

SOUTH AYRSHIRE COUNCIL  
PEOPLE DIRECTORATE



## **Barrhill Primary School & Early Years Centre**



# **H A N D B O O K**

**2021/2022**

8 Main Street  
Barrhill  
South Ayrshire  
KA26 0PP  
(01465) 716805

Email: [Barrhill.mail@south-ayrshire.gov.uk](mailto:Barrhill.mail@south-ayrshire.gov.uk)

Website: [www.Barrhill.sayr.sch.uk](http://www.Barrhill.sayr.sch.uk)

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## SECTION A – General School Information



Dear Parents/Carers

On behalf of Barrhill Primary School and Early Years Centre. I would like to welcome you and your child/children into our school community.

Barrhill Primary School and Early Years Centre is a non-denominational, co-educational primary school serving the village of Barrhill and its surrounding area.

Our school was extensively refurbished in 2014 and accommodation consists of one building which offers us open plan classroom areas as well as a gym/hall and kitchen.

The information in this handbook is intended as a guide to all parents/carers. If you have any questions or require further information about school matters please do not hesitate to contact me.

I look forward to working with you in the future.

Yours sincerely

*Paula Murphy*

Paula Murphy  
Head Teacher

## School Information

Name	Barrhill Primary School
Address	8 Main Street Barrhill KA26 0PP
Telephone Number	01465 716805 01465 821281
Email Address	<a href="mailto:Barrhill.mail@south-ayrshire.gov.uk">Barrhill.mail@south-ayrshire.gov.uk</a>
Website	<a href="http://www.barrhill.sayr.sch.uk">www.barrhill.sayr.sch.uk</a>
Head Teacher	Mrs. Paula Murphy – telephone 01465 716804/5
Denominational status	Mixed – Non Denominational
Accommodation and capacity *	Maximum Roll – 42 Present Roll – 22 (December 2020 + 3 EYC)
House structure	Kildonan                  Drumlamford
Nursery provision	Early Years Centre
Parent Council	Yvonne Wilson

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

Gaelic provision is not offered at Barrhill Primary School.

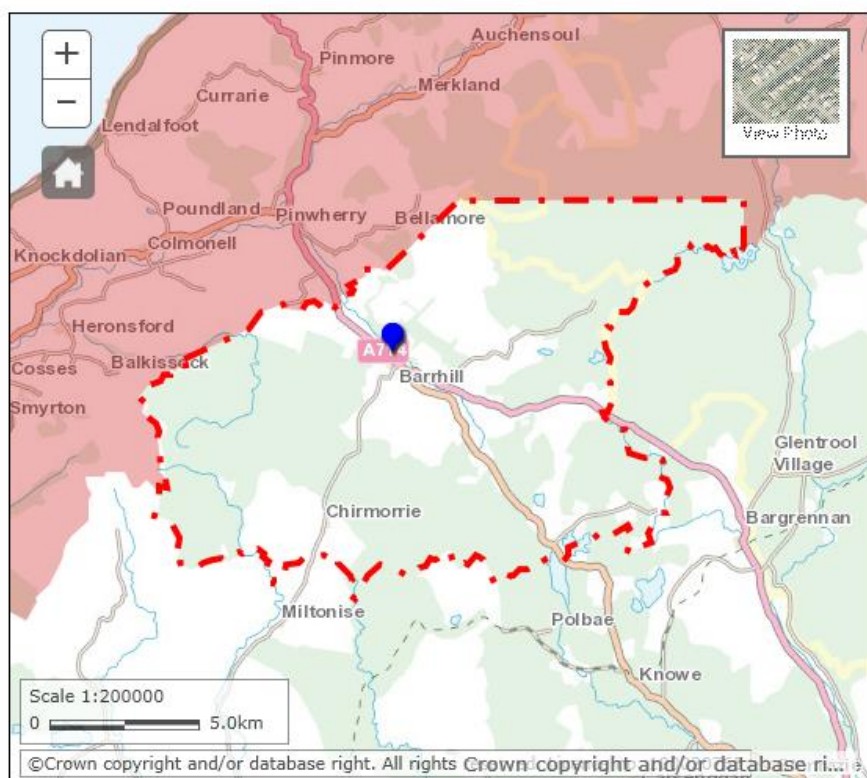
The definition of 'parent' used is the broadly framed definition set out in the 1980 Act which is as follows: 'Parent' includes guardian and any person who is liable to maintain or has parental responsibilities in relation to or has care of a child or young person. This is a wide definition which can 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).

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## 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 web site at [www.south-ayrshire.gov.uk](http://www.south-ayrshire.gov.uk). Catchment map and area available from the School Management Section, PEOPLE DIRECTORATE, County Buildings, Wellington Square, Ayr, KA7 1DR

Useful links to additional information to be found in Appendix 2.



## School Staff

Name	Designation
Mrs. Paula Murphy	Head Teacher
Mrs. Stacey Logan	Class Teacher
Miss Lynne Ferguson	Class Teacher
Miss Avril Taylor	Class Teacher (part time)
Miss Amy Clark	Early Years Practitioner
Mrs Elizabeth McKie	Early Years Practitioner
Miss Irene McCoag	Clerical Assistant
Mrs. Linda Stewart	School Assistant
Miss Maureen McCutcheon	Catering Assistant
Mr. Kevin Reid	Janitor/Cleaner

## Leadership Team

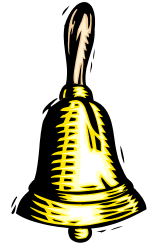
Name	Designation
Mrs. Paula Murphy	Head Teacher
Mrs. Stacey Logan	Principal Teacher

## Choosing a School

Under the placing request arrangements parents have the right to choose a school other than the catchment denominational or non-denominational school for their area. This is known as a placing request and application forms can be obtained from the school office or Educational Services, County Buildings, Wellington Square, AYR KA7 1DR, telephone 01292 612465. Unfortunately it is not possible to guarantee that a placing request will be successful but parents will have the right of appeal should it be unsuccessful. Full details of the placing request arrangements are contained in the application form or on the Council website: <http://www.south-ayrshire.gov.uk/schools/placing-requests.aspx>. You should be aware that if you decide to make a placing request your child would no longer be automatically considered for a place in their catchment school

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## School Hours



Open	.....	09.00
Interval	.....	10.30 – 10.45
Lunch	.....	12.15 – 13.00
Close	.....	15.00

**Early Years Centre**      Full day sessions 09.00. – 15.00

The school can be contacted by telephone between 08:15 and 15:30 each day.



## School Holidays

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Educational Services

Approved School Holiday Arrangements : 2021/2022

Term	Break	Dates of Attendance			Cumulative Working Days	
First	Mid Term	Teachers ( <b>Inservice</b> )	Tues	17 Aug 2021		
		Teachers ( <b>Inservice</b> )	Wed	18 Aug 2021		
		Pupils return	Thurs	19 Aug 2021		
		<i>local holiday</i>		Fri		*17 Sept 2021
		<i>local holiday</i>		Mon		*20 Sept 2021
		Close	Fri	8 Oct 2021		
		Teachers ( <b>Inservice</b> )	Mon	18 Oct 2021		
		Re-open (Pupils)	Tues	19 Oct 2021		
		Close	Wed	22 Dec 2021		
		85				
Second	Mid Term	Re-open	Thurs	6 Jan 2022		
		Close	Thurs	10 Feb 2022		
		<i>local holiday</i>	Fri	11 Feb 2022		
		<i>local holiday</i>	Mon	14 Feb 2022		
		Teachers ( <b>Inservice</b> )	Tues	15 Feb 2022		
		Re-open (Pupils)	Wed	16 Feb 2022		
		Close	Fri	1 Apr 2022		
		145				
Third		Re-open	Tues	19 Apr 2022		
		<i>local holiday(May Day)</i>	Mon	2 May 2022		
			Wed	4 May 2022		
		Close	Thurs	5 May 2022		
		Teachers ( <b>Inservice</b> )	Fri	6 May 2022		
		<i>Re-open (Pupils)</i>				
			Mon	30 May 2022		
		<i>local holiday</i>	Wed	29 Jun 2022		
		Close				
		195				
NB	Session 2022/23	<i>local holiday</i>	Wed	17 Aug 2022		
		Teachers ( <b>Inservice</b> )	Thurs	18 Aug 2022		
		Teachers ( <b>Inservice</b> )	Fri	19 Aug 2022		
		Pupils return	Mon	22 Aug 2022		
		Good Friday: 15 April 2022				

\* Please note that the September weekend is provisional subject to confirmation of the date of the Ayr Gold Cup *Pupil's attendance will be 190 days after deducting 5 in-service days.*

## **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).

In South Ayrshire, the dates and times for enrolment in January are selected by the Education Authority and published in the local press. For children who attain the age of 5 years between 1 March 2020 and 28<sup>th</sup> February 2021 they should register for school week beginning 14<sup>th</sup> January 2021.

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.

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 with the Head Teacher.

We have an open door policy at Barrhill Primary and welcome everyone to the school. Comment and feedback about the school is welcome and keeps us informed. We try very hard to see or speak to callers when they arrive at school but there may be occasions, due to class commitments, when an appointment is offered.

## SECTION B – Home / School /Community

### Parental Involvement and Home School Links

#### Home / School Links

It is important that parents are able to communicate fully with the school their child attends and we aim to make this possible in many ways:

- formal and informal meetings
- by telephone or letter
- by email
- by newsletter and notice of forthcoming events
- parent workshops
- fun events
- Parent Council meetings and minutes
- parent helpers
- using parents' talents in the classroom
- involvement in community projects
- being available quickly to discuss problems and concerns

The pupils are involved in many ways in the local community, and take great pride in projects which include the community garden and organising charity events. It is only with your generosity that these events are possible.

The school endeavors to maintain a close relationship with parents. For this reason, parents are encouraged to visit the school at any time to discuss their children. It is helpful if parents contact the school to arrange an appointment to discuss any matters at length.

Parents are informed of school activities by letter at regular intervals as well as a termly newsletter sent home to families and the website. Copies of the Newsletters are posted on the notice board and sent to appropriate others within the community. There are opportunities for parents to visit their child's class throughout the school year. Parents' meetings, with individual appointments are currently held 3 times per year.

It is important to stress that parents are welcome to contact the school at all times, and appointments can be arranged simply by contacting the school and agreeing a suitable mutual time. Please make arrangements through the office to allow the class teacher to be available.

## **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 welcome to be:

- ☐ Involved with their child's education and learning
- ☐ Be active participants in the life of the school
- ☐ Express their views on school education generally and work in partnership with their children's schools

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

- ☐ Receive information about the school and its activities
- ☐ Hear about what partnership with parents means in our school
- ☐ Be invited to be involved in ways and times that suit them
- ☐ Identify issues you want the Parent Council to work on with the school
- ☐ Be asked your opinion by the Parent Council on issues relating to the school and the education it provides
- ☐ Work in partnership with staff
- ☐ Enjoy taking part in the life of the school in whatever way possible

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

The main aims of the Parent Council are to:

- ☐ Support the school in its work with pupils
- ☐ Represent the views of parents
- ☐ Promote contact between the school, parents, pupils, providers of nursery education and the community
- ☐ Report to the Parent Forum
- ☐ Be involved in the appointment of senior promoted staff
- ☐ Raise funds for the school for the benefit of pupils

## Parent Council Members

Chair Yvonne Wilson

Contact may be made with any of the members via the School office.

Local Councillors may attend meetings of the Parent Council and have the right to speak. However, not being members of the Council, they have no right to vote.

The Head Teacher or his/her representative attends all Parent Council meetings as an advisor with no voting rights. The Parent Council organise and participate in fundraising events for the school.

For more information on parental involvement or to find out about parents as partners in their children's learning, please contact the school or visit the Parent zone website at [www.parentzonescotland.gov.uk](http://www.parentzonescotland.gov.uk)

The Scottish Parent Teacher Council is the national organisation for PTAs and PAs in Scotland. Parent Councils can join too and it runs an independent helpline service for all parents. They can be contacted by telephone on: 0131 226 4378, fax 0870 706 5814 or email [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.

The Parent Council work closely with the School raising funds for the pupils. Volunteers are welcome– please contact the Chairperson.

## **School Ethos, Values and Aims**

### **VISION**

Our School Community is a place where everyone is encouraged to grow and learn in an inclusive and nurturing environment. Pupils are motivated and challenged to be the very best they can be.

### **VALUES**

Kindness      Respect      Confidence      Honesty      Achievement

### **AIMS**

- We aim to create a welcoming atmosphere with a positive ethos where there is a safe, relaxed and secure teaching/learning environment.
- We aim to involve and encourage parents, carers, partner agencies and the wider community to play an active role in supporting learning and celebrating success both at school and at home.
- We aim to ensure that school staff work within a professional environment where they can take advantage of opportunities for further training and development in order to enhance learning and teaching, ensuring that we offer the highest quality learning experiences for our pupils.
- We aim to promote the well-being of all children through opportunities to develop socially, emotionally, physically and intellectually, developing a positive attitude and high self-esteem.
- We aim to provide the highest quality of learning and teaching by providing experiences that enable children to enjoy their education, through a variety of teaching approaches and learning styles.

## SECTION C – Teaching and Learning

### 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 full capacities: 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** education, whatever their level and ability. Every single teacher and practitioner will be responsible for **literacy and numeracy** – the language and number skills that unlock other subjects and are vital to everyday life. 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. There will be a new emphasis by all staff on looking after our children's **health and wellbeing** – to ensure that the school is a place where children feel safe and secure.

## **The Core Curriculum**

At Barrhill Primary we fully embrace Curriculum for Excellence. Our aim is to educate pupils to be successful learners, confident individuals, responsible citizens and effective contributors.

To facilitate this, our curriculum allows children to be creative and responsible by encouraging both independent learning and team work. As children have different learning styles we ensure pupils are given opportunities to learn in different ways and in a wide variety of contexts. There is a strong emphasis on active learning throughout the curriculum.

Aspects of health and wellbeing, numeracy and literacy can be found across the whole curriculum and it is the responsibility of all teachers to promote these. The learning experiences planned and delivered promotes pupils' confidence, independent thinking, valuable skills for work and for life and positive attitudes and dispositions. We use business links to effectively support the experiences planned for in the classroom.

### **The Main Curriculum Areas are:-**

**Health & Wellbeing**  
**Literacy & English**  
**Numeracy & Mathematics**  
**Expressive Arts**  
**Religious & Moral Education**  
**Sciences**  
**Social Studies**  
**Technologies**

Curriculum for Excellence (CfE) is at the heart of learning and teaching in Barrhill Primary School. The emphasis is not only on what is being taught but HOW it is being taught. More and more activity based learning is included in the curriculum which is not only motivational but also a proven method of learning (retention of information) for most children. In order to achieve this all children in

Barrhill Primary School are encouraged and helped to be safe, nurtured, healthy and active. They are treated with respect, included, and helped to achieve, as well as encouraged to act responsibly. Success is about realising potential and achieving.

### **Expressive Arts**

#### **Music**

The work covered in music is designed to give children the opportunity to hear and appreciate rhythm and melody and to give them the chance also to make music for themselves. Throughout the year performances by the children in the form of concerts and musical productions are produced with great enthusiasm. Children thrive and get great satisfaction from these activities. We are also delighted to have Ross Miller teach piping and Graham Fullerton to teach drumming.



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### **Art**

After learning about the characteristics of a range of media and how these may be used for artistic effect, the children are then given the opportunity to use them to give expression to their own individual artistic flare and creativity. Studying and appreciating works of art, creating and designing, using paints, pencils, clay, fabric etc. all go into the enriching experience of Art in Barrhill Primary School. Each year we enter many pieces of artwork created by the children to various competitions and exhibitions including MacLauren children's exhibition in Rozelle.

### **Drama**

From their earliest years children use imaginative play to explore and make sense of the world around them. Drama activities in school are designed to build upon this basic human instinct for creativity and Imagination so that pupils develop a greater range of dramatic skills and techniques. Communication of ideas and feelings, both real and imaginary help to make children more sensitive to the feelings and opinions of others and more effective and confident about their day-to-day interactions.

Children are given opportunities for dramatic expression under the guidance and direction of their teachers. This culminates in our own productions of plays, nativities etc., which are always of a very high standard. Arrangements are made for pupils to watch and enjoy theatrical productions staged by others and at the same time to learn from their techniques and the actor's crafts that they themselves might employ e.g. The Christmas Pantomime, visiting theatre groups.

### **Languages – Literacy & English**

Reading, writing, talking and listening are of fundamental importance and are central to children's learning. The curriculum gives high priority to these and to equipping children with a working knowledge of the structure of language and an ability to use it accurately. Through planned and progressive use of stories, plays, poems and films, children are introduced to the range, power and variety of language as a means of expression and are taught how to respond to its different forms and purposes with discrimination and critical awareness.

Our Infant class currently uses Read-Write Inc. and then moves on to reading Literature Circles where they choose their own novel as they progress through the school. Reading of small individual fiction and non-fiction books is encouraged from the very early stages to help promote a core of reading. Children are assessed using a variety of materials and throughout their time in school. Differentiated materials as well as Action Plan targets are used to support children as and when required.

Individual daily reading is promoted, this may be books, magazines, newspapers etc. throughout the school to raise standards and interest in all kinds of reading materials. All classes use South Ayrshire's mobile library service as a further source of recreational reading material.

To support writing language skills the school uses the, 'Write to the Top' resource, to help children write in a variety of forms including:

- |                    |   |   |
|--------------------|---|---|
| Personal           | - | telling of their experiences  |
| Imaginative        | - | with the child taking part imaginatively  |
| Imaginative        | - | with the child as a spectator   |
| Descriptive/Poetic | - | using techniques such as similes and characterisation                                     |
| Functional         | - | writing for a purpose other than creative including how to write various types of letters |

You will very quickly hear about 'wow' words, connectives and other equally intriguing phrases. Using the basic 'Write to the Top' programme ensures continuity and progression throughout.

### **Modern Languages**

French is taught across the school as part of our work to improve modern languages provision at all stages from Early Years Centre upwards. This is in preparation for the children going on to secondary school, where they will continue learning French. The children are very enthusiastic and are thrilled when they can begin to communicate.

### **Numeracy and Mathematics**

Knowledge and understanding of numbers, money & measurement, shape, position & movement and data handling are, like language, of fundamental importance and central to children's learning. The development of skills in computation, both written and mental is given high priority and indeed is further enhanced by the opportunities given for the application and practice of mathematical skills in problem-solving both at theoretical level and in real situations. Calculators and computers are also utilised to develop pupil's mathematical skills. To assist in this area we are currently using Heinemann Active Maths and Number Talks as our core teaching material as well as supplementing this with various other mathematics activities.

### **Religious and Moral Education**

Religious study itself takes the form of lessons in the history and practice of the world's religions. Children have opportunities to meet with Mr. Theo Corney our school Chaplain, who visits classes and takes part in our monthly assemblies. In addition to the time devoted to the subject in school, pupils will attend special services each year e.g. Easter and Christmas.

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.

### **Physical Education**

Barrhill Primary is a health promoting school where diet and exercise are key issues. Physical Education is an important aspect of school life with pupils receiving 2 hours of P.E. throughout the week. Our Active Schools Coordinator, Claire Rogerson organises various opportunities for children to experience new activities and to work with other pupils within the Girvan Cluster. Last session senior pupils completed sports training to enable them to deliver games in the playground. Pupils also embark on 'Award of Ambition' which is a programme aligned to Duke of Edinburgh for secondary schools, as well as the 'Active Schools Junior Coaching'. Pupils participate in, for example volleyball, tennis, athletics, dance and football. The children in P5 take part in a block of swimming lessons at the Quay Zone in Girvan.

Pupils who are unable to take part in P.E. lessons (for example through ill health) should have a note from a parent. 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.

## **Social Studies**

At Barrhill we aim to teach our pupils the skills of investigation, research and reporting, while developing informed attitudes and knowledge and understanding.

Learning in the social studies enables children to:

- ☐ Develop an understanding of the history, heritage and culture of Scotland, and appreciation of local and national heritage within the world.
- ☐ Broaden their understanding of the world by learning about human activities and achievements in the past and present.
- ☐ Develop an understanding of their own values, beliefs and cultures and those of others.
- ☐ Develop an understanding of the principles of democracy and citizenship through experience of critical and independent thinking.
- ☐ Explore and evaluate different types of sources and evidence.
- ☐ Learn how to locate, explore and link periods, people and events in time and place.
- ☐ Learn how to locate, explore and link features and places locally and further afield.
- ☐ Engage in activities which encourage enterprising attitudes.
- ☐ Develop an understanding of concepts that stimulate enterprise and influence business.
- ☐ Establish firm foundations for lifelong learning and for further specialised study and careers.

## **Sciences**

At Barrhill Primary we use a number of different contexts for learning in sciences which draw upon important aspects of everyday life and work. This allows children to:

- Develop curiosity and understanding of the environment and their place in the living, material and physical world.
- Demonstrate a secure knowledge and understanding of the big ideas and concepts of the sciences.
- Develop skills for learning, life and work.
- Develop the skills of scientific inquiry and investigation using practical techniques.
- Develop skills in the accurate use of scientific language, formulae and equations.
- Apply safety measures and take necessary actions to control risk and hazards.
- Recognise the impact the sciences make on their life, the lives of others, the environment and on society.
- Recognise the role of creativity and inventiveness in the development of the sciences.
- Develop an understanding of the Earth's resources and the need for responsible use of them.
- Express opinions and make decisions on social, moral, ethical, economic and environmental issues based upon sound understanding.
- Develop as a scientifically-literate citizen with a lifelong interest in the sciences.
- Establish the foundation for more advanced learning and future careers in the sciences and the technologies.
- Children are actively involved in Eco Schools project and have achieved Green Flag Status.

## Technologies

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

Learning in the technologies enables children to:

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

Pupils are encouraged to apply ICT skills in all areas of the curriculum as they become increasingly Confident and interested in this area.

At Barrhill Primary School we give all children access to all areas of technology and offer them the opportunity to develop skills in ICT across the curriculum. The computer is used to support and develop other learning which is taking place in the classroom. We use interactive whiteboards with projectors and computers to enhance learning within the classroom. The children are encouraged to use multi-media techniques throughout the curriculum. We use the software package Education City throughout the curriculum. Pupils and staff also access ICT resource GLOW which addresses every curricular area and allows inter school work as well as the ability to log on at home.

## Opportunities for Wider Achievement

Activities are offered throughout all stages of the school. Parents are notified and permission to attend sought. Activities vary from crafts, sports, games, homework, music groups and cookery. After School Clubs vary each session and are offered to certain ages and stages of the school as appropriate.

The After School Activities offered include

- Badminton
- Multi sports
- Award of Ambition
- John Muir Award

The pupils are involved in a wide variety of activities including sports, entertaining senior citizens, inter-school events, concerts, plays, pantomimes, field trips, discos, and celebrations.

These events are widely organised both by staff and parents, who participate willingly in activities to make the school experience as meaningful as possible. These occasions afford the opportunity for very valuable social training apart from the obvious educational advantages.

The assistance of parents in extra-curricular activities is always welcome, (subject to a PVG check being made if required) and any parent who can use his or her talents or interests in this way will receive the full support of the school.

## Composite Classes

Primary schools have pupils at seven year stages, primary 1 to primary 7. A year stage is defined as a group of pupils entering primary education at a common date. Composite classes are those where children of more than one-year stage are grouped together to form a class. Schools are staffed to agreed standards based on the total number of pupils within the school regardless of the numbers of pupils at each year stage. This means that the Head Teachers are required to take management decisions to organise classes to make best use of available staff, resources and space. Balancing up the various factors involves both educational and organisational considerations.

Head Teachers take into account a number of considerations when organising their class structures. In allocating children to composite classes, Head Teachers bear in mind the progress children have made in their learning. For example, a group of children of similar ability, or working at broadly the same pace – particularly in mathematics/numeracy and/or language/literacy - may be allocated to the same class. Parents should be reassured that, by using information about how pupils are progressing to inform groupings for composite classes, no child is being disadvantaged by being “kept back” or “pushed on”.

Normally such classes will be formed before the start of a new school year so that all involved know that class structures exist for the new school session. In certain circumstances class restructuring may have to take place during the summer break or after a school session has started. However such cases will be very exceptional. Parents will be informed at the earliest opportunity of likely re-classification of classes to allow appropriate discussions to take place. Further information is available at the school. At Barrhill we have 2 multi-composite classes, P1-3 and P4-7.

## **Religious and Moral Education**

We encourage children, through our programmes of work in this area, to develop knowledge and understanding of Christianity and other world religions and to appreciate values such as honesty, liberty and justice. A full school monthly assembly is held with the Head Teacher and attended by the School chaplain.

Following national guidance on religious education (1993), parents have the right to withdraw their children from religious observance. Arrangements for this should be made with the Head Teacher.

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.

Parents can access further information relating to national advice on Education Scotland website i.e. 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'.

## **Health and Wellbeing**

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they 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.

At Barrhill Primary we aim to provide a learning environment which allows children to:

- Develop self-awareness, self-worth and respect for others.
- Meet challenges, manage change and build relationships.
- Experience personal achievement and build resilience and confidence.
- Understand and develop physical, mental and spiritual wellbeing and social skills.
- Understand how what they eat, how active they are and how decisions they make about their behaviour and relationships affect their physical and mental wellbeing.
- Participate in a wide range of activities which promote a healthy lifestyle.
- Understand that adults in their school community have a responsibility to look after them, listen to their concerns and involve others where necessary.
- Learn about where to find help and resources to inform choices.
- Assess and manage risk and understand the impact of risk-taking behaviour.
- Reflect on strengths and skills to help them make informed choices when planning their next steps.
- Acknowledge diversity and understand that it is everyone's responsibility to challenge discrimination.
- Develop positive relationships, support school rules and the parent-school partnership and enhance the learning environment.

## Equal Opportunities and Inclusion

The national legislation around equal opportunities and social inclusion includes: Children and Young People (Scotland) Act 2014;

ASN legislation;

Equality Act;

United Nations – Rights of the Child;

Disability Discrimination Act;

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

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

Each school has a Pupil Support Coordinator who has responsibility to ensure each child's needs are met. They will work alongside Pupil Support staff within their own school and also centrally. Central staff include ASN teams, Psychological Services and Quality Improvement Officers. If you need further information on any of the above teams, contact your school Pupil Support Coordinator, Mrs. Paula Murphy.

## **Assessment and Reporting**

### **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 fourth 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 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.

### **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 completed 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 Progress**

The progress of individual learners is tracked and monitored during the session on a regular basis by Head Teacher, pupils and parents.



## Reporting

Curriculum for Excellence emphasises that assessment and reporting is an integral part of day-to-day teaching and learning. Learners' progress will be closely monitored by staff, who reflect with them on their strengths, learning needs and next steps, and take action based on this. Learners themselves will be increasingly involved in this process, as they develop the skills needed to be able to make effective judgments on their own learning; skills that will be important to them throughout life. Testing will continue to be part of the framework of assessment, providing additional evidence of what learners know, understand and are able to do, and helping teachers plan learning experiences which are motivating and challenging.

The Curriculum for Excellence assessment data and the data relating to pupils' performance in SQA examinations in the 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.

Further information can be found on the following webpages:

[www.youngscot.org](http://www.youngscot.org) (learners)

[www.parentzonescotland.gov.uk](http://www.parentzonescotland.gov.uk) (parents and carers)

[www.sqa.org.uk](http://www.sqa.org.uk) (information on qualifications)

[www.hmie.gov.uk](http://www.hmie.gov.uk) (standards, inspections)

[www.ltscotland.org.uk](http://www.ltscotland.org.uk) (teaching practice and support)

[www.engageforeducation.org](http://www.engageforeducation.org) (share ideas and questions about education)

[www.scotland.gov.uk/cfeinaction](http://www.scotland.gov.uk/cfeinaction) (real-life examples)

Assessment of children's progress is ongoing and carried out in a variety of ways. Each area of the Curriculum is subject to assessment. Assessment may be oral, written, drawn, performed or made in the form of a model. The class teacher will also set pieces of work to be formally assessed each term. Assessment is an integral part of learning. New work cannot be taught without assessment of current work being undertaken. Formal Assessment of Language/Maths will be done on a twice yearly basis and will be marked by more than one teacher to ensure moderation of marking.

The standards and expectations for assessment are to:

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

The purposes of assessment are:

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

Reports to parents are sent out once a year in March. Opportunity will be given to all parents to discuss these reports fully with the Class teacher, and Head teacher, if so desired.

The Annual Report outlines your child's progress in all curricular areas. At Barrhill Primary School every child is offered a broad, balanced and progressive curriculum. There is depth to the learning while incorporating personalisation and choice.

All pupils will have a personal profile. This contains information on their attainment and achievements as well as some information about their hobbies and interests out with school. Parental involvement in the use of pupil profiles is encouraged always.

Children who may have additional support needs, or who require a Co-ordinated Support Plan will be assessed in a way suited to their individual requirements. Further information is available from the Head Teacher. Opportunities to discuss children's progress are offered to parents twice per year at parents evenings held in November and May. Parent workshops are held throughout the year to ensure parents are fully informed and have the skills to support their child. Any parent with questions or concerns is welcome to make an appointment to discuss these at any time.

### **Transition to Secondary School**

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.

Pupils from Barrhill Primary School transfer to:

**GIRVAN ACADEMY:**                      The Avenue, Girvan                      (Tel. Girvan 716816)

A good relationship exists between Barrhill Primary School and Girvan Academy, one which is sustained and strengthened by regular contact and co-operation:-

- through reciprocal staff meetings to exchange information on curricular and pastoral issues
- through attendance at and support for special events organised by each school and
- through the induction days organised for Primary 7 pupils so that they can familiarise themselves with the Academy and with the routine of secondary school

### **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 need of each child. Every child under the age of 18 is entitled to have a Named Person who should be available to help and support the child and do whatever is necessary to promote, the child's 'wellbeing'. All children have rights in terms of the UNCRC to be Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included, (sometimes referred to as 'SHANARRI indicators'). All assessments of 'wellbeing' needs or what support and help is needed for a child will take account of these SHANARRI indicators. If a child needs help or support, the Named Person along with parents/carers and the TAC will assess the child's wellbeing. If the child is receiving additional support or assistance in school, or from other services, (for example from social work; health services or 3rd sector or charity partners) then in consultation with parents/carers the Team Around the Child will assess whether there is any wellbeing needs and if necessary, review the Child's Plan.

## **Additional support for learning**

South Ayrshire Council has duties outlined in the Standards in Scotland's Schools etc. Act (2000), and the Education (Additional Support for Learning) (Scotland) Act 2004 (As amended). These include the production of a policy for additional support needs; authority arrangements for identification and assessment of additional support needs; preparation of plans (including a CSP where appropriate); maintain and review additional support needs on an ongoing basis. South Ayrshire Council is committed to a policy of inclusion to carry out these duties of support. The authority is also committed to maintaining a range of specialist establishments and services to support the whole continuum of needs.

### ***What are additional support needs (ASN)?***

Some children and young people need extra help in school to make progress. It is the duty of the education authority to support all children and young people with additional support needs. Children and young people may need help with their reading or writing; to make sure they can get into and around the school; or to support their learning through difficult family circumstances. Additional support needs can last for any length of time. Further examples of situations where additional support may be needed for a child or young person who:

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

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

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

#### **Stage 1a - In class support**

At this stage the teacher notices children or young people who need additional support to achieve their potential. For most pupils the help they need can be given by the class teacher without anyone else being involved. For example, the teacher may alter the environment, their teaching approach or materials being used, etc. They may also speak to the Pupil Support Coordinator or Principal teacher in school for advice or help.

#### **Stage 1b - In school support**

If there are still concerns around progress, the teacher can access further support from others within their school community such as Pupil Support staff and Pupil Support Coordinators. An Action Plan should be in place to monitor and track a child's progress. The school should talk to parents as soon as possible in order to make sure they know all about the help being given to their child.

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

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

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

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

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

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

### **Coordinated Support Plan(CSP)**

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

### **Supports Available**

PEOPLE DIRECTORATE have developed a range of enhanced services to help meet the identified needs of children and young people. These services assist establishments in responding to the additional supports required. These can be accessed throughout the staged intervention process. These supports include:

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

Education will also access support where appropriate from colleagues within Children and Families Social Work teams and Health Services 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 taken into account and recorded through the Child's Assessment and Plan. They will be encouraged to take part in any meeting where people are discussing their additional support needs. They will help to set their own targets and to review these.

**How can parents make requests for assessment?**

Assessment is a process of gathering information 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 and discussions with staff involved with children, discussion with parents, etc.

As a parent or carer you will be fully consulted and kept informed at all stages of the assessment process by the head of 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 Co-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, 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 612201

**Principal Educational Psychologist**

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

**Co-Coordinator (Inclusion)**

PEOPLE DIRECTORATE

County Buildings

Wellington Square

Ayr

KA7 1DR

Tel: 01292 612292 or 612504

**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

KA8 0QD

Tel: 01292 285372

## Psychological Services

Educational Psychologists have five elements to their service delivery including:

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

This can be at different levels, from that of the child to the school to the local authority. For example the educational psychologist can work with school staff and parents/carers to assess a child's strengths and difficulties as well as work directly with a child/young person to provide support. They can also work with school staff to support them to develop policies and supports that will benefit all of the children in a school such as behaviour policies, playground supports, etc.

## SOUTH AYRSHIRE COUNCIL PEOPLE DIRECTORATE

The educational psychologist will work with many different people to improve the educational outcomes for children and young people. Much of their work involves consulting and working through others, especially those who see the child/young person on a regular basis such as school staff and parents/carers.

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

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.

If a parent has particular concerns they wish to discuss further with their school's educational psychologist they can contact the Psychological Service to discuss any concerns. All psychologists are based in Queen Margaret Academy and can be contacted on 01292 612819.

Educational Psychologists maintain consultation notes for children who have been discussed but 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.

Each educational establishment in South Ayrshire has an allocated educational psychologist and the details of this can be found on their website: [www.eps.south-ayrshire.gov.uk](http://www.eps.south-ayrshire.gov.uk) as can other information on South Ayrshire's Psychological Service.

### Information Sharing

In South Ayrshire educational establishments/schools 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

School staff provide support to children and young people in their daily work and have a vital role to help protect them from harm. School staff help keep children and young people safe and well by:

- Helping them learn about their personal safety, including internet safety.
- Being a trusted adult who children and young people may turn to for help, and who will take them seriously
- Identifying when children and young people may need help
- Understanding the steps that must be taken when there are concerns for children's and young people's safety.

The school has a Child Protection Co-ordinator (HT), who will co-ordinate the school's response to concerns for children and young people's safety and wellbeing. The Authority has a designated officer for Child Protection who will ensure schools work effectively to keep children safe and well. If you have any concerns about the safety and wellbeing of a child or young person, including a 'gut feeling', talk about this to the Child Protection Co-ordinator or another member of staff.

## School Improvement

In consultation with staff, pupils and the Parent Council our school improvement priorities this session are:

**Priority 1: Raising attainment for all and closing the attainment gap – Literacy and Numeracy**

**Priority2: Improvement in Children and Young People's Health and Wellbeing**

**Priority 3: Improvement in employability skills for all young people – Learning for Sustainability and Creativity**

**Priority 4: Girvan cluster priority – to focus on improving confidence and competence of staff to effectively teach STEM education and provide learners with STEM skills and knowledge that they require throughout their lives.**

Further information on the main achievements of the school can be found on our website in the Standards and Quality Report.



SOUTH AYRSHIRE COUNCIL  
PEOPLE DIRECTORATE

**Pupil Voice**

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

The Pupil Council is 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. Pupil leadership opportunities also include Eco Schools, Rights Respecting Schools, Junior Road Safety Officers and Dyslexia Friendly Schools. We also have a primary 7 elected captain and vice-captain who work closely with Mrs. Murphy in all areas of school improvement.

## SECTION D School Policies & Practical Information

### Attendance

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

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

#### Family holiday not authorised by the school

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

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

Where parents are in the emergency services and routinely take holidays outwith the school holiday when the option is available of taking leave during the school holiday, the absence will be considered unauthorised.

A family holiday classified under the 'authorised absence' category should not include such reasons as:

- o The availability of cheap holidays;
- o The availability of desired accommodation;
- o Poor weather experienced during school holidays;
- o Holidays which overlap the beginning or end of term;
- o 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:

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

### **Advice to parents**

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

### **Routine and expected visits out with school**

Barrhill 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 an expected part of Curriculum for Excellence. Routine and expected visits will be to local venues, involve easily managed activities, happen on a regular basis and be completed within regular school times.

Parents/carers will be advised about the general plans for routine and expected visits. However, you will not necessarily be informed every time your child goes 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.

## **Education Statistics and 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 the SQA and Skills Development Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:

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

### Data policy

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

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

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

#### Your data protection rights

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

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Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the SQA. On occasion, in order to help meet our aim of improving the life of young people in Scotland, we may make individual data available to partners such as the National Registers of Scotland to carry out research relating to the national population census and also to academic institutions and organisations to carry out additional research and statistical analysis which helps inform policy development and contributes to improving outcomes for Scotland's people. In order to carry out this research to support better decisions, policy making and practice, data may be linked to information from other sources.

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.

Any sharing or linkage of data will be done under the strict control of Scottish Government and will be consistent with our data policy and the national Data Linkage Guiding Principles. This will ensure that no individual level data will be made public as a result of the data sharing and that these data do not take any actions in respect of an individual. Decisions on the sharing or linkage of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

**Concerns**

If you have any concerns about the ScotXed data collections you can email the Head of Schools Analysis, Mick Wilson, at [mick.wilson@scotland.gsi.gov.uk](mailto:mick.wilson@scotland.gsi.gov.uk) or write to Education Analytical Services, Area 2D, Victoria Quay, Leith, EH6 6QQ.

## 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.

In Barrhill Primary School we actively encourage uniform of red sweatshirt/white polo shirt/grey or black skirt/trousers. Sweatshirts can be purchased through Border Embroideries.

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

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

Under no circumstances will pupils be deprived of any educational benefit as a result of not wearing uniform. All clothing and belongings MUST be clearly labelled with child's name.

## Playground Supervision

An adult presence is provided in the playground at break times and lunchtimes. Our janitor is also on playground duty from 8.45am in the morning.

## 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 regarding Early Years and wish to complain to the Care Inspectorate directly, please write to: Care Inspectorate, Sovereign Road, Suite 3, Academy Road, Irvine, KA12 8RL.

## **School Meals and Free School Meal Information**

The arrangements for meals and the collection of money should be set out: types of service; choice; availability of snacks and meals; healthy options. The availability of special diets should be noted. Arrangements for those who bring packed lunches should be noted.

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

Children of parents receiving Income Support, Job Seekers Allowance (Income Based), Child Tax Credit (only where income is less than £16,105), Child Tax Credit and Working Tax Credit (where income is less than £7,330 Universal Credit where earned income is £610 or less per month, income related element of Employment and Support Allowance and Support under part VI of the Immigration and Asylum Act 1999 are entitled to a free school meal. Information and on-line application forms for free school meals can be accessed from the above link.

Free school meals are available to all P1-P3 pupils and P4 pupils at the following schools – Braehead Primary School, Cairn Primary School, Dalmilling Primary School, Girvan Primary School, Kincaidston Primary School, Muirhead Primary School, Newton Primary School, Sacred Heart Primary School, St Cuthbert's Primary School and St John's Primary School.

### **Clothing Grant information**

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

Children of parents receiving Income Support, Job Seekers Allowance (Income Based), Child Tax Credit (only where income is less than £16,105), Child Tax Credit and Working Tax Credit (where income is less than £16,105, Universal Credit where earned income is £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 for clothing grants can be accessed from the above link.



## **Transport Guide for Parents (excludes nursery provision)**

South Ayrshire Council has a policy of providing free transport to all secondary pupils whose main address is more than three miles and primary pupils whose main address is more than two miles from their catchment school by the recognised suggested suitable walking route. Parents who consider they are eligible for free school transport should obtain an application form from the School, Education Support Services, County Buildings, Wellington Square, AYR KA7 1DR Tel – 01292 612284 and [www.south-ayrshire.gov.uk/schools](http://www.south-ayrshire.gov.uk/schools). These forms should be completed and returned before the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made.

Strathclyde Partnership for Transport (SPT) organise mainstream school transport on behalf of South Ayrshire Council. If you have any concerns or complaints relating to the service provided you should contact the school who will forward your complaint to SPT alternatively you can e-mail SPT at [school.transport@SPT.co.uk](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 above paragraph). It is the parent's responsibility to ensure that their child arrives at the pick-up point in time. It is also the parent's responsibility to ensure 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.

Any information on transport appropriate to the school should also be included.



### **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 PEOPLE DIRECTORATE, County Buildings, Wellington Square, AYR KA7 1DR, telephone 01292 612264.

### **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**

Mobile phones are not allowed at Barrhill Primary School.

### **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. Barrhill Primary School has a secure twitter account.

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.

### **Use of Social Media(continued)**

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

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

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

### **Health and Medical Information**

Pupils in Primary 1 and Primary 7 have a selective medical examination by the school doctor. Parents are informed in advance and are encouraged to attend. The school nurse, dentist and hygienist all visit the school regularly to carry out routine inspections. The various inoculations are administered at the appropriate times and parents are kept fully informed about these and their permission sought.

A constant check is kept on eyesight and hearing as the child progresses through the school. 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.

In addition to carrying out their programme of routine medical examination, staff of the Schools Medical Service are available when necessary to investigate cases where concern arises in school over the health and welfare of individual pupils or groups of pupils.

Should pupils become sick while at school, and basic first-aid is insufficient to remedy matters so that they can return to their class, we will contact you to arrange for you to collect them and take them home. It is necessary that parents/carers provide the school with up to date contact details in case of emergencies.

In cases of injury where a child requires hospital attention, the child may have to be taken there without delay. This would be done under the care of the school staff and parents contacted as soon as possible. A full record is kept of all injuries whether minor or major. A copy of these records is available on request.

If your child is hurt, the details will be sent to you on a special form.

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**Administration of Medicine**

If your child requires to be given medicines at regular intervals (such as treatment for asthma) you will be asked to fill in a form stating dosage, timing etc. A daily record is kept and held in the school office. Most medicines given by a doctor e.g. an antibiotic may be given at home before and after school hours. If this is not possible, you may be requested to come to school to administer the medicine during the school day.

All medicines must state the child's name and correct dosage on a pharmacy label as per the doctors' instructions.

*We are not permitted to administer medicines bought over the counter of a pharmacy. We cannot administer the first dose of a prescribed medicine.*

**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.

Further guidance can be found at:

[www.scotland.gov.uk/Resource/Doc/222395/0059811.pdf](http://www.scotland.gov.uk/Resource/Doc/222395/0059811.pdf)

**NHS Ayrshire & Arran**

**Oral Health Promotion Initiatives in Nursery and Primary Schools**

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

**Childsmile:**

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

Childsmile has 3 main elements:

- 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.
- **A nursery and school programme** - this initiative provides preventive oral health programmes for children aged 3 years and upwards. It targets children in identified nursery and primary schools, who will benefit from additional preventive care. This care will involve the application of fluoride varnish to children's teeth by Childsmile Clinical Teams in the nursery and primary schools. The Childsmile and Oral Health Promotion Teams will also deliver oral health promotion messages and be supported by Dental Health Support Workers who are the main contact point for parents, teachers, all school staff, dental practice staff and School Nurses.
- For more information about the Childsmile Programme, please visit the website at [www.child-smile.org](http://www.child-smile.org)

### **The National Dental Inspection Programme**

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

## Privacy Notice (Pupil Records)

As the 'data controller' for the personal information – or data – we hold about you, **South Ayrshire Council** decides how your personal information is used/processed, and what it is used for.

This statement provides more details about this and provides information on how to get in touch with us if you need to know more.

### **Your personal data – what is it?**

Personal data is information relating to a living person who can be identified from that data. Identification can be based on the information alone, or in conjunction with any other information. The processing of personal data is governed by the General Data Protection Regulation 2016 (GDPR).

### **What Personal Data will we collect from you?**

We will only collect the personal information we need to provide you with relevant information, services and support. The personal data we will collect includes:

Name	Language
Date of birth	Religion
Address	Asylum status
Email	Parents in armed forces
Gender	Disability
Ethnicity	Health conditions

### **How will we use your information?**

Your information will be used in a number of ways:

- for teaching, registration and assessment
- to ensure all aspects of a child/young person's education is managed and monitored appropriately
- to ensure that a child/young person's health and well-being is managed.
- to ensure that a child/young person is transported to school safely and is able to fully take part in school activities.
- to ensure that appropriate education benefits can be processed
- to ensure the rights of pupils in schools

### **What is the legal basis for using/sharing your information?**

Processing is necessary in the performance of a task carried out in the public interest namely for the Council's Education authority to provide an efficient and effective school pupil education service which is a statutory obligation for the Council.

### Who will we share your information with?

Where necessary your information will be shared with:

- Social Work and Community Learning and Development
- NHS Ayrshire & Arran
- Strathclyde Partnership for Transport and Transport Contractors
- Ayrshire Valuation Joint Board (Electoral Register)
- CRB – online school payments
- Scottish Qualification Authority (SQA)
- Skills Development Scotland
- Wilson Webware (Curriculum for Excellence Machine)
- Glow – schools intranet
- Groupcall – text messaging
- Scottish Government
- National Entitlement Cards

### How long do we keep hold of your information?

We keep your personal data for no longer than reasonably necessary. Our retention periods are as follows:

Type of Records	Retention Period
Pupil Progress Record	Current plus <b>5 years</b>
Child Protection	Date of birth + <b>75 years</b>
Looked after	Date of birth + <b>100 years</b> , or for 25 years from date of death if child dies before attaining age of 18 years
Additional Support Needs including any Child's Plan (Co-ordinated Support Plan)	Date of birth + <b>25 years</b> Note that the Co-ordinated Support Plan should be destroyed when the school/centre is notified by central administration. The centrally held plan will be retained for 5 years after the plan is closed.
Educational Psychological Service	Date of birth + <b>25 years</b>

### What are your rights?

The lawful basis for your processing/using your personal data directly impacts which rights are available to you. For example, some rights will not apply, in this case we are not required to:

- erase your personal information.
- enable the right to data portability

However, you do have the following rights and can ask us to:

- correct your personal information if it is inaccurate;
- complete your personal information if it is incomplete;
- restrict the processing of your personal information in certain circumstances

You also have the right to object to the processing of your personal information.



**Do you require this statement in a different format?**

Please contact us if you require this information in an alternative format.

**How can you get in touch with us?**

If you wish to obtain any records held by the Council relating to you, or if you have any general data protection queries, please contact the Council's Data Protection Service at:

Data Protection Officer  
South Ayrshire Council  
County Buildings  
Wellington Square  
Ayr  
KA7 1DR

**Email:** [DataProtection@south-ayrshire.gov.uk](mailto:DataProtection@south-ayrshire.gov.uk)

**Telephone:** 01292 612 223

**Are you dissatisfied with the way your Personal Information has been handled?**

If you are unhappy with the way we have dealt with your personal information, you can complain to the Council's Data Protection Officer using the contact details noted above.

If you remain dissatisfied after contacting us, you have the right to complain to the Information Commissioner (<https://ico.org.uk/for-the-public/>):

Information Commissioner's Office – Scotland  
45 Melville Street  
Edinburgh  
EH3 7HL

**Email:** [Scotland@ico.org.uk](mailto:Scotland@ico.org.uk)

**Telephone:** 0303 123 1115

## **The Freedom of Information (Scotland) Act 2002**

The Freedom of Information (Scotland) Act 2002 enables any person to obtain information from Scottish public authorities. The Act applies to all Scottish public authorities; Scottish 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:

- o The provision, cost and standard of its service;
- o Factual information or decision-making;
- o 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
PEOPLE DIRECTORATE South Ayrshire Council	County Buildings Wellington Square AYR KA7 1DR	
Councillor Alec Clark	Ward 8 Girvan	
Councillor Ian Fitzsimmons	Ward 8 Girvan	
Councillor Peter Henderson	Ward 8 Girvan	
Learning & Teaching Scotland	<a href="http://www.ltscotland.org.uk/parentzone">www.ltscotland.org.uk/parentzone</a>	
HMIE	<a href="http://www.hmie.gov.uk">www.hmie.gov.uk</a>	

Although this information is correct at the 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, and/or
- (b) In relation to subsequent school years.

## 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/HLiv>

**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>

**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.

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**0300 123 0900**

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**If you do and you think that they would like a larger print version or an  
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**0300 123 0900**