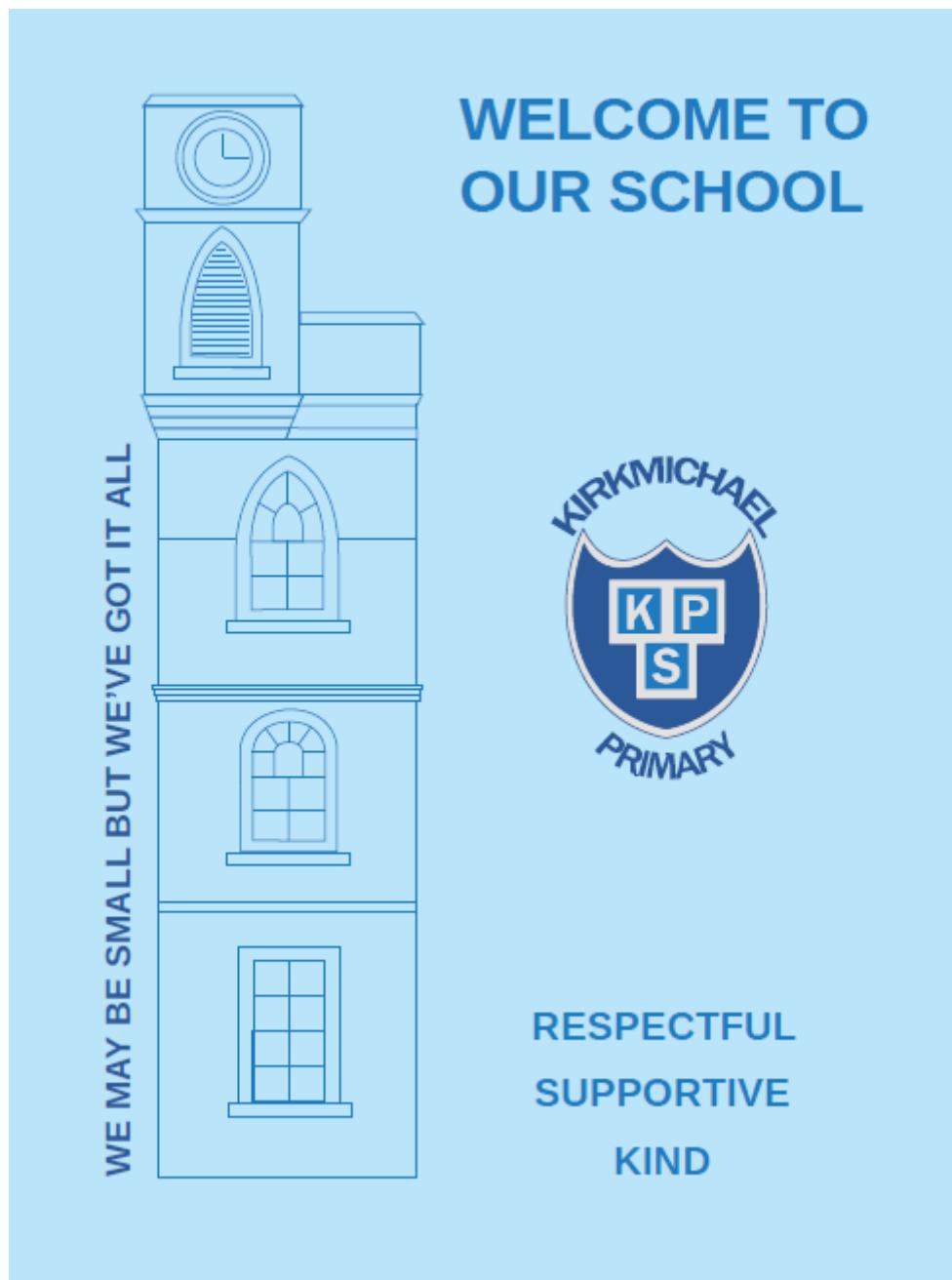




# The Kirkmichael Way





## **Planning, Learning & Teaching and Assessment**

### **Aims**

- To ensure we provide engaging high-quality learning experiences that set our children up for success across all areas of the curriculum, while ensuring to develop their human skills through a variety of wider experiences and opportunities.
- To identify clear learning outcomes and skills, considering prior learning and needs.
- To identify all individual learning needs and preferences, using adaptive teaching methods to support and challenge.
- To ensure children's views are considered at all planning stages.
- To use assessment information to plan next steps in learning (formative and summative assessments).

### **Teacher planning folder**

Teacher planning documents are online and set up on Teams (GLOW) via the KPS and SPS staff team. They consist of the following:

- General Information
  - ✓ Class List
  - ✓ Yearly Overview
  - ✓ Timetables

Class teachers are required to agree a class timetable at the beginning of each term with relevant staff members working within their class. The timetable should be easily accessible within their classroom and on display for pupils to see. This will be uploaded to the shared area at the beginning of each term.

- Curriculum Tracker

Class teachers working at the same stage are asked to reflect on the whole curriculum by highlighting on the early, first and second curriculum tracker which provides detail on learning and experiences delivered across the year in all curriculum areas. This is completed through professional dialogue with colleagues and with SLT. It is used to monitor learning over time and ensures relevance, coherence, progression and appropriate pace.

- Literacy & English

- ✓ Literacy Skills Pathway
- ✓ Phonics International Progression
- ✓ SAR – Phonics pathway
- ✓ SAR – Morphology pathway



- Numeracy & Maths
  - ✓ Numeracy Yearly Overview
  - ✓ Numeracy and Maths Skills Pathway
- Expressive Arts
  - ✓ Education Scotland Benchmarks – Expressive Arts.
- Health & Wellbeing
  - ✓ Carrick Cluster P.E. Planner
  - ✓ Kirkmichael RSHP (P5-7)
  - ✓ HWB Personal and Social Education Benchmarks
  - ✓ HWB Food and Health Benchmarks
- Modern Languages
  - ✓ Modern Languages Skills Pathway
- Religious and Moral Education
  - ✓ Religious and Moral Education Benchmarks
- Science
  - ✓ Science Skills Progression
  - ✓ SCERC Planners
  - ✓ TAPS Planners
- Social Studies
  - ✓ Social Studies Skills Progression
- Technologies
  - ✓ Technologies Skills Progression
  - ✓ Wonderblocks Progression
  - ✓ Microbit Progression

**\*Daily and weekly plans are for teacher use only but should be available and visible for anyone covering the class. In the event of an absence staff will endeavour to e-mail plans to the Leadership Team.**



## Assessment Folder

Assessments will be carried out in August, January and May

<u>Aug/Sept</u>	PASS Assessment PTE PTM SWST SWRT  SAR – ORF SAR – Phonics Screener	P1-P7 P2-P7  P4-7 P1-3 (Targeted P4)
<u>Jan</u>	SWST SWRT	Pupil Support pupils
<u>May</u>	PASS Assessment PTE PTM SWST SWRT NSA'S  SAR – ORF SAR – Phonics Screener	P1-P7 P2-7  P1,4,7  P4-7 P1-3 (Targeted P4)

The results of these assessments will be collated and stored in an assessment folder in the Staff Information area of the Kirkmichael Teams page online. Professional dialogue will occur, and results will be shared and analyzed to identify key areas of strength and development.

## Staged Intervention and Pupil Support

### Additional Support Needs

The Education (Additional Support for Learning) (Scotland) Act 2004 as amended 2009 requires education authorities to make appropriate arrangements for the identification of children who have Additional Support Needs. The definition of additional support provided in the Act is a wide, inclusive one and it is not possible to provide an exhaustive list of all possible forms of additional support. Additional support falls into three overlapping, broad headings: approaches to learning and teaching, support from personnel and provision of resources. This applies to children who, for whatever reason, require additional support, long or short term, in order to help them make the most of their school education and to be included fully in their learning. Children may require additional support for a variety of reasons and may include those who:

- have motor or sensory impairments
- are being bullied
- are particularly able or talented



- have experienced a bereavement
- are interrupted learners
- have a learning disability
- are looked after by a local authority
- have a learning difficulty, such as dyslexia
- are living with parents who are abusing substances
- are living with parents who have mental health problems
- have English as an additional language
- are not attending school regularly
- have emotional or social difficulties
- are on the child protection register
- are young carers.

It is important to note that this list is not exhaustive.

### Staged Intervention plans

At Kirkmichael Primary staged intervention plans are written in conjunction with internal and external agencies and personnel to ensure appropriate support is provided and SMART (small, measurable, achievable, realistic, timely) targets are written and evaluated. Targets are set by the class teacher and additional targets may be identified by any relevant agencies. These may also be discussed at Team with the Family meetings which are held regularly for pupils whom have support at Staged Intervention Level 3 or above. From targets set, it may be appropriate to have a behaviour plan and/or risk assessment in place.

Agencies that can make contributions to plans may be the following, again this list is not exhaustive:

- Social Work
- CAMHS
- Barnardos
- Home Link
- Rainbow House
- Learning and Inclusion Team
- School Nurse
- Speech and Language Therapy
- Occupational Therapy
- Educational Psychology

Plans are written and evaluated in October and February, with an annual evaluation carried out in May. Throughout this time, targets are continually evaluated, measured and amended if appropriate.

### Sharing plans with parents/carers

Parents and carers have options on how to view and evaluate staged intervention plans. The role and contribution that parents can make to their child's learning is of huge value. Therefore, they must be kept fully informed and their views and consent sought at appropriate stages in the process.



The process is as follows:

1. A letter is sent out to all parents/carers whose children are on staged intervention including the evaluated targets and new targets for the upcoming term.
2. At parents' evening class teachers will discuss the targets for the new term taking into consideration any suggestions from parents/carers.
3. If an additional meeting is requested, we aim to be as flexible as possible to allow parents to meet within the school day, providing cover for teachers or after school as part of the working time agreement on reporting to parents.

### Where are the plans kept?

Each pupil who is receiving extra support will have an electronic folder, with all relevant documents, in the Pupil Support area on the corporate Kirkmichael Teams page. In this folder you will find all STINT paperwork as well as Team with the Family meeting minutes and any other relevant information. The only exception to this will be Child Protection cases, where highly sensitive documents will be saved in a password-locked Child Protection folder in the SLT area of the Kirkmichael Teams page.

If teachers have any concerns regarding pupils in their class, these will initially be discussed with Pupil Support Coordinator, Andrew Hislop, or in his absence Lesley Wilson/Kevin MacNeill.

### Interventions

If a child is identified as needing additional support we will assess what intervention would be best suited to the individual. The interventions are carried out by the Pupil Support Teacher and/or the Pupil Support Assistant.

Interventions we currently use are:

- Toe-by-toe
- Nessy
- Reading Wise
- Word Wasp
- Rapid Reader
- Additional phoneme/spelling support
- 5 Minute Literacy Box
- 5 Minute Numeracy Box
- Working Memory support
- Sensory Circuits

If your child receives any intervention you will be contacted beforehand to discuss and the child will be put on staged intervention paperwork with specific targets to track progress.



## Curriculum Guidance

### Meta-skills

*To ensure we thrive as individuals, businesses and on an economic and a societal level, we all need to develop new skills. These skills are not just to help us cope in this environment of ongoing change. They are skills to excel; to collaborate and empathise with others and to create our own futures.*

*We have termed these skills for the future 'meta-skills', and define them as timeless, higher order skills that create adaptive learners and promote success in whatever context the future brings. These are the skills that enable individuals to perform highly today; in a changed world of work they will be required by all of us.*

*Skills 4-0: A model-to-drive-Scotland's future*, Skills Development Scotland (2018)

At Kirkmichael Primary, and as part of the wider Carrick Cluster schools' 3 – 18 vision, the **meta-skills underpin all our learning experiences**. Teaching staff will highlight skills being developed throughout each learning experience and look to develop our children's understanding of these skills. Using self-assessment tools, and through **individual learner profiles on Seesaw (P1 – 5)** and '**My World of Work**' (**P6-7**), pupils will begin to recognise their key strengths and weaknesses in relation to the meta-skills, as well as build a profile of relevant experiences that demonstrate how skills have been applied and developed.

### Interdisciplinary learning

Each term there will be a whole school interdisciplinary topic that will focus on science, social studies or expressive arts. Experiences will be planned and delivered at the child's appropriate level and the views of what the children would like to learn will be considered. Our staff also endeavour to use topic contexts for literacy and numeracy learning experiences, putting cross-curricular activities at the heart of our pedagogy; this may also include project-based learning.

### Literacy

At Kirkmichael Primary, we use a variety of learning and teaching methods to support the development of Literacy skills in all our learners. Upon developing these skills, it is our aim children will:

- Engage with a wide variety of texts, and develop an appreciation of the richness and breadth of knowledge within written language.
- Enjoy exploring and discussing word patterns and text structures.
- Make links across the curriculum to demonstrate how they can apply their literacy skills in a wide range of contexts.



We offer opportunities for children to communicate, collaborate and build relationships through the use of Literacy and Language, supporting their development in using enriched vocabulary and the ability to articulate thoughts and feelings through spoken and written texts.

### Reading

We follow the South Ayrshire Reads approach which is *“a strategy to develop confident and skilled readers in South Ayrshire with a lifelong love of reading and the confidence to access all aspects of education, culture and society.”*

The Strategic Aims of South Ayrshire Reads are:

- To develop confident and skilled readers in South Ayrshire with a lifelong love of reading and the confidence and tools to access all aspects of education, culture and society.
- To support and develop all education staff in South Ayrshire to implement best practice through a culture of shared knowledge, collaboration and enquiry.
- To promote the implementation of excellent reading curricula and planning in schools and early years centres which prioritise best practice, challenge and adapted teaching for children with additional support needs.
- To gather, use and analyse data effectively to drive change and improvement in children’s reading skills, reading confidence and reading attainment.



### Writing

The strategic focus of South Ayrshire Reads is, of course, reading but we intend to develop writing pedagogy alongside our improvements in reading. Our rationale for this is:

- Reading, Writing and, Talking & Listening – despite being separate organisers – are inextricably linked particularly in the context of children’s developing literacy skills.

The main approach we use is Talk for Writing, a fully integrated approach to developing writing skills in children and is informed by quality model texts and a reading spine that children and teachers are



encouraged to engage with. Talk is naturally a fundamental aspect of developing the skill of storytelling in learners and our data and evaluation from teachers show improvement across both attainment and confidence of children.

### Listening and Talking

One of our main aims is to help our children and young people become effective contributors – communication is therefore a priority of ours.

We aim to create opportunities for pupils to engage in quality talking and listening experiences which help them develop and progress their skills; this is fundamental to success in any classroom environment. We focus on how these skills can be best used and developed to enhance the reading and learning experience. We know that sustained achievement in literacy and English is affiliated with learner “motivation and capacity to engage with and complete tasks and assignments.”

### Modern Languages

French is taught in P1-7. This is in preparation for the children going onto Carrick Academy where they will continue their studies of the language. The children are very enthusiastic about learning French and are thrilled when they can begin to communicate. They cover a variety of topics including ‘All about me’, Family, Pets, Countries and Nationalities, Weather, Clothes Time, Food and Drink.

### Maths and Numeracy

At Kirkmichael Primary School and EYC we want our young people to engage with mathematics and build their comprehension of the subject across the curriculum. Society requires young people who are sophisticated mathematical thinkers, pattern spotters and problem solvers. Therefore, we aim to empower our young people as mathematicians. We aim to provide opportunities for learning that promotes deep engagement with all areas of numeracy and mathematics.

*“Our purpose is to offer a better way to build mathematical understanding in, and beyond, our classrooms.”*

(S. Morrow, G. McNeil & G. Meharg - ‘Glasgow Counts Framework’ 2016)

We teach this through using the CPA (Concrete, Pictorial, Abstract) and Bar-modelling approaches to develop conceptual understanding; we also develop problem solving, reasoning and fluency through contextual real-life questions and situations (party planning, tuck shop).

To create positive mathematical mindsets we:

- Use mixed ability group experiences
- Engage in mathematical conversations.
- Meet the needs of all learners through removing the ceiling placed on children by constantly changing the groups they work in.
- Use a variety of visual resources and materials to promote a breadth of strategies, including the use of technology to support teaching and learning and deepen understanding.



## Health and Wellbeing

Health and Wellbeing understanding and practice is incorporated into the everyday life of the school. Children and young people should feel respected, safe, and happy within the school and wider community, and all staff are proactive in creating an environment which supports the mental, emotional, social and physical health of each child.

Mindfulness and Growth Mindset are embedded within the everyday life of the school. Children have access to a Mindfulness room, effective and personalised resources and books, allowing them to establish positive strategies and life skills to deal with the different situations they may face. Pupils can use technology to access mindfulness resources such as: breathing exercises, yoga and guided meditation. One of our goals is to develop awareness of mental health, and provide support, across our whole school and wider community, through the use of The Treehouse online resource. This is to establish a strong culture and ethos to improve wellbeing and support each child to reach their full potential.

High quality Physical Education (PE) is essential for improving and maintaining the health and wellbeing of all pupils. All children receive at least 2 hours of high-quality PE each week, with opportunities to take part in afterschool clubs and develop specific skills with ActiveSchools.

PE should:

- Engage pupils in the learning process.
- Build positive relationships.
- Challenge and motivate pupils and help build resilience and teamwork.
- Develop sportsmanship and competitiveness through competitions.
- Develop pupils thinking skills and knowledge as part of lifelong learning.
- Provide a good understanding of their bodies and physical health.

As part of the Carrick Cluster of schools 3 – 18 vision, we currently benefit from the weekly inputs of a specialist PE teacher who works with the pupils to develop core PE skills, as well as demonstrate high quality teaching and learning experiences to our own staff.

## Outdoor Learning

Outdoor learning plays an important role in our curriculum. The children have opportunities to learn in, through and about the outdoors. We use the outdoor environment as a place to carry out various learning activities, enjoying the extensive sensory experiences that it provides. We also learn through the outdoor environment using it to develop our knowledge and understanding in different curricular areas, for example, using structures to develop understanding of angles or using nature to recognise symmetry. The third aspect of outdoor learning is learning about the outdoors. Digital technologies are used in outdoor learning, for example, using digital microscopes to make close observations, research and recording videos of pupil learning.

At Kirkmichael Primary we promote sustainability and strive to ensure our young people have the opportunity to develop a good understanding of living sustainably and the importance of the natural



environment in meeting our needs. Our children grow up to develop a love and respect for our natural environment.

## STEM

Science and technology are important parts of our everyday lives and are integral to the world's medical, economic and environmental development. At Kirkmichael, not only do we aim to develop children's scientific knowledge through learning in science, we also encourage pupils to develop their curiosity, innovation and creativity. Pupils make use of a range of digital technologies to support their learning in science, including: digital microscopes and scientific websites like Explorify and Clickview. Within our school science is mainly developed through Interdisciplinary Learning topics and Curriculum Development days using the SSERC planners.

Through learning in science, children and young people will have opportunities to:

- Demonstrate a secure knowledge and understanding of the big ideas and concepts of the sciences
- Develop curiosity and understanding surrounding their bodies, their environment and Planet Earth.
- Explore scientific language, formulae and equations
- Recognise the impact the sciences make on their lives, the lives of others, the environment and on society
- Increase their understanding of the Earth's resources and the need for sustainable and responsible use of them
- Research and express opinions on social, moral, ethical, economic and environmental issues based upon sound understanding
- Develop skills of scientific inquiry and investigation, including:
  - Planning and designing
  - Analysing, interpreting, evaluating and presenting findings
  - Making predictions
  - Collaborating with others
  - Carrying out investigations
  - Utilising technology to present and analyse data

## Curriculum Development Days

We aim to develop the priorities within the School Improvement Plan by having curriculum days that focus on our main curricular aims for the session. These are excellent learning experiences for the children and provide an opportunity for staff to share best practice and showcase their skills and knowledge.

## Extra-Curricular Activities

We offer extra-curricular activities for the children to take part in after-school or during lunchtime. These are delivered by school staff and other agencies e.g. Active Schools. We encourage members of the community to be involved in delivering after-school clubs, welcoming inputs from community members and groups.



## Homework

The focus for homework will be a weekly reading book, where a spelling or reading activity for each evening is included within the book to further your child's learning. Other tasks may be given when necessary, such as learning poems, lines for shows and other tasks as and when required. Class teachers will detail in-class learning via a termly curriculum newsletter, this can be used at home as a basis for parents to lead their own learning activities with their children.



## Communication Policy

### Aims

- To communicate effectively with each other, our pupils, their parents/carers and members of the wider school community.
- To ensure that communications between all members of the school community are clear, professional, timely and appropriate.

### Objectives

All communications within Kirkmichael Primary and EYC should:

- keep staff, pupils, parents/carers and other stakeholders well informed
- be open, honest, ethical and professional
- be actioned within a reasonable time
- use the method of communication most effective and appropriate to the context, message and audience
- be **kind, supportive and respectful**

### Methods of Communication with parents:

- Groupcall Xpressions App – Important information - Letters e.g. after school clubs, trips, school events, diary dates
- Email - direct contact with the Head Teacher
- Seesaw – sharing learning and teaching, reminders of upcoming events, informal communication between teacher and parent/carer, community flyers and termly curriculum newsletter
- Parent Pay – online payment for school meals, outings and purchases
- Parents Portal – Emergency contacts, annual consent, report absence, report cards and medical forms
- Face to face meetings
- School website – events updated weekly. School Handbook, School Improvement Plan & Standards & Quality Report.

If you require any further information about any of the methods of communication please contact the school.

### How we communicate

We aim to use online communications as much as possible. In order to do this, it is vital that we hold the correct contact information, mobile number/email address for parents/carers. When we require a response, it will be highlighted on the letter. We rarely send home written communication. Pupil Progress reports, parents night appointments and consent forms with a tear-off slip may be sent home in a written format.



## Parent Council

Our Parent Council communicates with parents through newsletters, online communications and posters. Our Parent Council ensures that all communications are relevant and up to date. They communicate with School SLT on behalf of the parent body in relation to relevant whole school issues. Minutes of Parent Council meetings are made available to all parents and can be found by contacting the school or an active member of the Parent Council. All parents are welcome to attend meetings and we encourage all parents to become involved.

## How parents/carers communicate with us

Parents/carers are welcome to raise matters with the school by phoning the school office or emailing the school mailbox and requesting a phone call or appointment with their child's class teacher, Principal Teacher or Head Teacher. As a school, to facilitate effective communication, we aim to acknowledge and respond as soon as possible, however this may not be on the same day due to staff commitments and timetables.

All parent enquiries by email should be directed to the school's generic account:

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

## Pupil Absence

It is essential that parents notify the school at their earliest possible opportunity if their child is going to be absent from school, by phoning the school office or emailing the address above. Please do not communicate absences via Seesaw. If there has been no contact regarding the absence the school office will contact you.



## **Seesaw Policy**

### **Rationale**

This policy is to explain the acceptable usage of Seesaw relating to Kirkmichael Primary School for staff, parents/carers, and pupils. The policy will explain the purpose of Seesaw at Kirkmichael Primary School and the benefits of its proper use.

### **Aims**

- To share and celebrate students' achievements and learning with families.
- To demonstrate appropriate use of digital portfolios.
- To increase efficiency of communication with parents/carers.
- To develop and encourage the use of 21st Century technology.

### **What is Seesaw**

Seesaw is available as an app and online and can be used by teachers, students and families. Seesaw is a platform for student engagement. Teachers can empower students to create, reflect, share, and collaborate. Students "show what they know" using photos, videos, drawings, text, PDFs, and links. It provides a platform for practising key 21st Century technology skills and builds a strong partnership between home and school.

### **What are the main purposes pf Seesaw at Kirkmichael Primary?**

Seesaw will have two main purposes. Primarily it is used as a digital portfolio of students' work. Allowing photographs, drawings, text, videos, and speech to be stored showing a student's learning across the curriculum. It allows students the opportunity to share examples of their work and give and receive feedback.

It will also be used as a method of communication between home and school. It allows teachers to contact individual parents and for SMT and clerical staff to share information with families.

### **Who controls the content on Seesaw?**

All teachers control their own 'Seesaw Class'. All items being shared on the class account must be approved by the class teacher and he/she will ensure that they are appropriate. The school Seesaw admin (Mr MacNeill) can make changes to settings and add staff and students.

### **What is appropriate content and how is it managed?**

Kirkmichael Primary School deems any of the following as inappropriate:



- Offensive language or remarks.
- Unsuitable content/images posted by students
- Links to unsuitable content/images

Any inappropriate content from students will not be approved by the teacher and the pupil will be reminded of the school's internet safety and responsible use policy.

Any inappropriate content from parents will not be approved by the teacher and the parent will be notified that the content is deemed inappropriate.

#### Seesaw guidance for staff:

- Within a term each child should have a wide variety of posts to their profile, showcasing their learning, achievements, or experiences. This will be monitored as part of School/EYC Quality Assurance monitoring.
- Meta-skills and UNCRC Articles outcomes should be tagged on posts.
- Posts can be individual pupils, a group or whole class.
- Value Award and Meta-skill Award certificates will also be posted in addition to this. Mr MacNeill will be responsible for this.
- Wider Achievements from home can be sent in by parents and posted on the individual profiles. Parents are encouraged to do this.
- Children should be taught how to and then encouraged to upload posts by themselves.
- Throughout a term, uploads should include annotated photographs, videos, examples of students' written work or artwork, group or personal achievements/awards, school outings etc.
- All posts must be approved by the teacher. Please review and evaluate posts before accepting them and provide support to pupils who require help to understand the responsible use of ICT at Kirkmichael Primary.
- Once a term children should select posts from their profile that they would like to put into their 'World of Work' folder. Children can then use this bank of posts to input into their World of Work Profile when they start P6.

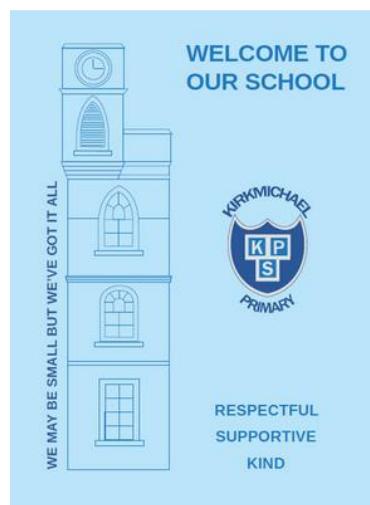


## Relationship Policy

**This is how we do it here...**

**Everyone in the Kirkmichael school community aims to be the following in every interaction with one another...**

**Respectful      Supportive      Kind**



### Aims

This policy aims to:

- promote positive relationships with all partners
- develop self-regulation, and build resilience
- prevent bullying
- ensure positive learning opportunities

### Classroom and Playground Charter

Our classes create their own Class Charter in August and have recently created a Playground Charter. This is to consult with the pupils in order that they share their ideas and to establish the standards expected in their school. These Charters link very closely to children's rights and our school values and should outline what is expected of both the pupils and the school staff. Charters should be written as positive statements. These charters should be clearly displayed and should be referred to regularly to highlight this within the class, groups of pupils or individuals.



## Positive Behaviour

At Kirkmichael Primary School and EYC, we believe that using a consistent and positive approach is key to effective relationships.

This will be achieved through:

- Calm, consistent practice from everyone
- Appropriate consequences
- Proactive and restorative approaches
- Celebrating successes and recognising achievements
- Strong leadership at all levels
- Engaging learning opportunities for all
- Zero tolerance to bullying

We focus on and promote positive choices amongst our children. Our staff use a variety of techniques to promote this with their pupils. Staff are encouraged to be creative and tailor these to meet the needs and interest of their pupils. Below, is a list of positive behaviour strategies currently used within the school:

- Appropriate praise
- Privilege Time
- Showing work to another teacher and to the Head Teacher
- Stickers
- House Points system
- Celebrating Success Assembly/Certificates
- Phone call to parents
- Displaying work
- End of Year Achievement Service
- In class points and reward system
- Promoting an ethos based around our school values

## Restorative Approaches

Restorative approaches encourage children to think about their actions and allow an adult to guide them into understanding their actions and to make better choices in the future. The steps below are an outline of approaches that may be used:

- Redirection - Gentle encouragement to get back on-track.
- Reminder of school values and reference to class/playground charter.
- Reminder delivered privately wherever possible, deescalate the situation.
- Thinking time opportunity away from the situation.

If the situation is not resolved the children will lose 5 minutes of their Privilege Time where a restorative conversation will happen. If the incident is of a more serious nature then parents/carers will be contacted and asked to discuss the situation with their child in order to help us to find solutions and develop skills that will prevent problems in the future.



## Anti-Bullying Policy

At Kirkmichael Primary we have zero tolerance to bullying and aim to ensure a safe and happy environment for all, to support staff, pupils and parents.

### Aims

- To reduce and eradicate wherever possible instances in which pupils are subjected to bullying in any form
- To establish procedures for dealing with incidents of bullying in school
- To ensure all pupils, staff and parents/carers are aware of anti-bullying policy, allowing them to fulfil their obligations

### Definition

‘Bullying is both behaviour and impact; the impact is on a person’s capacity to feel in control of themselves. This is what we term as their sense of ‘agency’. Bullying takes place in the context of relationships; it is behaviour that can make people feel hurt, threatened, frightened and left out. This behaviour happens face to face and online.’ (RespectMe, 2015)

Bullying takes place when the actions of an individual or group of people cause harm to someone by taking advantage of an imbalance of power within a relationship (whether perceived or real). This behaviour can harm people physically or emotionally and, although the actual behaviour may not be repeated, the threat may be sustained over time, typically by actions, looks, messages, confrontations, physical interventions, or the fear of these.

This behaviour can include, although is not limited to:

- Being called names, teased, put down or threatened face to face/online
- Being hit, tripped, pushed or kicked
- Having belongings taken or damaged
- Being ignored, left out or having rumours spread about you (face-to-face and/or online)
- Sending abusive messages, pictures or images on social media, online gaming platforms or phone
- Behaviour which makes people feel like they are not in control of themselves or their lives (face-to-face and/or online)

### Procedures

The main aims of intervention for alleged or actual incidents of bullying are to make pupils feel safe and supported as necessary, and to encourage better behaviour from any pupil displaying bullying behaviour.

In the case of alleged or actual bullying:

- All serious incidents of bullying shall be reported to a member of the Senior Leadership Team who will formally record the incident, marking where the incident has been upheld on our records.
- After thorough investigation, a member of the Senior Leadership Team will contact the parent/carer



- Children and young people found to be carrying out bullying behaviour will engage in restorative approaches to address the issue
- Further sanctions will be considered and issued as appropriate
- Support will be provided to victims and perpetrators of bullying – parental cooperation and assistance will be sought
- Playground supervisors will be alerted to any incidents of bullying behaviour
- Regular opportunities will be provided to allow for the discussion of social issues, including bullying



## **Parents as Partners Policy**

### **Aims**

- To involve parents fully in school life and the school community.
- To work in close co-operation with parents in order to ensure high standards and achievement for all of our children.
- To provide an environment inclusive for all parents and their children, regardless of need, background or culture.

We want to provide a welcoming and friendly environment for parents, carers and visitors. Parents are welcomed into the school at mutually convenient times to learn more about their children's progress and to celebrate their successes. There are numerous opportunities throughout the year to meet together and get to know each other.

### **Formal**

- Information sessions for parents of children starting the school and EYC.
- Parent's Evening twice a year to provide parents with up-to-date information on their children's progress.
- Letters sent to parents of children on Staged Intervention to inform them of their child's progress and discuss individual targets.
- Report cards issued once a year.
- *Team with the Family* meetings held throughout the school year for certain children on Staged Intervention to identify specific support and address any areas of concern.
- Parent Council meetings.

### **Informal**

- Open afternoons to share the aims and progress of the school improvement plan.
- School celebration events.
- Parent volunteers for in school activities.

### **Home/School Partnership:**

We believe that a strong home/school partnership is key to children's emotional development, progress and growth as part of the community. We encourage parents to support their children's learning at home in a variety of ways, including:

- reading with children regularly
- encouraging children to complete any homework they have been given
- Talking with the teacher or the school staff if they have any concerns regarding their children's learning or behaviour at school or at home.

### **Parental Views:**

The school will regularly seek parental views on a range of topics affecting pupils' education through questionnaires, surveys and verbal discussion. Feedback is valued, and responses are seriously considered and appropriate action taken and communicated back to parent.



## Child Protection Policy

### Aims

- To ensure that all children are kept safe and protected from harm.
- To provide a safe, secure environment for all children.
- To work in partnership with other professionals to protect children.

### Roles and Responsibilities

At Kirkmichael Primary and EYC every member of staff has a duty to be aware and up to date with Child Protection procedures and know their own role and responsibilities. The Child Protection Coordinator for both school is Head Teacher, Andrew Hislop and in his absence Principal Teachers, Kevin MacNeill and Lesley Wilson.

### What should the Child Protection Co-ordinator do?

- Listen and respond to general concerns raised by staff, children, young people and parents or carers in relation to child protection;
- Collate all known relevant information about the child
- Co-ordinate action within the establishment in relation to specific children or young people, about whom concerns have been raised;
- Refer to named social worker (if child has social worker) or duty social worker (if child is not known to social services) or no referral
- Decide who will inform parents
- Check that all relevant agencies are informed in referring
- Check all records are complete and kept in a confidential file

### Head teacher

- Ensure that child protection procedures are known to all new and visiting staff.
- Conduct Child Protection training at the August In-service day using the most up to date SAC Child Protection PowerPoint. Record when staff have had this training.
- Ensure all new staff receive the same training and that the Child Protection and Safeguarding policy is shared with staff via staff shared area/email and with parents via the school website.
- Ensure that child protection procedures are followed within the school and that records are kept in a confidential file and contained within a locked cabinet in HT office.
- Include and promote child protection and child safety within the curriculum.
- Ensure that parents should be made aware of child protection procedures and general content of child safety and child protection within the curriculum.
- Establish positive working relationships with other agencies and follow child protection procedures.



### Teachers and other school staff

- Must follow child protection procedures as laid down by South Ayrshire Council without delay.
- Should know how to respond to a disclosure or suspicion of abuse from yearly training.
- Should be clear that a guarantee of absolute confidentiality **cannot** be given to a pupil.
- Should be confident in delivering child safety and child protection as part of the school curriculum.
- **Should report any concerns directly to Child Protection Co-ordinator** and must not seek advice or discuss with others.

### Pupils

- Should be encouraged to seek help from an adult they trust if they think they may be in an abusive situation or if one of their classmates is in an abusive situation.

### Parents

- Should have access to the Child Protection Policy via the school website.
- Should be able to pass on any child protection concerns to the Child Protection Co-ordinator.

Follow SAC guidelines as detailed below:

- Observe carefully the child or young person's behaviour and demeanour;
- Record in detail what the staff member has seen and heard and when;
- Any signs of physical injury should be described in detail or sketched;
- Exact words used by the child or young person should be quoted;
- A guarantee of secrecy or confidentiality must not be given to the child;
- Use open-ended questions;
- The child or young person must be told that the Child Protection Coordinator (CPC) will have to be informed;
- Report suspicions or disclosure immediately to the Child Protection Coordinator;
- Take notes, date and sign them, as soon as possible and recording should not delay reporting;
- Even when no formal referral has been made to the Health and Social Care Partnership, Education notes should be kept in a confidential record in Pastoral Notes on SEEMIS and if relevant an Ayrshare record created;
- Be supportive and assure them you will only share this information with those people who need to know in order to prevent any further harm; and
- Take time to listen, without asking too many questions.



### The exception is - Immediate Concern of Suicidal Ideation:

If a child or young person discloses to you, it is important to allow them time to talk about how they are feeling and not to close down the conversation:

- Explain you need to pass your concern to the Child Protection Co-ordinator and follow your standard Child Protection and Safeguarding processes. Advise you will remain available if they want to talk to you in the future.
- Contact the Child Protection Co-ordinator or if not available a member of the Senior Management team, who will take advice from CAMHS in the first instance and liaise with the ASIST / LIAM trained member of staff.
- The Child Protection Co-ordinator or the ASIST / LIAM trained member of staff will ask the young person if they are feeling suicidal and/or have a plan to complete suicide, in line with current training.
- The Child Protection Co-ordinator will confirm with the person the child disclosed to and the child, how that person will remain in the process and where possible how they can continue to support the child or young person.

### Care Experienced Children

The term care experienced refers to anyone who has been or is currently in care or from a looked after background at any stage of their life, no matter how short. This care may have been provided in one of many different settings such as in residential care, foster care, kinship care and looked after at home with a supervision requirement. (Scottish funding Council 2018) Police Scotland's Partnership Protocol with local authorities for looked after children who go missing from residential and foster care sets out how they will work together to minimise harm.

### Remember

**If you think a child is in need or a disclosure is made to you, you MUST do the following:**

- Listen carefully, let the child speak.
- Don't show disbelief or panic.
- Take the allegation seriously, reassure the child and ask how they feel.
- Avoid expressing your views on the matter.
- Don't guarantee confidentiality and explain your reasons for this.
- Do not question the child. This is not your responsibility.
- Do not carry out an investigation or take photographic evidence. This is not your responsibility.
- Act quickly and share the information with the Designated Child Protection Coordinators as soon as possible. They are:

Andrew Hislop, HT

Lesley Wilson, PT  
(Straiton PS)

Kevin MacNeill PT

**ALL INSTANCES OF CHILD PROTECTION CONCERNS OR DISCLOSURES SHOULD BE  
REPORTED TO THE CHILD PROTECTION COORDINATORS WITHOUT DELAY.**