



Alloway Primary School



H A N D B O O K

2023/2024

**16 Doonholm Road, Alloway,
Ayr, KA7 4QQ**

 **01292 612490**

Due to Covid restrictions some of the information may need to change or be adapted-we will keep you updated.

Contents

SECTION A	General School Information	4
	1. Head Teacher Welcome Statement.....	4
	2. School Ethos, Aims and Values.....	5
	3. School Information.....	7
	• Name	
	• Address	
	• Telephone number	
	• Email address	
	• Website	
	• Denominational Status	
	• Accommodation and Capacity	
	• House Structure	
	• Nursery Provision	
	• Catchment Map and Area	
	4. School Staff.....	9
	5. Management Team	11
	6. The School Year and School Hours	11
	7. Enrolment.....	12
SECTION B	Teaching and Learning	14
	1. Curriculum for Excellence	14
	2. The Core Curriculum.....	14
	3. Opportunities for Wider Achievement.....	21
	5. Assessment & Reporting	26
	6. School Improvement.....	30
	7. Support for Pupils (Additional Support Needs)	33
	8. Psychological Services	39
	9. Getting it right for Every Child (GIRFEC).....	41
	10. Child Protection.....	42
	11. Composite Classes	42
	12. Religious and Moral Education.....	43
	13. Equal Opportunities and Inclusion.....	43
	14. Health and Wellbeing (including the School Discipline Policy).....	45
	15. Pupil Council.....	49
SECTION C	Home / School / Community	50
	1. Parental Involvement and Home School Links.....	50
	2. Parents as Partners – Parent Council and Parent Forum.....	51
	3. Choosing a school	53
	4. Attendance.....	53
	5. Routine and Expected Visits Outwith the School	55
	6. Transferring Educational Data about pupils	55
	7. School Uniform Policy	57
	8. Transfer to Secondary School	58
	9. Public Private Partnership (PPP) Programme.....	59
	10. Parental Complaints Procedure.....	59
SECTION D	Care and Welfare	59
	1. Playground Supervision	59
	2. School Meals and Free School Meal Information	60
	3. Footwear and Clothing Grant Information	61
	4. Transport Guide to Parents.....	61
	5. Insurance.....	62
	6. Valuable Items	62
	7. Use of Mobile Phones	62
	8. Health and Medical Information	64
	9. Data Protection Act	67
	10. Freedom of Information (Scotland) Act 2002	69
	11. Helpful addresses and websites (Appendix A)	69
	Appendix A.....	71

SECTION A – General School Information

1. Welcome by Head Teacher

Dear Parents

On behalf of the staff and pupils I would like to welcome you to Alloway Primary School and Early Years Centre.

Our school which was officially opened in January 2009 is a wonderful building fit for the purpose of delivering education in the 21st century.

We look forward to working with you in partnership throughout the coming years to provide a service of the highest quality where all children have the opportunities required to allow them to reach their potential.

We strive to provide all our pupils with a well-balanced and varied curriculum. 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 our ever changing world. We are proud of our achievements and encourage pupils to give their best at all times.

I hope you find the information in this handbook helpful.

We also have a school website www.alloway.sayr.sch.uk where you will find other useful information, and children have their own GLOW passwords which will allow you to access class information throughout the session.

I hope you have a happy and rewarding time at Alloway Primary School and the staff look forward to meeting you.

Yours sincerely

F. Meney

Fiona Meney
Head Teacher



2. School Ethos Aims and Values

Vision

To create a safe, happy, caring and inclusive school where children, staff, parents and visitors feel valued, are encouraged to succeed, are treated with respect, enjoy learning and actively work together to be the best they can be.

Values

Our values at Alloway Primary School are based on respect, honesty, equality, responsibility and co-operation.

Our School Aims

- To provide a positive sense of community which allows all children to achieve success in different areas of activity and enables them to become confident and effective adults.
- To provide a curriculum of excellence that supports and enables all children to achieve their full potential.
- To create successful learners who are stimulated to think, learn and contribute to the life of the school and the wider community.
- To develop a knowledge and understanding of the world at large thereby creating citizens who are informed about environmental, cultural and scientific matters.
- To communicate and work in partnership with teachers, pupils, parents and other agencies to create a positive learning environment where everyone feels their views, talents, skills and opinions are valued and considered.

Alloway Primary is well placed in the south side of Ayr and well supported by the community.

We promote positive behaviour, good manners, positive relationships and endeavour to motivate pupils by taking part in a range of curricular, extra-curricular, community and global citizenship events.

We have great links with the Church, local resident homes and clubs, Sports Clubs and all Burns Connections as well as being very involved in the Ayrshire Festival. We support numerous local and international charities and have a link with Bandawe School in Malawi where we have developed their school library.

We utilise all the facilities in our local area and children are often invited to local events.



We are very proud of our Burns connections and Scottish heritage and celebrate this in many ways.

3. School Information

Name

Alloway Primary School

Address

16 Doonholm Road,
Alloway, AYR,
KA7 4QQ

Telephone Number

01292 612490

Email address

alloway.mail@south-ayrshire.gov.uk

Website

www.alloway.sayr.sch.uk

Head Teacher

Fiona Meney. Tel No. 01292 612490

Teaching by means of Gaelic language

Not offered

Denominational status

Non-denominational

Gaelic language

We do not offer this

Accommodation and capacity

Agreed Capacity of school - functional - 452
Planning Capacity - 444

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

House structure

Children in Primaries 1-7 are placed in houses.

Culzean - yellow

Greenan - green

Rozelle - red

Newark - blue

Nursery provision

1140 funded hours (60 places available 9am-3pm term time)

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, Educational Services, County Buildings, Wellington Square, Ayr KA7 1DR

Useful links to additional information to be found in Appendix 2

Parents can refer to additional information.....

Choosing a School: A Guide for Parents - information on choosing a school and the placing request system –

www.scotland.gov.uk/Publications/2010/11/10093528/0

4. School Staff



Name	Designation
Miss McGahon	P1M
Mr S Gaffney (temp)	P1G
Miss J McNeil (temp)	P2McN
Mrs M McLeod	P2McL
Mrs Y Clark	P3C
Mr R Hall	P3H
Mrs M McKay	P3M
Mrs A Wylie	P4W
Mrs J Jackson	P4J
Mrs E Goodwin	P5C
Mrs S Mackinnon	P5M
Ms D Wilson	P6W
Miss D Queen (temp)	P6Q
Mrs C Harrison	P7H
Miss N Rainey (acting PT)	P7R
Mrs D O'Connor	Cluster Support Teacher (2 days)
Mrs J Briggs	Support Teacher (2 $\frac{1}{2}$ days)
Mrs H Parkinson	Support Teacher (3 days)
Mrs L Herbert	Support Teacher (2 $\frac{1}{2}$ days)
Mrs K Gilmour	EYC Teacher (3 days)
Mrs G Haymarch, Mrs C Agnew, Mrs E Park and Mrs S Gibson	Teacher- on maternity leave
Miss H Downie	Senior Early Years Practitioner
Mrs A Ahmed	Early Years Practitioner
Mrs J Lorimer	Early Years Practitioner
Mrs L Gibson	Early Years Practitioner (2 days)
Mrs E Easton	Early Years Practitioner
Miss K Adgie	Early Years Practitioner (3 days)
Mr Ryan McGill	Early Years Practitioner
Mrs H Fraser	Early Years Practitioner
Mrs E Pollock	Early Years Practitioner

Ms Anna- Louise Burns	Music tuition (violin)
Mr S Bird	Music tuition (brass)
Mr A Gonzalez	Music tuition (woodwind)
Ms K Warnock	School assistant
Mrs A Campbell	School assistant - part time
Mrs S Tait	School assistant - part time
Mrs Y Herron	School assistant
Mrs S Andrew	School assistant - part time
Mrs L Armstrong	School assistant - part time
Mrs J Scobie	School assistant-temp
Mrs M Campbell	School assistant- temp
Mrs M Walker	School assistant- temp
Mr G Simpson	Janitor
Mr K Sloan	Janitor
Mrs J Renshaw	Office staff
Mrs J Paul	Office staff
Mrs S Cannon	Office staff (Mon, Tues, Thurs, Fri)
Mrs C McHugh	Office staff (Mon- Wed)
Mrs L Laing	School Cook
Ms V Stevenson	Catering assistant
Ms D Richmond	Catering assistant
Ms E Stewart	Catering assistant
Ms C Muirhead	Catering assistant
Ms K Williamson	Catering assistant
Ms T A O'Neill	Catering assistant
Mrs P Scott	Crossing Patroller (The Loaning)
Mr R Bell	Crossing Patroller (Monument Road)
Mr R Grace	Crossing Patroller (Doonholm Road)
Rev N McNaught/ Rev Hume	School Chaplain
Mrs D Irvine	School Nurse
Mrs C Masterman	Educational Psychologist
Mrs F Brown	Speech & Language Therapist
Miss C Anderson	Active Schools Co-ordinator

5. Management Team

Name	Designation
Mrs F Meney	Head Teacher
Mrs L Miller	Depute Head Teacher
Mrs L Hopper	Principal Teacher (Wed-Fri)
Mrs L Stewart	Principal Teacher (Mon- Thurs)
Miss N Rainey	Acting Principal Teacher
Mrs E Park	Principal Teacher (mat leave)

6. The School Year and School Hours

We operate an informal entry system in the morning, we do not ring a bell. Pupils may go into the cloakroom at 9am. Pupils are not normally admitted to school before this in the morning, however if the weather is very cold or wet, pupils are allowed into the building at 8.45am and are supervised by our classroom assistants. We are unable to allow pupils to enter school before this time as we do not have adequate supervision to ensure pupils' safety.

If for any reason your child arrives late please enter by the main entrance as the gates are closed for security reasons.

Pupils attend school for the full day from the start of the session in August.

There is a Breakfast Club and an After School Club which are independent of the school and can be contacted via Melissa Orsi on 07955 744288 or 07857 11591

7. Enrolment

Children who reach the age of 5 years before 1st March of the following year are eligible for enrolment for Primary One 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.

At all other times parents should contact the school office and make an appointment to meet the Head Teacher.

The main enrolment exercise for primary 1 takes place in January when pupils register for education. At all other times parents should contact the school office and make an appointment to meet the Head Teacher (unless you are making a placing request, see section 'Choosing a School').

One week in January is set aside by Educational Services for parents to enrol children who are due to start school in August. Parents should bring their child's birth certificate with them, and proof of residence.

Children who live in the catchment area of a particular school are required to enrol at that school, there 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 attend our nursery class are involved in numerous nursery/school planned events and children will be invited back into school for two sessions during the summer term before they start school to meet their teacher and the other boys and girls who will be in their class. An evening induction session for parents and children will also be arranged to enable parents to view the school and meet the staff and other parents. During this event, school staff will discuss the arrangements for starting school and answer any questions parents may have. Members of the school's Parent Council will be present to welcome and meet new parents. There will also be an opportunity to enjoy a school lunch with your child to familiarise him/her with the lunch hall.

Primary one teachers will endeavour to visit all pupils in local nurseries where children are transferring to Alloway Primary.

SOUTH AYRSHIRE COUNCIL

Educational Services

Approved School Holiday Arrangements: 2023/2024

Term	Break	Dates of Attendance	Cumulative Working Days
First	Mid Term	Teachers (Inservice)	Thurs 17 Aug 2023
		Teachers (Inservice)	Fri 18 Aug 2023
		Pupils return	Mon 21 Aug 2023
		<i>local holiday</i>	Fri *22 Sept 2023
		<i>local holiday</i>	Mon *25 Sept 2023
		Close	Fri 13 Oct 2023
		Teachers (Inservice)	Mon 23 Oct 2023
		Re-open (Pupils)	Tues 24 Oct 2023
		Close	Fri 22 Dec 2023
Second	Mid Term	Re-open	Mon 8 Jan 2024
		Close	Fri 9 Feb 2024
		<i>local holiday</i>	Mon 12 Feb 2024
		Teachers (Inservice)	Tues 13 Feb 2024
		Re-open (Pupils)	Wed 14 Feb 2024
		Close	Thurs 28 Mar 2024
Third		Re-open	Mon 15 Apr 2024
		Close	Wed 1 May 2024
		Teachers (Inservice)	Thurs 2 May 2024
		Re-open (Pupils)	Fri 3 May 2024
		<i>May Day</i>	Mon 6 May 2024
		<i>local holiday</i>	Fri 24 May 2024
		<i>local holiday</i>	Mon 27 May 2024
		Close	Fri 28 June 2024
			195
	Session 2024/25	Teachers (Inservice)	Fri 16 Aug 2024
		Teachers (Inservice)	Mon 19 Aug 2024
		Pupils return	Tues 20 Aug 2024
NB	Good Friday: 29 March 2024		
* Please note that the September weekend is provisional subject to confirmation of the date of the Ayr Gold Cup			
<i>Pupil's attendance will be 190 days after deducting 5 in-service days.</i>			

1. The Curriculum for Excellence

Curriculum for Excellence has been implemented across Scotland for all 3-18 year olds - wherever they learn. It aims to transform Scottish education, **raise standards of achievement**, and provide young people with the skills, knowledge and attributes they will need for learning, life and work in the twenty first century. This is encapsulated in the aim to improve the life chances of every young person in Scotland and develop their four capacities as: successful learners, confident individuals, responsible citizens and effective contributors.

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.

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 and builds on what they have learned at each stage. They will ensure that children continue to work at a pace that is appropriate for them but which also challenges and supports them to achieve their very best.

Every child is entitled to a **broad 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. All teachers are also responsible for the health and wellbeing of children and young people.

Curriculum for Excellence develops **skills** for learning, life and work to help young people go on to further study, secure work and navigate life. It brings real life into the classroom, making learning relevant and helps young people apply lessons to their life beyond the classroom. It links **knowledge and skills** 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.

All pupils are entitled to personal **support** to help them fulfil their potential and make the most of their learning opportunities with **additional support** wherever that's needed.

The Core Curriculum

Guidelines for the Curriculum for Excellence are provided at a national level by the Scottish Government. There is currently a greater emphasis on delivering a challenging, active and flexible approach where all pupils can take a lead role in their education.

We have adopted cooperative approaches to learning and active learning has a real place with Soft Start being a real success in our infant department allowing children to experience a range of active learning activities each day.

We deliver our well planned lessons through 4 contexts for learning:

Ethos and the Life of the school as a community

Curriculum Areas and subjects
Interdisciplinary Learning
Opportunities for personal achievement

The experiences and outcomes within Curriculum for Excellence set out expectations for learning and development in the following subject areas:

- Expressive Arts
- Language and Literacy
- Health and Wellbeing
- Mathematics and Numeracy
- Religious and Moral Education
- Sciences
- Social Studies
- Technologies (STEM)

Important themes such as Enterprise, Citizenship and Financial Education are developed in a range of contexts across curricular areas.

The school has whole school focus episodes of learning when we focus on aspects of the curriculum.

Expressive Arts

Expressive Arts include Art and Design, Music, Drama and Dance. There is a continuous and progressive programme in place at all stages in these areas. The school is fortunate to work with very talented music specialists and instructors thus enhancing our provision. Our school orchestra and choirs have enjoyed many successes at the Ayrshire Music Festival.

Language and Literacy

The development of the communication skills of reading, writing, listening and talking are fundamental to and at the core of every child's education and these skills permeate and provide access to all areas of the curriculum. We use a variety of resources to support learning and teaching to include interactive reading programmes at all stages, the introduction of literature circles in the upper school and the use of I.C.T. All pupils in Primaries 6 & 7 have the opportunity to learn French and this is delivered using an agreed authority programme.

We have introduced a progressive skill based programme for Spelling, Writing, Handwriting, Grammar and Phonics.

Health and Wellbeing

The school endeavours to take a holistic approach to health promotion and to ensure the health and wellbeing of the entire school community. We work closely with our school nurse, Mrs A Nicholl who supports staff in the delivery of our Health and Wellbeing

programmes as appropriate. As a health promoting school we try to ensure that the promotion of Health and Wellbeing permeates all our work.

We endeavour to provide all pupils with two hours of P.E. each week. We have access to many facilitators who deliver drop in taster sessions linked to a variety of sports and dance and we are supported by Cluster PE Teacher, Miss Jill Sutherland.

Children need to learn to experience what it feels like to develop, enjoy and live a healthy life-style.

We provide opportunities for pupils to:

- Experience positive aspects of healthy living and activities for themselves (both during and after school)
- Develop the knowledge and understanding, skills, abilities and attitudes necessary for their physical, emotional and social wellbeing now and in their future lives
- Make informed decisions in order to improve their physical, emotional and social wellbeing
- Apply their physical, emotional and social skills to pursue a healthy lifestyle.

We take a holistic approach to health and wellbeing and our programme of study aims to promote learning about:

- Health - mental, social, emotional and physical
- Physical education and physical activity including sport
- Eating for health, and, hygienic practices
- Personal safety
- Drugs, alcohol and tobacco
- Relationships and parenthood
- Planning choices

We use *Creating Confident Kids* to deliver some of the experiences and outcomes in this area.

Mathematics and Numeracy

Our aim is to support the development of skills which allow our pupils to think in a strategic way, think independently and understand the practical implications of maths in everyday living. The school uses *Heinemann Active Mathematics* and staff use a range of interactive activities and practical experiences to help pupils understand the real life implications of what they are learning. It is our intention to roll out *Heinemann Active Problem Solving* over the next session.

Our programme aims to support our pupils to:

- Develop essential numeracy skills, including arithmetical skills which allow them to participate fully in society

- Develop a secure understanding of the concepts, principles and processes of mathematics and apply these in different contexts.
- Have an understanding of the application of mathematics, its impact on our society past and present, and its potential for the future
- Establish firm foundations for further specialist learning, including for those who will be the mathematicians of the future.

The main lines of development in mathematics are:

Information handling

Exploring, understanding and developing secure skills in using

- Basic arithmetical and other number processes, including estimation
- Measurement
- Patterns and relationships
- Equations and expressions

Shape, Position and Movement

Exploring, understanding and developing secure skills in using

- Properties of 2D shapes and 3D objects
- Symmetry, angles and transformations

Number, money and measurement:

- Exploring, understanding and developing secure skills in using
- Basic arithmetical and other number processes, including estimation
- Measurement
- Patterns and relationships
- Equations and expressions

Teejay Mathematics, HeadStart and Heinemann Active Maths are the core resources for the teaching of maths although many other resources are also used. As well as basic numeracy, the children learn about shape, position, measurement, money, information handling, and calculator work. The emphasis, through teaching, is to encourage pupils to think for themselves and to encourage them to think in a strategic way.

We place great emphasis on mental maths and each class undertake work involving mental maths daily. Interactive maths is encouraged in all classes. Teachers supplement the work of the core scheme with their own worksheets and additional texts to provide reinforcement or to challenge our more able pupils. We also use a lot of maths games and use our outdoor area to measure, look for shapes etc.

Regular assessments are undertaken and recorded within pupil profiles. Children are encouraged to learn maths in a context, and to apply gained skills across all aspects of their learning.

Religious and Moral Education

Religious and moral education enables children and young people to explore the world's major religions. Through this they learn about the beliefs, values, practices and traditions of Christianity and the world religions selected for study, other traditions, and viewpoints independent of religious belief. They also develop respect for others and an understanding of beliefs and practices which are different from their own. We look for opportunities to celebrate diversity at Alloway Primary School and encourage children to discuss family traditions and religious celebrations from all faiths.

Religious and moral education includes learning about Christianity and other world religions, and supports the development of beliefs and value.

A programme of study in religious and moral education has been agreed to help our pupils to:

- Develop a knowledge and understanding of Christianity and other world religions and recognise religion as an important expression of human experience
- Explore moral values such as wisdom, justice, compassion and integrity
- Investigate and understand the response which religion can offer to questions about the nature and meaning of life
- Develop skills of reflection, discernment, critical thinking, about deciding how to act when making moral decisions.
- Develop their beliefs, attitudes, moral values and practices through personal search, discovery and critical evaluation, and make a positive difference to the world by putting their beliefs and values into action.

We have weekly assemblies - one for P1-3, one for P4-7. From time to time, the Nursery children join in with the P1-3 Assembly. Visiting speakers are a regular feature.

Our Assembly themes are linked to Creating Confident Kids - a resilience programme for primary.

Parents with different faiths or beliefs other than Christianity may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Only written requests detailing the proposed arrangements will be considered. Appropriate requests will be granted but not more than three occasions (days) in any one school sessions and the pupil will be noted as an authorised absentee in the register.

Children are invited to three Church Services.

Social Studies and Technologies

These curricular areas can be taught in an interdisciplinary way or discretely. The school has developed approaches to interdisciplinary learning at all stages. This enables pupils to take a lead in the development of the topic and the learning taking place in the classroom. These areas may take the form of in-depth studies lasting a number of weeks

and include cross curricular links, others may take the form of a series of lessons which are skill based and linked to a cross cutting theme. Teachers ensure that they are teaching Social Studies outcomes.

Lessons with the class teacher will involve learning through I.C.T. to improve their knowledge and understanding in a range of curricular areas.

I.C.T will be used to promote independence and research. GLOW will be used as a resource and learning tool and children will be given their own GLOW passwords to access school.

Technologies includes creative, practical and work-related experiences and outcomes in business, computing science, food, textiles, craft, design, engineering, graphics and applied technologies.

Learning in the Technologies enables me to:

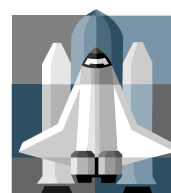
- develop an understanding of the role and impact of technologies in changing and influencing societies
- contribute to building a better world by taking responsible, ethical actions to improve my life, the lives of others and the environment
- gain the confidence and skills to embrace and use technologies now and in the future, at home, at work and in the wider community
- become an informed consumer and producer who has an appreciation of the merits and impacts of products and services
- be capable of making reasoned choices relating to the environment, sustainable development and ethical, economic and cultural issues
- broaden my understanding of the role that information and communications technology (ICT) has in Scotland and in the global community
- broaden my awareness of how ideas in mathematics and science are used in engineering and the technologies
- experience work-related learning, and establish firm foundations for lifelong learning, and specialised study and careers.

It is important to remember that as children and young people play and learn they will develop an interest, confidence and enjoyment in ICT skills that can be transferred and applied in different learning contexts.

Sciences

Our programme of study in science includes experiences and outcomes in biological, chemical, physical and environmental contexts, which aim to enable our pupils to:

- Investigate their environment by observing, exploring, investigating and recording



- Demonstrate a secure understanding of the big ideas and concepts of science
- Make sense of evidence collected and presented in a scientific way
- Recognise the impact science makes on their lives, on the lives of others, on the environment and on culture
- Express opinions and make decisions on social, moral, ethical, economic and environmental issues informed by their knowledge and understanding of science

Our programme of study will be grouped in the following way:

Our living world: including

The diversity of living things, the uniqueness of being human and the importance of cells

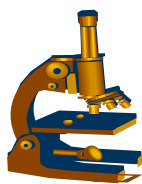
Our material world: including

Uses and properties of materials, sustainability, the chemistry of life processes and the applications of chemistry in society

Our physical world: including

Harnessing and using energy sources, motion and travel on land, sea air and space

The development of communication systems.



S.T.E.M.

STEM stands for: Science, Technology, Engineering, and Mathematics.

Engineering provides a rich, stimulating and challenging context for learning. Making connections between sciences, technologies and mathematics through the context of engineering allows learners to broaden their understanding of the applications of concepts and skills developed in other curricular subjects. It allows learners to develop solutions to problems and demonstrate creativity.

At Alloway Primary we have been fostering an interest in STEM at all stages from the EYC to Primary 7. Children have been studying and exploring STEM in an interesting and age appropriate way. We link our learning to the world of work and have had visits from several people who work in STEM industries. We have a STEM ambassador who is a Scientist and uses her expertise to help us further develop our Science programme. We are supported by parents who are engineers and scientists and their contributions are well received. We will continue to explore STEM subjects at every stage in the school.

Additional Support for Learning

South Ayrshire Council has duties outlined in the Standards in Scotland's Schools etc. Act (2000), 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 policy of inclusion to carry out these duties of support. The authority is also committed to maintaining a range of specialist establishments and services to support the whole continuum of needs.

What are additional support needs (ASN)?

Some children and young people need extra help in school to make progress. It is the duty of the education authority to support all children and young people with additional support needs. Children and young people may need 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 any length of time. Further examples of situations where additional support may be needed for a child or young person who:

- has a learning difficulty;
- is highly able ;
- has emotional or social difficulties ;
- is bereaved ;
- is deaf or blind;
- is being bullied ;
- is not attending school regularly ;
- is 'looked after' by the local authority.

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 their education. Most children are supported through their own class teacher and appropriate class based strategies and supports.

If a pupil needs more help than the class teacher can provide, then a process of providing the right support begins. We call this staged intervention. Staged intervention is our way of assessing, identifying and then providing the necessary additional support and/ or strategies for a child or young person.

Staged intervention can be broken down into the following stages:

Stage 1 (a) - In class support

Where additional supports can be delivered through the use of class based strategies/interventions.

Stage 1 (b) - In school support

Where a child's additional support needs require intervention from a specialist teacher (e.g. Additional Support for Learning staff) or targeted support from a School Assistant they will be deemed to be supported at Stage 1(b). An action plan should be created and reviewed.

Stage 2 - Additional support from a service that is universally available

Where support for a child's Additional Support Need cannot be met solely through school based interventions the school and family may seek support from other universal services. The Named Person will contact the appropriate service/agency to discuss/identify what supports are universally available to meet the identified wellbeing need. **Consent from parents and child (12+) will be sought prior to a request being made.** An Action plan will be created and formally reviewed.

Stage 3 - Specialist help from a multi-agency team

At this stage a **wellbeing assessment** will be completed. The Named Person will contact the appropriate multi-agency team, and work in partnership with parents and learners to discuss/identify what targeted supports are required to minimise the barriers to learning.

A team around the child meeting (TAC) will be convened to determine how agencies can provide support.

All children at Stage 3 will benefit from **at least one targeted support**. Further universal supports may also be part of the support provided to children at this level.

Coordinated Support Plan (CSP)

For a small number of children or young people, a Coordinated Support Plan (CSP) may be needed. This is prepared when there is 'significant' involvement from professionals from one or more agencies outwith education that will last for longer than 1 year. For further information see www.enquire.org

If there continues to be concerns around a child's or young person's progress, the school will meet with the parent/s to discuss further. This may lead to further meetings involving the parents, child or young person (if appropriate), school staff and

professionals from other agencies who support the school such as educational psychologists, social workers, allied health professionals or voluntary sector.

An Individualised Education Programme (IEP) will be in place to monitor and track a child's progress. This plan is drawn up using information shared in meetings regarding the child's or young person's additional support needs. Everyone will agree targets, outcomes and their role within each plan as well as review timescales. Review meetings should be at least annual but more regular if required.

Supports available

Educational Services have 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 required. These can be accessed throughout the staged intervention process. These supports include:

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

Education Services will also access support where appropriate, from colleagues within the Health and Social Care Partnership in order to 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.

Opportunity for Wider Achievement

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 Plan. Parent's and children's views should be taken into account and recorded through the Child's Assessment and Plan. Opportunities are also given by South Ayrshire Council to parents/carers to contribute to policy and procedure development including the Additional Support for Learning Parents Forum, engagement during improvement visits and consultation on the Children's Service Plan.

Parents should be fully aware of and be involved in the arrangements to support their children. They can bring supporters or advocates to any meeting at school to discuss their child.

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. Children and young people's views should be taken into account and recorded through the Child's Plan. They will be encouraged to take part in any meeting where people are discussing them. 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 to inform 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 the child and parents, etc.

As a parent or carer you will be fully consulted and kept informed at all stages of the assessment process by the Pupil Support Co-ordinator or Named Person.

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 of the person in the authority who is dealing with the request. These requests should be sent to the Inclusion Co-ordinator.

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

Separate information has been published giving details of the process involved in resolving differences which might arise between the authority and a parent. This might involve discussing things with your child's head teacher or with an officer from the authority or it might involve voluntary mediation, which a parent can ask for and can be requested at any time. It might mean the formal process of dispute resolution and appeals tribunals. This information will be available in schools and also from the education authority.

Initially parents should discuss their concerns with the head teacher of their child's school. If this is not possible, parents can also speak to the Quality Improvement Officer for their child's school.

Parents can also use 'Listening to You'. This is an online service which allows you to log concerns and complaints. See www.south-ayrshire.gov.uk/listeningtoyou

If the above has been exhausted there are more formal avenues to resolve concerns and disputes including mediation, appeals and tribunal processes. Information on these will be available in schools and also from the education authority.

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

If parents and young people are still unhappy at the decision, then they should be assisted to know their rights to seek alternative methods of resolving the matter, through mediation, for example or to make a reference to the Additional Supports Needs Tribunal for Scotland. Telephone numbers and webpages are listed below.

Quality Improvement Manager

County Buildings
Wellington Square
AYR
KA7 1DR
Tel: 01292 612504

Principal Educational Psychologist

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

Co-ordinator (Inclusion)

Educational Services

County Buildings

Wellington Square

Ayr

KA7 1DR

Tel: 01292 612292 or 612426

Enquire

Scottish Enquire helpline: 0845 123 2303

Text phone: 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

Additional Support Needs

All children and young people need support to help them benefit from education. The main sources of support are school staff who, through good practice, are able to meet a diverse range of needs. With good teaching, and the provision of an appropriately differentiated curriculum, most children and young people are able to benefit from education without the provision of any additional support.

However, any child or young person could, at some time in their school career, need something additional to, or different from, the support given generally to most other children of the same age in order to help them overcome a barrier to their learning and benefit from school education. These children and young people have additional support for learning to help them learn and achieve their potential.

The school works within South Ayrshire Council's staged intervention framework to identify and meet the needs of pupils with additional support needs.

We support children who require additional support in learning by including them in all curricular areas by using our support staff to work alongside them in class. We also use other agencies to support pupils and involve the home link service as required.

Accessibility Strategy

The school has a duty to ensure that all our pupils have equal access to the curriculum, supported as appropriate to their individual needs. This covers not only the content of lessons and teaching strategies but also minor adaptations to the physical environment of our building to address the needs of pupils with physical and sensory impairment, including the relocation of classes to the ground floor where feasible. We also need to ensure that parents who have a disability have equal access to information about their children. This will involve, for example, relocating the venue for parents meetings to facilitate physical access; provision of an interpreter for deaf people; agreeing a phone contact system to provide feedback for parents.

The school has a policy of flexible support to respond to the changing needs of pupils. Many children during the course of their education, experience problems with some aspect of the work. Those may be a very specific problem with an identifiable solution, or a more general difficulty in some area of the work that requires on-going support. It may be that a child has a particular aptitude or ability and that teaching staff need to develop materials and adapt programmes to ensure the pupil is fully stretched. Parental support and involvement is valued in this work and the school undertakes to report back to parents formally and informally on a regular basis and to respond to the initiatives taken by parents.

Where appropriate the school will liaise with outside agencies and the learning support network team to arrange additional support for individual pupils and take advice on a range of specific tasks.

As the school is a new building we have disabled access and appropriate toilets and changing areas.

We will endeavour to meet the needs of any parent who has difficulty in accessing the school and will set up any appropriate means of communication to ensure equal access.

The curriculum is differentiated according to aptitude, needs and ability. Staff provide support and challenge as appropriate to meet the needs of all learners. Staff are kept fully briefed on current issues through staff meetings and attendance at appropriate in-service training.

8. Psychological Service

Educational Psychologists have five key elements to their service delivery including:

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

This can be delivered at different levels, from that of the child to the school or 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 collaboratively 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.

The Psychological Service works within South Ayrshire's staged approach to supporting young people with additional support needs. The first stage of the process involves support at the classroom level by class teachers and other support staff based within the school. 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.

If a parent wishes to request the involvement of an Educational Psychologist, they should discuss this initially with staff at their child's school. This could be their child's class teacher or the school's Pupil Support Coordinator. The school can then consider what preliminary assessments and interventions may be required to support your child. If further advice or intervention is required schools can arrange a consultation with the school's educational psychologist. See the service's website for further details on what a parent can expect from a consultation with an educational psychologist.

Educational Psychologists maintain a note of young people's names who have been discussed with them and will only open Psychological Service 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.

Further details on the service can be found on their website: www.eps.south-ayrshire.gov.uk.

9. Getting Right for Every Child (GIRFEC)

The Children and Young People (Scotland) Act 2014 introduces an approach for all children's services to work together to meet every child's needs. The '**Getting It Right for Every Child**' (known as "GIRFEC") Practice Model is an assessment and planning framework which centres on the individual and specific needs of each child. Every child under the age of 18 is entitled to have a **Named Person** who should be available to help and support the child and do whatever is necessary to promote, the child's 'wellbeing'.

All children have rights in terms of the UNCRC to be Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included, (sometimes referred to as 'SHANARRI indicators'). All assessments of 'wellbeing' needs or what support and help is needed for a child will take account of these SHANARRI indicators.

If a child needs help or support, the Named Person along with parents/carers and the TAC will assess the child's wellbeing. If the child is receiving additional support or assistance in school, or from other services, (for example from social work; health services or 3rd sector or charity partners) then in consultation with parents/carers the Team Around the Child will assess whether there are any wellbeing needs and if necessary, review the **Child's Plan**.

Information Sharing

In South Ayrshire educational establishments /schools we work closely with partner services including in health, social work, police, Children's Reporter, 3rd sectors and charities to ensure that children and families receive the help and support they need as quickly as possible. To improve the quality of the services we all provide, we may wish to share information about your child. You may therefore be asked for your agreement to share this information with relevant services. You have a choice about whether or not your child's information is shared and have the right to refuse to give your consent, in most cases.

In exceptional cases, where we consider that any child is at risk of harm, we may share information, without consent to protect them. All members of staff working in South Ayrshire educational establishments /schools are trained to follow child protection procedures.

If you would like further information please refer to the Ayrshire GIRFEC website: <http://www.girfec-ayrshire.co.uk/home/> and the **Guide to information Sharing for parents/carers in Ayrshire and Arran**. <http://www.girfec-ayrshire.co.uk/wp-content/uploads/2014/08/GIRFEC-Parents-and-Carers-e-guidanceJune-2017.pdf>

10. Child Protection

Procedures and guidance are important but cannot, in themselves, protect children; a competent, skilled and confident workforce, together with a vigilant public, can. 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, the Head Teacher, Mrs Fiona Meney, she will co-ordinate the school's response to concerns for children and young people's safety and where they may be at risk of significant harm. 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.

In Alloway Primary School the Head Teacher Mrs Meney is the Child Protection Co-ordinator.

11. 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.

12. Religious and Moral Education

Parents with different faiths or beliefs 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. Children who do not attend our Church services will have an alternative inclusive activity organised within the school.

We foster an interest in finding out about a variety of world religions and festivals and encourage sharing of information; often parents will happily share facts, artefacts and foods from a variety of world religions.

Parents and friends are invited to join us at special assemblies - Easter, Summer, Christmas, etc.

Religious and moral education have regard to national advice set out in SOIED Circular 6/9, the Education (Scotland) Act 1980 and SEED Circular 1/2005.

Scottish Government Circular dated February 2011, Curriculum for Excellence - Provision of Religious Observance in Schools.

13. Equal Opportunities and Inclusion

At Alloway we are committed to equality of opportunity in access to and provision for all aspects of each child's education and development. We are conscious that problems can arise from issues of gender, religion, race, ethnic origin, physical disadvantage, learning difficulty, and personal circumstances and we will do everything in our power to alter unsupportive circumstances where they exist.

Our school equality statement is "We realise we could have been born into any race, gender, culture, creed or economic standing therefore we try to be inclusive in our thinking."

All pupils have access to a curriculum, and to a range of learning activities which will fulfil their needs.

When a teacher identifies a pupil who is in need of additional support, that support will be provided initially by the class teacher. These needs may be of a physical, learning or emotional nature. It may be that after a consultation with the class teacher, Head Teacher and parents, it is felt that the child requires further support. This may be provided by a support teacher, a school assistant, a speech therapist, an occupational therapist, other promoted staff, etc.

In some cases, the pupil may be referred to an educational psychologist. Pupils who fall into these categories are monitored closely by psychological services, the class teacher and by the Head Teacher, who is the pupil support co-ordinator.

In Alloway Primary, we aim to provide all children with an educational and social environment, which will enable them to reach their potential irrespective of race, creed, sex or religion.

The authority has a policy in Equal Opportunities, which can be obtained from the school office.

Mrs Meney, Head Teacher, has responsibility for ensuring the implementation of this policy.

In terms of the United Nations Convention on the Rights of the Child (UNCRC) and national law and policy, our school is committed to respecting children's rights to have equal opportunities and to be included.

The national legislation around equal opportunities and social inclusion includes:

- Children and Young People (Scotland) Act 2014;
- Education (Additional Support for Learning)(Scotland) Act 2004 (as amended 2009) 'the ASN Act';
- Equality Act 2010;
- Disability Discrimination Act 2005;
- Human Rights Act 1998;
- Children (Scotland) Act 1995.

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 (the ASL Act);
- **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 Team Around the Child meetings to assess and plan with available resources (the ASL Act). There is a particular focus in gathering the views

of children, young people and their parents relating to the support required to minimise barriers to learning;

- **Links to community:** If it is agreed that a placement out with 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 (the ASL Act);
- **Involvement of child and parent/carer:** It is vital that the child, young person and parents/ carers are involved in all of these processes, and that the child or young person's views are taken account of in any decisions made. (UNCRC) (the ASL Act) 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 along with the Named Person (if this is not the same individual) 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 Inclusion Co-ordinators, 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.

14. Health and Wellbeing – including School Disciplinary 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 have the right to feel safe, be healthy and active; to be nurtured; to achieve their potential; to be respected: given responsibility and to be included in the school environment. All staff in the school are pro-active in promoting positive behaviour in the classroom, playground and the wider school community.

Alloway Primary is a Health Promoting School. Health promotion is embedded into the curriculum and ethos of the school. A range of outside agencies are welcomed into the school throughout each session to work with pupils and to emphasise ways of caring for themselves and the environment.

The school follows the national nutritional guidelines. Catering staff operate a very popular healthy tuck shop during the interval and healthy school meals are served in our spacious dining hall at lunchtime.

Alloway Primary School ensures there is a greater emphasis placed on health throughout the curriculum, covering physical, emotional and mental health. As well as a cross curricular approach within each stage we also follow a calendar of whole school health themes which are introduced at Assemblies which are well planned to incorporate our

focus which comes from a Resilience building programme used in Belmont Cluster known as 'Creating Confident Kids.'

We have achieved Rights Respecting School Status (Level 1) and we are developing our policies in line with the Unicef Rights of the Child Charter. More information is available on our school website.

Younger children enjoy free fruit each week. As well as serving nutritionally balanced meals at lunchtime, our school kitchen also provides a healthy choice tuck shop. All food and drink supplied in Alloway through our kitchen comply with the Health and Nutrition Act (2007).

Health and Wellbeing is the responsibility of all staff in the school who will ensure children develop knowledge and understanding, and the skills needed for mental, emotional, social and physical wellbeing. It helps them to make informed decisions about their health.

Across the school year, all pupils have access to two hours of quality physical activity per week. Within the guidelines currently in use, various aspects of PE are explored and taught in a structured way throughout the school. These include: games, gymnastics, health and fitness, athletics, dance, and in swimming. Our PE Teacher and class teachers ensure all children have access to a wide and varied range of activities. As a health promoting school, pupils are regularly given the opportunity to access a range of additional sporting activities which encourage an active lifestyle.

Our aims are to

- Ensure all children and young people have equality of provision of health education.
- Develop a stimulating yet safe and supportive environment that both promotes and protects the health and well-being of all members of the school community.
- Involve the family and wider community in efforts to promote healthy lifestyles.
- Establish the basic relationship between pupils and teachers in an atmosphere of trust and consideration for others, both within the formal and informal curriculum.
- Work with other to identify and respond to the health needs of the whole school community and contribute to meeting these needs.

In Alloway primary School we aim to create a happy, safe and controlled atmosphere where children have respect for others and a responsible attitude towards other people and property.

Pupils are expected to be courteous and to conform to a set of agreed rules, which are there to ensure the smooth running of the school and the safety of all pupils and staff. Each stage has its own class rules and we all follow the same playground rules.

The relationship between teacher and pupil is based on mutual respect, similar to that between child and parent.

A positive approach to behaviour is employed where children are praised and rewarded for good work and behaviour. This is highlighted during our weekly assemblies as we discuss House Points as the children are arranged in 4 houses to promote cooperation and teamwork. The school policy outlines a very clear procedure for pupil behaviour, which is followed by all staff - teaching and non-teaching.

Any breaches of school rules would initially be dealt with by the class teacher. These incidents would be investigated and dealt with fairly and positively to prevent escalation. If felt appropriate, parents would be notified to enable them to assist in solving the situation. We particularly appreciate and value the co-operation of parents.

It is essential that parents work co-operatively with school staff to ensure children make informed choices about behaviour and conduct and they are encouraged to respect others views, beliefs and opinions.

If a situation becomes serious, a promoted member of staff may become involved to work in partnership with parents to find a positive solution to the situation. If a serious misbehaviour or disruption persists, a pupil may be excluded within the terms of the Education (Scotland) Act 1980. The school adheres to the Inclusion Policy and Exclusion Guidelines, Policy and Procedures issued by South Ayrshire Council.

We aim to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone. It is unacceptable and will not be tolerated within our school community.

Pupils are encouraged to report any instances where they feel threatened or unsafe to any member of staff. All school staff will take appropriate action when informed of any alleged incident.

Parents play a crucial role in supporting the school with their child's behaviour.

Our policy is based on 'The UK Assertive Discipline' programme which was introduced across South Ayrshire Council schools.

This programme requires an emphasis on children **being taught** how to behave in different situations. It is essential that good behaviour patterns are established and maintained for effective learning and teaching to take place. A booklet for parents is issued annually along with the homework guide for each stage.

Anti-Bullying Policy

Children have a right to work and learn in an atmosphere that is free from victimisation, harassment and fear, and Alloway Primary School is committed to working in partnership with parents in ensuring that our pupils feel safe and happy within the school setting.

It's important to recognise that children and young people will fall in and out with each other - they will agree and disagree about what's cool and what's not, and they won't make friends with everyone they meet. This is a normal part of growing up however bullying is **never** acceptable. It is not a normal part of growing up and should never be seen as such. We teach the children that "sticks and stones may hurt bones" but name calling hurts as much!

The principles underpinning our policy and practice, in relation to developing anti-bullying strategies in school, are based on the provisions made in the United Nations Convention on the rights of the child. Pupils, staff and parents have been involved in the updating of our policy which is available from the website.

We now have a focus fortnight for Anti-bullying themes every year and do a lot of work to promote this across the curriculum.

We have playground buddies and playground stops and are always replenishing our playground toy boxes which give children a focus however we discourage toys brought from home in case of mishap and upset.

School Discipline

It is very important that parents and children understand the positive benefits that follow from maintaining a pleasant atmosphere and good sense of discipline and mutual respect in school. Parents are an integral part of the school's disciplinary approach.

Children are expected to behave with consideration and courtesy towards others, adults or children and have the right to expect others to treat them in the same way. Each class has its own class rules that are created by the children working with their teacher. The Pupil Council have worked with classes this session to devise a new set of school rules aimed at creating a pleasant working environment for all.

We operate a Positive discipline approach where children are encouraged and benefit from good choices. Parents will be informed by telephone or letter if a child needs support with behaviour.

The House system, in conjunction with the considerable range of extra-curricular activities described earlier, helps to promote an ethos of positive active citizenship in which all share responsibility for harmonious pupil relations and in which the mutual respect between teacher and pupil is promoted.

Staff award house points for a range of good behaviours known as "Gotchas".

The school is committed to its pupils becoming responsible citizens with knowledge and understanding of the world they live in and willing to play an active part in making it a better place for all. Children are encouraged to develop values, attitudes and opinions to form a view of the community in which they live and develop an understanding of their

rights and responsibilities and how they can help to make a difference. They are encouraged to take every opportunity to become involved in the life of the school and the community beyond and share their experiences and news in class and at assemblies.

15. Pupil Council and Committees

Consultation with pupils about their views on their school environment and their learning is important and valuable to our school. We recognise that giving young people a "voice" as partners in the process of school improvement, leads to more effective learning organisations.

Pupil Councils are one means of ensuring that young people develop positive attitudes and an opportunity to take part in "real life" decision-making within their own school setting.

Our Pupil Council is made up of two pupils from each of the classes in Primaries 4 to 7. An election where classmates vote takes place once a year. The Pupil Council meet with an allocated teacher each week to discuss whole school issues and plan exciting projects.

The pupils work together to plan whole school projects, for example fundraising activities and themed days, in consultation with their classes. They work with other pupil groups within the school to decide on the spending of budgets. The pupils work very hard to ensure that the pupil voice in Alloway Primary School is heard and acted upon.



We have an infant committee called Little People -Big Voices who meet regularly and the children often form focus groups to support the work of the school.

We have developed a range of pupil committees in the school, including Digital leaders, Developing the Young Workforce, Eco, Rights Respecting School, Junior Road Safety and Nurture.

Through these committees all children from P4-7 get an opportunity to lead in their school.

SECTION C – Home / School / Community

1. Parental Involvement and Home School Links

The partnership between parents and teachers is very important. The school wishes to be part of the community and it always welcomes contributions the local community makes through showing interest and involvement.

Parents are therefore welcome to come to school, and may do so, not just to talk to the teachers, but to play an active part in the life of the classroom. Parents can make a valuable contribution to the school in active learning activities, working with the children in reading corners, through fund raising for special equipment, and by accompanying classes on educational visits to provide adult supervision in support of teaching staff. There is also a role for parents in the role of visitor with expert knowledge as well as:

- Masterclass Helpers
- I.T. Helpers
- Library Helpers
- Play Assistants
- Soft Start helpers
- Extra-curricular Coaches
- STEM Ambassadors

Arrangements are in place to ensure parents who regularly help in school are checked by Disclosure Scotland and parents willingly undergo this procedure for the safety and security of all our pupils. Parents are not left with any responsibility but we appreciate their help.

Home/School partnership

The school enjoys the support of parents and the community. We encourage parents to help with sports clubs, outings, field trips, parents often contribute to themes and give talks about their area of interest or expertise. Parents play a central part in school life and contribute in a variety of ways.

Parents are asked if they can help on outings as they arise and given the opportunity to be part of our Golden Time and Soft Start helpers rota which allows parents and grandparents the chance to work alongside children of all ages helping them with games and activities.

Parental Representation

Our Parent Council Meeting AGM takes place in September. Our Parent Council chairperson is Alison Jones and would be happy to give you more information about the work of our very active Parent Council.

We meet on the first Wednesday of every month in the staffroom and discuss a variety of school events and initiatives with the purpose of continuing to improve the school and its place in the community.

Promoting Learning at Home

Parents will receive termly curriculum flyers with information about the theme and the experiences children will encounter in the term. The website will be updated termly with information about your child's class work and special arrangements. Parents will receive regular communication from school regarding learning opportunities and whole school events.

Staff update their web pages regularly with relevant information. We also have a new Blog that you can view regularly too.

2. *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 the school;
- be invited to be involved in ways and times that suit them;
- identify issues they want the parent council to work on with the school;
- be asked their opinion by the parent council on issues relating to the school and the education it provides;
- work in partnership with staff,
- 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 early years 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).

Parent Council Members

Chair: Mrs Laura Cameron

c/o Alloway Primary School or allowayparentcouncil@gmail.com

Vice-Chair: Mrs Catriona Andrews

c/o Parent Council

Alloway Primary School

Secretary: Mrs Michelle Gass

c/o Parent Council

Alloway Primary School

Treasurer: Mrs Claire Campbell

c/o Parent Council

Alloway Primary School

Fundraising Convenor: Mrs Julie Grant

c/o Parent Council

Alloway Primary School

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 Parent Council is mainly responsible for arranging events for parents and raising funds for the school. Volunteers are welcome - please contact the Parent Council if you want to join in.

The Scottish Parent Teacher Council is a 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 474 6199, fax 0870 706 5814, 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.

3. 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.

4. 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.

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:

- 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

- Where a parent's employment is of a nature where school holiday leave cannot be accommodated (e.g. 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

Almost all family holidays will be recorded as unauthorised absence 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:

- Extended overseas educational trips not organised by the school
- Short-term parental placement abroad
- Family returning to its country of origin (to care for a relative, or for cultural reasons)
- 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 accurately record 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.

Schools also have a duty to monitor time keeping.

Primary Pupil Attendance Report			
	% total absence	% authorised absence	% unauthorised absence
School	@ June 2020	@ June 2020	@ June 2020
Alloway PS	4.9%	3.5%	1.4%
Authority	6.1%	4.1%	2.0%

5. Routine and Expected Visits Outwith School.

Alloway 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 the 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 out with 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.

6. Transferring Educational Data About Pupils

The Scottish Government and its partners collect and use information about pupils in schools (e.g. the number and characteristics of pupils, their attendance, absence and exclusions, their attainment and their destination when leaving school) 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.

Data Policy

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

Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints.

As part of its data policy, Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. Data is held securely and no information on individual pupils can or would be made publicly available by Scottish Government.

The individual data about pupils in schools collected by Scottish Government through statistical surveys is used only for the statistical and research purposes for which it is collected.

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 to academic institutions and organisations to carry out additional research and statistical analysis which helps inform policy development and contributes to improving outcomes for Scotland's people. In order to carry out this research to support better decisions, policy making and practice, data may be linked to information from other sources.

Any sharing or linkage of data will be done under the strict control of Scottish Government, and will be consistent with our data policy and the National Data Linkage Guiding Principles. 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 or linkage 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 Education Analytical Services, Area 2D, Victoria Quay, Leith, EH6 6QQ.

Please note that Alloway Primary School is monitored by CCTV which is operated by Scot Shield.

Exclusions per 1000 pupils (2015-2020)					
From 2011 comparator and national data is only available every 2 years.)					
School	2015/16	2016/17	2017/2018	2018/2019	2019/2020
Alloway PS	0	0	0	0	0
Authority	4	4.7	3.9	3.3	1.4
National	N/A	26.8	N/A	21.7	N/A

7. School Uniform Policy

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 South Ayrshire Council 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.

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

- potentially, encourage faction (such as football 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.

The Alloway School uniform is as follows :-

Boys

White/blue shirt

Girls

White/blue shirt

School tie	School tie
Grey shorts or trousers	Grey/navy skirt or pinafore
Navy pullover	Navy pullover or cardigan
School Sweatshirt	Plain black or navy trousers (optional)
School Polo shirt	School Sweatshirt
Navy blazer (optional)	School Polo shirt
	Navy blazer (optional)

Provision of the following P.E. clothing would be helpful:-

Gym Shoes
 Black/Navy gym shorts
 White T shirt

Gym bags should be provided and kept in the school during term time as children need these items to participate in these lessons safely.

8. Transfer to Secondary School

How do we ensure that there is a smooth transition between stages?

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

The process of making choices starts in the P7 year when the staff of the local secondary school visit P7 pupils in class and begin to get to know them. Meetings and visits to the secondary school linked to the curriculum are arranged starting in December. Guidance staff from the secondary school (Belmont Academy) visits P7 classes to work with the children and liaise with primary teaching colleagues so that they know the strengths and weaknesses of each child. Through these visits an information profile is built up so the secondary school knows what each child is capable of and continues to provide a balanced appropriate curriculum. The local secondary school creates balanced classes and ensures every Alloway pupil always has at least one friend in their new class when they make the move in August. There are two day visits to the secondary school in the springtime helping to make the P7 pupil look forward to the change of school with anticipation, not anxiety.

9. Public Private Partnership (PPP) Programme

Alloway Primary School has been replaced with a modern school, which enhances the learning experience of all our learners. The school building now managed under a 30 year contractual arrangement with Education 4 Ayrshire Limited (E4A) which includes ongoing repairs. The school can not amend or adapt the building or outdoors without permission.

10. Parental Complaints Procedures

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.

SECTION D – Care and Welfare

1. Playground Supervision

The Safety and Supervision of Pupils (Scotland) Regulations 1990 sets out the legislative requirements in respect of the supervision of children.

The regulations apply to special schools and primary schools with 50 or more children and young people. At these schools, children and young people must be supervised by at least one person.

Appropriate staff will carry out playground supervision under the guidance of the head teacher. Supervision should be 15 minutes before school opens for classes, during breaks between classes and after classes finish at the end of the school day.

Regular meetings between the supervisor/s and head teacher are important to share information and to maintain the good behaviour in the school. This may include sharing information about suspected incidents of bullying or abuse etc.

The Senior Management Team and support staff provide a considerable level of additional supervision. We use playground equipment at times and are still developing our outdoor garden areas.

Our Support Assistants are easily recognised as they wear bright red fleece jackets or sweat shirts.

Parents are asked not to enter the children's cloakrooms and toilet areas.
Children should not bring toys from home as this can lead to broken toys and upset.

2. School Meals and Free School Meal Information

Lunchtime is between 12-12.45pm (P1-3) pm and 12.15- 1.00pm (P4-7) each day. We operate a cafeteria system so children have the opportunity to make a choice from main meals and soup/ sandwiches. There is a range of main courses on offer each day and all food is freshly cooked. The cafeteria is cashless. Children wishing to bring a packed lunch may do so. Special diets can be catered for either on medical or religious grounds.

Parents wishing to discuss these diets should contact the Head Teacher who will arrange the necessary contact with the catering supervisor.

Only those children whose parents are receiving support will be entitled to free milk. Milk may however be available for purchase in the school during the interval.

The current criteria for entitlement for free school meals are included below, however this is reviewed annually in April and updated information will be available on the Council website.
<http://www.south-ayrshire.gov.uk/schools/meals/free-school-meals.aspx>

Children of parents receiving Income Support, Job Seekers Allowance (Income Based), Child Tax Credit (only where income is less than £16,105), Child Tax Credit and Working Tax Credit (where income is less than £6,900) Universal Credit where earned income is £610 or less per month, income related element of Employment and Support Allowance and support under part VI of the Immigration and Asylum Act 1999 are entitled to a free school meal. Information and application forms for free school meals may be obtained from Schools, Customer Service Centres and from Education Support Services, County Buildings, Wellington Square, Ayr KA7 1DR , Telephone 01292 612168.

Free school meals are available to all P1 -P5 pupils.

3. Footwear and Clothing Grant Information

The current criteria for entitlement are included below, however this is reviewed annually in April and updated information will be available on the Council website
<http://www.south-ayrshire.gov.uk/schools/clothing-grant.aspx>

Children of parents receiving Income Support, Job Seekers Allowance (Income Based), Child Tax Credit (only where income is less than £16,105), Child Tax Credit and Working Tax Credit (where income is less than £16,105, Universal Credit where earned income is £610 or less per month. Income related element of Employment and Support Allowance, Council Tax Reduction, Housing Benefit and Support under part VI of the Immigration

and Asylum Act 1999 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 Education Support Services, County Buildings, Wellington Square, Ayr KA7 1DR Telephone 01292 612168.

4 Transport Guide to Parents (excludes nursery provision)

South Ayrshire Council has a policy of providing free transport to all secondary pupils whose main address is more than three miles and primary pupils whose main address is more than two miles from their catchment school by the recognised shortest safe walking route. Parents who consider they are eligible for free school transport should obtain an application form from the school, Educational Services, County Buildings, Wellington Square, AYR KA7 1DR Tel - 01292 612284 and www.south-ayrshire.gov.uk/schools. 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 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 that their 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.

Seatbelt statement

All dedicated home to school transport services operating within South Ayrshire and all transport used to provide educational off-site visits must be fitted with seatbelts. All children and young people are expected to use the seatbelt provided and remain seated

with their seatbelt fastened for the duration of the journey. Strathclyde Partnership for Transport will monitor compliance with these requirements on all dedicated home to school transport services through roadside inspections. School staff will monitor compliance with these requirements on vehicles used to provide educational off-site visits.

Signage will be prominently displayed in vehicles or an announcement will be made by drivers to remind children and young people that seatbelts are provided on the vehicle.

South Ayrshire Council, transport contractors and school staff will work in partnership to promote the wearing of seatbelts across the Authority. Parents should also encourage their children to wear the seatbelts provided.

Privileged Seats

Pupils who are not entitled to free school transport may 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 Educational Services, County Buildings, Wellington Square, AYR KA7 1DR at any time during the year. Parents should note that privileged seats are allocated in October and are not available on local service contracts. Privileged seats can be withdrawn if an entitled pupil requires transport and cease at the end of each school session.

5. Insurance

South Ayrshire Council holds Public Liability, Employers' 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 Educational Services, County Buildings, Wellington Square, Ayr, telephone 01292 612294.

6. 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.

7. Use of Mobile Phones

Expensive toys and pieces of equipment should not normally be brought to school and where this happens they are in school at owner's risk. This includes mobile phones, as pupils can

always contact a parent using the phone in the school office where there is a genuine need. If, for any reason, a pupil needs to carry a mobile phone on a specific occasion at school, it must remain switched off throughout the day. We take no responsibility for lost or broken mobile phones.

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.

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 or inappropriate use of social media.

The Parent Council of Alloway Primary which includes senior management of the school have considered the use of Social Media as a communication tool. We have decided against this due to the potential for misuse. We will not tolerate inappropriate comments made about our school, our staff, pupils or parents.

We expect all pupils, parents, staff and students to adhere to this so that our values are instilled throughout our community as we pride our self on being a Rights Respecting School.

8. Health and Medical Information

Medical and dental checks are carried out at various stages throughout the primary school by agreement between South Ayrshire Council and Ayrshire and Arran Health Board. These include a P1 health interview with pupil and parent; Audiometric hearing test in P1, dental nurse checks P1 and P7, colour vision checks P7, health and puberty advice from the school nurse P6- P7. Parents wishing to contact the school nurse can do so through the school. Parents are always informed by letter in advance of medical inspections and can be present if they wish.

If your child takes ill at school every effort will be made to make your child comfortable and to contact you, or if you cannot be contacted, we will refer to your chosen emergency contact(s). It is important that parents keep the school informed of any special medical requirements as they develop so we can offer the appropriate care. If medication is to be kept in school a full agreement will be reached by consultation with the Head Teacher, including how, when and by whom it should be administered. All medication should be prescribed and labelled with dosage, otherwise we cannot accept it. Parents are responsible for ensuring medicine is replenished and the school has an up to date stock of all requirements in school and when off site.

Nut/ food allergy

As a number of children at Alloway Primary School are affected by nut allergies we try to make this a nut free school. Parents are asked not to allow their child to bring nuts or products containing nuts to school. Your support in this is greatly appreciated.

If your child is allergic to anything then this should be noted on the medical form. Please update us as soon as you can.

We also have children who are allergic to certain citrus fruits and eggs so please ask your child's teacher before offering food gifts or treats to pupils as part of any celebration.

We have first aiders in school however the school nurse will support parents with any complex medical needs.

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 foods 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.

Further guidance can be found at:

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



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:

1. A core tooth brushing programme - In Ayrshire & Arran, daily supervised toothbrushing 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.**

2. **An infant programme** - Childsmile Practice promotes oral health from birth. Parents of newborn children may be referred to the programme by their Health Visitor. Dental Health Support Workers visit parents in their home to give information, oral health advice and to arrange regular visits to the local Dental Practice.
3. **A nursery and school programme** - this initiative provides preventive oral health programmes for children aged 3 years and upwards. It targets children in identified nursery and primary schools, who will benefit from additional preventive care. This care will involve the application of fluoride varnish to children's teeth by Childsmile Clinical Teams in the nursery and primary schools. The Childsmile and Oral Health Promotion Teams will also deliver oral health improvement messages, and be supported by Dental Health Support Workers who are the main contact point for parents, teachers, all school staff, dental practice staff and School Nurses.

For more information about the Childsmile Programme, please visit the website at www.child-smile.org

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.

9. Data Protection Act

When you enrol your child at school or early years centre you are required to provide some personal information about yourself and your child in order to access services provided by Educational Services.

How we will use the information about you and your child

All personal data is processed by Educational Services Staff. We will only collect personal data from you that we need in order to provide educational services and oversee

the provision of these services to your child. We will use your personal data to contact you; if the school requires to discuss your child's education, in an emergency and to keep you fully involved in your child's educational journey.

Who we share your information with

Your child's personal information will only be shared where it is appropriate to do so in order to ensure full access to services such as national assessments health promotion, transport, school meals, careers and online services.

In addition the Council has a duty to protect public funds and to this end, we may check the information you have given with other information we hold, share your information with other Council Services and share your information with other local authorities, for the purpose of protecting public funds and to prevent or detect fraud or crime.

What are my rights?

You have various rights in relation to the personal data that the Council holds about you. This includes the right to ask us to provide you with access to your personal information and to rectify any inaccuracies contained with the personal information.

For more information about these rights please see the full privacy notice.

If you have a complaint

If you are unhappy with the way the Council has dealt with your personal data, you can complain to the Council's Data Protection Officer:

Data Protection Officer, Information Governance Team, Legal & Democratic Services,
County Buildings, Wellington Square, Ayr, K7 1DR

Email : DataProtection@south-ayrshire.gov.uk | Telephone : 01292 612223

If you remain dissatisfied, you have the right to complain to the Information Commissioner:

Information Commissioner's Office, 45 Melville Street, Edinburgh, EH3 7HL
Email: Scotland@ico.org.uk | Telephone: 0131 244 9001
(<https://ico.org.uk/for-the-public/>)

If you have no Internet Access

Please contact us at the above postal address or telephone number if you wish a copy of any of the above information and you do not have access to the internet. We will provide you with a hard copy of the information.

How to access our full Privacy Notice

The Educational Services full privacy notice is available from the school website or please ask staff in the school office and they will provide you with a hard copy.

Education Statistics Privacy Notice Transferring Educational Data About Pupils

The Scottish Government and its partners collect and use information about pupils in schools (e.g. the number and characteristics of pupils, their attendance, absence and exclusions, their attainment and their destination when leaving school) 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 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

The full Education Statistics Privacy Notice can be found at the undernote link or by requesting a copy from the school office.

<https://www.gov.scot/topics/statistics/scotxed/schooleducation/ESPrivacyNotices>

Your Rights and Further Information

Parents have the right to request access to their child's education record under the Pupils' Educational Records (Scotland) Regulations 2003.

10. 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 Government 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.

11. Helpful Addresses and websites

Educational Services, County Buildings, Wellington Square, AYR, KA7 1DR.

www.south-ayrshire.gov.uk

www.education.gov.scot/parentzone/

www.hmie.gov.uk

Local Councillors- Martin Dowey

Lee Lyons

Siobhian Brown

Derek McCabe

County Buildings, Ayr KA7 1DR. Tel no: 0300 123 0900

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

Appendix A

SCHOOL POLICIES AND PRACTICAL INFORMATION

National policies, information and guidance can be accessed through the following sites:

<http://www.scotland.gov.uk/Topics/Education>

<http://www.scotland.gov.uk/Topics/Health>

<http://www.scotland.gov.uk/Topics/People/Young-People>

Children (Scotland) Act 1995 - <http://www.legislation.gov.uk/ukpga/1995/36/contents>

Standards in Scotland's Schools (Scotland) Act 2000 -

<http://www.legislation.gov.uk/asp/2000/6/contents>

Education Scotland's Communication Toolkit for engaging with parents -

<http://www.educationscotland.gov.uk/learningteachingandassessment/partnerships/engagingparents/toolkit/index.asp>

The Scottish Government guide Principles of Inclusive Communications -provides information on communications and a self-assessment tool for public authorities -

<http://www.scotland.gov.uk/Publications/2011/09/14082209/0>

Choosing a School: A Guide for Parents - information on choosing a school and the placing request system:-

<http://www.scotland.gov.uk/Publications/2010/11/10093528/0>

A guide for parents about school attendance explains parental responsibilities with regard to children's attendance at school -

<http://www.scotland.gov.uk/Publications/2009/12/04134640/0>

PARENTAL INVOLVEMENT

Guidance on the Scottish Schools (Parental Involvement) Act 2006 provides guidance on the act for education authorities, Parent Councils and others -
<http://www.scotland.gov.uk/Publications/2006/09/08094112/0>

Parentzone provide information and resource for parents and Parent Councils -
<http://www.educationscotland.gov.uk/parentzone/index.asp>

SCHOOL ETHOS

Supporting Learners - guidance on the identification, planning and provision of support
<http://www.educationscotland.gov.uk/supportinglearners/>

Journey to Excellence - provides guidance and advice about culture and ethos -
<http://www.journeytoexcellence.org.uk/cultureandethos/index.asp>

Health and wellbeing guidance on healthy living for local authorities and schools
<http://www.scotland.gov.uk/Topics/Education/Schools/HLivi>

Building Curriculum for Excellence Through Positive Behaviour and Relationships - outlines the Scottish Government's priority actions around positive behaviour in schools and is also a source of support -
<http://www.scotland.gov.uk/Publications/2010/06/25112828/0>

Scottish Catholic Education Service's resource 'This is Our Faith' which supports the teaching and learning of Catholic religious education -
<http://www.sces.uk.com/this-is-our-faith.html>

CURRICULUM

Information about how the curriculum is structured and curriculum planning -
<http://www.educationscotland.gov.uk/thecurriculum/>

Information about the outcomes a learner can expect to experience and achieve across literacy, numeracy and health and wellbeing, as well as the 8 curricular areas -
<http://www.educationscotland.gov.uk/thecurriculum/howisthecurriculumorganised/experiencesandoutcomes/index.asp>

Advice, practice and resources to support the experiences and outcomes on literary, numeracy and health and wellbeing -

<http://www.educationscotland.gov.uk/learningteachingandassessment/learningacrossth curriculum/responsibilityofall/index.asp>

Broad General Education in the Secondary School - A Guide for Parents and Carers: -

http://www.educationscotland.gov.uk/resources/b/genericresource_tcm4725663.aspx?strReferringChannel=parentzone&strReferringPageID=tcm:4-634353-64

Information on the Senior Phase -

<http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnersexpect/seniorphase.asp>

Information on Skills for learning, life and work -

<http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnersexpect/skillsforlearning.asp>

Information around the Scottish Government's 'Opportunities for All' programme -

<http://www.skillsdevelopmentscotland.co.uk/our-services/services-for-individuals/opportunities-for-all.aspx>

Information for organisations responsible for the planning, management and delivery of career information, advice and guidance services -

<http://www.skillsdevelopmentscotland.co.uk/our-story/key-publications/career-management-skills-framework.aspx>

The Skills Development Scotland website 'My World of Work' offers a number of tools to support career planning - <http://www.skillsdevelopmentscotland.co.uk/>

ASSESSMENT AND REPORTING

Building the Curriculum 5: a framework for assessment provides guidance around the assessment framework -

http://www.educationscotland.gov.uk/Images/BtC5Framework_tcm4-653230.pdf

Information about Curriculum for Excellence levels and how progress is assessed -

<http://www.educationscotland.gov.uk/thecurriculum/howisprogressassessed/stages/index.asp>

Curriculum for Excellence factfile - Assessment and qualifications -

http://www.educationscotland.gov.uk/publications/c/publication_tcm4624968.asp

Information on recognising achievement, reporting and profiling -

<http://www.educationscotland.gov.uk/learningteachingandassessment/assessment/achievement/index.asp>

TRANSITIONS

Curriculum for Excellence factfile - 3-18 Transitions - provides information on the transitions children and young people will face throughout their education and beyond - http://www.educationscotland.gov.uk/publications/c/publication_tcm4660285.asp

Career Information, Advice and Guidance in Scotland - A Framework for Service Redesign and Improvement - provides guidance on career information, advice and guidance strategy - <http://www.scotland.gov.uk/Publications/2011/03/11110615/0>

The Additional support for learning page provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs - <http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL>

Supporting Children's Learning Code of Practice includes specific requirements on education authorities and others under the new legislation in relation to transition - <http://www.scotland.gov.uk/Publications/2011/04/04090720/21>

Enquire is the Scottish advice service for additional support for learning - <http://enquire.org.uk/>

Parenting Across Scotland offers support to children and families in Scotland - <http://www.parentingacrossscotland.org/>

SUPPORT FOR PUPILS

The Additional support for learning page provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs - <http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL>

Supporting Children's Learning Code of Practice (Revised edition) - provides Statutory guidance relating to the Education (Additional Support for Learning) (Scotland) Act 2004 as amended - <http://www.scotland.gov.uk/Publications/2011/04/04090720/21>

Getting It Right For Every Child and Young Person, is essential reading for anyone involved or working with children and young people, including practitioners working in adult services with parents and carers - <http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright>

SCHOOL IMPROVEMENT

Scottish Schools Online - provides a range of school information, including contact details, school roll, facilities, website, and inspection reports -
<http://www.educationscotland.gov.uk/scottishschoolsonline/>

Education Scotland's Inspection and review page provides information on the inspection process -
<http://www.educationscotland.gov.uk/inspectionandreview/index.asp>

The Scottish Survey of Literacy and Numeracy (SSLN) is an annual sample survey which will monitor national performance in literacy and numeracy -
<http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/SSLN>

Scottish Credit and Qualifications Framework (SCQF)
<http://www.scqf.org.uk/>

Scottish Qualifications Authority provides information for teachers, parents, employers and young people on qualifications
<http://www.sqa.org.uk/>

Amazing Things - information about youth awards in Scotland -
<http://www.awardsnetwork.org/index.php>

Information on how to access statistics relating to School Education -
<http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education>

Text only versions of this publication are available in Polish, Chinese and Urdu.

For further Information please contact:

0300 123 0900

Dostępna jest wersja tej publikacji w języku polskim, zawierająca wyłącznie tekst.

Aby uzyskać więcej informacji, proszę skontaktować się z:

0300 123 0900

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有關更多資訊，請聯絡：

0300 123 0900

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مزید جانکاری کے لیے براہ کرم درج ذیل پر رابطہ قائم کریں:

0300 123 0900

Do you know anyone who is registered blind or has a visual impairment?

If you do and you think that they would like a larger print version or an

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