices, not only in school but also outside school.

Further guidance can be found at:

www.scotland.gov.uk/Resource/Doc/222395/0059811.pdf

Asthma

If your child has need of an Inhaler in school please ensure that this has the pupil's name clearly marked on it.

ADMINISTRATION OF MEDICINES

Approved staff are not allowed to administer medicines without the appropriate forms completed and submitted to the school office. Parents are asked to keep the school up to date with any medical changes.

Please note that members of staff are not normally allowed to administer medicine to pupils.

If a child should become ill during the school day and requires to be sent home, the parents will be contacted. **It is thus necessary that the school has on record up to date information as to where parents - or any other emergency contact - can be located at all times of the school day.**

In cases of injury to a child where hospital attention may be necessary the child may have to be taken there without delay. This would be done under the care of the school staff and parents contacted as soon as possible.

The school dentist will visit regularly when all children will be examined. Thereafter parents have the choice of treatment in school for their children or of visiting their own dentist. No treatment will be carried out without parental permission.

NHS Ayrshire & Arran

Oral Health Promotion Initiatives in Nursery and Primary Schools

NHS Ayrshire & Arran is implementing two oral health programmes - Childsmile and the National Dental Inspection Programme (NDIP) in local schools.

Childsmile:

The Childsmile Programme's aim is to improve the dental health of children in Scotland and it is funded by the Scottish Government. Childsmile has 3 main elements:

o A core tooth brushing programme - In Ayrshire & Arran, daily supervised tooth brushing takes place in all nursery schools and many primary schools. Free Childsmile oral health packs containing a toothbrush and fluoride toothpaste are given out twice a year to children at nursery school and on entry to primary school in primary 1. During their first year of life, all babies are given an oral health pack and a drinking cup to encourage healthy weaning by swapping bottle for cup as soon as baby is able to drink from a cup. All children should be registered with a dentist (General Dental Practitioner) and visit regularly to help keep their teeth as healthy as possible. **Remember - water and milk are recommended as safe drinks for teeth for all children.**

The National Dental Inspection Programme:

Each year at school, all primary 1 and all primary 7 pupils will be offered a dental inspection in school, by a dentist. It is important that each child's dental health is assessed so that the child and their parents can maintain dental health and take the necessary steps to remedy any problems that may have arisen. There is also a need to monitor children's dental health at national and regional or local levels so that reliable dental health information is available for planning and evaluating initiatives directed towards improvements. The National Dental Inspection Programme fulfils both these functions by providing an essential source of information for keeping track of any changes in the dental health of Scottish children.

The Freedom of Information (Scotland) Act 2002

The Freedom of Information (Scotland) Act 2002 enables any person to obtain information from Scottish public authorities. The Act applies to all Scottish public authorities; Scottish Executive and its agencies; Scottish Parliament; Local Authorities; NHS Scotland; Universities and further education colleges; and the Police.

Public Authorities have to allow access to the following information:

- The provision, cost and standard of its service;
- Factual information or decision-making;
- The reason for decisions made by it.

The legal right to access includes all types of 'records' information of any data held by the Scottish public authorities. From 1st January 2005, any person who makes a request for information must be provided with it, subject to certain conditions.

Data Protection Act

Information on pupils and parents may be used for teaching, registration and assessment and other administrative duties. This information may be shared with the Health Board for statistical, operational and analysis purposes. The information is protected by the Data Protection Act 1998 (as amended) and may only be disclosed in accordance with the Code of Practice. For further information, please contact the school.

Helpful addresses and websites

Educational Services

South Ayrshire Council
County Buildings
Wellington Square
Ayr
KA7 1DR

www.south-ayrshire.gov.uk
www.ltscotland.org.uk/parentzone
www.hmie.gov.uk

South Ayrshire Council

<http://www.south-ayrshire.gov.uk>

Learning and Teaching Scotland

<http://www.ltscotland.org.uk/parentzone>

HMIE

<http://www.hmie.gov.uk>

Doonfoot Primary School Website

<http://www.doonfoot.sayr.sch.uk/>

Doonfoot PTA

<http://www.doonfootpta.co.uk/>

South Ayrshire Council Education and Learning

<http://www.south-ayrshire.gov.uk/education-and-learning/>

School Holidays etc

<http://www.south-ayrshire.gov.uk/schools/holidays.aspx>

School Meals

<http://www.south-ayrshire.gov.uk/schools/meals.aspx>

Managing head lice

<http://www.Scotland.gov.uk/library5/health/ngmh.pdf>

and <http://www.herbs.scot.nhs.uk/service/pub/pdf/headlice.pdf>

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

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