



# Fisherton Primary School & Early Years Centre



## HANDBOOK 2025/2026

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Ayrshire  
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(01292) 612049

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## Head Teacher's Welcome

Dear Parent/Carer

I am very happy to welcome you and your child to Fisherton Primary School and Early Years Centre.

We hope you will find Fisherton to be a warm and caring place where your child is made to feel safe and secure. Being a small school, we pride ourselves on our individual approach to meeting your child's learning needs and helping them to reach their full potential.

At Fisherton we promote in children a positive attitude to work, self, others and the environment. We provide a quality service for you and your child and wish to work in close partnership with you in preparing your child to be a successful learner, confident individual, responsible citizen and effective contributor.

Many activities are organised throughout the school year, giving parents the opportunity to participate in their child's learning and to work with the staff team of the school. We look forward to seeing you throughout the session.

We value your opinions and welcome the opportunity to discuss any aspects of school life with you. Furthermore, if you have any worries or concerns about your child's progress or welfare, regardless of how small & trivial they may seem, please contact me.

We wish you and your family a happy and positive relationship with our school.

Kind Regards

Mrs Leanne Campbell (Head Teacher)





## School Information

<b>Name</b>	Fisherton Primary
<b>Address</b>	Ayr Road, Dunure, Ayrshire KA7 4LQ
<b>Telephone Number</b>	01292 612049
<b>Email address</b>	<a href="mailto:Fisherton.Mail@south-ayrshire.gov.uk">Fisherton.Mail@south-ayrshire.gov.uk</a>
<b>Website address</b>	<a href="https://blogs.glowscotland.org.uk/sa/fishertonpsandeyc/">https://blogs.glowscotland.org.uk/sa/fishertonpsandeyc/</a>
<b>Head Teacher</b>	Mrs Leeanne Campbell (Head Teacher)
<b>Named Person</b>	Mrs Leeanne Campbell (Head Teacher)
<b>Denominational status</b>	Non-denominational
<b>Teaching by Means of Gaelic Language</b>	Not Offered regularly but some input may take place when linked to a learning topic
<b>Accommodation and capacity *</b>	Functional capacity – 80 Working capacity – 64 (Currently 35)
<b>Staged of Education Provided</b>	Early Years (Nursery) – Primary 7
<b>House structure</b>	3 Houses Ailsa – Arran - Kintyre
<b>Nursery provision</b>	8

\* 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.

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



## Catchment Area

Details of the school's catchment area and street names are available for inspection at the school and parents can also access them on the Council's website at [www.south-ayrshire.gov.uk](http://www.south-ayrshire.gov.uk) Catchment Map and area (available from the Resource Planning Section, Educational Services, County Buildings, Wellington Square, Ayr, KA7 1DR)  
Useful links to additional information to be found in Appendix 2.

## School Staff

Name	Designation
Leeanne Campbell	Head Teacher
Allison Eaglesham	Principal Teacher 0.5 (on leave until August 2025)
Laura Martin	Acting Principal Teacher until August 2025 P1-4 Class Teacher Thurs & Fri
Craig MacMorland	P5-7 Class Teacher
Amanda Holland	P1-4 class teacher Mon, Tues, Wed
Debbi McVie	Early Years Practitioner Full Time
Aileen Gemmell	Early Years Practitioner Mon-Wed
Megan Gemmell	Early Years Practitioner Thurs- Fri
Sharon Stevenson	School Assistant (Monday-Thursday)
Rhona Mortlock	School Assistant Mon-Fri
Lauren Clark	School Assistant (Fridays)
Ann-Marie Hill	Clerical Assistant
Jamie Goodwin	Janitor
TBC	Catering Assistant
<b>VISITING STAFF</b>	
Christine Robertson	Pupil Support Teacher (Wed)
Marco Sisi	Assessment support teacher
Rebecca Patterson	Music – Brass Instruction
Nicola Coleman	Music Specialist Wed PM
Tracy Nelson	YMI Music Instructor



## Management Team

Name	Designation
Leeanne Campbell	Head Teacher
Allison Eaglesham	Principal Teacher (August 2025)
Laura Martin	Acting Principal Teacher until Aug 2025

## Enrolment

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

Children who reach the age of 5 years before 1st March in that year and 28th February the following year are eligible for enrolment for the primary class beginning in August. In South Ayrshire, the dates and times for enrolment in January are selected by the Education Authority and published in the local press.

Children who live in the catchment area of a particular school are required to enrol at that school. If they do not want to attend the catchment school, they can make a placing request to another school of their choice as outlined in the section below.

During the summer term, a transition programme is arranged for new pupils starting Primary 1 in August. This enables them to become familiar with the school, their teacher and their classmates.

## 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 using the following link [Placing requests - South Ayrshire Council \(south-ayrshire.gov.uk\)](https://www.south-ayrshire.gov.uk/placing-requests) or you can contact Educational Services on 01292 612162.



## School Hours

Open	.....	9.00am
Morning Interval	.....	10.30am - 10.45am
Lunch	.....	12.15pm - 1.00pm
Close	.....	3.00 pm



Primary 1 pupils attend the full session from the beginning of term each August.

## School Holidays

### South Ayrshire Council School Holidays 2025/2026

Date	Holiday
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#### First term

18 August 2025	Inservice day
19 August 2025	Inservice day
20 August 2025	Pupils Return
19 September – 22 September 2025	Schools closed
13 October – 17 October 2025	Schools closed
20 October 2025	Inservice day
21 October 2025	Pupils return
22 December 2025 – 2 January 2026	Schools closed

#### Second term

5 January 2026	Pupils return
6 February – 9 February 2026	Schools closed
10 February 2026	Inservice day
11 February 2026	Pupils return

#### Third term

3 April - 17 April 2026	Schools closed
20 April 2026	Pupils return
4 May 2026	Schools closed
5 May 2026	Pupils return
7 May 2026	Inservice day
8 May 2026	Pupils return
25 May 2026	Schools Closed
30 June 2026	Last day of term for pupils & staff





## Parental Involvement and Home School Links

Parents are welcome to contact the school at any time on matters concerning their child's progress. We hold two reporting evenings in the year when you are invited to the school to discuss your child's progress with the Class Teacher and/or Head Teacher. We also hold a regular drop in facility for parents and offer information sharing sessions. A termly Curriculum Newsletter is sent home to inform parents what their child will be learning throughout that term together with a school newsletter which shares important information and details of upcoming events.

Every effort is made to involve Parents in all aspects of schoolwork and out of class activities. The co-operation of parents is sought at every opportunity and school events are very well supported.

We encourage parents to become involved in their child's learning and the life of the school by:

- ✓ Promoting **learning at home** – For example, through newsletters, reports, our blog, parents' meetings, letters, Seesaw and through formal and informal discussions.
- ✓ Improving **home/school partnerships** – Pupils work though home learning tasks set by teachers on a regular basis.
- ✓ **Parental representation** – There is an active Parent Council at Fisherton who support the school in their decision-making processes, raise funds and organise events.

Any parents willing to give up a little time to help at the school should contact the Head Teacher. Parents are welcome to come into the school and work alongside us in the classroom or share their skills with our pupils.

We have a very strong Parent Council who continue to work to improve the school and raise funds. Our Parent Council take on board parents' thoughts and bring them to the meetings for discussion with the Head Teacher.



## Parents as Partners – Parent Council and parent forum

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

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

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

- Receive information about the school and its activities.

Parents as Partners







- Hear about what partnership with parents means in the school.
- Be invited to be involved in ways and times that suit them.
- Identify issues they want the parent council to work on with the school.
- Be asked their opinion by the parent council on issues relating to the school and the education it provides.
- Work in partnership with the staff: and
- Enjoy taking part in the life of the school in whatever way possible.

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

The main aims of the Parent Council are to:

- Support the school in its work with pupils;
- Represent the views of parents;
- Promote contact between the school, parents, pupils, providers of early years education and the community.
- Report to the Parent Forum;
- Be involved in the appointment of senior promoted staff; and
- Raise funds for the school for the benefit of pupils (in some schools the PTA/PA fulfils this role)

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 Parentzone website at [www.parentzonescotland.gov.uk](http://www.parentzonescotland.gov.uk)

## Our Parent Council Members

<b>Chairperson</b>	Michelle Parkin	
Email: <a href="mailto:Fishertonparentcouncil@hotmail.com">Fishertonparentcouncil@hotmail.com</a>	Tel No: 07917783196	

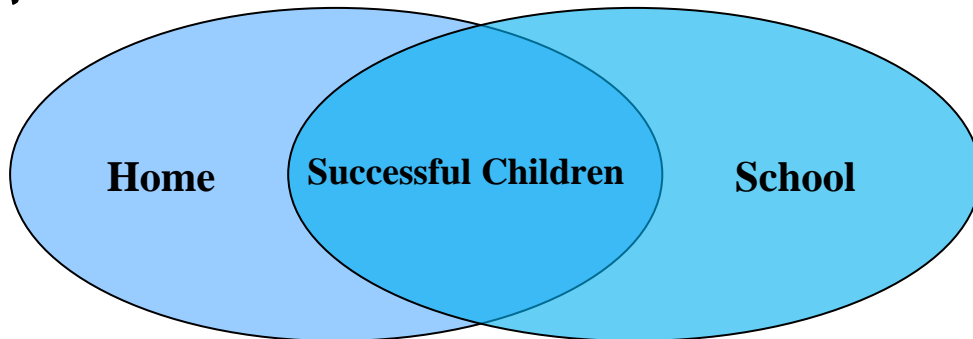
### Useful Websites:

<https://blogs.glowscotland.org.uk/sa/fishertonpsandeyc/>  
[www.parentzonescotland.gov.uk](http://www.parentzonescotland.gov.uk)  
[www.south-ayrshire.gov.uk](http://www.south-ayrshire.gov.uk)  
[www.hmie.gov.uk](http://www.hmie.gov.uk)

The Scottish Parent Teacher Council is a national organisation for PTAs and PAs in Scotland. Parent Councils can join too, and it runs an independent helpline service for all parents. They can be contacted by phone on 0131 474 6199, fax 0870 706 5814 or email on [sptc@sptc.info](mailto:sptc@sptc.info) or write to SPTC, Mansfield Traquair Centre, 15 Mansfield Place, Edinburgh, EH3 6BB.



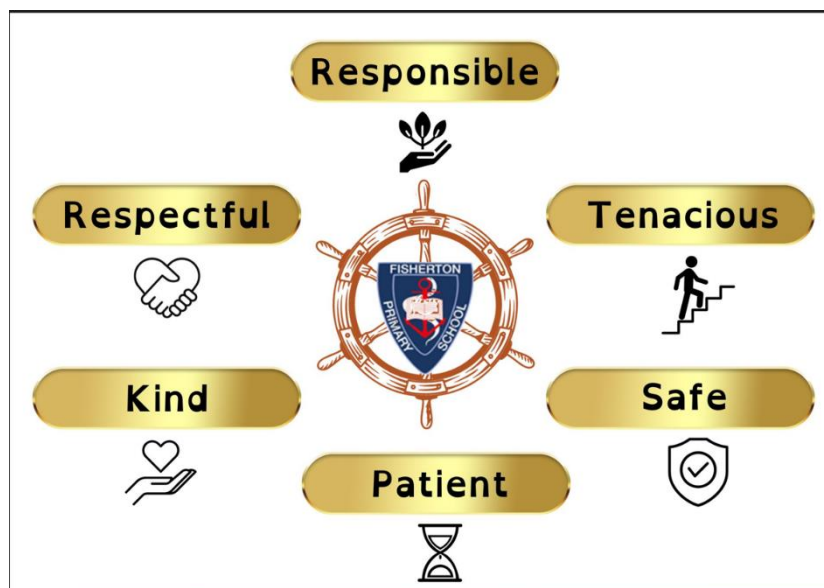
*Working together makes a difference*



## School Ethos, Aims and Values

The school has a clear set of values which are embraced by everyone at Fisherton Primary and Early Years Centre. The ethos of the school is warm, friendly and inclusive and provides an excellent environment for pupils to learn in. We promote positive behaviour, good manners, and positive relationships, and endeavour to motivate pupils by taking part in a range of curricular, out of class, community and global citizenship events.

## Our School Values





## Our School's Aims

**To provide a bright and positive learning environment which enables all individuals to become successful learners through achieving their full potential and in which quality is paramount.**

- Raise standards of reading, writing and maths.
- Maximise achievement of all learners.
- Ensure children receive support for learning/Early Intervention.
- Ensure that the curriculum motivates and children are enthusiastic about learning.

**To ensure that equal opportunities and social justice are open to all.**

- To provide opportunities for children to develop confidence and positive self-esteem.
- To provide suitable and up to date resources and equipment to address the needs of all learners.
- To ensure that all children/adults are treated equally and with respect.
- To ensure that all children get an equal opportunity to participate in all aspects of school life.
- To ensure that school values are embedded into school life.
- To encourage pupil voice and take account of children's views and opinions when making plans for our school.

**To become responsible citizens, through being proud of their community, caring for others and helping to protect the environment.**

- To form effective links within the community.
- To develop a sense of responsibility and understanding towards others and the community.
- To develop an understanding of their environment and how they can help to protect the environment.
- To develop knowledge about different cultures and encourage children to become effective informed contributors.
- To develop opportunities to become a health promoting school.
- To embed a Rights Respecting approach into all that we do.

**To develop an interest in the world of work both on a local and world basis and to set children on a path towards lifelong learning.**

- Develop enterprising attitudes.
- Provide a full range of learning opportunities for everyone.
- Encourage individual personal development.
- Provide adequate support for every individual.
- All learners have the same opportunities.
- Foster good work patterns and develop pride in work.



**To foster effective and rewarding partnerships.**

- Encourage parental participation in all school activities.
- Develop and encourage children's awareness of participation in local community events.
- Encourage opportunities for staff personal development.
- Encourage children to contribute confidently and become informed citizens.



## Curriculum for Excellence

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

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

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

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

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

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

curriculum for excellence





## Our Curriculum Rationale

Our curriculum will:

- Allow pupils to contribute to the ethos and life of the school community
- Provide opportunities for personal achievement and supports all learners in developing skills for learning, life and work.
- Have a continuous focus on literacy, numeracy and health and well-being with all staff having a responsibility to develop, reinforce and extend learning in these areas.
- Provide opportunities for mixed-stage, multi-composite learning which is interest-based coherent and relevant, encouraging opportunities for pupil led planning and learning.
- Provide a broad general education including all the experiences and outcomes.
- Provide progression through the experiences and outcomes that is consistent with their learning needs and prior learning.
- Allow learning to be organised more flexibly to take into account personalisation and choice.
- Use rich data to inform next steps in teaching, learning and planning.

## Broad General Education

Guidelines for the curriculum are provided at National Level by the Scottish Executive, by South Ayrshire Council and by other agencies. At Fisherton Primary School, the curriculum is designed taking these guidelines into account to provide a programme of learning which provides breadth, depth and application. All pupils work at their own level, with all pupils set achievable targets in their learning.

The Scottish curriculum has eight core subject areas.

### LANGUAGE & LITERACY



Children are given the opportunity to develop their abilities and skills through reading, writing and listening and talking. The acquisition of the skills is essential to every aspect of the curriculum since language is the principal medium of learning. We aim to enable pupils to:

- Develop their ability to communicate their thoughts and feelings and respond to those of other people
- Develop the high level skills of listening, talking, reading and writing which are essential for learning, work and life
- Use different media effectively for learning and communication
- Develop a secure understanding of how language works and use language well to communicate ideas and information in English and other languages
- Exercise their intellectual curiosity by questioning and developing their understanding and use creative and critical thinking to synthesise ideas and arguments
- Enhance their enjoyment and their understanding of their own and other cultures through literature and other forms of language
- Develop competence in other languages so that they can begin to understand and communicate



We use a variety of resources to deliver language in the classroom and ensure that classrooms are dyslexia friendly. Pupils requiring support are closely monitored, as are those showing a special aptitude. This applies to all curricular areas.

Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum. Being literate increases opportunities in all aspects of life, and lays the foundations for lifelong learning and work.



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

## **MODERN LANGUAGES**

The Scottish Government's policy, Language Learning in Scotland: A 1+2 Approach, is aimed at ensuring that every child has the opportunity to learn a modern language (known as L2) from P1 until the end of their broad general education (S3).

This session all children in Primary 1 – 7 shall be learning French, Mandarin and British Sign Language as part of this initiative.

Children will experience further language input throughout the session based on school and cluster interests and priorities.

## **MATHEMATICS & NUMERACY**



We aim to enable pupils to:

- Develop essential numeracy skills, including arithmetical skills which allow them to participate fully in society
- Develop a secure understanding of the concepts, principles and processes of mathematics and apply these in different contexts
- Have an understanding of the application of mathematics, its impact on our society and its potential for the future

A variety of resources are used for the teaching of maths and numeracy at Fisherton. As well as basic number, the children learn about shape, position, measurement, money, information handling, and calculator work. The emphasis, through teaching, is to encourage pupils to think for themselves and to encourage them to think in a strategic way.

All stages throughout the school use active learning strategies to teach and reinforce skills. We place great emphasis on oral maths and each class undertake work involving oral maths daily. Interactive maths is also encouraged throughout the school. Teachers supplement the work of the core scheme with activities to provide reinforcement or to challenge our more able pupils. Regular assessments are undertaken and recorded in the pupil assessment file.





## SOCIAL STUDIES

Social Studies consists of the following:

- People, past events & societies
- People, place & environment
- People in society, economy & business



At Fisherton, we feel that HOW the children learn is as important as WHAT they learn, therefore, programmes of study are in place to ensure that all pupils from Early Years to P7 are provided with activities which develop their skills and involve application of knowledge and understanding from other areas of the curriculum. Lessons are based on what the children already know and what they would like to find out, allowing children to lead their own learning. During the studies, the pupils will develop many interdisciplinary skills such as ICT skills, note taking and presentation skills.

Opportunities exist to use the local environment and to bring visitors into the school to speak and work with the children, giving a more contextualised aspect to their learning.

## EXPRESSIVE ARTS

Expressive art incorporates the areas of music, art and design, drama and dance. In music, pupils are given the opportunity to sing a variety of songs and play instruments, in turn developing a sense of rhythm and pitch. Children are given opportunities to listen and to create music of their own, including creating using digital technologies.

Our art and design lessons aim to provide all pupils with systematic experiences of drawing, painting, printing, picture making and three dimensional work – developing skills at each stage.

Through drama we encourage pupils to express ideas and thoughts using techniques such as role-play and improvisation, while developing language skills at all levels.

Children will take part in a variety of dance lessons, including Scottish Country dancing.

Through our Expressive Arts programme our pupils will be able to

- Experience the arts
- Recognise and nurture creative and aesthetic talents
- Develop skills and techniques that are relevant to specific art forms
- Experience and understand the culture of Scotland and the wider world
- Participate and enrich their understanding through partnerships with professional art companies and cultural organisations





## SCIENCE

Through learning in the sciences, pupils will develop an interest in, and understanding of, the living, material and physical world. They shall engage in a wide range of collaborative investigative tasks, which allow them to develop important skills to become creative, inventive and enterprising.

The key concepts that our pupils shall be learning are:

- Planet Earth
- Forces, electricity and waves
- Biological systems
- Materials
- Topical Science



Learning in the Sciences will enable our pupils to

- Develop curiosity and understanding of the environment and in the living, material and physical world
- Demonstrate a secure knowledge of the big ideas and concepts of the sciences
- Develop skills for learning, life and work
- Develop scientific enquiry and investigation
- Develop accurate use of scientific language formulae and equations
- Apply safety measures and actions to control risk
- Recognise that science impacts on their lives, the environment and society
- Develop understanding and responsible use of the Earth's resources
- Express opinions and make decisions
- Develop lifelong interest in science
- Establish a foundation for more advanced learning.

## TECHNOLOGIES

Digital Technology is used throughout the curriculum to extend learning opportunities for all pupils. Technology core skills are used and developed throughout the curriculum and teaching of these skills is often planned through interdisciplinary learning.

Through learning in the technologies pupils will develop an interest in, and understanding of;

- Technological development in society
- ICT to enhance learning
- Business
- Computing Science
- Food and textiles
- Craft design, engineering and graphics



Learning in Technology will enable our pupils to develop

- Curiosity and problem-solving skills, a capacity to work with others and take initiative.
- Planning and organisational skills in a range of contexts.
- Creativity and innovation, for example through ICT and computer aided design and manufacturing approaches.
- Skills in using tools, equipment, software and materials.
- Skills in collaborating, leading and interacting with others.
- Critical thinking through exploration and discovery within a range of learning contexts.
- Discussion and debates.
- Searching and retrieving information to inform thinking within diverse learning contexts.
- Making connections between specialist skills developed within learning and skills for work.
- Evaluating products, systems and services.
- Presentation skills.



## Opportunities for Wider Achievement

All pupils participate in weekly masterclasses and monthly committee meetings. Our Dyslexia Friendly School Committee have secured Silver Accreditation, our Rights Respecting Committee have also achieved Silver status and we have successfully secured our Green Flag Eco-School Award. Our committee groups play a vital and active role in the school which affords lots of leadership opportunities for the children.

Every 2<sup>nd</sup> year Primary 6 & 7 pupils have the opportunity to visit an Outdoor Activity Centre, usually the Dolphin House at Culzean, where they have the opportunity to participate in the John Muir Award, however this may change dependent on the parent body views. Outdoor learning is also embedded into our curriculum. Active Schools work closely with us to provide opportunities for all our young people to experience different activities and sports and participate in a more active lifestyle.

Achievements from both within and out with school are celebrated on a weekly basis.

## 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 Fisherton we have two multi-composite classes, meaning that two or more stages are taught in one classroom. Currently we have a Primary 1-4 class and a Primary 5-7 class.



## Religious and Moral Education

The Education (Scotland) Act 1980 imposes a statutory duty on local authorities to provide religious education in Scottish schools. It remains that schools and local authorities must provide religious and moral education in non-denominational schools to every child and young person in accordance with legal requirements. This is statutory for all pupils attending primary and secondary education. At Fisherton Primary our Religious and Moral Education programme is based on the following aims:

- To help pupils to develop a knowledge and understanding of Christianity **and** other world religions;
- To appreciate moral values such as honesty, respect, trust, and tolerance;
- To investigate and help children understand what religion has to offer;
- To develop own beliefs, attitudes, moral values and practices through personal search.



Throughout the seven years of primary education in Fisherton, the children will learn about world religions, at various stages of the school. Special Assemblies, open to parents and friends in the local community are arranged periodically to celebrate special events e.g Harvest Thanksgiving, Christmas etc.

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

## Health and Wellbeing (including School Disciplinary Policy)

Learning in Health and Wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future.

Children and young people should 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. At Fisherton Primary, health and wellbeing teaching aims to enable young children:

- To explore and clarify their beliefs, attitudes and values
- To develop personal and inter-personal skills
- To increase their knowledge and understanding about a range of health and lifestyle issues
- To take responsibility for their own health and development.
- To develop citizenship skills by exploring the rights of others and examining the responsibility they have to ensure those rights are exercised.



## Health Education

Health and Wellbeing covers the knowledge, understanding skills and attributes which they need for

- Physical wellbeing
- Emotional wellbeing
- Social wellbeing
- Mental wellbeing

Learning through health and wellbeing enables children and young people to:

- Make informed decisions in order to improve their mental, physical, emotional, and social wellbeing.
- Experience challenge and enjoyment
- Experience positive aspects of healthy living and activity for themselves
- Apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- Make a successful move to the next stage in their education
- Establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish Children.

Health Education is linked to wider issues of personal and social development and this has been incorporated into the core programme. While the programme of study is planned as a framework for curricular development, it is established within a wider context, which encourages pupils and teachers to be part of a health promoting school, fostering care and respect for others.

There is a need to provide opportunities for young people to explore their feelings and emotions, to share experiences and discuss issues that are relevant to them in a secure and comfortable environment.

## Promoting Positive Behaviour

At Fisherton Primary and Early Years Centre, we take a positive approach to discipline. We focus on encouraging and praising good behaviour and dealing quickly with issues relating to discipline in a fair and consistent manner. Our aim is to help children who find it difficult to focus or interact with others become more secure and confident in self-regulating their behaviour.

In school, the children are awarded with house points for excellent work, good behaviour or for demonstrating the school values. We celebrate successes at our weekly assemblies and share these on our blog, in order that they are shared with everyone.

These house points can be given in class for work, behaviour, attitude or helping others. House points are collected over the school year as pupils work towards an overall final reward. Stickers and praise are also used as a means to encourage children to do their best and pupils work towards Fun 31 time on a Friday.







At Fisherton Primary, we praise the positive at all times and try very hard to change negative attitudes and mindset, however we recognise that **good discipline and happy children are the product of home and school working in close partnership** with each other. At Fisherton we value the support we have always had from our parents and it is our policy to alert "sooner, rather than later" when we feel a child is causing concern.

Causing injury to another, including threatening or bullying behaviour, damage to school property, persistent disobedience and use of bad language are all very serious matters and will be dealt with swiftly and appropriately through the use of our behaviour support system.

## Equal Opportunities and Inclusion

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

The national legislation around equal opportunities and social inclusion includes:

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



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

- ***Presumption of mainstream:*** All children and young people have the right to an education within a mainstream school (Standards in Scotland's School Act 2000);
- ***Most inclusive option:*** Wherever possible, children and young people will be provided with an education within their own community and/ or within their own catchment school (the ASL Act);
- ***Staged intervention:*** If there are concerns about how a child or young person is coping within a mainstream placement, the model of staged intervention will be followed and this may include Team Around the Child meetings to assess and plan with available resources (the ASL Act). There is a particular focus in gathering the views of children, young people and their parents relating to the support required to minimise barriers to learning;
- ***Links to community:*** If it is agreed that a placement out with a child's community is appropriate to meet their needs, it is important to consider ways in which a child can maintain links and relationships with peers from their own community (the ASL Act);
- ***Involvement of child and parent/ carer:*** It is vital that the child, young person and parents/ carers are involved in all of these processes, and that the child or young person's views are taken account of in any decisions made. (UNCRC) (the ASL Act) and The Children (Scotland) Act 1995);
- ***ASN legislation:*** all processes and meetings will comply with the timescales of the ASN legislation.

Each school has a Pupil Support Coordinator 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.

At Fisherton Primary we take account of equal opportunities and social inclusion when planning lessons and programmes of work. Class activities are organised in a way which promotes equality and equity and additional support and resources are available to pupils as required. If you need further information on any of the above then please contact the school's Pupil Support Coordinator, **Mrs Leanne Campbell**.

## Assessment

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

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

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

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.

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

### Scottish National Standardised Assessments

Every child in P1, P4, P7 and S3 will undertake national standardised assessments in 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 will usually take place at a point within the year when the teacher feels it is appropriate. The assessments will, as far as possible, accommodate the needs of children who require additional support.

## **How is Learning in the Senior Phase Assessed?**

Learning in the Senior Phase is assessed using procedures and processes agreed by the Scottish Qualifications Authority or other awarding bodies.

## **Tracking and monitoring Progress**

The progress of individual learners is tracked and monitored during the session. At Fisherton Primary, we employ a number of procedures to track and monitor pupils progress. We use effective and robust assessments to establish strengths and areas for development. We analyse data and look for trends and patterns and we evaluate our findings in order to ensure your child progresses to the best of their ability.

## **Reporting**

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

The Curriculum for Excellence assessment data and the data relating to pupil 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.

Each school will have their own arrangements for reporting to parents and will share this with parents on an annual basis. As a minimum expectation parents will receive one written report during the course of the academic year. Parents will also be invited into school on at least one occasion during the academic year to discuss their child's progress.

At Fisherton Primary School written reports will be issued in June 2024.

Below are the dates of our parents evening for this session where you are encouraged to come into school and discuss your child's progress.

<b>Parents evening dates session 2025</b>
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<i>20<sup>th</sup> March 2025 / October 2025</i>
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Reporting pupil progress to parents can take many forms. Please see table below for examples. (Education Scotland -reporting to parents and carers)



Reporting activities for individual learners	Reporting activities for group/class/school/setting
<ul style="list-style-type: none"> <li>• Learning conversations – pupil and teacher/ pupil and pupil and/or pupil and parent/carer</li> <li>• Learners' reflections on their learning/Learning Logs</li> <li>• Achievement Logs</li> <li>• Parents' consultation meetings involving parents, teachers and learners, as appropriate</li> <li>• Homework/Shared Learning activities</li> <li>• Learning profiles/folios</li> <li>• Monthly/termly tracking information</li> <li>• Written reports</li> <li>• Monthly/termly progress reports</li> <li>• Review meetings</li> <li>• Progress within additional support for learning plans</li> <li>• Interagency meetings</li> <li>• On-going feedback in classwork</li> </ul>	<ul style="list-style-type: none"> <li>• Assemblies</li> <li>• Open days/events</li> <li>• Leading learning events</li> <li>• 'Meet the teacher' sessions</li> <li>• School concerts/shows</li> <li>• Achievement wall displays</li> <li>• Wall displays showcasing learning</li> <li>• School/class newsletters highlighting learning</li> <li>• Pupil led Glow blogs</li> <li>• Curriculum workshops</li> <li>• Information events</li> <li>• 'Soft starts' where parents can join their children in class</li> <li>• Class showcase events</li> <li>• Social media</li> <li>• Curriculum workshops led by learners and/ or staff</li> <li>• School website/Twitter</li> <li>• Class Blogs</li> <li>• Parent Council meetings</li> <li>• Pupil Council meetings</li> </ul>



Parents appointments are held twice yearly in October and March. A written report is given at the end of the school session in June. Although we have in place formal reporting to parents' procedures, we also have a number of more informal methods to report to you on how your child is progressing such as shared learning events and open afternoons.

## Transition

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

We use curricular frameworks to ensure progression in skills, knowledge and understanding enabling continuity in learning.

There is a comprehensive transition programme for Primary 7s prior to moving to secondary. This programme lasts a year and involves a variety of learning experiences as well as opportunities to meet pupils from the other cluster schools and secondary staff. There is also an enhanced transition programme for children who are particularly anxious or who will require additional support with transition.

### 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. Primary 7 pupils at Fisherton normally transfer to:



# Fisherton Primary School



Carrick Academy  
Kirkoswald Road  
Maybole  
KA19 8BP

Telephone: 01655 883003

A copy of Carrick Academy's Handbook is available on their website.

<https://carrickacademysayr.weebly.com/>

## Support for Pupils

### Getting It Right for Every Child (GIRFEC)



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

All children have rights in terms of the UNCRC to be Safe, Healthy, Achieving, 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 3<sup>rd</sup> sector or charity partners) then in consultation with parents/carers the Team with the Family will assess whether there are any wellbeing needs and if necessary, review the **Child's My 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 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 Pupil Support Co-ordinator or named individual for that establishment will contact the appropriate service/agency to discuss/identify what supports are universally available to meet the identified wellbeing need. **Consent from parents and child (12+) will be sought prior to a request being made.** An Action plan will be created and 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 that establishment will contact the appropriate multi-agency team, and work in partnership with parents and learners to discuss/identify what targeted supports are required to minimise the barriers to learning.



A team 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.

## **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](http://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

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

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

As parents/carers, you will be fully involved in both the assessment of your child's needs and the plan of any outcomes detailed on your child's plan. Parent's and children's views should be taken into account and recorded through the child's Plan. Opportunities are also given by South Ayrshire Council to parents/carers to contribute to policy and procedure development including the Additional Support for Learning Parents Forum, engagement during improvement visits and consultation on the Children's Service Plan.

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

## **What role do children and young people play?**

All children and young people will have the opportunity to make their views known about decisions that affect them. Children and young people's views should be considered and recorded through their 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 Officer 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](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?**

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

### **Quality Improvement Manager**

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

### **Principal Educational Psychologist**

County Buildings  
Wellington Square  
Ayr  
KA7 1DRT  
Tel: 01292 612819

**Co-ordinator (Inclusion)**

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

**Enquire**

Scottish Enquire helpline: 0845 123 2303

Textphone: 0131 22 22 439

Email: [info@enquire.org.uk](mailto:info@enquire.org.uk)

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

**Scottish Child Law Centre**

54 East Cross Causeway  
Edinburgh  
Midlothian  
EH8 9HD

Tel: 0131 667 6333

Email: [enquiries@sclc.org.uk](mailto:enquiries@sclc.org.uk)

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

**Resolve**

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

**Advocacy Service**

Circles Network

2 Bridge Street

Ayr, KA7 1JX

Tel: 01292 264396 or 07557 150 035

Website: [South Ayrshire - Circles Network](#)





## Psychological Service

Educational Psychologists have five core functions to their service delivery including:

- Consultation and advice;
- Assessment;
- Intervention;
- Training;
- Research and policy development;

These services can be delivered at different levels, including the level of the child, the school or the local authority. For example, the Educational Psychologist can work with school staff and parents/carers to assess a child's strengths and areas of development, 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 interventions 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 wish to consult with the Educational Psychologist regarding a child, school staff will ask parental permission first. Once this is provided, the school will keep the parent or carer up to date with discussions. If the child or young person is then formally referred to the service, parents will be involved in discussions.

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

Educational Psychologists maintain a note of young people's names who have been discussed with them and will only open Psychological Service case files if 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](http://www.eps.south-ayrshire.gov.uk)



## Information Sharing

### Information Sharing

In South Ayrshire educational establishments /schools we work closely with partner services including in 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).  
<http://www.girfec-ayrshire.co.uk/wp-content/uploads/2014/08/GIRFEC-Parents-and-Carers-e-guidance-June-2017.pdf>

## Child Protection

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

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

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

If you have any concerns about the safety and wellbeing of a child or young person, including a 'gut feeling', that something is not right, talk about this to the school's Child Protection Co-ordinator or another member of staff.



## Trauma Informed Contact and Care (TICC) Information

**Trauma Informed Contact and Care (TICC)** is a unique Police and Education early intervention safeguarding partnership that supports children and young people exposed to domestic abuse.

Being part of **Trauma Informed Contact and Care** means that schools will receive a notification from Police Scotland before the start of the next school day when a child or young person has been involved in or exposed to a domestic abuse incident in the previous 24 hours.

The information is given in strict confidence to the school's designated contacts who will be the Head Teacher, Depute Head Teacher, Child Protection Co-ordinator or Named Person. This will enable support to be given dependent on the wellbeing needs and wishes of the child or young person.

The designated contacts have received additional information about **Trauma Informed Contact and Care** and the impact of Domestic Abuse on children and young people.

**Trauma Informed Contact and Care** supports us to get it right for every child.

## School Improvement

### What are the key priorities for improvement in 2024/25

Our key priorities for improvement are:

1. Raising children and young people's attainment and achievement in Literacy
  - To develop confident and skilled readers with a lifelong love of reading and the confidence to access all aspects of education, culture and society
  - To support staff to implement best practice through a culture of shared knowledge, collaboration and enquiry
  - Increased attainment in literacy and numeracy for all children and therefore close the attainment gap
2. Enhance learners' experiences in Health and Wellbeing and Children's Rights
  - Children and young people will experience a progressive social and emotional learning programme that teaches pro-social skills, emotion understanding, social problem-solving and self-control.
  - Ensure children are safe, happy and settled at school with improved outcomes for all learners by focusing on wellbeing and removing barriers to learning, allowing our children and young people to reach their learning potential.
  - Ensure continued development of children's rights and pupil voice.
3. Improve the quality and consistency of learning, teaching and assessment across the school
  - To raise attainment and close the poverty-related attainment gap.
  - To give confidence to teachers in understanding the importance of reflecting on and improving pedagogy.
  - To increase teacher confidence in embedding the 5 key formative assessment strategies into ongoing everyday practice to ensure measurable improvement for learners.



## 4. Developing a culture of thinking

- Continue to embed the use of the TAPS resource to develop skills within Science and to plan exciting Interdisciplinary Topics.
- Continue to use a variety of Digital Technologies to enhance learning and teaching.
- Continue to embed CPA approaches across the whole school.
- Continue to provide contextualized learning experiences to prepare children for the world of work.

## 5. Transition

- Children will experience progressive learning and teaching approaches in all schools across the Carrick cluster because of the development of curriculum transition plans and aims.
- Children will benefit from well planned transition activities that will lead to increased confidence and reduce anxiety across P6-S1 transition.

Details of how these are unpacked and our achievements over the last 12 months can be found in our School Improvement Plan and Standards and Quality Report, which are both available on our school Blog.

The school pupils help to make decisions that affect the community. Our local community speaks positively of the school and feels that the improvements we have made have been positive and have helped our pupils learning. Partner agencies have indicated that they are happy with level of engagement.

The pupils take part in friendly football/netball matches with other schools within the area including participation in the Maidens Tournament. Our Primary 7 pupils have participated in the Awards of Ambition scheme and have successfully completed the award. Primary 6 and 7 pupils have the opportunity of attending a residential every 2 years, where they are joined by other schools within the Cluster and learn how to take care of their local environment and have also taken part in the John Muir Award. Primary 6/7 pupils take part in Bikeability cycle training. The children also help organize our Burns Celebrations and Christmas celebrations which are praised widely within the school, wider community and local press.

We have very good levels of engagement with individuals, families and community groups within the village. The school pupils help make decisions that affect the community and are currently working with the church to design and create a peace garden in the church grounds.

### **How has the school improved the attainment of young people?**

A triangulation of data is used to establish levels of attainment in literacy and numeracy and track improvements therein. Based on a wide range of data, the majority of pupils are attaining expected levels in literacy and numeracy. Those children who are not reaching expected levels have been identified and appropriate interventions have been put in place to support them and improve progress in the appropriate curricular area. Evaluation of the impact of each intervention is constantly reviewed and used to inform next steps.

## **SCHOOL POLICIES AND PRACTICAL INFORMATION**



## What additional information is available to parents?

- We have a range of policies which we share with parents when we update them.
- We offer a range of afterschool clubs throughout the session, the majority of which are provided by Active Schools. There are also opportunities to join cluster schools for sporting activities.
- Every pupil in the school is a representative on one of our committees. This gives everyone the opportunity to contribute to school planning and improvement;
- Our school meals are delivered from Doonfoot PS and therefore have to be pre-ordered. Lunch menus are rotated in a 3 week cycle. All P1-5 pupils are entitled to a free school meal and those pupils who qualify: Qualification criteria and how to apply for free school lunches can be found at <https://www.south-ayrshire.gov.uk/schools/meals/free-school-meals.aspx>

## 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.

Every pupil in Fisherton Primary has the opportunity to become involved in committee work. Committees this session include, Digital, Rights Respecting Schools, Dyslexia Friendly Schools and JRSO.



## 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:

- 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 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**

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



Parents/carers will be advised about the general plans for routine and expected visits. However, you will not necessarily be informed every time your child goes 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. Data is held securely and no information on individual pupils can or would be made publicly available by Scottish Government.

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

### Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This note can give only a brief description of how we use data. Fuller details of each individual



ScotXed survey, including the purpose of each and the published data, can be found on the ScotXed website: <http://www.gov.scot/Topics/Statistics/ScotXed>

**Pupil names and addresses (other than postcode) are never collected in any ScotXed statistical survey.**

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

In order to carry out this research to support better decisions, policy making and practice, data may be linked to information from other sources.

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

## Concerns

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

## Playground Supervision

Although not legislatively required in **Schools (Safety and Supervision of Pupils) (Scotland) Regulations, 1990**, adult supervision is provided during interval and lunchtime. Mrs Sharon Stevenson (School Assistant) is the main supervisor at interval and lunch breaks.

## 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 Fisherton Primary the school uniform consists of a white shirt with Fisherton school tie or white polo shirt, navy blue sweatshirt/cardigan with school badge, and grey/navy trousers/skirt. All items of Fisherton Primary school uniform can be purchased from BE Schoolwear on line at:

<https://www.border-embroideries.co.uk/schools.html>

or

<https://myclothing.com/> - this company offers 5% cash back for every item purchased.

## Parental Complaints Procedure

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

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

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

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

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

**Care Inspectorate, Renfrewshire House, Cotton Street, Paisley, PA1 1BF**



## School Meals and Free School Meals Information

Meals are delivered to the school from Doonfoot Primary School kitchen. All children in Primary 1 to Primary 5 are entitled to a free school meal every day as well as a carton of semi skimmed milk.



School meals are served in the school each day and the money for these should be paid in advance. Children who require special diets are catered for. The specific diet request form is available via this link. <https://www.south-ayrshire.gov.uk/article/24679/Special-diets-and-allergens-information>.

We provide a three-week menu cycle and all primary schools have a pre-order system in place via our partners at [Parentpay](#). The present cost is £2.35 per day for a two course meal. Drinking water is available with lunch through a fixed water dispenser just outside the dining hall.

Those children who do not wish to take school meals may bring a packed lunch, which is eaten in the dining hall.

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

Children of parents receiving Income Support, Job Seekers Allowance (Income Based), Child Tax Credit (only where income is less than **£19,995**), Child Tax Credit and Working Tax Credit (where income is less than **£9,552**) **Universal Credit** where earned income is £796 or less per month, income related element of Employment and Support Allowance and support under part V1 of the Immigration and Asylum Act 1999 are entitled to a free school meal. Information and on-line application form can be accessed from the above link.

From August 2024, free school meals are available to all P1-P5 pupils and all pupils attending special schools.

## Clothing Grant Information

Children of parents receiving Income Support, Job Seekers Allowance (Income Based), Child Tax Credit (only where income is less than **£19,995**), Child Tax Credit and Working Tax Credit (where income is less than **£9,555**), **Universal Credit where earned income is £796 or less per month**, income related element of Employment and Support Allowance, Council Tax reduction or Housing Benefit are entitled to a clothing grant. Information is available on the council website <http://south-ayrshire.gov.uk/free-school-meals>



## Educational maintenance allowance (EMA)

Pupils who stay on at secondary school after the statutory leaving age may be eligible for an Education Maintenance Allowance. The allowance is subject to a learning agreement between the pupil and the school.

Information and on-line application forms can be accessed from the following link  
[www.south-ayrshire.gov.uk/schools/maintenance-allowance.aspx](http://www.south-ayrshire.gov.uk/schools/maintenance-allowance.aspx).

## Transport Guide for Parents (excludes early years provision)

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

South Ayrshire Council has a policy of providing free transport to all secondary pupils whose main address is more than three miles and primary pupils whose main address is more than two miles from their catchment school by the recognised shortest safe walking route. At Fisherton Primary, pupils who reside in Dunure are transported to the school by bus. 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](http://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 in the first instance contact the school who will forward your complaint to SPT alternatively you can e-mail SPT at [school.transport@SPT.co.uk](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 Educational Services, County Buildings, Wellington Square, AYR KA7 1DR at any time during the year. Parents should note that privileged seats are not available on local service contracts and are allocated 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 WITHIN FISHERTON PRIMARY IS NOT PERMITTED UNLESS AGREED IN ADVANCE WITH THE HEAD TEACHER**

Should permission be granted for a pupil to bring a mobile phone to school, the following guidelines will help to establish and maintain responsible use. If pupils bring phones to school we ask:

- Where possible, mobile phones should be stored securely in the school office.
- Phones are switched off during the school day: 9.00am - 3.00pm
- Phone calls, text messaging or taking photographs are not allowed in school premises (including playground);
- Phones may be used for calls and text messaging only if children need to inform parents - in the case of an emergency or that they have arrived at school safely i.e. cycling to school;
- The use of a camera on a phone while on school premises is not permitted.
- The use of mobile phones and camera phones are also discouraged on school transport.

Any breach of these guidelines should be reported immediately to the Head Teacher, who shall take appropriate action and when necessary inform the parents. If it is felt that a crime has been committed Police involvement shall be sought.

The school cannot be held responsible for any damage to or loss of mobile phones.



## Use of Social Media

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

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

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



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

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

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



## Health and Medical Information

Parents are asked to inform the school of any medical conditions which might affect their child's progress, behaviour or attendance at school.



We have limited provision for children who become sick in school. Every effort will be made to contact either parents or the child's emergency contact to arrange for the child to be collected from school.

Parents are advised to keep their children at home if they are showing any signs of being unwell – there is nothing to be gained from sending your child to school feeling unwell - this only causes unnecessary distress to your child. No child will be sent home without parents or emergency contacts being informed and, wherever possible, we prefer someone to come to school to collect the unwell child. In the case of an emergency, medical services will be summoned and if necessary the child will be transported to the nearest Health Centre/Hospital while the parents are being contacted. It is in your child's interest that the school has an up to date record of emergency contacts and telephone numbers.

A form must be completed for any medication which requires to be administered at school. Only prescribed medication (pharmacy dispensary label) can be administered with signed parental consent, please contact school office if this is required.

## 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 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.

## **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](mailto:DataProtection@south-ayrshire.gov.uk) | Telephone: 01292 612223



If you remain dissatisfied, you have the right to complain to the Information Commissioner; Information Commissioner's Office, 45 Melville Street, Edinburgh, EH3 7HL Email: [scotland@ico.org.uk](mailto: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 on South Ayrshire website <https://www.south-ayrshire.gov.uk/article/36773/Education-Services-Privacy-Notice-Pupil-Records>

### **Education Statistics Privacy Notice**

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- 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 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

<https://blogs.glowscotland.org.uk/sa/fishertonpsandeyc/>

<https://twitter.com/FishertonPS>

[www.education.gov.scot/parentzone/](http://www.education.gov.scot/parentzone/)

Organisation	Address	Telephone Number
Educational Services South Ayrshire Council	County Buildings Wellington Square Ayr KA7 1DR <a href="http://www.south-ayrshire.gov.uk">www.south-ayrshire.gov.uk</a>	0300 123 0900
Learning & Teaching Scotland	<a href="http://www.ltscotland.org.uk/parentzone">www.ltscotland.org.uk/parentzone</a>	
Parentzone	<a href="http://www.education.gov.scot/parentzone/">www.education.gov.scot/parentzone/</a>	
HMIE	<a href="http://www.hmie.gov.uk">www.hmie.gov.uk</a>	

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**