



Dalmilling Primary School



HANDBOOK 2026/27

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Dear Parents/Carers,

I am delighted to welcome you and your child to Dalmilling Primary School.

At Dalmilling, we aim to provide a relevant and engaging curriculum which will develop skills, confidence and knowledge to prepare learners for this ever-changing world. In line with Curriculum for Excellence, we strive to inspire all pupils to become successful learners, confident individuals, responsible citizens and effective contributors.

We are proud that our school is at the heart of the community, and works closely with parents and partners in a range of ways to ensure all pupils achieve success across the curriculum, and build skills for learning, skills for life and skills for work.

I trust that you will find the school handbook and website both useful and informative. If there is any further information you require please do not hesitate to contact us. Communication is vital in the success of home-school partnership in order to fully support children in their development.

Yours faithfully,

Jodie Thomson
Head Teacher





School Information

Name	Dalmilling Primary School
Address	Harthall Ayr KA8 0PD
Telephone Number	01292 612736
Email address	Dalmilling.mail@south-ayrshire.gov.uk
Website	www.dalmilling.sayr.sch.uk
Name of Head Teacher and how to contact	Jodie Thomson (Named Person) 01292 612736
Denominational status	Non-denominational
Teaching by means of Gaelic language	Not Offered
Accommodation and capacity	342 (Currently 297)
Stages of Education Provided	Primary 1 – 7
ASN provision	N/A
Catchment map and area	Details of the school's catchment area and street names are available for inspection at the school. Parents can also access them on the Council's website at www.south-ayrshire.gov.uk . Catchment map and area - available from the School Management Section, Educational Services, County Buildings, Wellington Square, Ayr, KA7 1DR.





Mrs Thomson – Head Teacher



Mrs Afrin – Depute Head Teacher



Mrs Priestnall – Depute Head Teacher



Mr Robinson – Principal Teacher



Miss McFarlane – Principal Teacher





Staff Team

Name	Designation
Mrs K. Bulloch	Teacher
Mr S. Butchart	Teacher
Mrs G. Caitens	Teacher
Miss L. Campbell	Teacher
Mrs N. Campbell	Teacher
Miss K. Devlin	Teacher
Mrs E. Fitzsimmons	Teacher
Miss J. Gilchrist	Teacher
Mrs L. McCallum	Teacher
Mr A. McQueen	Teacher
Miss V. Melrose	Teacher
Miss A. Muir	Teacher
Mrs D. Riddicks	Teacher
Mrs E. Riddle	Teacher
Mrs N. Rorison	Teacher
Mrs J. Slavin	Teacher
Miss N. Toner	Teacher
Mrs N. Wood	Teacher
Miss A. Young	Teacher
Miss K. Hay	Pupil Support Teacher
Mrs C. Mitchell	Pupil Support Teacher





Mrs L. Holt	Clerical Assistant
Miss A. Simpson	Clerical Assistant
Mrs L. Stewart	Clerical Assistant
Mrs S. Brown	EYP
Miss V. Lawrie	EYP
Miss L. Baillie	School Assistant
Mrs S. Cairns	School Assistant
Mrs D. Gibson	School Assistant
Miss O. Gray	School Assistant
Mrs M. McCullagh	School Assistant
Mrs K. McLaughlin	School Assistant
Mrs M. McLennan	School Assistant
Danielle Turnbull	School Assistant
Mrs F. Cant	Cook Supervisor
Mr L. Knafel	School Janitor

School Hours and Holidays

BREAKFAST CLUB	8.30-8.50am
OPEN	9:00am
INTERVAL	10:30-10.45am (1) and 10.45-11.00am (2)
LUNCH	12:30-1:15pm
CLOSE	3:00pm





Term		Dates	
First	Teachers (In-service)	Fri	18 Aug 2026
	Teachers (In-service)	Mon	19 Aug 2026
	Pupils Return	Tue	20 Aug 2026
	Local Holiday	Fri	18 Sept 2026
	Local Holiday	Mon	21 Sept 2026
	Close (Mid Term)	Fri	09 Oct 2026
	Teachers (In-service)	Mon	19 Oct 2026
	Re-open (Pupils)	Tue	20 Oct 2026
	Close	Tue	22 Dec 2026
Second	Re-open	Tue	05 Jan 2027
	Close (Mid Term)	Thu	11 Feb 2027
	Local Holiday	Fri	12 Feb 2027
	Local Holiday	Mon	15 Feb 2027
	Teachers (In service)	Tue	16 Feb 2027
	Re-open (Pupils)	Wed	17 Feb 2027
	Close	Thu	25 Mar 2027
Third	Re-open	Mon	12 Apr 2027
	May Day Holiday	Mon	03 May 2027
	Teachers (In service)	Thu	05 May 2027
	Local Holiday	Fri	28 May 2027
	Holiday	Mon	31 May 2027
	Close	Fri	30 June 2027
	Teachers (In-service)	Thu	19 Aug 2027
	Teachers (In-service)	Fri	20 Aug 2027
	Pupils Return	Mon	23 Aug 2027





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').

Parental Involvement

At Dalmilling Primary School we encourage parental involvement. If you wish to see your child's teacher or a member of the Leadership Team please arrange an appointment through the school office. Staff are happy to briefly speak to parents at the beginning and end of the school day but it is important this does not impact on teaching time (from 9.00am), and matters of a sensitive nature should not be discussed in front of other pupils and parents.

We encourage parents to become involved in their child's learning and the life of the school, supporting learning at home, improving home-school partnerships and parental representation.

Support and advice is provided to parents to help support their child's learning at key stages.

- **Promoting learning at home** – For example, through monthly newsletters, written reports, parents' evenings, letters and through formal and informal discussions. Communication with regard to pupil learning is also done through online media, ie Seesaw.
- **Improving the home/school partnership** – Pupils work through home learning tasks set by teachers on a regular basis.
- **Parental representation** – There is an active Parent Council at Dalmilling who support the school in the decision making process, raise funds and organise events, as well as supporting the purchase of necessary equipment. If you are interested in joining the Parent Council please contact the school office.

The assistance of parents in extra-curricular activities is always welcome and any parent who is able to use his or her talents or interests in this way will receive the full support of the school. Parent helpers are now required to complete a PVG Scotland application form. The school encourages close liaison with parents and we welcome approaches from parents with ideas in this direction.

We see home and school as being in partnership to provide the best education possible for our children. A member of the promoted staff will be happy to speak to you if you seek advice or wish to discuss a matter that concerns you.

On arrival at school, parents/visitors are required to report to the Main Office. We are very fortunate that many parents give their support to the school whenever it is required. The Parent Council is well established and works in partnership with the school.





The school works hard to establish 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' Meetings will be held three times during the school year, with parents being given the opportunity to choose an evening or afternoon appointment.

Parents are also invited to attend a range of events across the school year, such as Family Fitness Day, shared reading and family lunches. We invite parents to class assemblies, end of topic presentations and to school shows.

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 school.

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

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

Office Bearers

Chairperson: Caitlin Lawrie – email: lawrie.caitlin24@gmail.com

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

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

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

National Parent Forum of Scotland - enquiry@parentforumscotland.org

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





School Ethos, Aims and Values

Our Aims:

- We aim to promote a high standard of learning experience for pupils.
- We aim to match learning to individual pupil needs.
- We aim to enable pupils to reach their full potential.
- We aim to provide a safe and caring environment.
- We aim to promote positive attitudes and high self-esteem.
- We aim to promote effective partnership with home, school and community.

School Core Value: At Dalmilling Primary We Care

School vision: Inspire, Engage and Succeed Together

The Curriculum

The Curriculum for Excellence

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

Curriculum for Excellence enables professionals to teach subjects creatively, to **work together** across the school and with other schools, to share **best practice** and explore learning together.

Teachers and practitioners will share information to plan a child's 'learning journey' from 3-18, helping their progression from nursery to primary, primary to secondary and beyond, ensuring the change is smooth and builds on what they have learned at each stage. They will ensure that children continue to work at a pace that is appropriate for them but which also challenges and supports them to achieve their very best.





Every child is entitled to a **broad general** education, whatever their level and ability. Every single teacher and practitioner will be responsible for **literacy and numeracy** – the language and numbers skills that unlock other subjects and are vital to everyday life. All teachers are also responsible for the health and wellbeing of children and young people.

Curriculum for Excellence develops **skills** for learning, life and work to help young people go on to further study, secure work and navigate life. It brings real life into the classroom, making learning relevant and helps young people apply lessons to their life beyond the classroom. It links **knowledge and skills** in one subject area to another, helping children understand the world and make connections. It develops skills so that children can think for themselves, make sound judgements, challenge, enquire and find solutions.

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

Broad General Education

In all Scottish schools we teach children through the '**core curriculum**'. This curriculum consists of a range of subject areas, but also includes things children learn as part of whole school initiatives. With the implementation of *Curriculum for Excellence* we also include, as part of the core curriculum, things children learn out with the school day e.g. at after-school clubs, during visits to places of interest in the community and at clubs in the evening.

The Scottish curriculum has eight core subject areas:

Expressive Arts

Expressive Arts consists of art and design, dance, drama and music. This area of the curriculum provides children with opportunities to be creative and imaginative, to experience inspiration and enjoyment, and to develop skills in each of these areas. Participation in expressive arts enables children to experience and enjoy the energy and excitement of performing and presenting for different audiences, and of being part of an audience for others. The learning and teaching in each of these areas is complementary and interrelated. All children, including those with particular skills, talents and interests and those with additional support needs, will have opportunities to nurture and develop their interests and skills. We work with a range of partners e.g. FIB theatre, various music specialists etc to further develop children's interests and skills.

Health and Wellbeing

As part of Health and wellbeing, children learn about positive physical, emotional, social and mental health. They learn how to take care of themselves physically and keep themselves safe from harm. We actively promote healthy eating and teach children about good nutrition and diet.





All children receive two hours of high-quality physical education every week. Children also learn what it means to be emotionally healthy; how to behave in a responsible way and to respect the rights of others.

Children in P6 and P7 are taught sexual health; lessons are delivered by the class teachers. Parents are invited to view the materials we use prior to it being taught in class. Parents have the right to remove their child from these lessons if they wish. However, all lessons are well-planned and sensitively taught in line with Scottish Education guidance and in the best interests of children.

Language & Literacy

Children are given the opportunity to develop their abilities and skills in listening and talking, reading and writing. These skills are taught through the use of specific programmes, for example, Storyworlds at the early stages and Literacy World at later stages. They also learn to use their language skills across the curriculum, particularly as part of topic work. The South Ayrshire Reads programme was introduced in August 2023, which has a phonics based approach to improve decoding and encoding skills.

Well-developed skills in reading, writing, listening and talking help children to make good progress in all other areas of the curriculum. Being literate increases our opportunities in all aspects of life and lays the foundations for lifelong learning and work. Children also learn to speak French from Primary 1-7, and Spanish in Primary 6-7

Numeracy & Mathematics

Numeracy is important in our everyday life; it allows us to make sense of the world around us and to manage our lives. We teach children how to manage money, tell the time and do simple calculations. We also teach them about shape, graphs and many more mathematical concepts.





Opportunities for Wider Achievement

We offer a range of activities and after school clubs that will further develop children's interests, talents and skills.

Some of the after-school clubs offered to children from various stages allow children to experience the following:

- *Tennis*
- *Cooking*
- *Gymnastics*
- *Badminton*
- *Choir*
- *Netball*
- *Dance*
- *Handball*
- *Football*
- *ICT Club*





Composite Classes

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

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

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

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

Religious and Moral Education

Through our religious and moral education programme children, learn about Christianity and explore the world's major religions, such as Hinduism and Judaism. We also help them to develop and reflect upon their own beliefs and values. Through developing awareness and appreciation of the value of each individual in a diverse society, religious and moral education encourages children to have responsible attitudes to other people.





Religious Education is seen as an integral part of the general school education and not as a separate activity. The programme gives an appropriate place to Christianity but also includes exploration of other major faiths. Pupils develop an understanding of how important religious faith is to the believer and they are encouraged to develop sensitivity and tolerance of the beliefs of others.

Learning through religious and moral education enables children and young people to:

- Recognise religion as an important expression of human experience.
- Develop knowledge and understanding of Christianity and other world religions.
- Recognise and understand religious diversity and the importance of religion in society.
- Explore and establish values such as wisdom, justice, compassion and integrity, and establish their values in their moral development.
- Investigate and understand the responses which religions can offer to questions about the nature and meaning of life.
- Develop the skills of reflection, discernment, critical thinking and deciding how to act when making moral decisions.
- Develop skills for life.
- Develop respect for others and their beliefs, and an understanding of practices which are different from their own.
- Develop their beliefs, attitudes, moral values and practices through reflection, discovery and critical evaluation, and make a positive difference to the world by putting their beliefs and values into action.
- Establish a firm foundation for further learning and, for some, careers.

Religious Observance

Throughout the year there are a number of Religious Observance events planned. In order to reflect recent guidance from The Religious Observance Review Group and subsequently The Scottish Government, we call the events "Let's Think About..."





A ‘Lets’ Think About...’ event will have a ‘stimulus’, a ‘reflection’ and a ‘response’. The events are ‘inclusive, valuable and meaningful experiences for all’ (Education Department Circular 2005). To this end, the events will not promote any one faith stance but will take account of the ‘spiritual development of all members of the school community’.

These events take a range of formats from special assemblies to ‘Children in Need’ and ‘Red Nose’ days. Children are encouraged to reflect on how they live their lives and what life is like for others.

Parents have the right to request that their children are withdrawn from Religious Observance. If this is an option you would like to consider, please contact the school for further information.

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.

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 may need for mental, emotional, social and physical wellbeing now and in the future.

Children and young people have the right to feel safe, be healthy and active; to be nurtured; to achieve their potential; to be respected; given responsibility and to be included in the school environment. All staff in the school are pro-active in promoting positive behaviour in the classroom, playground and the wider school community.

‘Zones of Regulation’ helps children identify particular moods or emotions they are feeling at a given time. This is a concept of fostering self-regulation and emotional control.

Personal achievements are recorded online via Seesaw. All children are allocated to a ‘House’; each Friday, house points are counted and the totals are presented at Assembly. Pupils can also gain recognition for positive behaviour each week through presentation of certificates at assembly and invitations to Hot Chocolate Friday.

Positive Relationships/Positive Behaviour

At Dalmilling Primary School we aim to create positive classroom climates which nurture pupils and where pupils are engaged in their learning.





All staff recognise positive behaviour and positive relationships are maintained and developed. Occasionally pupils may display behaviours which do not reflect the school values. Behaviour is everyone's responsibility.

The school policy outlines rewards and consequences for pupils to promote positive behaviour at all times.

It is of great importance that parents are supportive of Dalmilling Primary's behaviour policy. If you have any concerns regarding behaviour, please do not hesitate to contact the school.

Active Schools

SportScotland works in partnership with all 32 local authorities to invest in and support the Active Schools Network of managers and coordinators who work with primary, secondary and Additional Support Needs (ASN) schools across Scotland.

Active Schools aims to provide more and higher quality opportunities for children to participate in school sport and to increase capacity through the recruitment of volunteers who deliver the activity sessions.

Active Schools creates opportunities for children and young people to participate in sport and physical activity before and after school, during lunch time and at weekends. Within South Ayrshire the Active Schools team are part of the Health & Wellbeing team, and comprise an Active Schools Manager, Active Schools Coordinators and Active Schools Assistants. This structure was designed to allow an increased focus on leadership programmes within secondary schools which would in turn have a direct impact on provision within primary schools, and to ensure targeted support for children and young people with Additional Support Needs, and for those living in areas of deprivation.

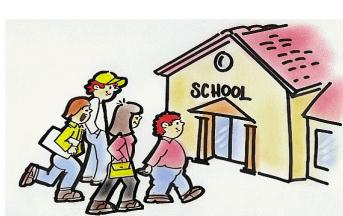
Who do Active Schools work with?

The Active Schools Network works together with organisations and individuals, including PE staff and Sports Development officers, local sports clubs and Community Sport Hubs to provide a wide range of opportunities connected to physical education, school sport and club sport. Active Schools work to ensure that young people are given a voice within schools to develop the opportunities which they want to take part in.

What does Active Schools achieve?

Active Schools creates opportunities for children and young people to participate in sport and physical activity before and after school, during lunch time and at weekends.

Active Schools also assists with the transition from school sport into club and community sport by working closely with local sports clubs, Community Sports Hubs and National Governing Bodies of sport to highlight the opportunities that exist in the local community, and encourage children and young people to get involved. This





integrated way of working creates and develops pathways into sport which, in turn, encourages longer term participation.

*** Participant sessions are the visits pupils have made to activities. These figures do not represent the number of pupils who actually take part, and should only be considered as indicative of participation in Active Schools.**

Get Involved in Active Schools.

Sportscotland passionately believes in the power of sport and the contribution it makes to life in Scotland.

Active Schools demonstrates how creative and innovative work in sport can shift perceptions engaging children and young people in a more active lifestyle for the benefit of themselves and others.

To discuss how to increase sport and physical activity opportunities within your school, or to volunteer with Active Schools, please contact us on 01292 294191 or email us at active.schools@south-ayrshire.gov.uk

Equal opportunities and inclusion

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

The national legislation around equal opportunities and social inclusion includes:

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

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

- **Presumption of mainstream:** All children and young people have the right to an education within a mainstream school (Standards in Scotland's School Act 2000);
- **Most inclusive option:** Wherever possible, children and young people will be provided with an education within their own community and/or within their own catchment school (the ASN Act);
- **Staged intervention:** If there are concerns about how a child or young person is coping within a mainstream placement, the model of staged intervention will be followed and this may include Team Around the Child meetings to assess and plan with available resources (the ASN Act). There is a particular focus in gathering the views of children, young people and their parents relating to the support required to minimise barriers to learning;





- **Links to community:** If it is agreed that a placement 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 (the ASL Act);
- **Involvement of child and parent/carer:** It is vital that the child, young person and parents/ carers are involved in all of these processes, and that the child or young person's views are taken account of in any decisions made. (UNCRC) (the ASL Act) and the Children (Scotland) Act 1995);
- **ASN legislation:** all processes and meetings will comply with the timescales of the ASN legislation.

Each school has a Pupil Support Coordinator or named individual for that establishment (if this is not the same individual) who has pastoral care responsibilities to ensure each child's needs are met. They will work alongside Pupil Support staff within their own school and also centrally. Central staff include Inclusion Co-ordinators, ASN teams, Psychological Services and Quality Improvement Managers.

If you need further information on any of the above contact your school Pupil Support Co-ordinator.

Assessment

How is Learning in the Broad General Education Assessed?

Assessment is a central part of everyday learning and teaching for children and young people. Teachers gather evidence on an ongoing and informal basis through asking questions, observing children working together and making comments on their work. Children may assess their own work or that of their classmates. Some assessment is more formal, such as projects, investigations, case studies and tests. The assessment of children's progress throughout primary school 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 and second level by the end of P7.

From August 2017, new national standardised assessments (SNSA) were introduced in all schools in Scotland. These assessments will provide an additional source of nationally consistent evidence for teachers to use when assessing children's progress. Schools across South Ayrshire use a wide range of assessments.

National Standardised Assessments

Every child in P1, P4 and P7 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.

Scottish National Standardised Assessments by Year Stage

P1 Literacy Assessment by Band Achieved (%)

School		Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above
Dalmilling PS	2017/18	0.0	2.2	32.6	54.3	10.9	0.0
	2018/19	8.2	18.4	40.8	30.6	2.0	0.0
	2020/21	2.2	22.7	45.5	20.5	6.8	2.2
	2021/22	4.1	12.2	46.9	22.4	10.3	4.1
	2022/23	10.6	25.5	31.9	21.3	4.3	6.4
	2023/24	4	14	25	29	21	7
	2024/25	2	9	16	18	34	21
Authority	2017/18	0.5	2.8	11.2	23.2	25.7	36.6
	2018/19	1.4	3.3	11.1	26.8	22.7	34.8

P1 Numeracy Assessment by Band Achieved (%)

School		Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above
Dalmilling PS	2017/18	0.0	6.5	28.3	26.1	32.6	6.5
	2018/19	0.0	12.2	22.4	46.9	10.2	8.2
	2020/21	0.0	10.9	13.0	47.7	27.3	4.5
	2021/22	0.0	14.3	20.4	18.4	34.7	12.2
	2022/23	4.3	19.1	19.1	40.4	14.9	2.2
	2023/24	0	4	25	39	25	7
	2024/25	0	0	23	23	26	28
Authority	2017/18	0.5	2.7	10.0	22.4	32.6	31.8
	2018/19	0.2	2.2	10.2	19.8	25.4	42.1





P4 Reading Assessment by Band Achieved (%)

School		Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above
Dalmilling PS	2017/18	17.5	22.5	22.5	17.5	7.5	12.5
	2018/19	33.3	11.1	15.6	17.8	20.0	2.2
	2020/21	24.4	17.1	34.1	17.1	7.3	0.0
	2021/22	38.5	25.6	20.5	7.7	0.0	7.7
	2022/23	6.8	13.6	13.6	11.4	11.4	43.2
	2023/24	12	10	24	22	22	10
	2024/25	13	11	9	22	24	21
Authority	2017/18	8.7	10.5	17.2	24.8	21.1	17.8
	2018/19	6.7	7.3	15.4	19.4	23.5	27.8

P4 Writing Assessment by Band Achieved (%)

School		Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above
Dalmilling PS	2017/18	25.0	15.0	20.0	17.5	15.0	7.5
	2018/19	28.9	15.6	26.7	17.8	11.1	0.0
	2020/21	26.2	21.4	28.6	23.8	0.0	0.0
	2021/22	45.0	15.0	20.0	15.0	5.0	0.0
	2022/23	8.9	6.7	22.2	20.0	33.3	8.9
	2023/24	29	20	7	24	10	10
	2024/25	27	4	11	27	18	13
Authority	2017/18	9.0	8.0	17.6	24.3	20.9	20.3
	2018/19	8.9	7.3	16.6	28.7	21.4	17.0

P4 Numeracy Assessment by Band Achieved (%)

School		Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above
Dalmilling PS	2017/18	0.0	8.8	35.3	32.4	14.7	8.8
	2018/19	18.9	13.5	43.2	13.5	10.8	0.0
	2020/21	76.7	20.9	2.3	0.0	0.0	0.0
	2021/22	32.5	27.5	22.5	10.0	5.0	2.5
	2022/23	6.4	14.9	23.4	23.4	12.8	19.1
	2023/24	15	20	22	24	7	12
	2024/25	17	13	36	16	11	7
Authority	2017/18	4.1	8.6	25.0	25.3	19.6	17.3
	2018/19	4.6	8.4	21.6	24.5	20.5	20.4





P7 Reading Assessment by Band Achieved (%)

School	Year	Band 6 and below	Band 7	Band 8	Band 9	Band 10	Band 11 and above
Dalmilling PS	2017/18	16.7	25.0	19.4	19.4	16.7	2.8
	2018/19	18.9	21.6	32.4	10.8	10.8	5.4
	2020/21	12.2	19.5	26.8	22.0	19.5	0.0
	2021/22	24.5	12.2	28.6	32.7	2.0	0.0
	2022/23	2.4	9.8	34.1	34.1	14.6	5.0
	2023/24	4	2	20	50	22	2
	2024/25	8	18	24	26	18	6
Authority	2017/18	5.2	11.1	20.0	28.8	23.2	11.6
	2018/19	5.1	7.7	17.4	32.3	18.9	18.5

P7 Writing Assessment by Band Achieved (%)

School	Year	Band 6 and below	Band 7	Band 8	Band 9	Band 10	Band 11 and above
Dalmilling PS	2017/18	8.3	19.4	27.8	25.0	19.4	0.0
	2018/19	18.9	27.0	29.7	16.2	8.1	0.0
	2020/21	9.8	34.1	24.4	14.6	12.2	4.9
	2021/22	16.3	24.5	30.6	26.6	0.0	2.0
	2022/23	9.5	14.3	31.0	21.4	19.0	4.8
	2023/24	7	17	24	24	24	4
	2024/25	15	21	26	16	11	11
Authority	2017/18	5.8	10.6	23.1	33.5	18.1	8.9
	2018/19	5.1	8.5	22.4	33.6	24.1	6.3

P7 Numeracy Assessment by Band Achieved (%)

School		Band 6 and below	Band 7	Band 8	Band 9	Band 10	Band 11 and above
Dalmilling PS	2017/18	0.0	8.8	35.3	32.4	14.7	8.8
	2018/19	18.9	13.5	43.2	13.5	10.8	0.0
	2020/21	19.5	29.3	26.8	7.3	14.6	2.4
	2021/22	14.3	28.5	40.8	8.2	8.2	0.0
	2022/23	6.8	22.7	25.0	18.2	25.0	2.3
	2023/24	2	35	15	26	12	10
	2024/25	8	16	29	21	21	5
Authority	2017/18	4.1	8.6	25.0	25.3	19.6	17.3
	2018/19	4.6	8.4	21.6	24.5	20.5	20.4





Tracking and monitoring Progress

The progress of individual learners is tracked and monitored three times during the session. Each class teacher will meet with a member of the leadership team to discuss individual pupil progress and next steps in their learning.

Reporting

Twice during the year, parents are given an opportunity to meet formally with teachers to discuss their child's progress. This normally takes place in November and May. At least two weeks' notice is given for each meeting.

We also have open afternoons at Dalmilling, where parents can come to the school and see the work going on in the classroom. These are informal sessions and parents can talk to class teachers, pupil support teachers and members of the management team if they wish.

Dalmilling has an open-door policy where parents can come in and discuss matters involving their child. If a parent would prefer to see a particular person they should contact the school where a suitable time to meet will be arranged.

Parents receive written reports once during each session. These reports indicate pupil progress within a level of Curriculum for Excellence.

Transition

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

Transfer to Primary School

Pupils are normally transferred to Dalmilling from The Cherry Tree Nursery. Pupils are given opportunities to get to know teachers and familiarise with the school before making the transition from nursery to primary. We do everything we can to make this as smooth a transition as possible.



Transfer 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.

The children of Dalmilling Primary normally transfer to:

Ayr Academy
University Avenue
Ayr
KA8 0SZ
Tel: 01292 612028

Support for Pupils

Getting It Right for Every Child (GIRFEC)

The Children and Young People (Scotland) Act 2014 introduces an approach for all children's services to work together to meet every child's needs. The '**Getting It Right for Every Child**' (known as "GIRFEC") Practice Model is an assessment and planning framework which centres on the individual and specific needs of each child. Every child under the age of 18 is 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 Pupil Support Co-ordinator or named individual for that establishment along with parents/carers and the Team with the family 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 Family will assess whether there are any wellbeing needs and if necessary, review the **Child's Plan**.

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

- Parents who are concerned about their child's additional support needs can contact their child's class teacher, pupil support teacher or a member of the leadership team.
- We regularly identify and monitor children with additional support needs; staff provide support according to appropriate Staged Intervention paperwork. Pupils on Stage 4 attend our extended learning facility.





Additional support for learning

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

What are additional support needs (ASN)?

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

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





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

All children and young people may need additional support at some point to help them make the most of their education. Most children are supported through their own class teacher and appropriate class-based strategies and supports.

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

Staged intervention can be broken down into the following stages:

Stage 1 – In class support

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

Stage 2 – In school support

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

Stage 3 – 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 4 – Specialist help from a multi-agency team

At this stage a **My Plan** will be completed. The Pupil Support Co-ordinator or named Individual for Dalmilling Primary 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 with the family meeting (TWF) will be convened to determine how agencies can provide support.

All children at Stage 4 will benefit from **at least one targeted support**. Further universal supports may also be part of the support provided to children at this level.

Stage 5 – Authority Specialist Placements or Outwith Authority Placements

Where a child or young person is placed in a specialist authority base or outwith the local authority they will be deemed to be supported at Stage 5. All placements will be confirmed by the Central Admissions Group (CAG) or GIRFEC Advisory Resource Forum (GARF) following recommendations at the Team with the Family meeting with the parents/carers, professionals supporting and the child where appropriate. At Stage 5 children and young people are required to have a My Plan. Where the Plan is held by another service all educational targets must be incorporated into this plan





and a formal review TEAM WITH THE FAMILY meeting will take place a minimum of annually or more often if appropriate.

Coordinated Support Plan (CSP)

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

Supports available

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

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

Educational Services will also access support, where appropriate, from colleagues within the Health and Social Care Partnership in order to address a range of concerns. Where necessary, establishments can access advice and direct support from e.g. Speech and Language Therapy, Occupational Therapy and Physiotherapy.

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

As parents/carers, you will be fully involved in both the assessment of your child's needs and the plan of any outcomes detailed on your Child's Plan. Parents' and children's views should be taken into account and recorded through the child's 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 will have the opportunity to make their views known about decisions that affect them. Children's views should be considered and recorded through their





Child's Plan. They will be encouraged to take part in any meeting where people are discussing them. They will help to set their own targets and to review these.

How can parents make requests for assessment?

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

As a parent or carer you will be fully consulted and kept informed at all stages of the assessment process by the Pupil Support Co-ordinator or named individual for that establishment.

The Education (Additional Support for Learning) (Scotland) Act (2004) makes sure that parents or young people can ask an education authority to arrange for an assessment or examination. The request can be for an educational, psychological or medical assessment or examination. Requests for assessment must be in writing or some other permanent form which can be referred to in the future. The request should contain the reasons for the request and the education authority must meet this request unless it is unreasonable. Parents can expect a response to such requests within four weeks and will be notified of the person in the authority who is dealing with the request. These requests should be sent to the Inclusion Co-ordinator.

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

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

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

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

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

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

Quality Improvement Manager

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



**Principal Educational Psychologist**

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

Co-ordinator (Inclusion)

Educational Services
County Buildings
Wellington Square
Ayr
KA7 1DR
Tel: 01292 612426 or 612292

Enquire Scottish Enquire helpline: 0845 123 2303 Textphone: 0131 22 22 439

Email: info@enquire.org.uk

Enquire, the Scottish advice service for Additional Support for Learning provides free, independent and impartial advice through its helpline.

Scottish Child Law Centre

54 East Cross Causeway
Edinburgh
Midlothian
EH8 9HD

Tel: 0131 667 6333

Email: enquiries@sclc.org.uk

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

Resolve

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

Advocacy Service

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

Psychological Service

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

- Consultation and advice;
- Assessment;
- Intervention;





- Training;
- Research and policy development;

Services can be delivered at different levels, from that of the child to the school or to the local authority. For example, the Educational Psychologist can work with school staff and parents/carers to assess a child's strengths and difficulties as well as work directly with a child/young person to provide support. They can also work with school staff to support them to develop policies and supports that will benefit all of the children in a school such as relationship-based policies, teaching and learning, etc.

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

The Psychological Service works within South Ayrshire's staged approach to supporting young people with additional support needs. The first stage of the process involves support at the classroom level by class teachers and other support staff based within the school. If a school wishes to consult with 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 the child or young person is then formally referred to the service, parents will be involved in discussions with the educational psychologist.

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

Educational Psychologists maintain a note of young people's names who have been discussed with them and will only open Psychological Service case files if a formal referral has been received and accepted. Parental permission is sought prior to opening a Psychological Services case file.

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

Information Sharing

In South Ayrshire educational establishments/schools work closely with partner services including in health, social work, police, Children's Reporter, 3rd sectors and charities to ensure that children and families receive the help and support they need as quickly as possible. To improve the quality of the services we all provide, we may wish to share information about your child. You may therefore be asked for your agreement to share this information with relevant services. You have a choice about





whether or not your child's information is shared and have the right to refuse to give your consent, in most cases.

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

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

Child Protection

Procedures and guidance are important but cannot, in themselves, protect children; a competent, skilled and confident workforce, together with a vigilant public, can. School staff provide support to children and young people in their daily work and have a vital role to help protect them from harm. School staff help keep children and young people safe and well by:

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

The school has a Child Protection Co-ordinator who will co-ordinate the school's response to concerns for children's and young people's safety and where they may be at risk of significant harm. The Authority has a designated officer for Child Protection who will ensure schools work effectively to keep children safe and well.

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

School Improvement

At Dalmilling Primary we are continually striving to raise both the standard of education we provide, and the attainment of our pupils. The trend is towards continual improvement. Information for 2024-25 is shown below.

Children attaining appropriate Curriculum for Excellence levels in Literacy and Numeracy in 2024-25.





2024 - 2025		
	Literacy	Numeracy
Early	67%	81%
First	60%	68%
Second	62%	76%

The School's Standards and Quality Report and Improvement Plan detail how the school has improved and plans to improve over the next year. This can be accessed from our school website – www.dalmilling.sayr.sch.uk. Throughout the year parents' views are sought through the Parent Council, Focus groups and parental questionnaires. Parents can obtain information on the school's most recent HMIE inspection from Scottish Schools Online at the following link:

<http://www.educationscotland.gov.uk/scottishschoolsonline>

School Policies and Practical Information

What additional information is available to parents?

- Dalmilling Primary follows a range of policies, including: Child Protection; Confidentiality; Behaviour; Curriculum; Display; Anti-Bullying; Inclusion; Homework; Marking; GDPR; Photographs; Attendance; Missing in education; Internet use; Educational visits; Fire safety; Use of mobile phones; Physical interventions; Supporting pupils with medical conditions.
- After school clubs are provided by a range of staff and outside groups. These may change termly and are aimed at children of all stages and a variety of interests.
- Children have opportunities to be involved in a number of school groups, eg Pupil Council, Eco-group, House Captains & Prefects.
- Children from P1-5 are entitled to a free school meal. Parents from P6-7 can apply for free school meals; an application form can be obtained from the main office. Children are encouraged to bring in a healthy snack for break time. Children are allowed to drink water during class time; juice is allowed at break times. Fizzy drinks are not allowed in school or on school outings.





Pupil Voice

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

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

Choosing a School

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

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

Attendance

Section 30 of the 1980 Education Act lays a duty on every parent of a child of ‘school age’ to ensure that their child attends school regularly. Attendance must be recorded twice a day, morning and afternoon.

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

Family holiday not authorised by the school

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

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





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

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

- The availability of cheap holidays;
- The availability of desired accommodation;
- Poor weather experienced during school holidays;
- Holidays which overlap the beginning or end of term;
- Parental difficulty obtaining leave (with local judgement applied in cases where evidence is provided by the employer that it cannot accommodate leave during school holidays without serious consequences);

Extended leave with parental consent

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

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

ADVICE TO PARENTS

Schools will follow up all instances of pupil non-attendance in order to accurately record the reason for absence using the authority 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.

We operate a 'text system' if children are absent. This means if we have not heard from parents/carers by 9.30am, you will receive a text from the school to confirm the absence is genuine. This helps to ensure the safety and wellbeing of all our pupils. It is therefore helpful if you let us know before 9.15am if your child is not attending school that day for any reason. If your child is absent then please call the school on 01292 612736.





Routine and Expected Visits out with School

Dalmilling Primary School recognises the need for children 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 the Curriculum for Excellence. Routine and expected visits will be to local venues, involve easily managed activities, happen on a regular basis and be completed within regular school times.

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

School uniform policy

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

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

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

At Dalmilling Primary School, we encourage children to wear school uniform. We do this for a number of important reasons. We believe children should be proud to be part of our school and wearing the school uniform shows this. This is particularly relevant when they go out on school trips or to events to represent the school. Wearing the uniform also encourages equality - children see themselves as equal to their peers with no stigma of fashion labels. As a matter of security, it also makes any strangers who enter the school grounds stand out.

The school uniform may be bought easily in the local school wear shop in Dalblair Road, Ayr. We have designed a school sweatshirt and polo shirt, which will be made available to those parents who wish to purchase them. We also have an extensive range of school uniform (new and second-hand) which can be given to parents free of charge.

Grey, navy or black skirts/trousers, pale blue or white polo shirts/shirts are acceptable. Pupils require to wear suitable clothing for P.E. - shorts and polo shirts/t-shirts are comfortable, with soft shoes for indoor activities.





Playground Supervision

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

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

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

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

Parental Complaints Procedure

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

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

- Visit one of South Ayrshire Council's Customer Service Centres, or any local office.
- Phone South Ayrshire Council Customer Services Team on 0300 123 0900
- E-mail: listeningtoyou@south-ayrshire.gov.uk
- 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.

School Meals

Each day there is a choice of three hot meals, one type of soup and one type of sandwich. The menu changes daily over a three-week rotation period. The dinner hall works on a cashless system. All school meals must be ordered online through the Cypad online ordering system, and paid for online through ParentPay.





Free School Meals and Clothing Grant

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

Children of parents receiving

- Scottish Child Payment for pupils in P6 & P7 (Free School Meals Only)
- Income Support
- Income-based Job Seeker's Allowance
- Income-based Employment and Support Allowance
- Support under part VI of the Immigration and Asylum Act 1999
- Universal Credit where earned income is not more than £850

From August 2025, free school meals are available to all P1-P5 pupils and all pupils attending special schools.

Breakfast Club

We run a breakfast club in the school from 8.30-8.50am Monday to Friday. Children are offered toast, cereal, fruit and milk. Children can go to Breakfast Club from 8.30am.

School Transport Guide to Parents

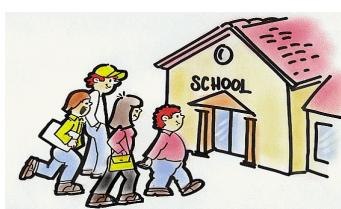
South Ayrshire Council has a policy of providing free school transport to all primary pupils whose main address is more than two miles from their catchment school by the recognised suggested suitable walking route. Parents who consider they are eligible for free school transport should complete the online Free School Transport Form which can be obtained via [School transport application form - South Ayrshire Council \(south-ayrshire.gov.uk\)](https://south-ayrshire.gov.uk). Applications should be completed and submitted by the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made.

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

Applications may be submitted at any time throughout the year but may be subject to delay whilst arrangements are made. The appropriate officer has discretion in special circumstances to grant permission for pupils to travel in transport provided by the authority, where spare places are available and no additional costs are incurred.

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

Where free transport is provided it may be necessary for pupils to walk a certain distance to the vehicle pick up point. Walking distance in total including the distance from home to the pick-up point and from the drop-off point to the school in any one





direction will not exceed the authority's limit (see first paragraph). It is the parent's responsibility to ensure that their child arrives at the pick-up point in time. It is also the parent's responsibility to ensure their child behaves in a safe and acceptable manner while boarding, travelling in and alighting from the vehicles. Misbehaviour could result in your child losing the right to free transport.

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

Seatbelt statement

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

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

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

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

Privileged Seats

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

Insurance

South Ayrshire Council holds Public Liability, Employers' Liability and Officials Indemnity Insurance. In addition, South Ayrshire Council has an on-site and off-site activities insurance policy. Further information regarding insurance and an appropriate claim form can be obtained from the school or Educational Services, County Buildings, Wellington Square, Ayr KA7 1DR, telephone 01292 612294.





Valuable Items

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

Use of Mobile Phones

The use of Mobile Phones by pupils is discouraged for the reasons outlined above under 'Valuable Items'. Should your child need to carry a mobile phone **it must be switched off during the school day**. The school cannot be held responsible for the loss of mobile phones that are brought to school by pupils. If children require to contact parents urgently, clerical staff can attend to this.



Use of Social Media

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

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

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

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

- only share information that they would be willing to share in school or a school-related setting;
- maintain a formal, courteous and professional tone when communicating with pupils;
- maintain professional boundaries;
- do not exchange personal information such as phone numbers and personal e-mail addresses;
- do not discuss their private and personal relationships with pupils;





- take care to avoid becoming personally involved in pupils' personal affairs;
- decline pupil-initiated 'friend' requests;
- manage their privacy settings and keep them under review;
- report any inappropriate use of social media by a pupil or concerning a pupil to their Head Teacher or line manager.

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

Health and Medical Information

Primary 1 children are offered health assessments from the school nurse, which checks pupils' weight and height. Permission from parents will be sought before undertaking these assessments. Each October/November, Flu vaccinations are offered to all pupils from Primary 1 to Primary 7; parental consent will also be sought prior to this.

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.

Anyone can get head lice – children and adults alike. Head lice are very small insects that like to live on clean, healthy hair. They can only move if a warm clean head is close by. They cannot jump, fly or hop and are not spread by hats or combs. Should you suspect your child has head lice please inform the school as well as treating the infestation with insecticide that can be bought in any chemist shop. Any parent approaching the school may do so knowing the matter will be attended to with total confidentiality. If parents want further information on the subject please contact the school office in the first instance.

If a child should become ill during the school day and requires to be sent home, then the parents will be contacted. **It is thus necessary that the school has on record the following:**

- **information as to where parents - or other emergency contacts - can be located at all times of the school day**
- **all relevant and up to date contact phone numbers.**

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

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

Health Promotion and Nutrition

Children 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

NHS Ayrshire & Arran NHS - 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 Improvement Teams will also deliver oral health improvement messages, and be supported by Dental Health Support Workers who are the main contact point for parents, teachers, all school staff, dental practice staff and School Nurses.

For more information about the Childsmile Programme, please visit the website at: www.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.

Data Protection Act

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

How we will use the information about you and your child

All personal data is processed by Educational Services staff. We will only collect personal data from you that we need in order to provide educational services and oversee the provision of these services to your child. We will use your personal data to contact you; if the school requires to discuss your child's education, in an emergency and to keep you fully involved in your child's educational journey.

Who we share your information with

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

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

What are my rights?

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

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





If you have a complaint

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

Data Protection Officer, Information Governance Team, Legal & Democratic Services, County Buildings, Wellington Square, Ayr KA7 1DR

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

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

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

Email: scotland@ico.org.uk. | Telephone: 0131 244 9001 | (<https://ico.org.uk/for-the-public/>)

If you have no Internet Access

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

How to access our full Privacy Notice

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

Education Statistics Privacy Notice

Transferring Educational Data about Pupils

The Scottish Government and its partners collect and use information about pupils in schools (e.g. the number and characteristics of pupils, their attendance, absence and exclusions, their attainment and their destination when leaving school) to help to improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us.

Why do we need your data?

In order to make the 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





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

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

Your Rights and Further information

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

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:

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

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

Helpful Addresses and Websites

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

Websites:

www.south-ayrshire.gov.uk

www.education.gov.scot/parentzone/

www.hmie.gov.uk





Councillors for Ayr North

Wullie Hogg (Ind)
Laura Brennan-Whitefield (SNP)
Ian Cavana (Lab)
Ian Davis (Ind)

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

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

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

For further Information please contact:

0300 123 0900

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

Aby uzyskać więcej informacji, proszę skontaktować się z:

0300 123 0900

本出版物還有純文字中文版。

有關更多資訊，請聯絡：

0300 123 0900

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

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

0300 123 0900

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

If you do and you think that they would like a larger print version or an audio cassette version of the text contact Council staff on:

0300 123 0900

