



# Barassie Primary School and Early Years Centre



**HANDBOOK  
JANUARY 2022**

Burnfoot Avenue  
Troon  
KA10 6RQ



(01292) 690072

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## Welcome by Head Teacher



Dear Parent/Carer,

I would like to thank you for choosing Barassie Primary School for your child's education. It is my pleasure to welcome you to our school.

Our staff are dedicated to providing high quality, relevant and enjoyable learning experiences through a curriculum that is tailored to meet the needs of all children. We value each child's individual talents and encourage them to be the best that they can be to reach their full potential. Our learning environment strives to ensure that all children are ready to learn, respectful towards one another and safe. We like to celebrate achievements in and out of school and our school values underpin all that we do.

At Barassie Primary School we value our partnerships with families and believe that these positive partnerships are essential in ensuring that your child has the best educational experiences possible. There are an ever-increasing number of opportunities for you, as parents and carers, to be involved in the life of our school.

I hope you find this handbook helpful and would encourage you to contact me with any other questions, ideas or suggestions you may have. I truly believe that by working together we can achieve the best possible opportunities for your child.

I look forward to working with you and your family.

Yours sincerely,

A handwritten signature in grey ink that reads "Julie Fleming". The signature is written in a cursive style and is positioned above a thin blue horizontal line.

Julie Fleming  
Head Teacher

## Contact Details

Name	BARASSIE PRIMARY SCHOOL
Address	BURNFOOT AVENUE TROON KA10 6RQ
Telephone Number	01292 690072
Email address	<a href="mailto:barassie.mail@south-ayrshire.gov.uk">barassie.mail@south-ayrshire.gov.uk</a>
Website address	<a href="https://blogs.glowscotland.org.uk/sa/barassiepsandeyc/">https://blogs.glowscotland.org.uk/sa/barassiepsandeyc/</a>
Head Teacher	Julie Fleming
Denominational status	Non-Denominational
Teaching by means of Gaelic Language	Not Offered
Accommodation and capacity	<p>Present school roll is 210. The planning capacity of the school is 350. The school has 12 class bases, ICT suite, Gymnasium, Library, Music &amp; Drama room, 3 pupil support rooms and open multi -purpose areas. In addition there is a Lifelong Learning suite, office accommodation, visiting specialist room, medical facilities and a conference room. The Early Years Centre has 2 rooms. 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. <i>(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.)</i></p>
House structure	The school operates a four house system, the houses are: Boswell, Burns, Fleming & McAdam
Early Years provision	9:00am-3:00pm with the option to purchase additional hours from 8:30am or until 4:00pm.
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 <a href="http://www.south-ayrshire.gov.uk">www.south-ayrshire.gov.uk</a> . Catchment map and area (available from Resource Planning Section, Education Services, County Buildings, Wellington Square, Ayr KA7 1DR). Useful links to additional information can be found in Appendix 2.

## School Staff 2021-2022

Teaching Staff	Stage
Mrs Niki Tait	Early Years
Mrs Fiona Landon/Miss Eilidh Purdie	P1
Mrs Linda Dodds	P2
Mrs Pauline Moriarty	P3
Miss Lorna Blaikie	P4/3
Miss Rachael Bamford	P5/4
Mrs Lesley Ann MacLeod	P5
Mrs Caroline Martin	P6
Mrs Meghan Borland	P7
Miss Caroline Nelson (Wed/Thurs/Fri)	Additional Support for Learning (0.6)
Miss Laura Robinson (Mon/Tue/Wed)	Closing the Gap Teacher (0.6)
<b>Support Staff</b>	
Mrs Natalie Monteith	Senior EYP
Ms Hannah Downie	EYP
Miss Natasha Ellis	EYP
Miss Ann-Marie Glasgow	EYP
Ms Fiona O'Pray	EYP
Ms Angela Pawlicka	EYP
Ms Arlene Robertson	EYP
Mrs Jessica Benson	EYP (P1)
Mrs Fiona Beaton - (Mon/Tue/Fri)	Clerical Assistant
Mrs Sylvia Graham - (Wed/Thu/Fri)	Clerical Assistant
Mrs Avril Neil – (Mon/Tue/Wed/Thu)	Clerical Assistant
Mrs Karen Baker	School Assistant
Miss Alene Clark	School Assistant
Mrs Jacqueline Coulter	School Assistant
Mrs Jo Lindsay	School Assistant
Mrs Anne Ross	School Assistant
Mrs Jennifer Samson	School Assistant
Mrs Angela Swan	School Assistant
Mrs Elaine Cassells	Catering Supervisor
Miss Lynn Crockett	Catering Assistant
Mrs Sam Fraser	Catering Assistant
Mrs Deborah Jess	Catering Assistant
Mrs Nicola McCormick	Catering Assistant
<b>Mitie Personnel</b>	
Mr John Calder	Janitor
Miss Lynn Calder	Janitor
Miss Carolann Simons	Cleaning Supervisor
Ms Angela Crockett	Cleaning Assistant
Mrs Carol Steen	Cleaning Assistant
Ms Libuše Jokesova	Cleaning Assistant
Miss Laura Watson	Cleaning Assistant
Miss Carolann Simons	Day Cleaner
<b>Visiting Specialists</b>	
Mr Andrew Harrower	Campus Police Officer
Mr Des Hughes	ASD Outreach Teacher
Ms Kirstine Lambie	EAL Teacher
Mr Sandy McAughtrie	Brass
Mrs Tracy Nelson	Youth Music Initiative
Mrs Katie Webster	Educational Psychologist SA
Ms Catherine Paterson	Educational Psychologist NA
Mrs Elaine Rietveld	Woodwind
Mr Rory Tait	Active Schools Co-ordinator

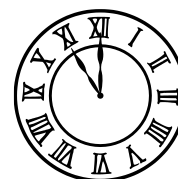
## Leadership Team

Name	Designation
Mrs Julie Fleming	Head Teacher
Mrs Jennifer Mills	Depute Head Teacher
Mrs Fiona Landon	Acting Principal Teacher (PEF)

## The School Year And School Hours

The school is open 39 weeks of the year.

Open: 9.00 am  
Interval: 10:30am – 10:45am  
Lunch: 12:35pm-1:00pm  
Close: 3.00 pm



Please note Primary 1 to 3 children are dismissed at the main entrance to a known adult. Please alert the teacher to any changes. Primaries 4 to 7 leave via the gate at the left of the main entrance.

Early Years Centre - 9:00 am – 3:00pm with the option to purchase additional hours from 8:30am and to 4:00pm

## Enrolment



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)).

Children who reach the age of 5 years before 01 March of the following year are eligible for enrolment for the primary class beginning in August each year.

Children who live in the catchment area of a particular school require to enrol at that school when they will be informed of their right to make a placing request to another school of their choice and will be informed of the conditions pertaining to this.

During the summer term, parents of children about to enter Primary 1 in August will be invited to the school on several occasions. For the child this is an opportunity to meet new classmates and the teacher and to experience some school activities. This is also a chance for parents to meet each other and some of the staff. School routines and arrangements will be explained and questions answered.

Parents who are seeking a place in the school for their children at any stage can arrange a visit to view the school and ask any questions they may have by making an appointment, either by email, letter or by telephone, with the Head Teacher.

## EARLY YEARS CENTRE

### Applying for an Early Years Place

#### Registration Week

All children who will be aged 3 or 4 during the following school session will be invited to attend their preferred Early Years Centre and complete an application form.

#### Enrolment Procedures

In May/June successful applicants will be invited to complete the enrolment sheet, and to be shown the Early Years class. At this visit each child receives a letter with the starting date and time.

In August there is a staggered entry with a shorter session until all the children have started. Staff use this extra time to study information on the new children and to have visiting specialists share information to support children with Additional Support Needs.

## Arrival and Collection of Early Years Centre Children

It is expected that a responsible adult will bring your child to and from the Early Years Centre. If on any one day, the usual adult changes - please inform the Staff (verbally, by letter, Seesaw or a 'phone' call) the name of the person who will be collecting your child. This avoids difficult security situations arising when a child cannot be allowed to leave with an adult who is a 'stranger' to the staff.



## Parental Involvement

Children feel secure in school when the relationship between parents and teacher is a positive one. The value of your co-operation cannot be stressed enough. You remain your child's most important teacher throughout his/her life. Your attitude towards school and teachers will shape how he/she thinks of school.

There are various ways in which the school works to ensure all parents are aware of the curriculum, assessment and reporting within Curriculum for Excellence and to ensure that they are able to support their child at home. Curriculum for Excellence workshops are held during the school year providing parents with an opportunity to find out about the new methodologies and developments taking place within the school. Information leaflets are sent home and are available at the front of the school.

We are continually trying to further develop the home/school partnership. There are two progress meetings each year and open afternoons in each class to enable all parents to share in their child's learning. Target setting jotters are sent home termly and parents have the opportunity to see what their child has achieved and to comment on it. Newsletters outlining key areas of learning in each curricular area are sent home each planning period. The pupil support teacher has a termly drop in sessions for the parents who children are on staged intervention.

To further build relationships within the school community there are social events held in the evening of each term for staff, pupils and their families. Parents are involved in the life of the school through volunteering to help in the library, Bikeability and accompanying classes on school excursions.

At any time throughout the school year parents can make an appointment to meet with a member of staff by contacting the school by telephone.

The school has a Parent Council and all parents are welcome to attend these meetings. Further information about meetings can be found on the school website or by contacting the chairperson whose details are included in this handbook.



## Learning at Home

Children are expected to work very hard while they are in school and any home learning tasks issued should not become an unnecessary burden to them. All home learning tasks are shared via Seesaw for P1-P4 and on Microsoft Teams for P5-P7. Help guides and videos for parents and carers to support this are available on our school website.

Parents can play a very valuable role in several ways - being interested in their child's school life, making sure that any home learning set is done in a peaceful relaxed working environment and giving support and praise for work well done. We would ask however, that parents do not try to teach their child by the methods familiar to themselves - this will probably confuse the child! At every stage reading to and with a child is one of the most valuable experiences any parent can give a child. Anyone wishing further advice on this subject should contact the Head Teacher. Any work your child takes home will always have been prepared in school.

It is important to distinguish between home learning tasks set - a piece of reading, finding out information from home, a piece of research from radio or T.V. - and work given home which, for one reason or another, has not been satisfactorily completed in school. Any work sent home because it has either not been completed in the given time or completed to a satisfactory standard, will be will be communicated via Seesaw and explain the reason why it is being sent home.

In P1 – 4, home learning should not take the pupils any longer than 20/25 minutes and in P5 - 7 any longer than 30/40 minutes per day. There may be exceptions to this rule where, as previously stated, children have not completed the class work. Home learning is issued on a Monday to be returned the following Thursday.

## Communication with Parents and Carers

There are a wide range of ways that parents can communicate with us and keep us up to date with what is happening in school. Call into the office – Our office is open from 8.30am – 3:45pm.

Telephone – please use this for emergencies and to notify us of any absences from school. Please note that office staff have many duties that take them out of the school office and therefore the phone is not always manned.

SeeSaw – this is a tool for parents to communicate directly with their child's class teacher. Please remember that during the school day teachers will be working with pupils and these messages may not be read until the end of the school day. Any class news will be updated here and photographs and videos of your child's learning journey will also be found here. Please do not use this method of communication to inform us of absences. Continue to follow protocols in place by contacting the school office by telephone or email. When you enrol your child you will be requested to download the SEESAW app and sign into your child's account prior to them starting on their first day. This will allow us to very quickly share how your child is settling with us.

School Website – here you will find lots of information about our school.

<https://blogs.glowscotland.org.uk/sa/barassiepsandeyc/> Twitter: @Barassie\_PS and @Barassie\_EYC

## Home learning during holidays and periods of illness

We are often asked to issue home learning tasks for children who are off school sick or who have gone off on holiday. As so much of our curriculum depends on specific resources and practical activities, we find that issuing work over periods of absence is very often unproductive. Pupils on holiday will be encouraged to read books and to keep a diary of events, which they can subsequently share with the class after they return to school. Pupils who are absent because of illness really ought to be concentrating on getting well again and generally will have no problem covering any extra work on their return to school. In certain circumstances however, where the child is off school but is not really ill e.g. a broken leg - certain work may be arranged for completion at home. Please discuss this with the Head Teacher or Depute Head Teacher.

## 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 school.

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

- receive information about the school and its activities
- hear about what partnership with parents means in our school

- be invited to be involved in ways and times that suit 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; and
- enjoy taking part in the life of the school in whatever way possible.

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

The main aims of the Parent Council are to:

- support the school in its work with pupils
- represent the views of parents
- promote contact between the school, parents, pupils, providers of Early Years education and the community
- report to the Parent Forum
- be involved in the appointment of senior promoted staff; and
- raise funds for the school for the benefit of pupils (in Barassie Primary the Fund Raising Committee fulfils this role)

**Parent Council Chairperson: - Mrs Lindsay Wood**  
**Email address:- [lindsay.nurse@outlook.com](mailto:lindsay.nurse@outlook.com)**

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](http://www.parentzonescotland.gov.uk).

The Scottish Parent Teacher Council is a national organisation for fundraising groups 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 or email on [sptc@sptc.info](mailto:sptc@sptc.info) or write to SPTC, Mansfield Traquair Centre, 15 Mansfield Place, Edinburgh, EH3 6BB.

**National Parent Forum of Scotland - [enquiry@parentforumscotland.org](mailto: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.

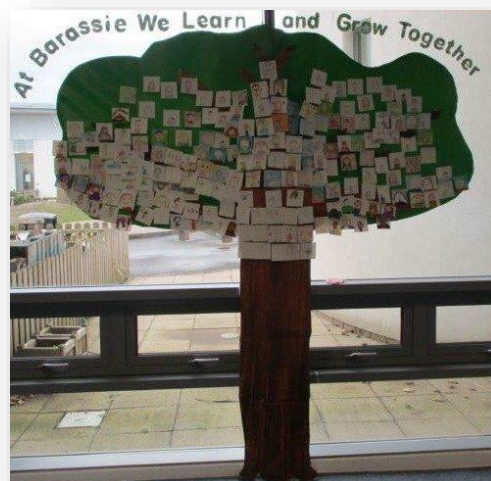
## School Ethos

### What is the ethos, values and aims of the school?

We consulted parents and other stakeholders on the **Vision, Values and Aims** of the school. We worked together as a staff, consulted all pupils and with the Rights Respecting Steering Group, produced a School Charter reflecting our Rights Respecting School status.

#### Summary Statement of Vision, Values and Aims

**B**e all you can be  
**A**chieving and attaining high standards  
**R**espectful and resilient  
**A**ctive and enjoying a healthy lifestyle  
**S**afe and happy  
**S**upportive and nurturing  
**I**nclusive  
**E**nterprising, Eco friendly and aiming for excellence



#### Values

- **Ambition**
- **Creativity**
- **Honesty**
- **Kindness**
- **Respect**

#### Aims

- To encourage a 'can do' attitude, to inspire our pupils and teachers to be aspirational and ambitious
- To recognise and provide opportunities for children to celebrate personal achievements and achieve high standards in attainment in all areas of Curriculum for Excellence through excellent learning and teaching
- To show respect for people and property and to be resilient when meeting challenges in learning and life
- To promote a healthy lifestyle through learning about food and nutrition and experiencing the benefits of physical activity

- To enable children to develop their skills and abilities in a secure environment while enjoying their learning
- To have a welcoming ethos where children feel nurtured and supported in their learning and members of the team feel valued
- To be an inclusive school where equality and a sense of belonging are promoted and we work as a team with partners to promote lifelong learning
- To be enterprising, promote a sustainable lifestyle and continuously improve on the journey to excellence

In other words, we want to give our pupils the best possible start to their education. We will do our best to help them grow and develop in a caring environment so that they achieve the highest possible standards that they can.

Barassie Primary plays an active role in the community and has forged links with various local organisations such as Ayr United, Troon Old Parish Church, Troon Lifeboats, Community police, Ayrshire Branch Scottish Country Dancing Association, Marr Rugby , Barassie Golf Club and Troon Library. Our Active Schools Coordinator facilitates many after school and lunchtime clubs as well as enhancing sport and active learning in school.

## The Curriculum

### 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.

## Curriculum Rationale

Guidelines for the curriculum are provided at National Level by the Scottish Government, by South Ayrshire Council and by other agencies. In Barassie Primary, the curriculum is designed taking these guidelines into account to provide a balanced programme of learning based on Curriculum for Excellence. The South Ayrshire frameworks are used to inform planning and skills development. All pupils work at their own level with pupils setting achievable targets in their learning. There will be increased opportunities for personal achievement.

Across all stages of the school, our pupils learn in an active way. We have recently introduced play based learning to Primary One and Primary Two. Children are given the opportunity to interact, discuss, discover and learn from each other. They work and learn together in a co-operative way, making decisions and directing a lot of their own learning.

## Curriculum for Excellence, Summary of Structure

Looking at the curriculum differently:

- Opportunities for personal achievement
- Interdisciplinary projects and studies built in
- Ethos and life of the school as a community
- Curriculum areas and subjects

Interdisciplinary aspects built in:

Enterprise; Citizenship; Health; Creativity; Sustainable development; Problem solving; Developing informed attitudes.

Designed around seven principles:

Challenge and enjoyment; Breadth; Progression; Depth; Personalisation and choice; Coherence; Relevance.

Developing four capacities of learners:

- Confident individuals
- Effective contributors
- Successful learners
- Responsible citizens

Curriculum areas:

- Health & Wellbeing
- Languages
- Mathematics
- Sciences
- Social studies
- Expressive arts (music, art, drama, dance)

- Technologies
- Religious and moral education

## LITERACY/ENGLISH

The development of language skills are crucial to a child's success in school. High priority is placed on giving pupils command of the English language and the ability to use it. This includes having a knowledge and understanding about language, listening attentively, talking effectively, reading with understanding and writing fluently and legibly with accurate spelling and punctuation.

### Reading

Early reading activities have started before your child comes to school and continue until he/she is ready for more "formal reading activities". Early reading consists of looking at and talking about pictures and then moves on to matching words and phrases in books.

During the early years they are also taught sounds and letters of the alphabet to help them work out unfamiliar words. The development of reading skills gradually progresses through the Primary school encouraging children to read for pleasure and also for information.

Alongside the more formal reading material, we use a selection of "real books", to encourage children to read. Recreational readers are being used at each stage and parents are encouraged to have regular reading sessions with their children - reading to them, reading with them, listening to them read and discussing books.

Our main schemes for reading are Heinemann Storyworlds P1-3 and Bug Club Reading Scheme P4-7. Active Literacy is also used in P1 -3. Phonic Bug and PM Starters are used in P1 and P2. We also use an online reading resource, Giglets.



We teach children to make use of the school library and also the local library. Children have to learn to use a variety of skills in reading different types of text, but they also have to derive enjoyment from books. We value the help from parents in encouraging children to read regularly. It is our aim that all pupils acquire the reading habit which will remain with them for the rest of their lives. This session we have started to engage with the Accelerated Reader programme to promote and further develop our reading culture.

### Writing

**Resources Used:** - Write To the Top; North Lanarkshire Writing, Talk 4 Writing, Nelson Handwriting and additional teacher created resources.

It is important that children experience a range of genre in their reading and writing. There are seven genres of writing; discursive, explanation, information, instructional/procedural, narrative, persuasive and recount. Pupils at the senior stages of the primary school should demonstrate increasing independence and ability to write in these genres.

Writing takes three main forms in the early years – **personal** writing, **functional** writing and **imaginative** writing. We are looking at 7 genres as children progress through the school.

Some parents are very worried about whether their child can write his/her own name before coming to school - this is not important. Children develop at different rates. Please do encourage your child to draw and paint using pencils, felt pens, brushes, crayons etc. Making jigsaws, playing with plasticine and play dough can help strengthen hand muscles and this will help your child greatly when he/she is ready to start writing. Your child will spend a great deal of time drawing in the Early Years Centre in preparation for the first stages of letter formation. When individual letters are mastered the child progresses to grouping these letters together to form words. This process may seem a bit slow in the early stages but it does work and the children taught by this method can subsequently produce a hand writing style that is both clear and efficient. This allows them to concentrate on the content of what is being written without having to worry too much about how the actual words are being formed - this is crucial in the later years of Primary school when the quantity and variety of the work expected of the children increases. Formal handwriting practice is encouraged at every stage in the school to encourage speed; accuracy in these aspects of language is encouraged whenever possible.

Children require to express themselves in different written formats and for different reasons. They are given the opportunity to express their own ideas and opinions or for a more practical purpose to learn the skills for letter writing, completing forms etc. This is done mainly through topic work as this gives relevance to the tasks and children are motivated because they are interested and involved.

A number of methods are used to improve sentence structure, spelling, punctuation and use of vocabulary. These are not taught in isolation, but are part of an integrated approach to ensure accurate and fluent expression.

### **Talking**

Talking is a very important and sometimes much neglected skill. In the infant department there is a great deal of emphasis on the pupils being able to give a good account of what he/she is doing in school - pupils are encouraged to talk at great length about what they are drawing or making, or where they have been, or what they intend to do next. The development of this skill is consciously encouraged throughout the whole school - by the time children reach Primary 7 they should be able to give clear accounts of their learning, interview people for information, put forward a point of view in a debate etc. - all skills they will need if they are to be successful in their adult life. It is through discussion and talking together that children make sense of their learning. Many opportunities are planned for children to talk in pairs, groups, with the teacher and other adults.

### **Listening**

Throughout the whole primary school, our children are encouraged to develop the skills of listening by various activities - listening to teachers reading stories, listening to other pupils giving reports of a visit or specific activity, listening to assemblies etc. In the classroom children are taught to be active listeners. A variety of activities are used such as tapes, games, stories and music. Listening skills are developed through every aspect of the curriculum.

## NUMERACY AND MATHEMATICS

For young children maths is embedded in their play and everyday situations. In Barassie Primary we build on and extend these experiences in a structured way. The science and technology assignments in the activity areas will reflect this. They will be carefully structured, monitored and assessed. Pupils learn effectively and efficiently in a relaxed well-planned atmosphere.



We lay considerable emphasis on our children learning basic number bonds and tables and the teaching of these is catered for at every stage. A wide range of practical activities and problem solving experiences are provided - many of these linked to real life situations so that our pupils can relate the value of what they are learning in school to their own lives. The use of modern technology is used extensively throughout the school. The computer is a valuable resource and learning tool in mathematics.

Although there are required targets for each stage, progression in mathematics is dependent on the pupils' abilities and no pupil will be forced to tackle work, which is beyond his/her capability.

We use Concrete, Pictorial and Abstract (CPA) approaches to enable our children to be confident mathematicians. We use a variety of resources to support our children's learning including a lead member of teaching staff to embed CPA across the school. We also use Big Maths and the Number Talks approach. Materials are used for children to make their thinking visible at all stages including P7. Essential features of this approach are activity and experience so that the child understands each process. By learning mathematical skills in this way the subject can be seen as a meaningful and useful tool.

## MODERN LANGUAGES

All pupils in Early Years to Primary 7 are given the opportunity to learn French through the 1+2 Languages approach. The programme of work in use has been devised in liaison with South Ayrshire Development Officers, cluster primary schools and Marr College. We are developing Spanish as our third language at P5, 6 and 7.

## SOCIAL STUDIES

The learning in social subjects is organised into 3 areas:

**Social Studies-**

**People and place  
People in the past  
People in society**



We feel that **HOW** the children learn is as important as **WHAT** they learn. Children are encouraged to learn by being involved and the key words are activity and enquiry.

These studies are approached through a study "topic", embracing some, or all of the aspects mentioned above. Individual classes will study three or four topics per year - these interdisciplinary learning topics offer a vehicle for the application of skills taught in other areas of the curriculum. Our current programme allows for greater emphasis on studying the local area as a starting point before going on studying topics of a more general, national or international significance.

Our programme is designed to provide our pupils with continuity, progression and balance over their seven years in primary school. The programme will also attempt to provide appropriate “entry points” for children joining midway through their school career for a shorter length of time while still maintaining continuity for those pupils who have been in Barassie since Primary 1 and will stay with us until transfer to Marr College.

Through our programme, we hope to foster in our pupils, interest in current issues, appreciation of and care and concern for responsible use of our environment and also respect and tolerance for other peoples points of view.

The topics offer ample opportunities for active learning, fieldwork and when appropriate, excursions to places of interest and involvement with the local community. They are planned in a discreet and cross curricular way. Pupils are involved in planning their learning with their teacher.

## SCIENCE

Science is an important part of our heritage and we use it every day. It is our aim through their learning in science that children develop an interest in and understanding of the living, material and physical world.



The children are encouraged to ask questions, experiment, observe, collect, measure, analyse, interpret, draw conclusions and report on findings.

We use a variety of practical resources and equipment to deliver our science curriculum.

## TECHNOLOGIES

The role of technology in our ever changing world is huge. Children in our school learn about technological developments, computing, food and textiles, engineering, problem solving etc. Children will become very confident in the use of computers and a number of computer based packages.



Our ICT suite is timetabled to allow focussed teaching. In addition, all classes have the use of an inter-active whiteboard Activ Panel, iPads and PCs to enhance learning and teaching. Additional technological resources such as programmable toys and digital media are also used to enhance and support learning experiences across the curriculum.

## EXPRESSIVE ARTS



This includes Art & Design, Drama, Music and Dance. All children cover an identical curriculum.

## MUSIC

The main priority of music in the school is enjoyment. The children are given experiences of rhythm, pitch and melody. The children are given the chance to sing, listen to music and to create music of their own. Many types of classical music are included in the listening sections. The school enjoys a link with Marr College and some children are fortunate to receive brass and woodwind tuition from visiting teachers. Pupils are given the opportunity to present their music to a variety of audiences. We use the Charanga Music School programme to support delivery of this curricular area.



## ART



Art is taught using Curriculum for Excellence guidelines and incorporating materials designed by Pat Shanks for South Ayrshire Council. This programme is aimed at teaching the required skills in a systematic and progressive way. Our aim is to provide all pupils with systematic experiences of drawing, painting, picture making and 3 dimensional work – developing skills at each stage.

## DRAMA

The aims of drama are to develop imagination, expression, understanding and co-operation. This is carried out by group activities, role-playing, mime and improvisation. The school has based P1 - 7 developments on the South Ayrshire Drama Pack. Children at all stages are given experiences in performance to peers and to larger audiences.



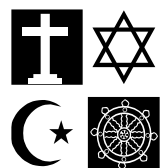
## DANCE



In dance the children have opportunities to be creative and to develop technical skills. This will take the form of creative dance, social dance and country dance.

## RELIGIOUS AND MORAL EDUCATION

Religious Education is seen as an integral part of the general education and is taught throughout the school. The aim of religious education is to help pupils to explore and understand religion as it is found in the local community and in the wider world. The programme gives prominent place to Christianity but also includes exploration of other faiths. Pupils have a need to understand how important religious faith is to the believer and to develop sensitivity and tolerance of the beliefs of others especially where they differ from their own.



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. These regional policies have regard to national advice set out in SOEID Circular 6/9, and the Education (Scotland) Act 1980 and the Scottish Government Circular dated February 2011, '*Curriculum for Excellence – Provision of Religious Observance in Schools.*'

## HEALTH & WELLBEING

As a health promoting school, Barassie has built very positive relationships with staff, pupils, parents and outside agencies.



We encourage an emphasis on health throughout the curriculum, covering physical, emotional and mental health. We have a cross-curricular approach to health promotion within classrooms and we also follow a calendar of whole school health events. All food and drinks supplied at Barassie, through school meals and Early Year Centre snacks and lunches comply with the Health and Nutrition Act (2007).

Health & Wellbeing is the responsibility of all staff in the school, which 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.

In line with national guidance, all children will receive two hours of quality PE per week and are expected to wear the appropriate kit. 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. As a health promoting school, pupils are regularly given the opportunity to access a range of additional sporting activities which encourage an active lifestyle.

## Early Years Curriculum

### Our Aims

- To provide a safe, stimulating environment in which your child will feel happy and secure
- To encourage the emotional, social, physical and intellectual development of your child
- To encourage positive attitudes to self and others while developing confidence and self-esteem
- To create opportunities for learning through indoors and outdoors play
- To encourage your child to explore the world
- To provide opportunities which stimulate interest and imagination and to extend your child's ability to communicate ideas and feelings in a different way

When your child comes to the Early Years Centre he/she brings three or four years of experience, which has been gained from you. Our aims are to build on that learning and, in partnership with you, lead your child on by guidance, help and encouragement. We aim to enable your child to gain the greatest benefit from play by providing a caring, stimulating, safe environment containing a balance of play activities. To achieve success in our aims we require your help in providing background on your child, your assistance in making the move from the family circle out into the wider world a happy one and, your interest and support throughout the Early Years.

### Daily Routine

#### 15 minutes

For a short time the whole group will participate in talking and listening to others.

**Free Play** is encouraged, and the snack table is open for the children to enjoy between 9.15 and 11.00.

## What We Do

The Early Years programme contains play experiences, which provide for all aspects of your child's growth and which can be varied and extended, according to the needs and interests of the child.

Examples of various play areas are:

- play with sand, water, clay and dough.
- creative activities, including painting, drawing, collage and construction with junk materials. Some activities may be messy and aprons are provided.
- storytelling and relaxing with a favourite book in the book corner.
- Activities which develop manipulative skills threading, cutting, fastening clothes, hammering, screwing and construction with bricks, Lego etc.
- activities which develop early reading and mathematical skills, jigsaws, picture matching, recognising and naming shapes and colours.
- activities - inside and outside – to help physical development by regular exercise.
- music and drama activities, including organised and spontaneous play - making music and listening to it - dramatisation of nursery rhymes, songs and stories.
- P.E. - scheduled P.E. time within school gym hall.
- imaginative and social play in the 'home corner'.
- activities and experiences which extend your child's knowledge of his/her environment - seasonal displays - planting seeds, bulbs and plants; cooking and baking opportunities.
- improved co-ordination builds up self-confidence and a child also becomes aware of the limits of safety and learns to make decisions on it.

Throughout all these activities, the child is learning the importance of talking and sharing - listening to others and taking turns.

In accordance with Scottish Executive requirements, Planning, Assessment, Recording and Evaluating are in place, keeping Barassie Early Years Centre fully up to date. Parents can see children's profiles at any time and contribute to these. We use Seesaw as a platform for online pupil profiles to share the children's learning.

## Opportunities for Wider Achievement

The school is very well equipped to support pupils to engage in learning outdoors. We have excellent sports facilities both indoors and out comprising a PE Hall, additional Hall, sports field and two tarmac pitches.

Our Active Schools Coordinator, Rory Tait works in partnership with us to provide a wide range of sports supported by local clubs and young leaders from Marr College and college students. This session we have offered Gymnastics, football, handball, dance and multi-sports.

The range of out of class activities on offer at any one time is enhanced by the expertise and availability of staff, parent leaders or members from the local community.

The assistance of parents in out of class activities is always welcome and any parent who is able to use his or her talents or interests in this way will receive the full support of the school. This could be for example in sports, languages or gardening.



Children in P7 have the opportunity to work towards their John Muir Award and Dynamic Youth Award in other outdoor learning.



## 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.

## Religious and Moral Education

The aims are:

- To help pupils to develop a knowledge and understanding of Christianity and other world religions.
- To appreciate moral values such as honesty, liberty, justice, fairness and concern for others.
- To investigate and help children understand what religion has to offer.
- To develop their own beliefs, attitudes, moral values and practices through personal search.

Religious Education is seen as an integral part of the general school education and not as separate, different activity. The programme gives a prominent place to Christianity but also includes exploration of the other major faiths. Pupils have a need to understand how important religious faith is to the believer and to develop sensitivity and tolerance to the belief of others especially where they differ from one's own.

We follow national guidance on religious education set out in SOIED Circular 6/9, the Education (Scotland) Act 1980 and the Scottish Government Circular dated February 2011, 'Curriculum for Excellence – Provision of Religious Observance in Schools'.

Parents have the right to withdraw their child from Religious Education and/or Religious Observance. Any parent who does not wish his or her child to take part should contact the Head Teacher so that alternative arrangements may be made for the child.

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 on not more than three occasions (days) in any one-school session and the pupil noted as an authorised absentee in the register.

Closely linked to our R.E. programme is our promotion of social and moral values. Children learn by example and in Barassie we are committed to creating a caring atmosphere. We foster the development of caring for each other, showing respect for other people's feelings and property and sharing the responsibility for looking after all aspects of our school.

## 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 should feel happy, safe respected and included in the school environment and all staff in the school are pro-active in promoting positive behaviour in the classroom, playground and the wider school community. Through development of life skills, the pupils are encouraged to value themselves, to be aware of others and their needs and how to keep themselves safe.

In Barassie we have created a community which provides a warm, caring and supportive atmosphere by treating the pupils as individuals, listening to their needs, offering equal opportunities to all, stressing positive achievements and encouraging strong links between parents, children and the school.

All pupils have access to a full programme of citizenship, personal and social education, health education and Circle Time through which appropriate health/personal and social issues are discussed.

High importance is placed on Health and Wellbeing in Barassie. The partnership working between school staff, kitchen staff, active schools, sports coaches and parents culminates in a high quality experience for our pupils within the area of Health and Wellbeing.

Learning in Health and Wellbeing extends beyond the classroom, with many opportunities provided for staff, pupils and parents to be involved in a range of activities. These include: lunchtime and after school sports activities, awareness raising and fundraising for a number of health related charities. We also invite a number of visitors to the school to share information about wider issues within Health and Wellbeing. These include our school nurse, community police, the Hospice.

In Barassie we aim to create an ethos where children have respect for others and a responsible attitude towards other people and property. Pupils are expected to be courteous and to respect the rights contained in the School Charter, to ensure the smooth running of the school and the safety of all pupils and staff.

## Promoting Positive Relationships and Behaviour

### Promoting Positive Behaviour And Respectful Relationships

We aim to provide a happy, caring, and secure environment for all the children in our care and expect children, parents, carers and staff to be tolerant, polite, courteous, and to show respect for others and their property. Behaviour management is the responsibility of all staff and involves a strong partnership with parents and carers. We prefer to notify parents at the early stages of difficulty. In the event of any misbehaviour continuing, parents are reminded that they may call on the services of the school doctor, school nurse, education psychologist, social workers and voluntary services for additional help and support.

### Our Values

Our belief is that respectful relationships are based upon mutual trust, honesty, kindness, consideration and fairness, bringing out the best in those involved. Our values are ambition, creativity, honesty, kindness and respect. Everyone should strive to uphold these values at all times.

### Rights Respecting School

At Barassie Primary, we believe respectful behaviour is an important feature of a Rights Respecting School.

Adults within our school community, including staff, parents and carers have a responsibility to protect and safeguard children from bullying behaviour.

At Barassie Primary, we believe that a positive school ethos is key to promoting positive behaviours and learning. We have clear expectations of what constitutes acceptable behaviour and use a range of effective strategies to promote and value these positive behaviours:

We use the Nurture Approach as a framework for improving relationships, focussing on the 6 Nurture Principles of:

1. *The environment offers a safe base.*
2. *Children's learning is understood developmentally.*
3. *Nurture is vital for the development of self-esteem*
4. *All behaviour is a form of communication*
5. *Language is vital means of communications*

6. *The importance of transition in children's lives is understood.*

Further information on the 6 Nurture Principles can be found by clicking [here](#).

We are a Rights Respecting School and have a School Charter based on the UNCRC and have simplified our school rules to:

**Ready, Respectful and Safe**

The school has a School Charter which sets the standards of behaviour both in class and throughout the shared areas of the school. This is seen as a shared responsibility. It is at the heart of creating responsible citizens and is discussed regularly in class with the children and is visible in classrooms. There is a 'Right of the Month' focus.

The School Charter consists of the following statements that we should strive to find opportunities to ensure that:

<b>Pupils Role to Respect the Right</b>	<b>UNCRC Article</b>	<b>Staff Role to Respect the Right</b>
Pupils will enjoy playtime and have the opportunity to join clubs. They will follow the Golden Rules so that everyone has the opportunity to enjoy their play. All pupils will be respectful to each other and the adults in school.	<b>Article 15</b> I have the right to meet with friends and join clubs.	The school should provide opportunities such as lunch time and after school clubs to facilitate wider achievement in a variety of areas.
Pupils will make sure they are kind and gentle to others. They will be honest about reporting what they see and ask for help if they need it.	<b>Article 19</b> I have the right to be kept safe from harm and be looked after.	Staff should use the Health and Wellbeing Indicators *(SHANARRI) and the *GIRFEC approach to assess the needs of children to ensure their safety and wellbeing.
Pupils will show respect for the playground equipment, so they are looking after the property. Pupils will make sure they follow the Golden Rules at all times and respect other children's right to play safely.	<b>Article 31</b> I have the right to relax and play.	Staff will provide appropriate resources and organise these in a way that allows pupils to relax, play and join in with a variety of activities, including playtimes.
Pupils will be honest and not cover up the truth. They will have the confidence to 'speak out' if something is bothering them. Pupils will make sure they are listening to other people when they are speaking. When expressing their opinions, pupils will think about how they will be understood by the others.	<b>Article 12</b> I have the right to be heard.	Staff have the responsibility to listen respectfully to the views of pupils, and provide opportunities for the pupil voice to be heard for example through consultation, pupil groups, committees and through AiFL (Assessment is for Learning) strategies.
Pupils will come to school ready to listen and learn. They will try to concentrate and always do their best. Pupils will behave in a manner that ensures everyone has the chance to learn. Everyone will be prepared for their lessons and make sure their home learning is completed on time.	<b>Article 28</b> I have the right to an education.	Staff will prepare differentiated, fun teaching and learning opportunities that meet the needs of our learners, through support and challenge. We will plan for learning in different contexts, including outdoors, and be responsive to the children's interests.
Pupils will use information provided to become involved in the life of the school and wider community. If they access inappropriate information they will tell the adult in charge.	<b>Article 13</b> I have the right to information.	Staff will provide opportunities for pupils to access reliable, accurate information and ensure internet safety.
Pupils will use opportunities to develop their talents and potential. Pupils will take opportunities to find out about what is happening in other countries of the world and respect other people's cultures.	<b>Article 29</b> I have the right to become the best that I can be.	Staff will ensure the pupils have opportunities for personalisation, challenge, support and choice in their daily learning. They will promote global citizenship and respect for cultural diversity.

**\*Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible, Included and Getting It Right For Every Child**

The relationship between pupils and teacher is similar to that between the child and his/her own parents requiring mutual consideration on both sides. Positive behaviour is seen to be the joint responsibility of all staff and extends to include a partnership with parents.

We prefer to notify parents at the early stages of difficulty. We particularly appreciate and value the co-operation of parents.

### Examples of rewards

1. Praise
2. House Tokens
3. Class of the week
4. Certificates of achievement
5. Class choice activity of extra playtime, use of technology, creative art

### Barassie Primary Positive Behaviour for Learning – Ready, Respectful, Safe

The UN Convention of on the Rights of the Child states that *'Discipline in schools should respect human dignity'* (Article 28). We always consider the benefit of talking quietly to the child on a one to one basis and avoid confrontational situations at all times. This should be used in conjunction with teachers' professional judgement.

Board of Recognition	<p><b>In each class a Board of Recognition is displayed.</b></p> <p>There should be a class goal for the Board of Recognition and it should be achievable by everyone. When this happens, the teacher should notice and comment that everyone has worked as a team to achieve the target. There should be a reward in place to celebrate the whole class achieving the target e.g. 10 minutes of ICT, 10 minutes of extra play supervised by the class teacher or any other reasonable alternative which has been agreed by all children and the class teacher.</p> <p>Children can have a note added to the Board of recognition for going 'above and beyond' - for outstanding learning, behaviour or effort. Children achieving this will receive a postcard home. A Head Teacher Award can be earned for these achievements and the class teacher should inform the Head Teacher of who has gone 'above and beyond'.</p> <p>Children who have not been marked on the behaviour tracking sheet should receive a positive note home at the end of the week to celebrate that they have been Ready, Respectful and Safe at all times.</p>
Fresh start	<p><b>All children will start off each day on the green - a fresh start, and they should aim to get their name on the Board of Recognition.</b></p> <p>Children are encouraged to be responsible and staff have high expectations for positive behaviour. Children receive praise, awards, house points and terrific tokens for things such as going out of their way to be kind and helpful, perseverance when challenged, being <b>ready to learn, respectful and safe</b>. This includes being polite, being a good friend, taking on extra duties and responsibilities, litter picking, sharing, good effort in work, special achievements and caring for property.</p> <p>Teachers should comment on children's behaviour and refer to it being ready, respectful and safe.</p> <p>Pupils will initially be given a verbal reminder for inappropriate behaviour. This will be recorded on the teacher's tracking sheet. Staff will tell the child that they have a "verbal reminder". If this behaviour happens outside of the classroom the member of staff supervising the child should report to the class teacher that they have issued a verbal reminder.</p>
Level 1 - warning	<p>Children's names will be recorded in the teacher's tracking sheet for inappropriate behaviour for example:</p> <ul style="list-style-type: none"> <li>• Persistent talking</li> <li>• Being disruptive or late entering school</li> <li>• Not looking after property</li> <li>• Using inappropriate language</li> <li>• Deliberately disrupting the class</li> <li>• Being disrespectful</li> <li>• Children should complete work they that have not completed due to this behaviour</li> <li>• Wait behind for a couple of minutes before going out with the rest of the class at break or lunch</li> </ul> <p><b>Three warnings in three days will result in a note in the diary informing parents and loss of 5 minutes of playtime which will be used for reflection with their teacher.</b></p> <p>If this behaviour happens outside of the classroom the member of staff supervising the child should report to the class teacher that they have issued a level 1 warning and the class teacher will record this on their tracking sheet. Children can move back to green if they demonstrate good behaviour. If they move to yellow for a second time they can no longer move back to green. If this happens 3 times in one week a note will be issued in their diary to inform parents/carers and they will have a 5 minute loss of playtime during the interval or lunchtime which they will reflect with a member of SLT.</p>

Level 2 warning recorded in homework diary	<p>If this behaviour persists another warning will be given and recorded. Children will miss 10 minutes of playtime during which they will reflect with a member of SLT.</p> <p>What happened? How did it make them and others feel? What can they do to sort the situation? What will they do differently next time? They must make a plan in case this situation arises again. There must be a resolution to each incident.</p> <p>This will be recorded in the homework diary.</p>
	<p>If this behaviour happens outside of the classroom the member of staff supervising the child should report to the class teacher that they have issued a level 2 warning and the class teacher will record this on their tracking sheet.</p>
Level 3 SLT involved  Parents contacted	<p>A purple reflection sheet will be issued for persistent inappropriate behaviour or a one-off serious incident such as:</p> <ul style="list-style-type: none"> <li>• Violent behaviour,</li> <li>• inappropriate language with intent to hurt someone,</li> <li>• graffiti</li> <li>• threatening behaviour</li> <li>• Spitting</li> <li>• Intimidating</li> </ul> <p>If it can be anticipated that this behaviour is going to escalate, the class teacher or SA should contact a member of SLT to support.</p> <p>Parents will be contacted and asked to sign the reflection sheet, all choice will be missed but in addition a consequence related to the misdemeanour will be given, for example:</p> <ul style="list-style-type: none"> <li>• Inappropriate ICT search – ban from ICT for a period of time</li> <li>• Inappropriate play at playtime- miss part, whole or number of playtimes</li> <li>• Aggressive / abusive language in class – removal from class to work for a period of time</li> <li>• Check in with SLT</li> </ul> <p>For a serious incident the Leadership Team will use their professional judgement as to whether an internal exclusion is necessary. Parents will be asked to accompany their child to school and enter through the front door. The child will be supervised to work away from their class and all breaks and lunchtimes can also be at different times to the rest of the school as a short term measure giving opportunity for reflection and restorative work.</p> <p>The School Charter must be agreed before re-entry to class.</p>

Some children require additional support with behaviour and other agencies can be asked to support children and families. We work in partnership with parents and carers to do this.

Our Relationships policy is available to view on our website.

## Equal Opportunities and Inclusion

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 access 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 into account of in any decisions made. (UNCRC)(the ASL Act) and 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 or named individual for that establishment (if this is not the same individual) who has pastoral care responsibilities to ensure each child's needs are met. They will work alongside Pupil Support staff within their own school and also centrally. Central staff includes Inclusion Co-ordinators, ASN teams, Psychological Services and Quality Improvement Officers.

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

At Barassie Primary we aim to provide children with an educational and social environment, which will enable all children to reach their full potential irrespective of race, creed, sex or religion. It is our intention that no resources presented to the children should contain material that could be considered offensive to any sectors of the community.

In our present multicultural society, we hope to foster an attitude of respect and tolerance to different races and ethnic minorities and expect each pupil to treat others, as they themselves would expect to be treated.

To promote this statement we undertake to: -

- Make all areas of the curriculum available to boys and girls alike
- Apply a consistent approach to uniform
- Allocate tasks within the school fairly
- Avoid the use of any language, or texts, by staff or pupils, which could be looked upon as racist or sexist

## Assessment

### How is Learning in the Broad General Education Assessed?

Assessment is a central part of everyday learning and teaching for children and young people. Teachers gather evidence on an ongoing and informal basis through asking questions, observing children working together and making comments on their work. Children may assess their own work or that of their classmates. Some assessment is more formal, such as projects, investigations, case studies and tests. The assessment of children's progress throughout primary school and in secondary S1-S3 is based partly on teachers' views: their "professional judgement". In making these judgements, teachers draw on their professional knowledge and understanding of the child using a very wide range of assessment information including standardised assessments.

The professional assessment judgements of teachers are expressed in terms of a child or young person's progress within and through levels. Most children are expected to have achieved the early level by the end of P1, first level by the end of P4, second level by the end of P7 and Third level by the end of S3. Many will achieve forth level by the end of S3.

All schools in South Ayrshire Council have been using standardised assessments, along with a range of other assessment information for several years, to monitor the progress of individual learners and support their learning. From August 2017, new national standardised assessments (SNSA) were introduced in all schools in Scotland. These assessments will provide an additional source of nationally consistent evidence for teachers to use when assessing children's progress. Schools across South Ayrshire use a wide range of assessments.

### **Scottish National Standardised Assessments**

Every child in P1, P4, P7 and S3 will undertake national standardised assessments covering some aspects of reading, writing and working with numbers. Assessments will be complete online and will be automatically marked by the online system, giving teachers immediate feedback to help children progress. The assessments will be used to help teachers understand how well your child is progressing with his or her learning and to plan next steps. There will be no pass or fail.

The exercises in the tests are adaptive to your child's response and offer an evaluation of your child's skills in these key areas. In other words, the system is designed so that if a child is struggling with the questions they will get easier, and if a child is doing well the questions will become more challenging.

A time limit of 50 minutes for each assessment has been set. This is an absolute maximum, to ensure that no child feels an unnecessary time pressure when undertaking the assessments. Your child will not be expected to take assessments covering reading, writing and working with numbers in one sitting. In South Ayrshire, national standardised assessments take place when the teacher feels it is appropriate. The assessments will, as far as possible, accommodate the needs of children who require additional support.

### **Tracking and Monitoring**

The progress of individual learners is tracked and monitored during the session. This is done through Professional Dialogue Meetings held three times a year where the progress of all children is discussed. Staged Intervention Plans are evaluated three times during the session and CfE levels are recorded as children progress. Results of assessments are shared with the Leadership Team and data is analysed and used to plan next steps of learning.

## **Reporting**

### **Reporting – how will your child's progress be reported?**

There will be two tracking reports issued throughout the school year, one in October and the other in February. There is also a formal written report distributed in May. Reporting to parents includes assemblies, Seesaw profiles, sharing the learning events, parent and child workshops, stay and play, displays and other events such as school shows.

The Curriculum for Excellence assessment data and the data relating to pupils' performance in SQA examinations in Senior Phase (S4-S6) for South Ayrshire schools is reported to members of the public in the annual performance report, which is published in February each year.

The school fully embraces the national "Assessment is for Learning programme" and South Ayrshire's Assessment and Reporting guidance. Assessment is undertaken on a continual basis and is an important part of the planning process in the school.

Two opportunities per year are provided for parents to meet with class teachers to discuss progress. These meetings will take place in October and February with an optional third meeting following the written report in May. At these times, the school Leadership Team are also available to discuss any areas of concern with parents.

Parents do not need to wait for these meetings to discuss their children, but are welcome to call at the school any time. It is advisable to telephone to arrange an appointment first.

Within Curriculum for Excellence, learning is arranged in levels as follows:

Early Level	Early Years and Primary 1, or later for some
First Level	Primary 2 – Primary 4, but earlier or later for some
Second Level	Primary 5 – Primary 7, but earlier or later for some
Third Level	Secondary 1 – Secondary 3, but earlier for some
Fourth Level	Secondary 4 – Secondary 6

Children are learning within, and being assessed on a particular level depending on age, stage and ability.

Staff plan for all curricular areas. Linked to this, is assessment, where staff track and record children's progress through learning at all levels – Early, First and Second. Assessment is not an add-on to learning, but is integral to daily classroom practice. Teachers provide quality feedback to learners both orally and in writing.

## Transition

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

We have a very well-established transition policy across Early Level. Children are invited to visit the school, have regular and planned transition visits and we offer information sessions and workshops for parents and carers prior to their child starting P1.

### **Transfer to Secondary School**

We then have a clear transition policy for pupils moving to Secondary. For all pupils this involves early visits to the Secondary they will be attending, participation in sporting events, opportunities to participate in social events and quizzes to allow children to get to know their new peers. We also have subject specific transition projects where children get to work with secondary staff from a variety of curricular subjects. The children of Barassie Primary normally transfer to Marr College, Dundonald Road, Troon (Telephone 01292 690022) The Head Teacher of Marr College is Mr George Docherty.

Pupils are normally transferred between the ages of 11 ½ and 12 ½ 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.

## Support for Pupils

### Getting it 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 supported within the school by a Pupil Support Co-ordinator or similar named individual within the school 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, Nurturing, Active, Respected, Responsible and Included, (sometimes referred to as 'SHANARRI indicators'). As 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 Pupil Support Co-ordinator or named individual for that establishment along with parents/carers and the TAC (Team Around the Child) 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 3<sup>rd</sup> 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.

### How do we ensure that there is someone in school who knows your child and can support them through challenging times?

Whilst every member of staff at Barassie Primary School and Early Years Centre endeavours to know every child personally we do have members of staff with specific remits to ensure that children are supported appropriately especially during challenging times. Mrs Mills, Depute Head Teacher is responsible for co-ordinating child plans for those children with additional support needs including those who are looked after/accommodated. She meets regularly with appropriate staff in school and liaises with external agencies such as social work, Barnardos etc.

Our Child Protection Co-ordinator is Mrs Fleming, Head Teacher.

### Additional Support for Learning

South Ayrshire Council has duties outlined in the Standards in Scotland's Schools 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 Pupil Support Co-ordinator or named individual for that establishment 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 reviewed.

### **Stage 3 – Specialist help from a multi-agency team**

At this stage a wellbeing assessment will be completed. The Pupil Support Co-ordinator or named individual for that establishment 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 out with education that will last for longer than 1 year. For further information see [www.enquire.org](http://www.enquire.org).

### **Supports Available**

Education 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 Team
- Looked After and Accommodated Service
- Learning and Inclusion Team
- School Support Assistants
- Additional Support for Learning Teachers
- Home Tutoring
- Outreach services from Specialist Centres
- Counselling Services for children over 10

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.

### **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.

## 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 considered 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 individual for that establishment.

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 Coordinator.

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

Initially parents should discuss their concerns with the head of their child's school. If this is not possible, parents can also speak to 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](http://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)**

Education Services  
County Buildings  
Wellington Square  
AYR  
KA7 1DR  
Tel: 01292 612426 or 612292

**Enquire**

Scottish Enquire Helpline: 0845 123 2303  
Textphone: 0131 22 22 439  
Email: [info@enquire.org.uk](mailto: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](mailto:enquiries@sclc.org.uk)

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

**Resolve**

Children in Scotland  
5 Shandwick Place  
Edinburgh  
EH2 4RG  
Tel: 0131 222 2456

**Advocacy Service**

John Pollock Centre  
Mainholm Road  
Ayr  
KA8 0QD  
Tel: 01292 285372

## Psychological Services

Educational Psychologists have five core functions 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 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 support 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](http://www.eps.south-ayrshire.gov.uk)

## Information Sharing

In South Ayrshire educational establishments/schools we work closely with partner services including health, social work, police, Children's Reporter, 3<sup>rd</sup> 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-guidance-June-2017.pdf>

## 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 listen and take them seriously
- Identifying when children and young people may need help; and
- Understanding the steps that must be taken when there are concerns for children's and young people's safety.

The school has a Child Protection Co-ordinator, Julie Fleming, who will lead on the school's response to concerns for children's 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' that something is not right, talk about this to the school's Child Protection Co-ordinator or another member of staff.

Ensuring children are kept safe and protected from harm and abuse is a high priority and it's everyone's job to help protect South Ayrshire's children. Part of [South Ayrshire Child Protection Committee's](#) (CPC) work is to raise public awareness about child protection.

To help your child stay safe on-line there are various programmes and resources that schools use to support pupils. The main resource used is [ThinkUKnow](#). It is also important that you as a parent or carer have up to date information regarding on-line safety covering a variety of issues including: cyber bullying, age related matters, social net-working. Information is available by clicking on this link [www.internetmatters.org](http://www.internetmatters.org)

## School Improvement

Barassie Primary is ambitious in terms of outcomes for all pupils. We are continually striving to increase levels of attainment and providing opportunities for all pupils to achieve. Details of our progress to date are included in in our most recent Standards and Quality report which can be accessed on our school website.

In October 2018 Barassie Primary and Early Years Centre were inspected by a team from Education Scotland. They inspected us on Quality Indicators 2.3 Learning Teaching and Assessment and 3.2 Raising Attainment and Achievement/ Securing Children's Progress and gave a positive report highlighting areas of good practice. It is available [here](#) or on our school website.

The school had a positive School Improvement Visit in February 2018 where a team from the local Authority consisting of six Quality Improvement Officers, Inclusion Manager and visiting Head Teacher spoke to parents, staff and pupils as well as visiting all classes and the Early Years Centre. The Early Years Centre's very positive Care Inspectorate Report was published in January 2017. All reports are available in school and on the school website <https://blogs.glowscotland.org.uk/sa/barassiepsandeyc/>

### How has the school improved over the last twelve months?

Our Standards and Quality Report for 2020-21 outlines our many successes and achievements alongside our self-evaluation information and capacity for improvement. This report contains details of: Curriculum for Excellence attainment information for Session 2020-21 and for the two years prior to this; the main achievements of the school and early years centre; how well the school has improved standards for pupils in relation to literacy, numeracy and health and wellbeing. Our Standards and Quality Report is available to view on our school website. Alternatively, a paper copy of this is available on request from our school office.

### Improvement Priorities

Our School Improvement Plan for 2021-22 is centred around the National Improvement Framework priorities.

Our priorities for session 2021-2022 are:

- ✓ **Priority 1**  
Recovery – Supporting and improving children's health and wellbeing.
- ✓ **Priority 2**  
Literacy – to raise attainment in literacy for all learners.
- ✓ **Priority 3**  
Numeracy and Mathematics – to raise attainment in numeracy and mathematics for all children.

Parents are continually involved in the improvement of the school by becoming members of working groups and sharing their views on what aspects of the school can be further developed.

Our children's achievement is evident through them becoming confident individuals, effective contributors, responsible citizens and successful learners. This is further enhanced through opportunities to participate in pupil groups, extra-curricular activities, residential trips, educational excursions, outdoor learning, school Nativities and organising events such as Burns Suppers and an increasing number of pupils are participating in the John Muir Award, Young Sports leader and Award of Ambition.



## School Policies and Practical Information

### Pupil Voice

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 proactive with representatives from Primary 1 – Primary 7. Representatives are elected by their peers. Once elected, roles and responsibilities are given.

### Pupil Groups

#### Eco School

Our Eco Committee is positively proactive. We currently have members from P3-P7. These 7 pupils are elected annually and roles, responsibilities are shared.

The school has recently obtained our fifth Green Flag. The Eco Committee meets regularly with a staff representative. Issues raised within classes are discussed and new initiatives, projects are developed.

Currently the school recycles, paper, mobile phones, textiles and ink jet cartridges.

Contributing to the committee helps develop children’s awareness of the environment, communication and organisational skills.



#### Junior Road Safety Officers



work.

We have particularly active Junior Road Safety Officers (JRSO) who work in a variety of ways to send the road safety message to pupils, parents and staff. We won the best JRSO School of the Year 2017 award for South Ayrshire due to the excellent information attractively displayed to promote pupil safety. Mrs Swan was voted coordinator of the year for her commitment to promoting road safety with the community through her JRSO

#### Dyslexia and Inclusive Practice Group

It is important that we have our pupil's views as we maintain our Dyslexia and Inclusive Practice Approaches.

## Digital Leaders

Our Digital Leaders group work with classes across the school to support and introduce new practice with the use of digital technologies. Most recently our Digital Leaders have introduced programmable toys to all classes and have supported the use of Microsoft Teams across the school.

## Choosing a School

Parents have the right to choose to send their child to a school other than the catchment denominational or non-denominational school for their area they live in, this is known as a Placing Request. It is not possible to guarantee all Placing Requests will be successful. However, parents have the right to appeal should their application be unsuccessful. Parents should also be aware that if they decide to submit a Placing Request their child will no longer automatically be considered for a place in their catchment school.

Full details of the placing request process are available on the Council's website <http://www.south-ayrshire.gov.uk/schools/placing-requests.aspx> or you can contact Educational Services on 01292 612162.

## Attendance

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

Regulation 7 of The Education (Scotland and Placing Information) (Scotland) Amendment etc Regulations 1993 requires each child/young person's absence from school to be recorded in the school register as authorised: e.g. approved by the authority, or unauthorised; e.g. unexplained by the parent (truancy) or excluded from school.

It should be noted that the school investigates unexplained absence, and the authority has the power to, interview or prosecute parents, or to refer pupils to reporter of the children's hearings, if necessary.

### **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 out with 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 record accurately the reason for absence using the above coding system. **It would be extremely helpful in this regard, if parents contact school at the beginning and end of the absence period** – indicating their awareness of the absence and reason for absence at the beginning of the period and expectation of return to school at the end of the absence period. Where no information is provided absences will be considered to be unexplained and therefore recorded as unauthorised.

## **Routine and Expected Visits Outwith School**

Barassie Primary School recognises the need for young people to be regularly involved in outdoor activities and learning which will involve visits out with 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.

## 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 friction (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, 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

Barassie Primary School has adopted the following uniform:

- Grey, black or navy trousers or skirt
- White or blue shirt and a Barassie Primary tie or pale blue/ white polo shirt
- Grey or navy jumper or navy school sweatshirt with logo

P.E. kit:

- T shirt/school polo shirt, sweatshirt (for PE outside)
- Shorts or tracksuit trouser (for PE outside)
- Gym shoes or trainers with light coloured soles

All items of clothing should be clearly marked with the child's name.

## Early Years Classes

Children have the best fun when they are doing messy work. We will always try to make sure they wear aprons, but accidents happen, so please dress your child in suitable clothes. Please also make sure that your child has suitable outdoor clothing in case outdoor play or a trip is planned. It is important that children learn to be independent. Please ensure that suitable clothing is worn to allow this in the toilet and cloakroom.

## 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.

## Parental Complaints Procedure

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

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

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

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

*If you have a concern (Early Years and childcare only) and wish to complain to the Care Inspectorate directly, please write to:*

**Care Inspectorate, Sovereign Road, Suite 3, Academy Road, Irvine, KA12 8RL**

## Public Private Partnership (PPP)

Barassie Primary School is a modern school, which enhances the learning experience of all our learners. The school building is managed under a 30 year contractual arrangement with Education 4 Ayrshire Limited (E4A), which includes ongoing repairs.

## School Meals and Free School Meal Information

In Barassie we have a cashless, pay in advance lunch system for all pupils and staff. Payments to lunch accounts are managed through the school's Online Payment System – iPayimpact.

How Does it Work?

- Parents/carers make an online payment to pupil's lunch account through iPayimpact
- Payment can be for any amount
- A pupil's account is accessed at the till in the dining hall using name or photograph.
- Purchases may not exceed the value held in the pupil's account.
- The unspent value is securely carried forward.
- Pupil's entitled and approved to be in receipt of free meals have the appropriate amount allocated to their accounts for use each lunch-time.

Parents who are unable to use iPayimpact should speak to a member of the Leadership Team. In these circumstances, cash will be accepted for school meals but **MUST** be in a labelled envelope brought in in advance.

This system

- removes the need to carry cash
- means parents can make a payment online anytime that is convenient to them
- removes the stigma sometimes associated with being in receipt of free meals
- means pupils can check the balance in their account at the pay point at any time

Our catering team are happy to provide pupils with specific dietary requirements. Parents are encouraged to speak directly with the school cook about this.

Midday meals are provided daily in the school-dining hall. These are cooked and served cafeteria fashion and are of a very high standard. There is a wide choice of main courses and snack meals, including sweets, fruit and home baking. The average cost for a nourishing meal is around £2.15.

An area of the dining hall is allocated to children who bring a packed lunch to eat in school. It should be noted however that under no circumstances should glass bottles be brought to school - for obvious reasons.

## Free School Meal Information

The current criteria for entitlement are included below, however this is reviewed annually and updated information is available on the Council website [Free school meals and clothing grant - South Ayrshire Council \(south-ayrshire.gov.uk\)](https://www.south-ayrshire.gov.uk)

Children of parents receiving Income Support, Job Seekers Allowance (Income Based) Child Tax Credit where income is less than £16,105, Child Tax Credit and Working Tax Credit where income is less than £7,500, Universal Credit where earned income is £625 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 on-line application forms can be accessed from the above link.

From August 2021, free school meals are available to all P1 – P4 pupils

From January 2022, free school meals are available to all P1 – P5 pupils

No pupil is allowed out of school without permission during school hours: this includes “packed lunch” as well as “school meals” pupils, must remain in school during the entire lunch break.

#### **Early Years Classes - Snacks and the Promotion of Health Eating**

Healthy eating is encouraged with milk and water provided each day, plus a range of snacks. Please inform staff if your child suffers from any food allergies. We follow the guidance *Setting the Table* to ensure nurturing and supportive lunchtime experiences for all of our children.

### **Footwear and Clothing Grant Information**

The current criteria for entitlement are detailed below, however this is reviewed annually and updated information is available on the Council website [Free school meals and clothing grant - South Ayrshire Council \(south-ayrshire.gov.uk\)](https://www.south-ayrshire.gov.uk/free-school-meals-and-clothing-grant)

Children of parents receiving Income Support, Job Seekers Allowance (Income Based), Child Tax Credit 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 £1,342.08 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 clothing grant. Information and on-line application forms can be accessed from the above link.

### **Transport Guide to Parents (excludes Early Years provision)**

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

South Ayrshire Council has a policy of providing free transport to all 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 suggested suitable walking route. Parents who consider they are eligible for free school transport should complete the online Free School Transport Form which can be obtained via <https://www.south-ayrshire.gov.uk/schools/school-transport.aspx> Applications should be completed and submitted by 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](mailto: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 first 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 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 Education Support 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.



## 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 Education Services, County Buildings, Wellington Square, Ayr KA7 1DR, telephone 01292 612294.

## 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.

## Use of Mobile Phones

Over the past few years, there has been a significant increase in the number of young people using mobile phones. Schools have effective communications systems for all eventualities within schools and the use of mobile phones should be unnecessary within the school.

We would seek the support of parents and carers by encouraging them to ask their children to leave mobile phones at home. There may be exceptional circumstances which would require a pupil to carry a mobile phone. If pupils do bring mobile phones to school with the approval of their parent or carer, they remain the responsibility of the owner at all times in terms of security and safekeeping. If used in school, the phone will be taken to the office where it can be collected by a parent or carer.

Mobile phones should be switched off at all times within the school buildings unless prior consent has been received from a senior member of staff. The existing communication systems within schools will be used for dealing with emergencies.

Where an individual repeatedly breaches the school guidelines, existing disciplinary procedures should be invoked and the parent or carer contacted.

## 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 of inappropriate use of social media.

## Health and Medical Information

Closely linked to the school's Health Programme is our involvement with and regular visits from our health care specialists. The administration and supervision of your child's health is organised by the Community Medical Department (School Medical Office) at Ayrshire Central Hospital, Irvine, (Telephone 01294 274191). All Primary 1 pupils have a medical examination - parents are informed of the dates and times of these medicals so that they can be present if they so wish. Throughout the primary years, routine examinations of hearing, eyesight and general hygiene are carried out and parents informed if there is need for further action.

The school dentist visits the school regularly to carry out routine dental examinations. Parents will be informed if any treatment is necessary. No treatment will be carried out without parental permission and there is no obligation to have treatment at school if the family dentist is already seeing a child regularly. The speech therapist liaises closely with the school in the identification of pupils with speech difficulties. At present the speech therapist visits the school in 'blocks' and in addition to this, home visits may be arranged to discuss programmes of activities, which can be carried out both at school and at home.

Children in pre-school year will only be seen by the School Doctor if selected. The Orthoptist will see all children. It is hoped that the dentist will also visit and check all the children.

**It is imperative that parents keep the school fully informed about any medical condition affecting their children, and of any arrangements that need to be made in such cases.**

We have limited provision for children who become sick in school. Every effort will be made to contact either parents or the child's emergency contact to arrange for the child to be collected from school. Parents are advised to keep their children at home if they are showing any signs of being unwell - there is nothing to be gained from sending your child to school feeling unwell - this only causes unnecessary distress to your child.

No child will be sent home without parents or emergency contacts being informed and, wherever possible, we prefer someone to come to school to collect the child. In the case of an emergency, medical services will be summoned and if necessary the child transported to the nearest Health Centre/Hospital while the parents are being contacted.

It is thus necessary that the school has on record up to date information as to where parents - or any other emergency contact - can be located at all times of the school day.

We have a number of children in school who suffer from asthma. This school has adopted a positive attitude to this situation and children are in no way disadvantaged. We have staff trained in first aid in the school to assist children who are not confident in the use of inhalers etc.

We have a number of children in school with nut allergies. Therefore, we are a **nut free school** and appreciate your cooperation with this.

## Health Promotion and Nutrition

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

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

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

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

For further guidance can be found at:

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

## NHS Ayrshire & Arran

### Oral Health Promotion Initiatives in Early Years Centres 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:

- **A core toothbrushing 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.**
- **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.
- **An early years 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 Improvement 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.childsmile.org](http://www.childsmile.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.

## Data Protection Act

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

### **How we will use the information about you and your child**

All personal data is processed by Education Services staff. We will only collect personal data from you that we need in order to provide Education 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 within this 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 KA7 1DR

Email: [DataProtection@south-ayrshire.gov.uk](mailto: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](mailto:Scotland@ico.org) 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 Education 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 best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as 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 understanding 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 undernoted 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

## 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 1<sup>st</sup> January 2005, any person who makes a request for information must be provided with it, subject to certain conditions.

## Helpful Addresses and Websites

Organisation	Address	Telephone Number
Educational Services	County Buildings Wellington Square Ayr KA7 1DR	01292 612234
Area Office	Ayr Registration Office 43 Sandgate Ayr	01292 284988
Mr George Docherty	Head Teacher Marr College Dundonald Road TROON	01292 311082
School Nurse	Barassie Street Clinic Barassie Street TROON	01292 571245
School Psychologist	Queen Margaret Academy Dalmellington Road AYR	01292 292675
Councillors Ayrshire South	Mr Peter Convery Mr Phillip Saxton Mr Bob Pollock Mr Craig Mackay PO Box 1996 Ayr KA7 1DS	01292 315122 01292 314729 01292 612382 01292 612174
Care Inspectorate	The Care Inspectorate HQ Compass House 11 Riverside Drive Dundee DD1 4NY	01382 207100 0845 6030890

The aforementioned councillors are the only elected representatives directly responsible for Community and Children in the area.

Useful Website addresses:

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

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

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

<http://www.education.gov.scot/parentzone/>

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 literacy, numeracy and health and wellbeing**

<http://www.educationscotland.gov.uk/learningteachingandassessment/learningacrossthecurriculum/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.asp?strReferringChannel=parentzone&strReferringPageID=tcm:4-634353-64](http://www.educationscotland.gov.uk/resources/b/genericresource_tcm4725663.asp?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](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](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](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>

**Choices and changes** provides information about choices made at various stages of learning

<http://www.educationscotland.gov.uk/supportinglearners/choicesandchanges/index.asp>

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, 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**

本出版物還有純文字中文版。

有關更多資訊，請聯絡：

**0300 123 0900**

اس اشاعت کے نسخہ کا صرف متن اردو زبان میں دستیاب ہے۔

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

audio cassette version of the text contact Council staff on:

**0300 123 0900**