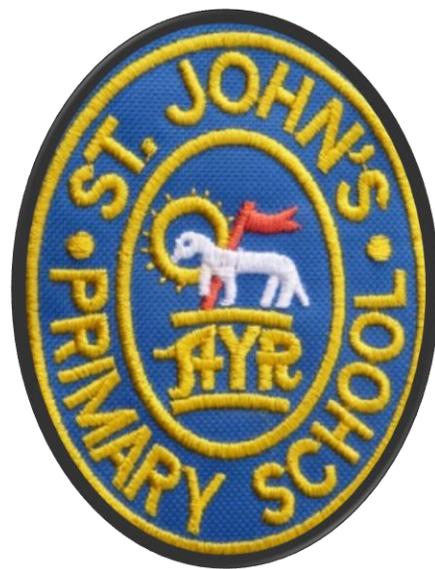


ST. JOHN'S P.S.



Primary School, Ayr
2019



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Welcome from Mrs Gray, Head Teacher

Welcome to St. John's Primary School. This handbook, updated annually, is designed to give you some essential information about our school and will answer some questions you may have.

At St. John's Primary we value partnership working. We work very closely with many agencies including; speech and language therapists, educational psychologists, social workers, health professionals, our local community and parishes and of course parents and carers. It is only through these partnership links that we can fully ensure that each child will reach their potential.

We aim for every child to have a safe, happy, active and creative primary education in an environment that is caring and supportive. We encourage our children to be independent and successful learners, confident individuals, effective contributors and responsible citizens. We pride ourselves on our achievements and continually strive to improve our high levels of attainment.

We are proud of our Catholic ethos and promote a broad and balanced curriculum, including preparation for Sacraments, which is delivered by competent and caring staff. We are active participants in the Pope Francis Faith Award at both primary 6 and 7.

We are a multicultural and inclusive school and we celebrate and share the cultures and traditions of our school community.

The school has a very supportive Parent Council which meets regularly throughout the year. Should you wish to consider becoming a part of the Council, elections are held at the Annual General Meeting in September.

In addition, there is an active Fundraising Group who organise wonderful events for the whole family, providing opportunities to make new friends and contribute to the life of the school.

Our School team consists of highly dedicated and committed individuals, all of whom look forward to working with you to help your child/children achieve success.

Mrs Louise Gray
Head Teacher

2. Contact details

Name St. John's Primary School

Head Teacher Mrs L. Gray

Address Whitletts Road
Ayr
KA8 0JB

Telephone Number 01292 612711

Named Person Mrs L Gray or Miss J. McCauley, in HT absence

Email address StJohns.Mail@.south-ayrshire.gov.uk
<https://blogs.glowscotland.org.uk/sa/stjohnsps/>
<https://twitter.com/StJohnsPSAyr>

Parent Council <https://www.facebook.com/StJohnsPrimaryPC>

Denominational status Roman Catholic Co-educational

Accommodation and capacity Current School Roll - 280 across primary 1 to primary 7
Parents should note that the working capacity of the school may vary dependent upon numbers of pupils at each stage and the way in which the classes are organised.

House Structure: The school operates a House Point system

House colour	House Name
Yellow	St. Margaret's
Green	St. Patrick's
Blue	St. Andrew's
Red	St. Ninian's

Nursery provision The school has positive links with all nurseries in the surrounding area.

Catchment map and area

Details of the school's catchment area and street names are available for inspection at the school and parents can also access them on the Council's web site at

www.south-ayrshire.gov.uk

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

Name	Designation
Mrs Marie Kean	Teacher
Miss Tracy Ross	Principal Teacher Infants
Mrs Mairi Barr	Teacher
Miss Jemma Mack	Teacher
Miss Lisa Macmillan	Teacher
Mrs Kerry Walker	Teacher
Miss Claire Strang	Teacher
Mrs Hilary Bowie	Temporary Teacher
Mrs Audrey McCann	Teacher
Mrs Sarah Fleming	Teacher
Miss Natasha Lynch	Probationer Teacher
Mr Liam Mullan	Probationer Teacher
Mrs Kirsten Hunter	Teacher
Miss Clare Casey	Teacher
Miss Fiona McWhirter	Probationer Teacher
Mr Jaimie Winning	Acting Principal Teacher Upper
Miss Chelsea Moore	Teacher
Mrs Morag Adams	Pupil Support Teacher
Mrs Catherine Wilson	Pupil Support Teacher
Mrs Nicola Creek	EAL
Mrs Wendy Anne Wilson	Music Teacher
Mr Stewart Bell	Active Schools Assistant
Mrs Annette Haran	Clerical Assistant
Mrs Loraine Hayes	Clerical Assistant
Miss Laura Crichton	Clerical Assistant
Mrs Frances Fadli	School Assistant
Mrs Anne Main	School Assistant
Mrs Louise Harkin	School Assistant
Mrs Bianca Cluckie	School Assistant
Mrs Sharon Andrew	School Assistant
Ms Karina Howie	School Assistant

Mrs Gillian Clark	School Assistant
Ms Lynsey Dunlop	School Assistant
Mr Ian Gordon	Janitor
Father David Borland	St. Margaret's Cathedral/St. Paul's Ayr
Fr. Stephen Latham	St. Ann's Parish

Name	Designation
Mrs Louise Gray	Head Teacher
Miss Joanne McCauley	Depute Head Teacher
Mrs Rona Patterson	Acting Depute Head Teacher
Miss Tracy Ross	Principal Teacher Infants
Mr Jaimie Winning	Acting Principal Teacher Upper

Concern/complaints procedure

The class teacher knows your child better than anyone else and they are all keen to work with parents to support children. With reasonable notice, teachers are able to meet with parents before and after school. If you feel the matter is not resolved then contact our Principal Teachers – Miss Ross for P1 to P4 and Mr Winning for P5 to P7. In the unlikely event that the matter is still not resolved, then please contact the Depute Head Teacher's – Miss McCauley, Mrs Patterson or the Head Teacher, Mrs Gray. Please make an appointment by phoning the school office on 01292 612711.

School Hours

School opens 9.00am

Interval P1, 2 + 7 10.30am – 10.45am
P3 - 6 10.50am --11.05am

Lunch P1 - P3 12.30pm – 1.15 pm
P4 - P7 12:45pm – 1:30pm

School closure 3.00pm

THE SCHOOL YEAR The dates for session **2019/2020** are as follows.

SOUTH AYRSHIRE COUNCIL					
Children and Community					
Approved School Holiday Arrangements: 2019/2020					
Term	Break	Dates of Attendance		Cumulative Holiday Total	Cumulative Working Days
First	Mid Term	Teachers (Inservice)	Fri	16 Aug 2019	
		Teachers (Inservice)	Mon	19 Aug 2019	
		Pupils return	Tue	20 Aug 2019	
		<i>local holiday</i>	Fri	20 Sept 2019	
		<i>local holiday</i>	Mon	23 Sept 2019	
		Close	Fri	11 Oct 2019	
		Teachers (Inservice)	Mon	21 Oct 2019	
		Re-open (Pupils)	Tues	22 Oct 2019	
		Close	Fri	20 Dec 2019	
Second	Mid Term	Re-open	Mon	6 Jan 2020	
		Close	Thu	6 Feb 2020	
		<i>local holiday</i>	Fri	7 Feb 2020	
		<i>local holiday</i>	Mon	10 Feb 2020	
		Teachers (Inservice)	Tues	11 Feb 2020	
		Re-open (Pupils)	Wed	12 Feb 2020	
		Close	Fri	3 Apr 2020	
				147	
Third	May Day	Re-open	Mon	20 Apr 2020	
		<i>local holiday</i>	Mon	4 May 2020	
		<i>local holiday</i>	Mon	25 May 2020	
		Teachers (Inservice)	Tues	26 May 2020	
		Re-opens (Pupils)	Weds	27 May 2020	
		Close	Fri	26 Jun 2020	
				195	
	Session 2020/21	Teachers (Inservice)	Mon	17 Aug 2020	
		Teachers (Inservice)	Tue	18 Aug 2020	
		Pupils return	Wed	19 Aug 2020	
NB	Good Friday: 10 th April 2020				
<i>Pupil's attendance will be 190 days after deducting 5 in-service days.</i>					

3 Enrolment

At St. John's Primary we are committed to working in partnership with parents to support all.

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).

The date and time for the enrolment of Primary 1 children is advertised in the local press early in January. Enrolment usually takes place in January each year for children whose 5th birthday will fall between 1st March of that year and 28th February of the following year, inclusive.

The exact date will be advertised in the local press, in the parishes and through the school.

Parents should make every effort to come to school on these days or, where this is not possible, please contact the school to make an alternative arrangement.

Parents may, if desired, make a request to the local authority for your children to be placed in a school other than your local school. Further details and any other matters relating to enrolment can be obtained from the school.

A special induction programme for children starting school will begin in February to enable new pupils to start the transition from nursery to primary.

Early in the new session, parents/guardians of P1 pupils are invited to the school to an address by the Principal Teacher and P1 Staff.

4 Parental Involvement

Every Friday morning we have a stage assembly on a rolling programme where parents/guardians/carers are invited to visit the school to hear about what and how your child has been learning. Once per term we have an Access Hour/Progress and Achievement Afternoon/evening for parents and carers from 3-4pm and then once per year from 6-6.45. This is an opportunity for you to come in to school and talk to your child in the classroom about their learning. We also have two formal parents' evenings per year for all children and an additional parents' evening for children who receive additional support in their learning.

We encourage parents and grandparents to volunteer their skills as parent helpers within the classroom, in the community for school excursions and as part of our Pupil Voice groups.

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 school.

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

- receive information about the school and its activities;
- hear about what partnership with parents means in 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 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 nursery 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).

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.

National Parent Forum of Scotland - enquiry@parentforumscotland.org

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

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 sptc@sptc.info or write to SPTC, Mansfield Traquair Centre, 15 Mansfield Place, Edinburgh, EH3 6BB.

The Parent Fundraising committee is mainly responsible for arranging events for parents and raising funds for the school. Volunteers are welcome - please contact Ms Melanie White who is the Chair of the Parent Council.

5 School Ethos

Aiming High

The aims and aspirations of St. John's Primary School are -

- to be a catholic community of faith and learning by fostering a school ethos in which our faith is regularly celebrated and where equality of opportunity is offered to all pupils.
- to enable all children to become successful and enthusiastic learners through a creative curriculum which is relevant and challenging, and delivered by effective, quality teaching and learning.
- to empower children to become confident individuals, which will be shown in the way they relate to others, in being truthful and in the way they manage themselves.
- to develop pupils in becoming responsible, respectful citizens, citizens who are proud of their own and other's heritage.
- to become effective contributors, where adults and pupils work confidently in partnership to create, build, motivate and take initiative.
- to create a positive school ethos where learning is exciting and stimulating, and all are encouraged to "**Aim High**".

SCOTTISH CATHOLIC EDUCATION SERVICE

A Charter for CATHOLIC SCHOOLS in SCOTLAND

The mission of the Catholic school is to develop as a community of faith and learning, providing the highest quality of education, and offering formation through the promotion of Gospel values, through celebration and worship, and through service to the common good.

All Catholic schools in Scotland, in honouring Jesus Christ as the Way, the Truth and the Life, will feature the following characteristics:

- A commitment to the integrated education and formation of the whole person, in close partnership with parents as the first educators of their children.
- An inclusive ethos which aims to honour the life, dignity and voice of each person, made in the image of God.
- A commitment to the search for wisdom in life and to the pursuit of excellence, through the development of each person's unique God-given talents.
- A commitment to the spiritual formation of the school community, through the shared experience of prayer and liturgy, and in partnership with local parishes.
- The provision of religious education programmes which will enable young people to develop their understanding of Gospel values and of how to apply them to life.
- A commitment to uphold the moral teaching, faith tradition and sacramental life of the Catholic Church.
- A commitment to communicate Catholic social teaching and thereby to promote social justice and opportunity for all.
- A commitment to ecumenical action and the unity of Christians.
- The promotion of respect for different beliefs and cultures and for inter-faith dialogue.
- A commitment to support the continuing professional and spiritual development of staff.

All staff appointed to a Catholic school are expected to support and promote the aims, mission, values and ethos of the school, as illustrated in this Charter.

To support the work of our Catholic school we work very closely with our Parish Priest

Fr. David Borland. We use the support of SCES (Scottish Catholic Education Service) and CHAPS (Association of Catholic Primary Head Teachers)

We have achieved Rights Respecting School Gold Level and the children and staff were commended on their commitment to respecting rights.

6 Teaching and Learning

Curriculum for Excellence

Curriculum for Excellence has been implemented across Scotland for all 3-18 year olds – wherever they learn. It aims to transform Scottish education, **raise standards of achievement**, and provide young people with the skills, knowledge and attributes they will need for learning, life and work in the twenty first century. This is encapsulated in the aim to improve the life chances of every young person in Scotland and develop their 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 skill that unlock other subjects and are vital to everyday life. All teachers are also responsible for the health and wellbeing of children and young people.

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

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

Broad General Education

Literacy

In English language, work is split into four main outcomes, Listening, Talking, Reading and Writing. 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, including the North Lanarkshire Active Literacy Programme, Big Writing Adventures and Oxford Owl 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.

Numeracy and Mathematics

We aim to enable pupils to:

- Develop essential numeracy skills, including mental maths 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

We use an active approach to learning as far as possible, also making use of interactive whiteboards where possible. Our main resources in school are Heinemann Active, Big Maths, Tee Jay and Number Talks.

Health and Wellbeing

Using a variety of resources we aim to enable pupils to:

- Experience positive aspects of healthy living and activity for themselves
- Develop the knowledge and understanding, skills, abilities and attitudes necessary for their physical, emotional & social well-being now and in the future
- Make informed decisions in order to improve their physical, mental, emotional and social well-being
- Apply their physical, emotional and social skills to pursue a healthy lifestyle
- Make a successful move to the next stage in education through effective transition programmes
- For some, open up opportunities to participate at local club or National level.

Social Subjects

Using a variety of resources we aim to enable pupils to:

- Broaden their understanding of the world by learning about human activities and achievements in the past and present; current political, social and environmental issues and the values underlining their own society and other societies
- Develop the capacity for critical thinking through accessing, analysing and using information
- Form their own beliefs and view of the world and develop their understanding of different values, beliefs and cultures

- Establish firm foundations for lifelong learning

Sciences

We aim to enable pupils to:

- Learn about their environment by observing, exploring, investigating and recording
- Demonstrate a secure understanding of the big ideas and concepts of science
- Make sense of evidence collected and presented in a scientific manner
- Recognise the impact science makes on their lives, on the lives of others, on the environment and on culture
- Express opinions and make decisions on social, moral, ethical, economic and environmental issues informed by their knowledge and understanding of science

Technologies

We aim to enable pupils to:

- Develop an understanding of technologies and their impact on society – in the past, present and future
- Apply knowledge, understanding and practical skills to design and create products, processes and solutions that meet needs in play, work and daily life
- Gain the confidence and skills to embrace and use technologies now and in the future
- Evaluate technological processes and products critically and constructively, taking account of cultural, ethical, environmental and economic factors

Religious Education

Learning through religious education enables children and young people to:

- develop their knowledge and deepen their understanding of the Catholic faith
- highlight, develop and foster the values, attitudes and practices which are compatible with a positive response to the invitation to faith
- develop the skills of reflection, discernment, critical thinking, and deciding how to act in accordance with an informed conscience when making moral decisions
- nurture the prayer life of the individual and of the school community
- understand and appreciate significant aspects of other Christian traditions and major world religions
- make a positive difference to themselves and the world by putting their beliefs and values into action.

Religious Education permeates the life of the school. St. John's follows 'This is Our Faith' and 'God's Loving Plan' syllabus to support learning through religious education.

Expressive Arts

We aim to enable pupils to:

- Express themselves in different ways and be creative
- Experience enjoyment (and contribute to other people's enjoyment) through creative and expressive performance and presentation
- Develop important skills specific to expressive arts and also transferable skills
- Develop an appreciation of aesthetic and cultural values and ideas

Expressive Arts encompasses three subjects: Art & Design, Drama and Music. Tuition is available to some pupils in voice coaching, brass, violin and cello. The school is very proud of its musicians and choir who support events and masses within the local community and parishes.

St. John's has a strong heritage of developing creativity and skills in pupils through a wide range of musical and drama performances. We have developed strong artistic links with the local area through community arts projects.

Opportunities for Wider Achievement

St John's primary includes the use of the outdoor environment as a context for delivering its education curriculum. By capitalising on the potential of outdoor learning experiences, from simple learning activities close to the school through to residential experiences, we engage the children in many different ways. Primary 7 pupils have a residential opportunity at Inverclyde National Sports Training Centre for 4 days with primary 6 having an enhanced opportunity to develop their skiing skills at a 3 day ski school. This encourages the children to become involved in emotional, physical, and cognitive experiences as part of their learning. Within these contexts are opportunities to develop skills for learning, life and work. Children have the opportunity to achieve the Award of Ambition and children in primary 6 and 7 can undertake the Pope Francis Faith Award and those children who are actively involved in their Parish can also achieve a Parish Commendation. Children also gain credit for their participation in the First Minister's Reading challenge.

We also aim to include at least one live theatre experience each year – this may take the form of attending a show at our local theatre or enjoying a company performing in the school. The children themselves have fabulous opportunities to develop and showcase their many talents through a variety of performances they put on throughout the year – children from primary 1 to primary 7 participate in these events undertaking a number of different roles. These are always well attended by parents, local councillors, members of our local community and parishioners from both our parishes of St. Paul's and St. Margaret's.

Some of the opportunities that we offer throughout the school are;

Girls and Boys Football Teams Rugby
Athletics Swimming Handball Skiing
Choirs Craft Clubs Tennis Netball
Couch to 5K Dance Homework Club
Karate Gymnastics Curling Basketball

We aim to ensure that all of our opportunities are accessible for all of our children and where possible children and their parents can gain accreditation for their personal achievements for example during the parent and child Martial Arts, parents and their children were formally graded at the end of the sessions.

Through our Pupil Equity Fund (PEF) we employ a full time Active Schools Assistant who has been in post for over a year. Active Schools have enhanced and continued to engage with organisations and individuals, including P.E staff, local sports clubs and Sports Development. These organisations aid our school in providing our pupils with a wide range

of opportunities connected to physical education, school sport and club sport. Active Schools along with Competitive School Sport give our pupils the experience of competing in a large number of sporting events throughout the year. This gives pupils from all stages and abilities the opportunity to attend venues and compete against other schools from South Ayrshire. Active Schools work in conjunction with school staff to ensure young people are given a voice to allow them to participate in sports they want to take part in. We have recently won the Whitletts Road games and have achieved our sports GOLD Award.

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

Religious Education

Religious Education in St. John’s covers the social, personal and moral development of the child. In the Roman Catholic School, the witnessing of Faith through daily action drives the entire ethos.

We follow the national guidelines called ‘This Is Our Faith’. This covers all of the religious education for Roman Catholic schools, experiences and outcomes for curriculum for excellence as agreed by the Scottish Government. It also fulfils the demands of the Scottish Hierarchy and has been fully ratified by the Vatican in Rome. We meet the requirement of 2.5 hours per week as per the guidelines of the Catholic Education Commission. The school regularly celebrates faith during whole school assemblies, and through regular attendance at Mass in the local parishes.

The teaching programme delivered gives a prominent place to Christianity but also includes exploration of other faiths.

Holy Days of Obligation

On Holy Days of Obligation, when attendance at Mass is obligatory, and on other important occasions, the pupils and staff attend Mass in the school or alternatively in St. Margaret's Cathedral.

Following the document 'Curriculum for Excellence – Provision of Religious Observance in Schools' Parents have the right to withdraw their children from Religious Observance and should notify the Head Teacher in Writing. Where a parent chooses a denominational school for their child's education, they choose to opt into the school's ethos and practice which is imbued with religious faith and religious observance. In denominational schools, it is therefore more difficult to extricate a pupil from all experiences which are influenced by the school's faith character however parents do have the right to withdraw their children from Religious Education and Observance

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.

Preparation for Sacraments

In school the children are supported in their Sacramental journey. Parents support the children at home using the Sacramental Workbooks provided by the school. The local Parish provides additional meetings for parents/guardians and supports the work of the school.

Sensitive Aspects of Learning

God's Loving Plan guides teachers in Catholic primary schools on how children can be helped to develop healthy and respectful attitudes to their bodies and to relationships with families and friends. This important resource connects children's learning about who they are and how they relate to others, to their learning about God and their relationship in faith. It helps children to understand how love can be at the heart of their lives.

In using this resource, teachers are encouraged to work closely with parents and carers to ensure that young people are supported as they grow, particularly when coming to deal with the physical and emotional impact of puberty. Good communication between home and school is encouraged to ensure that the more intimate aspects of children's growth are dealt with sensitively and skillfully by parents and teachers working together.

Health and Wellbeing – including school discipline

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

Children and young people should feel happy, safe, respected and included in the school environment and all staff in the school are pro-active in promoting positive behaviour in the classroom, playground and the wider school community.

Following consultation with parents, carers, pupil and staff an updated behaviour policy was introduced in January 2018. Please see appendix 2 for a copy of this policy. For this policy to be successful it is essential to have parental cooperation.

We have two permanent staff trained on the Place2Be, Mental Health First Aid and Seasons for Growth. This training is used to provide support to children or parents within the school.

Equal Opportunities and Inclusion

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

The national legislation around equal opportunities and social inclusion includes:

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

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

- **Presumption of mainstream:** All children and young people have the right to an education within a mainstream school (Standards in Scotland's School Act 2000);
- **Most inclusive option:** Wherever possible, children and young people will be provided with an education within their own community and/or within their own catchment school (the ASL Act);
- **Staged intervention:** If there are concerns about how a child or young person is coping within a mainstream placement, the model of staged intervention will be followed and this may include Team Around the Child meetings to 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 who along with the Named Person (if this is not the same individual) has responsibility to ensure each child's needs are met. They will work alongside Pupil Support staff within their own school and also centrally. Central staff includes Inclusion Co-ordinators, ASN teams, Psychological Services and Quality Improvement Officers.

If you need further information on any of the above contact your school Pupil Support Co-ordinator Miss Joanne McCauley, Depute Head Teacher or Mrs Rona Patterson, Acting Depute Head Teacher.

Equity for all learners

At St. John's Primary, we know our children and families. We know who is at risk. We work closely with our partners within education to ensure that we identify obstacles to learning and wellbeing and take steps to address these. We work with agencies out with education to support vulnerable children and families. We have a very robust tracking system in place which ensures we identify and respond appropriately to pupil needs. SIMD data and risk matrix data are used to help us monitor progress and opportunities for children.

7. 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.

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

National Standardised Assessments

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

The exercises in the tests are adaptive to your child's response and offer an evaluation of

your child's skills in these key areas. In other words, the system is designed so that if a child is struggling with the questions they will get easier, and if a child is doing well the questions will become more challenging.

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

Tracking and monitoring Progress

The progress of individual learners is tracked and monitored during the session. Class teachers keep records of individual progress and use these in termly discussions with the Head Teacher and senior leadership team to ensure that appropriate progress is happening or that interventions have been implemented effectively.

8. Reporting

In St. John's Primary we have two Parents' evenings each year, one in October and one in April for all parents. In 2020 we have introduced an additional parents' night for children who require additional support in January. An interim report will be sent to parents in October and January with a final report sent out in April. There is an Access Hour/Progress and Achievement visit every term where parents can come in to school and meet with the class teacher and view pupil work and achievements. Each term there is also a parent assembly where children can share their learning.

The new Standardised Assessment and Curriculum for Excellence levels for South Ayrshire schools are reported to members of the public in the annual performance report which is published in February each year.

9. Transitions

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

- South Ayrshire curricular frameworks for all 8 curricular areas which are designed to ensure continuity of learning.
- This is Our Faith and God's Loving Plan to ensure progression and continuity within RCRC.
- We use the Benchmarks from Education Scotland to ensure planning appropriate assessments of the experiences and outcomes is in line with national expectations.
- Teachers' planners include pupil support and wider achievement overviews that track pupil opportunities and supports that were in place to ease transition from class to class.
- The cluster has a new enhanced transition plan for children in primary 6 and 7. Following identification through Request for Assistance to QMA on AYRshare, P6 children start transition opportunities to Queen Margaret Academy and this continues on a number of occasions in primary 7.
- All children participate in both sporting and academic opportunities to aid transition.

- We have enhanced opportunities in place for children transferring from nursery to primary one.

The catchment secondary school for St. John's is:

Queen Margaret Academy,
Dalmellington Road
AYR
Telephone: 01292 612020

Transition to Secondary Schools

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

Welcome letter from the Head Teacher of Queen Margaret Academy

I would like to take this opportunity to welcome you and your child to Queen Margaret Academy. The following guide outlines some of the work of the school while our website will give you regular updates of activities and events.

At Queen Margaret Academy we are an ambitious community of learning and faith where our young people are inspired, motivated and successful. We aim to offer a high quality education for all our young people in a distinctive Catholic context empowering them to maximise their talents and achieve.

Our faith is celebrated regularly through Masses and events, largely conducted by our liturgical committee, led by Fr Stephen Latham and supported by the wider staff body and local parishioners.

Fundamental to a school is a positive culture and ethos. Queen Margaret Academy have 6 values which we base our work:
Community, Ambition, Responsibility, Equity, Faith and Respect.

Throughout a young person's time at Queen Margaret Academy we aim to support them in partnership with home and local parishes to become resilient individuals who will add value to our school and our community.

I look forward to working with you to support our young people in their journey through secondary school.

Yours sincerely

Oonagh Browne
Support For Pupils

Getting It Right for Every Child (GIRFEC)

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

All children have rights in terms of the UNCRC to be Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included, (sometimes referred to as 'SHANARRI indicators'). All assessments of 'wellbeing' needs or what support and help is needed for a child will take account of these Wellbeing indicators.

If a child needs help or support, the Named Person along with parents/carers and the TAC will assess the child's wellbeing. If the child is receiving additional support or assistance in school, or from other services, (for example from social work; health services or 3rd sector or charity partners) then in consultation with parents/carers the Team Around the Child will assess whether there are any wellbeing needs and if necessary, review the **Child's Plan**.

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

- Through the staged intervention process children are supported and targets are agreed with parents and children
- The school follows the GIRFEC practice model and ensures Team Around the Child (TAC) meetings are held throughout the year to support children with additional support needs.
- An additional Parents' evening in January has been added to the annual calendar for children on Staged Intervention.
- Any initial concerns from parents should be made to the class teacher which will be passed to Miss McCauley who is the pupil support co-ordinator.
- There is a clear school homework policy and a weekly homework club for children.
- There is a weekly family learning club for families who have English as an Additional Language (EAL).

10 Homework

Following a review of homework in January 2016, through consultation with staff, pupils and parents, a new policy was agreed.

Effective home-school partnerships are essential to ensure that children achieve their full potential. Homework allows parents the opportunity to become familiar with aspects of the curriculum currently being taught in the classroom. Tasks are carefully planned and integrated with class work and the activities differ throughout the week, are varied in nature and the amount to be completed is stage dependant. Children are able, through these activities, to consolidate skills, develop new skills, deepen their understanding of subjects and experience a sense of satisfaction and achievement.

In St. John's Primary School it is the expectation that homework procedures and expectations do not vary from class to class and that a whole school approach has been implemented. We understand that pupils are involved in a wide range of activities out with

school, therefore homework tasks will be spread across the week. We provide homework on a **Tuesday** to be returned the following **Monday**.

Stage	Homework
Primary One	Reading books twice a week Common words to be practised daily Literacy based activity / Numeracy activity IDL/STEM activity termly.
Primary Two	Reading twice a week Spelling/Phonics activity Numeracy activity Topic activity termly
Primary Three	Reading twice a week Spelling activity Numeracy task (additional practical activities as and when required) Sacramental Preparation (when required)
Primary Four	Literacy based activity Numeracy activity Other curricular area activity Sacramental Preparation (when required)
Primary Five	Literacy based activity Numeracy activity Other curricular area activity
Primary Six	Literacy activity/First Minister's Reading Challenge, Numeracy activity, French activity, Other curricular area activity
Primary Seven	Primary 7 homework is online on Padlet. Interactive Literacy, Numeracy, RE and IDL. Some tasks are compulsory however there is a range of activities to choose from if pupils wish to do them.

11 Support for Pupils

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 (a) – In class support

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

Stage 1(b) – In school support

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

Stage 2 – Additional Support from a service that is universally available

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

Stage 3 – Specialist help from a multi-agency team

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

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

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

Coordinated Support Plan (CSP)

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

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;
- Home Link Team;
- Looked After and Accommodated Service;
- Learning and Inclusion Team;
- School Support Assistants;
- Additional Support for Learning Teachers;
- Home Tutoring;
- Outreach services from Specialist Centres.

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

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

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

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

What role do children and young people play?

All children and young people will have the opportunity to make their views known about decisions that affect them. Children and young people's views should be taken into account and recorded through the Child's 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 Person.

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 for their child's school.

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

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

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

If parents and young people are still unhappy at the decision, then they should be assisted to know their rights to seek alternative methods of resolving the matter, through mediation, for

example or to make a reference to the Additional Supports Needs Tribunal for Scotland. Telephone numbers and webpages are listed below.

Quality Improvement Manager

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

Principal Educational Psychologist

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

Co-ordinator (Inclusion)

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

Enquire

Scottish Enquire helpline: 0845 123 2303
Textphone: 0131 22 22 439
Email: info@enquire.org.uk
Enquire, the Scottish advice service for Additional Support for Learning provides free, independent and impartial advice through its helpline.

Scottish Child Law Centre

54 East Cross Causeway
Edinburgh
Midlothian
EH8 9HD
Tel: 0131 667 6333
Email: enquiries@sclc.org.uk

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

Resolve

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

Advocacy Service

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

Psychological Service

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

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

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

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

The Psychological Service works within South Ayrshire's staged approach to 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 or chat to the Educational Psychologist regarding a child, school staff will always ask parental permission first. Once this is provided, the school or psychologist will keep the parent or carer up to date with discussions although it is likely that the parent will be involved in discussions.

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

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

Educational Psychologists maintain consultation notes for children who have been discussed but only open Psychological Service case files if there is to be direct work with a child or family or there is a high frequency of consultations required. Again parental permission is sought prior to opening a Psychological Services case file.

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

Information Sharing

In South Ayrshire educational establishments /schools we work closely with partner services including health, social work, police, Children's Reporter, 3rd sectors and charities to ensure that children and families receive the help and support they need as quickly as possible. To improve the quality of the services we all provide, we may wish to share information about your child. You may therefore be asked for your agreement to share this information with relevant services. You have a choice about whether or not your child's information is shared and have the right to refuse to give your consent, in most cases.

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

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

Child Protection

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

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

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

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

Mrs Gray is the Child Protection Co-ordinator who will co-ordinate the school's response to concerns for children's and young people's safety and wellbeing.

12. School Improvement

The school continually strives to ensure that pupils achieve their very best. On-going assessments of children's progress include the use of computer adaptive assessments. We use these assessments alongside classwork and teacher professional judgment to help build a holistic picture of the children. The results of the assessments for St. John's Primary were as follows: -

HMIe Inspection June 2018

Quality Indicator	Description	Grade
1.1	Self-Evaluation for Self-Improvement	Very Good
3.2	Raising Attainment and Achievement	Very Good

Curriculum for Excellence levels

Reading

	P1 Early Secure or above %	P4 First Secure or above %	P7 Second Secure or above %
2015-16	89	76	71
2016-17	97.1	77.1	60.5
2017-18	97	85	86
2018-19	78	83	84

Maths

	P1 Early Secure or above %	P4 First Secure or above %	P7 Second Secure or above %
2015-16	92	72	78
2016-17	100.0	93.8	74.4
2017-18	94	89	86
2018-19	74	85	84

13. School Policies and Practical Information

What additional information is available to parents?

- A list of available school and authority policies can be accessed through the school website.
- We run a number of after school clubs that the children can opt-in to which vary throughout the year. Letters will be sent home when there is an applicable club for your child.
- A free breakfast club from 8.30am is available for all children from P1-P7.

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.

The children hold an election every year to elect representatives from P7. The Pupil Council meet on a regular basis with the Head Teacher. The Pupil Council elects its own board members, draws up agendas and writes minutes. Many of the suggestions that are made at these meetings are implemented in school. e.g. new library books, fundraisers for playground games etc. The children discuss the school budget and spending plans. They also attend the Parent Council meeting to share their views.

All primary 4-7 children are part of a pupil voice group and one representative from primary 1, 2 and 3 are in each of the groups. This year our groups are R.E. and Global Citizenship, Eco and Gardening group, Media group, Dyslexia Friendly School group and Sports Council.

All classes from Primary 1 to Primary 7 have a representative on the Pupil Council who meet with Mr Winning and on the Rights Respecting School group who meet with Mrs Patterson.

Choosing a School

Under the placing request arrangements parents have the right to choose a school other than the catchment denominational or non-denominational school for their area. This is known as a placing request and application forms can be obtained from the school office or Educational Services, County Buildings, Wellington Square, AYR KA7 1DR, telephone 01292 612465. Unfortunately it is not possible to guarantee that a placing request will be successful but parents will have the right of appeal should it be unsuccessful. Full details of the placing request arrangements are contained in the application form or on the Council website: <http://www.south-ayrshire.gov.uk/schools/placing-requests.aspx>.

You should be aware that if you decide to make a placing request your child would no longer be automatically considered for a place in their catchment school.

Attendance

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

Regulation 7 of the Education (Scotland and Placing Information) (Scotland) Amendment etc Regulations 1993 requires each child’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 (e.g. Armed Services or Emergency Services).

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

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

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

Extended Leave with Parental Consent

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

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

Advice to Parents

Schools will follow-up all instances of pupils non-attendance in order to accurately record 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

St. John's Primary recognises the need for young people to be regularly involved in outdoor activities and learning which will involve visits out with the school. These visits will be routine

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

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

School uniform policy

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

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

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

The uniform for St. John's is blue.

- Dark blue blazer
- Blue/white polo shirt
- White shirt and tie
- Dark blue sweatshirt with school badge
- Dark trousers/skirts
- Indoor shoes
- P7 leavers hoodie

Sweatshirts, polo shirts, fleeces, waterproof jackets and ties are not obtainable from school but can be purchased online via Tesco for Schools, at National School Wear, Dalblair Road, Ayr.

Playground Supervision

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

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

Appropriate staff supervise the breakfast club within the school dinner hall from 8.30am each morning. Staff supervise children on to the school bus at the end of the school day.

Regular meetings between the supervisors and the senior leadership team are important to share information and to maintain the good behaviour in the school. This may include sharing information about suspected incidents of bullying or abuse etc.

Parental complaints procedure

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

If you have any comments or complaints please approach the Class Teacher in the first instance. If the Class Teacher does not resolve the issue to your satisfaction, you should contact a member of the senior leadership Team.

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

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

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

School Meals and Free School Meal Information

St. John's Primary using a cashless system for lunches and parents have the option of paying cash direct to the school dinner hall and an online banking facility. We follow the South Ayrshire Council 4 weekly meal plan. When parents notify kitchen staff of particular dietary needs then these can be accommodated. Children who have a packed lunch also eat their lunch in the dinner hall with their friends.

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

Children of parents receiving Income Support, Job Seekers Allowance (Income Based), Child Tax Credit (only where income is less than **£16105**), Child Tax Credit and Working Tax Credit (where income is less than **£6900**) Universal Credit where earned income is £610 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 midday meal. Information and application forms for free school meals may be obtained from schools, customer service centres and from Educational Services, County Buildings, Wellington Square, Ayr KA7 1DR , Telephone 01292 612465.

Free school meals are available to all P1-P3 pupils and in St. John's it is also free for all children in primary 4.

Footwear and clothing grant information

Children of parents receiving Income Support, Job Seekers Allowance (Income Based), Child Tax Credit (only where income is less than **£16105**), Child Tax Credit and Working Tax Credit (where income is less than **£16105, Universal Credit where earned income is £610 or less per month**). Income related element of Employment and Support Allowance, Council Tax reduction or Housing Benefit and support under part VI of the Immigration and Asylum Act 1999 are entitled to a footwear and clothing grant. Information and application forms for footwear and clothing grants may be obtained from schools, customer service centres and from Educational Services, County Buildings, Wellington Square, Ayr KA7 1DR Telephone 01292 612465.

Lunch at home

A few children may wish to go home for lunch.

P1-3 children will be dismissed at 12.30 pm and must return to school in time for the start of the afternoon session at 1.15 pm.

Children in P4-7 will be dismissed at 12.45pm and must return to school in time for the start of the afternoon session at 1.30pm.

All children should be collected from the front office by an adult and not from the classroom door.

Pupils are not allowed to leave the school grounds at any time without the permission of the Head Teacher and the parent/carer.

Transport guide to parents

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 suitable walking route. Parents who consider they are eligible for free school transport should obtain an application form from the school, Educational Services, County Buildings, Wellington Square, AYR KA7 1DR Tel – 01292 612284 and www.south-ayrshire.gov.uk/schools. These forms should be completed and returned before the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made.

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

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 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

Children are not permitted to use mobile phones within the school day. All contact between a child and home will be made via the school office. To ensure mobile phones are not lost or damaged they should be handed into the office at the start of each day.

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

It is vitally important that parents and carers provide the school with any relevant medical information for your child. If your child takes ill at school, we will endeavour to phone a parent in the first instance. If unable to contact a parent, we will telephone the emergency contact number. Please ensure telephone numbers are always kept up to date. Failure to contact a friend or relative will result in your child staying in school, or in an emergency, being taken to hospital by members of staff.

If your child requires medication to be taken or be kept in school, please complete the relevant medical form which can be obtained from the school office. Staff will not administer any medication without this form being completed.

At St. John's primary we request that if your child is unwell and not coming to school, that you telephone the school before 9.00am. A message will then be passed to your child's teacher.

Our school nurse is Lesley-Anne Clark she can be contacted on 01292 571144.

Routine Medical Health Examinations

Medical inspections are carried out with Primary 1 pupils by the school nurse. Dental inspections are also carried out at select stages and a report provided for the school. No inspections will be carried out without parental permission.

Information in Emergencies

We make every effort to maintain a full educational service, but on some occasions circumstances arise which may lead to disruption. Schools may be affected by, for example, severe weather, temporary interruption of transport, power failure or difficulties of fuel supply. In such cases we will do all we can to let parents know about the details of closure or reopening. Letters, notices in shops and community centres, announcements in local churches and announcements in the press and local radio will keep parents/guardians up to date

Health Promotion and Nutrition

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

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

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

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

For further information go to:-

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

NHS Ayrshire & Arran Oral Health Promotion Initiatives in Nursery and Primary Schools

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

Childsmile:

The Childsmile programme's aim is to improve the dental health of children in Scotland and it is funded by the Scottish Government. *Childsmile* has 3 main elements:

1. A core tooth brushing programme – free oral health packs containing a toothbrush and fluoride toothpaste are given out to children at nursery school and in primary 1 on entry to primary school. In Ayrshire & Arran, daily supervised tooth brushing takes place in all nursery schools and many primary schools. 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.**
2. ***An infant programme*** - this promotes oral health from birth. Parents of new-born 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 *Childsmile* Dental Practice.
3. ***A nursery and school programme*** - this provides preventive oral health programmes for children aged 3 years and upwards. It targets children in nursery and primary schools, who will benefit from additional preventive care. This care will involve the application of fluoride varnish to children's teeth by *Childsmile* Clinical Teams in the nursery and primary schools. The *Childsmile* and Oral Health Improvement Teams will also deliver oral health improvement messages, and be supported by Dental Health Support Workers who are the main contact point for parents, teachers, all school staff, dental practice staff and School Nurses.
4. ***For more information about the Childsmile Programme, please visit the website at:***
www.child-smile.org

The National Dental Inspection Programme:

Each year at school, all primary 1 and all primary 7 pupils will be offered a dental inspection in school, by a dentist. It is important that each child's dental health is assessed so that the child and their parents can maintain dental health and take the necessary steps to remedy any problems that may have arisen. There is also a need to monitor children's dental health at national and regional or local levels so that reliable dental health information is available for

planning and evaluating initiatives directed towards improvements. The *National Dental Inspection Programme* fulfils both these functions by providing an essential source of information for keeping track of any changes in the dental health of Scottish children.

Data Protection Act

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

How we will use the information about you and your child

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

Who we share your information with

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

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

What are my rights?

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

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

If you have a complaint

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

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

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

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

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

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

If you have no Internet Access

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

How to access our full Privacy Notice

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

Education Statistics Privacy Notice

Transferring Educational Data About Pupils

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

Why do we need your data?

In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as the SQA and Skills Development Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:

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

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

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

Your Rights and Further information

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

The Freedom of Information (Scotland) Act 2002

The Freedom of Information (Scotland) Act 2002 enables any person to obtain information from Scottish public authorities. The Act applies to all Scottish public authorities; Scottish Government and its agencies; Scottish Parliament; Local Authorities; NHS Scotland; Universities and further education colleges; and the Police.

Public Authorities have to allow access to the following information:

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

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

Helpful Addresses and Websites

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

www.south-ayrshire.gov.uk

www.education.gov.scot/parentzone/

www.hmie.gov.uk

The name of the local councillor(s)

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.

Although this information is correct at the time of printing there details may change throughout the year.

Organisation	Address	Telephone Number
Care, Learning and Wellbeing	County Buildings, Wellington Square, Ayr, KA7 1DR	03001 230900
<u>Ayr North</u> Douglas Campbell Laura Brennan-Whitefield Ian Cavana Ian Davis	County Buildings, Wellington Square, Ayr, KA7 1DR	03001 230900
<u>Ayr East</u> Chris Cullen Mary Kilpatrick Brian McGinley	County Buildings, Wellington Square, Ayr, KA7 1DR	03001 230900
<u>Ayr West</u> Siobhan Brown Martin Dowey – Ayr Lee Lyons – West Derek McCabe	County Buildings, Wellington Square, Ayr, KA7 1DR	03001 230900

Parishes:

Father David Borland
St Margaret's Cathedral
John Street
Ayr, Tel: 263488

Father David Borland
St Paul's Church

Peggieshill Road
Ayr, Tel: 260197

Father Stephen Latham
St Ann's Church
27 Annbank Road
Mossblown, Tel: 520204

www.south-ayrshire.gov.uk
www.ltscotland.org.uk/parentzone
www.hmie.gov.uk

Useful websites

Appendix 1

Policies and Practical Information

Children (Scotland) Act 1995 – <http://www.legislation.gov.uk/ukpga/1995/36/contents>

Standards in Scotland's Schools (Scotland) Act 2000 –

<http://www.legislation.gov.uk/asp/2000/6/contents>

Education Scotland's Communication Toolkit for engaging with parents –

<http://www.educationscotland.gov.uk/learningteachingandassessment/partnerships/engagingparents/toolkit/index.asp>

The Scottish Government guide Principles of Inclusive Communications -provides information on communications and a self-assessment tool for public authorities –

<http://www.scotland.gov.uk/Publications/2011/09/14082209/0>

Choosing a School: A Guide for Parents - information on choosing a school and the placing request system –

<http://www.scotland.gov.uk/Publications/2010/11/10093528/0>

A guide for parents about school attendance explains parental responsibilities with regard to children's attendance at school –

<http://www.scotland.gov.uk/Publications/2009/12/04134640/0>

Parental Involvement

Guidance on the Scottish Schools (Parental Involvement) Act 2006 provides guidance on the act for education authorities, Parent Councils and others –

<http://www.scotland.gov.uk/Publications/2006/09/08094112/0>

Parentzone provide information and resource for parents and Parent Councils –

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

School Ethos

Supporting Learners - guidance on the identification, planning and provision of support

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

Journey to Excellence - provides guidance and advice about culture and ethos –

<http://www.journeytoexcellence.org.uk/cultureandethos/index.asp>

Health and wellbeing guidance on healthy living for local authorities and schools

<http://www.scotland.gov.uk/Topics/Education/Schools/HLivi>

Building Curriculum for Excellence Through Positive Behaviour and Relationships -

outlines the Scottish Government's priority actions around positive behaviour in schools and is also a source of support –

<http://www.scotland.gov.uk/Publications/2010/06/25112828/0>

Scottish Catholic Education Service's resource 'This is Our Faith' which supports the teaching and learning of Catholic religious education –
<http://www.sces.uk.com/this-is-our-faith.html>

Curriculum

Information about how the curriculum is structured and curriculum planning –
<http://www.educationscotland.gov.uk/thecurriculum/>

Information about the outcomes a learner can expect to experience and achieve across literacy, numeracy and health and wellbeing, as well as the 8 curricular areas –
<http://www.educationscotland.gov.uk/thecurriculum/howisthecurriculumorganised/experiencesandoutcomes/index.asp>

Advice, practice and resources to support the experiences and outcomes on literacy, numeracy and health and wellbeing –
<http://www.educationscotland.gov.uk/learningteachingandassessment/learningacrossthecurriculum/responsibilityofall/index.asp>

Assessment and Reporting

Building the Curriculum 5: a framework for assessment provides guidance around the assessment framework –
http://www.educationscotland.gov.uk/Images/BtC5Framework_tcm4-653230.pdf

Information about Curriculum for Excellence levels and how progress is assessed –
<http://www.educationscotland.gov.uk/thecurriculum/howisprogressassessed/stages/index.asp>

Information on recognising achievement, reporting and profiling –
<http://www.educationscotland.gov.uk/learningteachingandassessment/assessment/achievement/index.asp>

Transitions

Curriculum for Excellence factfile - 3-18 Transitions - provides information on the transitions children and young people will face throughout their education and beyond –
http://www.educationscotland.gov.uk/publications/c/publication_tcm4660285.asp

The Additional support for learning page provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs –
<http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL>

Supporting Children's Learning Code of Practice includes specific requirements on education authorities and others under the new legislation in relation to transition –
<http://www.scotland.gov.uk/Publications/2011/04/04090720/21>

Enquire is the Scottish advice service for additional support for learning –
<http://enquire.org.uk/>

Parenting Across Scotland offers support to children and families in Scotland –
<http://www.parentingacrossscotland.org/>

Support for Pupils

The Additional support for learning page provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs –
<http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL>

Supporting Children's Learning Code of Practice (Revised edition) - provides Statutory guidance relating to the Education (Additional Support for Learning) (Scotland) Act 2004 as amended –
<http://www.scotland.gov.uk/Publications/2011/04/04090720/21>

Getting It Right For Every Child and Young Person, is essential reading for anyone involved or working with children and young people, including practitioners working in adult services with parents and carers –
<http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright>

School Improvement

Scottish Schools Online - provides a range of school information, including contact details, school roll, facilities, website, inspection reports –
<http://www.educationscotland.gov.uk/scottishschoolsonline/>

Education Scotland's Inspection and review page provides information on the inspection process –
<http://www.educationscotland.gov.uk/inspectionandreview/index.asp>

Information on how to access statistics relating to School Education –
<http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education>



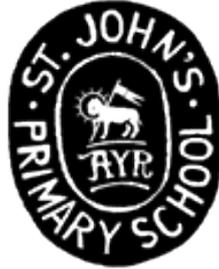
St John's Primary School



Promoting Positive Behaviour / Anti- Bullying Policy 2019-20



St John's Primary School



“Bullying is both behaviour and impact; the impact is on the person’s capacity to feel in control of themselves. This is what we term 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

In St. John’s primary the whole school community and Parishes are committed to supporting the formation of the whole person. We have an inclusive ethos which aims to honour the life, dignity and voice of each person, made in the image of God. As a Catholic school, we are a community of faith and learning, which helps our young people to come to know Jesus Christ as the son of God, to become familiar with His teaching and to use their own talents in order to give personal witness to Him in their daily lives.

The catchment area of St. John’s is very diverse and children from every decile in Ayr and the surrounding villages are represented within the school. 15% of the children in our school have English as Additional Language (EAL).

We want children to be safe, included, responsible, respected, active, nurtured, achieving and healthy. We believe that the positive promotion of the physical, emotional and social health and wellbeing of our children and their families has a direct impact on the attainment and achievement of children.

We want to support the development of a positive and respectful ethos within our school and so this policy will explain our behaviour policy and actions we take in order to support those who experience and those who display bullying behaviour.

To prevent bullying type behaviours in school, we consider the following 4 policy frameworks:

(1) The United Nations Convention on the Rights of the Child (UNCRC)

Bullying is a Breach of Children's Rights.

St. John's Primary School is very proud to be a Level 2 Rights Respecting School (RRS). The UNCRC is at the heart of the school's planning, policies, practice and ethos.

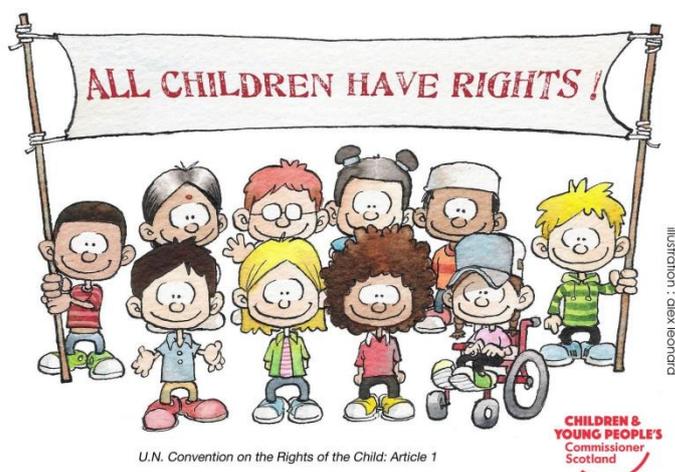
The UNCRC, article 2 states (without discrimination) "the convention applies to every child whatever their ethnicity, gender, religion, abilities, whatever they think or say, no matter what type of family they come from".

Under the UNCRC, all children and young people have the right not to be discriminated against or treated unfairly; to be treated in their best interests and to have their rights respected, protected and fulfilled. Children and young people have the right to say what they think and have their opinions taken into account; to get and share information and to think and believe what they want, as long as this is not damaging to others. Children and young people have a right to meet together and join groups as long as they do not stop others.

They have a right to respect their rights, freedoms and reputations. They should have a right to privacy and protection from attacks against their way of life, good name, families and homes; and they have the right to be protected from being hurt and mistreated, physically and mentally. Children and young people have a right to an education which encourages children to respect their own and other cultures.

Bullying behaviour goes against many of the United Nations Convention on the Rights of the Child articles and may prevent children and young people from enjoying their full rights and developing their full potential in learning and in life.

As a South Ayrshire school, we believe Education is an environment where children and young people's dignity should be respected at all times and where personality, talents and abilities should be encouraged to shine and be celebrated.



(2) Getting it Right for Every Child (GIRFEC)

This sets out how agencies and professionals should work together to promote the welfare and rights of the children and young people, and ensure that they are safe, healthy, achieving, nurtured, active, respected, responsible and included.



(3) Curriculum for Excellence

Children and young people are expected to achieve Health and Wellbeing outcomes as part of their learning experience. The area of key relevance is “Relationships”.



(4) The Equality Act 2010

This act provides protection from discrimination, harassment and victimization based on a range of “protected characteristics”. These characteristics are defined in the Act as:

Race, Sex, Disability, Sexual orientation, Religion or belief, Age, Gender reassignment, Pregnancy and maternity, and Marriage and civil partnership.

In addition to the Protected Characteristics covered by the Act, there is an expectation that other groups will be considered, for example:

Looked after children, Young carers, Children and young people living in deprivation, and Body image issues.



The Equality Act 2010

After consultation with parents/guardians, it was decided to keep the card system within the school but to include something to go along side it.

Within this policy, a number of initiatives and programmes will be explained and intertwined to ensure we are supporting the needs of all pupils. Initiatives and programmes, which were agreed by the parents/guardians were: Mindfulness, Growth Mindset and Restorative Practice. These will be in the forefront of how we deal with and manage behaviour, keeping in mind the expectations and responsibilities of staff, managers, pupils and parents/carers.

Mindfulness

Mindfulness is noticing what is happening right now around you. Mindfulness helps us create space between a strong emotion and our actions. We learn to deal with positive and negative experiences more calmly and by making better decisions. When we pay attention to our thoughts and feelings, we can respond in a more clever way, without hurting our own feelings or the feelings of others. In St John's Primary we are looking at ways to boost children's confidence in their ability and build a Growth Mindset in all of our pupils. Growth Mindset is all about what individuals believe about their ability to learn new things.

Growth Mindset

"In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment."

Psychologist Carol Dweck

A mindset, according to Dweck, is a self-perception or "self-theory" that people hold about themselves. Believing that you are either "intelligent" or "unintelligent" is a simple example of a mindset. People can be aware or unaware of their mindsets, but they can have profound effect on learning achievement, skill acquisition, personal relationships, professional success, and many other dimensions of life.

Dweck's educational work centers on the distinction between "fixed" and "growth" mindsets. According to Dweck, "In a fixed mindset, people believe their basic qualities, like their intelligence or talent, are simply fixed traits. They spend their time documenting their intelligence or talent instead of developing them. They also believe that talent alone creates success—without effort."

Pupils who embrace growth mindsets—the belief that they can learn more or become smarter if they work hard and persevere—may learn more, learn it more quickly, and view challenges and failures as opportunities to improve their learning and skills.

Within St. John's Primary School, we have informed parents about Growth Mindset and have offered resources and guides in order for parents to support their child's Growth Mindset at home. Within school we ask 10 'What Questions' in order to develop a Growth Mindset in our children:

- (1) What did you do today that made you think hard?
- (2) What happened today that made you keep going?
- (3) What can you learn from this?
- (4) What mistake did you make that taught you something?
- (5) What did you try hard at today?
- (6) What strategy are you going to try now?
- (7) What will you do to challenge yourself today?
- (8) What will you do to improve your work?
- (9) What will you do to improve your talent?
- (10) What will you do to solve this problem?

We ask children to recognise their own Mindset and to be mindful of their own thinking and of the messages they send with their words and actions.

A parent's guide to a Growth Mindset is included on the next page.

Restorative Practice

After consultation with staff, pupils and parents, we agreed that there was a place for our card behaviour system within the school and it worked for the majority of pupils, but not all. Although individual behaviour protocols are in place for individual children, we thought it was beneficial to actually get to the route of the problem and to try to restore relationships through talking to pupils and finding a way through.

Restorative approach offers us an alternative way of thinking about addressing discipline and behavioural issues and offers a consistent framework for responding to these issues. Restorative Intervention gives pupils a structured opportunity to learn to manage shame and/or take responsibility for their behaviour by addressing any harm done, reconciling damaged relationships and by considering how future problems can be avoided.

We agreed that we would use restorative measures, either when the situation arose or later that day or the next when the situation had calmed and pupils were more settled and able to rationalise their thinking.

All staff within St.John's Primary School use the following **5 Key questions** with pupils:

- (1) What happened?
- (2) What were you thinking?
- (3) How did you feel?
- (4) Who else has been affected?
- (5) What do you need to do?

Restorative approaches include looking at core skills such as listening, empathy, fair processes and being solution orientated.

Staff at St.John's have restorative conversations and restorative meetings with pupils if a situation arises and if this approach is required. This approach will work alongside the card system for behaviour within the school.

Bullying

Bullying is defined by its impact on the person/people affected as a result of the intended or unintended behaviour and actions of others. Bullying behaviour impacts on the wellbeing of those affected and results in a reduced sense of self-esteem and a negative impact on wellbeing. Bullying behaviour is typically characterised by the individual's involved perceiving difference between themselves and others.

Bullying can be expressed through **physical, emotional, verbal or intimidating behaviour** or in the form of marginalisation. People can be bullied on the grounds of age, race, gender, sexual orientation, disability, socioeconomic status, nationality, religion or other real or perceived difference.

Bullying can be subtle or it can be overt. It can cause short-term suffering for the pupil who experiences bullying behaviour or it can have long-term effects.

Bullying behaviours may include:

- Name calling, teasing, putting down or threatening;
- Ignoring, leaving out or spreading rumours;
- Pushing, hitting, tripping and kicking;
- Taking and damaging belongings;
- Online bullying: sending abusive texts, email or instant messages
- Intimidation and extortion e.g. taking someone's lunch money;
- Making people feel like they are being bullied or fearful of being bullied; and
- Targeting someone because of who they are or are perceived to be.

Expectations and Responsibilities of the Head Teacher and Managers:

- Clear policies outlining preventative measures and a range of strategies in response to bullying behaviour that are in line with authority guidelines.
- Consult with and familiarise staff, children and young people, parents and carers, including Parent Council members, with the content of these policies, working to engage staff, pupils and parents/carers as consistently active partners in minimising bullying and its impact on children and young people.
- Ensure that key staff undergo suicide prevention training, so as to be well-equipped in the appropriate language required to assess risk and support all children and young people; encourage all other staff working in schools to undergo awareness raising training.
- Regularly monitor and ensure training of all staff about bullying behaviour and responding to bullying.
- Insist upon all incidents of bullying reported or witnessed, being recorded, in line with South Ayrshire Policy as soon as possible and responded to in accordance with anti-bullying policies, with actions taken and outcomes being recorded.
- Liaise, as deemed necessary, with outside agencies to address the needs of individuals.
- Regularly monitor, whilst auditing annually, in consultation with staff and young people, about bullying incidents and the effectiveness of staff responses to minimise the negative impact on the young person.

Expectations and Responsibilities of pupils:

- Follow guidance detailed within the school's anti-bullying policy.
- Participate in any consultation regarding anti-bullying.
- Treat your peers with respect.
- If you think you are being bullied seek help by confiding in someone you trust.
- Discuss and agree what options are available.
- If the bullying is online there are many useful strategies that can be used
- Be aware of what you post and share online, and treat people with the same respect as you would if they were in the room.
- If you see someone else being bullied report it to a trusted adult.
- Use items such as 'worry' or 'bully' boxes if available.

Expectations and Responsibilities of Parents and Carers:

- Familiarise yourself with the schools anti-bullying policy.
- Participate in any consultation regarding anti-bullying.
- Attend any training offered on anti-bullying.
- Actively listen to your child or young person when they tell you about a suspected bullying incident.
- Stay calm.
- Take a lead from your child or young person as to what pace to go at. This will help restore their feeling of being in control.
- Ask them what they want you to do.
- Explore options together; there is never one single answer.
- Telling children or young people to 'hit back' is a common response but not necessarily the best or safest option.
- Contact the school and ask for an appointment.
- Work in partnership with the school to resolve the situation. Don't expect the situation to be fully resolved at the first meeting, that won't always be possible.
- Keep channels of communication open until the situation is resolved.

Preventative Measures:

- Anti-bullying week activities, with the clear message being communicated to staff, children and young people and parents/carers, that bullying behaviour shall not be tolerated.
- Anti-bullying awareness-raising sponsored events.
- Assemblies, with the emphasis on the power of acts of kindness to improve the lives of others. Conversely, children and young people shall be educated on the negative impact of bullying.
- Drama/Musical theatre anti-bullying workshops developed by the staff and children and young people, or implemented by an outside drama group.
- Posters produced by children and young people in school, as well as by professional bodies.
- Newsletters/website pages.
- Handbook information.
- Nurture group resilience and anti-bullying themes.
- Maintaining UNICEF Rights Respecting Schools accreditation and the principles taught therein.
- Curricular inputs/PSE-to include Circle time activities and discussions.

Responding to Bullying Behaviour

- Staff will use their knowledge of the children and young people and use their professional judgement when responding to incidents based on evidence and investigation.
- When a young person claims to have been experiencing bullying behaviour, each complaint will be investigated swiftly and with a consistent approach. How the person who has experienced bullying behaviour perceives his/her situation is important.
- Impartiality and confidentiality must be respected, with knowledge of the incident being limited to those directly involved with the incident and with any necessary action that follows.
- Inform Head Teacher or other designated member of staff at the earliest opportunity.
- Record reported and/or witnessed incidents in line with South Ayrshire policy.
- Assess as to whether or not immediate remedial action can be taken to resolve the situation. This can be achieved through peer mediation, or through a system whereby vulnerable children and young people receive support as part of a friendship group.
- Decide with the Named Person and in consultation with the child or young person if parents/carers are to be informed. Any decision to inform the parent should involve the child or young person and take into account informal advice from the named person or member of staff who is trusted by the child or young person. If the incident constitutes a child protection issue child protection procedures will be evoked.
- Consider if involvement of other agencies would be beneficial in supporting the needs of the young person.
- Actions by the children and young people involved in bullying behaviours may lead to exclusion and the nature of the incident shall be recorded.
- Should parents exercise their right to take further a complaint then they should follow South Ayrshire's "Listening to You" complaints procedure.

Here are a number of useful websites available on the subject of bullying:

www.bullying.co.uk
www.thinkuknow.co.uk
www.respectme.org.uk
www.childline.org.uk
www.cybermentors.org.uk
(social networking place)

Cyberbullying and Net Safety:

www.digixen.org
www.childnet.org
www.kidscape.org.uk
www.stoptextbully.com
www.ceop.police.uk

Further reading on children, childcare and bullying

www.unicef.org.uk

Promoting Positive Behaviour Policy in St. John's Primary School

The Rights Respecting School's Committee led a consultation with the school pupils and staff to look at what could be done in our classes and playgrounds to make sure children's rights were in place. As a result of the feedback, we piloted a card system in our classes which we hoped would promote our right to learn. The feedback from this was positive and as a result of this we rolled out the card system throughout the school and in the school playground.

Our behaviour policy has been discussed with and agreed by pupils, staff and parents.



Promoting Positive Behaviour in the Dinner Hall

Dinner hall Charter

To encourage positive behaviour in the dinner hall, pupils agreed and made a dinner hall charter which is displayed in the hall and in classrooms.

Children respect this right by...	Rights	Adults respect this right by...
<p>...not dropping food and litter on the floor. ...picking up any litter on the floor. ...by putting food in the food waste bin, litter in the litter bin and liquid into the funnel.</p>	<p>We all have the right to a clean environment. (Article 24)</p>	<p>...giving pupils time to tidy up. ...helping us to use the right bins. ...teaching us about the environment and recycling and how we are helping climate change.</p>
<p>...listening to children and adults. ...talking in a calm voice. ...treating everybody fairly. ...being kind to other people.</p>	<p>We all have the right to be listened to. (Article 12 and 13)</p>	<p>...listening to children. ...using a calm voice when talking to children. ...treating everyone fairly</p>
<p>...walking in the dinner hall and not pushing or skipping others in the line. ...using equipment safely. ...choosing games that are safe and fun to play.</p>	<p>We all have the right to be safe. (Article 19)</p>	<p>...looking after the children outside to make sure they are safe. ...helping children who are hurt or upset.</p>
<p>...playing games safely. ...being kind to each other. ...sharing equipment.</p>	<p>We all have the right to play. (Article 31)</p>	<p>...helping children to create games. ...spending time talking and playing with children.</p>
<p>...being kind and respectful to each other. ...letting others join in groups and games.</p>	<p>We all have the right to meet with friends and to join groups and clubs. (Article 15)</p>	<p>...helping children join in groups and games.</p>

Promoting Positive Behaviour in the classroom

As part of being a Right's Respecting School, every class must have a class charter which is discussed, agreed and displayed at the start of each school year and reviewed throughout the year if needed. This shows the rights which are being promoted in each class and it models rights and respect in all relationships between teachers/adults and pupils, between adults and between pupils. All children start each day on a **green card - 'It's Good to be Green' to promote positive behaviour**. If children do not respect the rights of others, the following steps are taken:



Green Card: this is a 'Good to be Green' card which is a visual for children to see in class. The aim is for the children to stay on a Green card and they are encouraged throughout the week by school staff and parents to stay on Green.



Yellow card: this is a verbal warning. The teacher will use this if a child is taking away the right to learn or to be safe by talking or by disruptive behaviour. They are encouraged to stay on Green before further cards. This is the first step.



Orange card: this is used after the yellow card and it means that the child has not listened to the teacher. As a result, they change their card to orange and will lose 5 minutes from their reward time. More time can be lost if a child receives an orange card again throughout the week.



Red card: this is used after the orange card and it means that even with two chances, the child has not listened to the teacher and is still not respecting the rights of others. If a red card is given, the child will change their card and will lose some time from their morning interval time by completing a **Think! Respect! sheet** under the supervision of a member of the SLT. Restorative practices will be used if needed. If a red card is issued in the afternoon, the child will complete the Think! Respect! sheet at the following interval. Supply teachers do not give out red cards unless discussed with an SLT member.

In line with our **Dyslexia Friendly School Policy**, Think! Respect! Sheets will reflect the learning needs of all pupils.

This sheet will go home to inform parents/guardians and must be signed and returned to school as soon as possible. The Think! Respect! sheets will then go to a member of the SLT to be kept as a record/log of behaviour.

Think! Respect! sheets help to reflect on the consequences of taking away other children's/adult's rights. Sometimes, a red card might have to be used straight away if behaviour is deemed to be very serious, for example physically hurting another person. If that happens, then the leadership team can be consulted and there can be a phone call/meeting with a parent/guardian or a letter home if needed. As a last resort, there could be a period of class exclusion. Cards start afresh each day; however time taken from interval can be carried over to the next day if a red card is given in the afternoon session. Loss of reward time is recorded and added throughout the week. Reward time happens on a Friday afternoon. Every class chooses different activities for reward time as is agreed with each class and their teacher.

In the Playground

If children do not respect the rights of others, the following steps are taken:



Green Card: this is a 'Good to be Green' card. The aim is for the children to stay on a Green card and they are encouraged throughout the week by playground staff to stay on Green. Positive, rights respecting language is used.



Yellow warning: this is a verbal warning. The playground assistant will use this if a child is removing the right to a safe place to play or saying things which are upsetting to others. This is the first step.



Orange warning: this is used after the yellow warning and it means that the child has not listened to the playground assistant. As a result, they will have time out in a specified area of the playground according to age and stage of child.



Red warning: this is used after the orange warning and it means that even with two chances, the child has not listened to the playground assistant and is still not respecting the rights of others. If they are given a red warning, they complete a Think Respect Sheet with a school assistant at colouring club during lunch. If behaviour is deemed to be very serious the child may be sent to a member of the SLT.

This sheet will not go home and will be signed by a school assistant. The Think! Respect! sheets will then go to a member of the SLT to be kept as a record/log of behaviour. If multiple red playground cards are given, there may be a phone call home. Restorative practices will be used if needed. A member of the SLT can support the supervision of behaviour in the playground if deemed necessary.

In line with our **Dyslexia Friendly School Policy**, Think! Respect! Sheets will reflect the learning needs of all pupils.

Think! Respect! sheets help to reflect on the consequences of taking away other children's/adult's rights. Sometimes, a red card might have to be used straight away if the child's behaviour is deemed to be very serious. If that happens, then the leadership team can be consulted and there can be a phone call/meeting with a parent/guardian or a letter home if needed. As a last resort, there could be a period of class exclusion.

We have an active school's assistant who encourages positive interactions between the children in the playground and promotes the benefits of physical activity.

If a child requires more support to stay on a green card without receiving constant warnings, which seem to have little or no effect, individual behaviour plans will be put in place both in the classroom and/or in the playground.

Class Exclusions

As a very last resort, if behaviour is deemed to be very serious, for example, another child or adult has been hurt; damage to school property or leaving the school grounds, a period of 1-3 days class exclusion could be given. This involves a child completing their curricular work in a supervised room and going outside for break and lunch at different times to those of their peers. Parents/Carers will be fed back to at the end of each day.

Other supports

Sometimes other supports are needed to run alongside the card system. These supports are groups set up to support a child's health and wellbeing targets therefore improving the attainment of the individual and supporting the work of the class teacher. Children to be supported may either require more help with regulating behaviour, have experienced trauma, have attachment difficulties or have suffered a bereavement or loss.

Targeted Intervention Groups (TIG's)

These groups can be active sporting groups, music sessions, art sessions or friendship groups which work on the individual targets of the child. These are planned and evaluated and fed back to parents/carers at Team Around the Child (TAC) meetings throughout the year.

Nurture Groups

These groups are more intense and work deeper into individual targets. The groups are very small in numbers and normally happen 2-3 days a week with a member of teaching staff and a school assistant. This group will work with the 6 Nurturing Principles:

- (1) Children's learning is understood developmentally.
- (2) It is understood that all behaviour is communication.
- (3) The Nurture room offers a safe space.
- (4) Nurture is important for the development of self-esteem.
- (5) Language is a vital means of communication.
- (6) The importance of transitions in children's lives is understood.

Parent Nurture Groups

Within St John's Primary School, we also offer Parent Nurture sessions. This is an opportunity for parent, child and school staff to work together in supporting your child's targets using the above principles.

Positive Behaviour Plans

A positive behaviour plan will be completed if necessary, detailing the needs of an individual child, including triggers, positive behaviours and concerning behaviours and what support strategies, de-escalation strategies and restorative practices are in place in the school. This will be read by and signed by the pupil (if appropriate), the parent/carer and whatever school staff are supporting the child. This will be evaluated and updated when needed,

Involvement from outside agencies

If extra support is still required, request for assistance forms will be completed and submitted for agencies such as school nurse, Barnardos, CAMHS, Learning and Inclusion Team, Homelink and Social Work.

Team Around the Child (TAC) Meetings

A formal TAC meeting will be called at least twice a year. This is an opportunity for all agencies working with the family/child to get together to ensure the child's needs are being met. A TAC meeting may also be called just with school staff to discuss progress with school supports.

Drawing And Talking Sessions

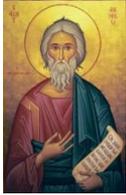
Drawing and Talking is a child-centred approach focusing on prevention, early intervention and recovery. This support is a safe and easy way to use serial drawing technique with children who have suffered trauma or have underlying emotional difficulties.



House Points

In order to reward positive behaviour from pupils, House points are available. Children from all stages are divided into 4 houses.

Houses are as follows:



St. Andrew's House
(Blue House)



St. Margaret's House
(Yellow House)



St. Ninian's House
(Red House)



St Patrick's House
(Green House)

Each house has a P.7 pupil as House Captain, a House Vice Captain and 2 prefects. They have staff representatives from both teaching and non-teaching staff. Children receive points during each term for positive behaviour, for respecting school values and following RRS charters both during assembly and throughout the week.

Points will also be awarded to houses/individuals for class work, achieving or working on targets, dinner hall and playground behaviour, manners and for class and playground lines.

House captains will be responsible for counting these points at the end of each week which will be announced at both departmental and whole school assemblies. An end of term house reward will then be given to the winning house.

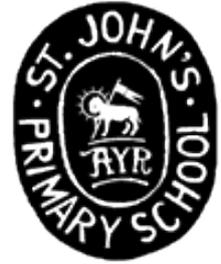
House and Vice captains are responsible for reminding their house to follow class and school charters in relation to RRS.

Assemblies

Children sit in their houses at weekly assemblies and are awarded points for positive behaviour and achievements. Our Principal teachers take departmental assemblies every week, with whole school assemblies when needed throughout the year by members of the SLT.



Stage Assemblies



Every term, each stage will have a stage assembly, where parents/guardians will be invited into the school. During this time, children will share learning, successes and achievements with parents/guardians. Members of the leadership team will always be present to give out termly certificates for work and behaviour.

Teachers can award certificates across the 4 contexts of the curriculum:

Ethos and Life of the School
Curriculum Areas and Subjects
Interdisciplinary Learning
Opportunities for Personal Development

Bearing in mind the **4 capacities of CFE**:

Successful Learner Confident Individual Responsible Citizen Effective Contributor

And in accordance to the **school values**:

- (1) Responsible
- (2) Honest
- (3) Faith filled
- (4) Respectful

School values were chosen through our RRS work where parents, children and staff were involved in the selection process.

We are currently in the process of choosing new school values.