



# Straiton Primary School Handbook 2021/22

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# Contents

<b>SECTION A</b>	<b>General School Information .....</b>	<b>1</b>
	1. Welcome by Head Teacher .....	1
	2. Statement of School Ethos, Aims and Values .....	2-3
	3. School Information.....	4-5
	• Name	
	• Address	
	• Telephone number	
	• Email address	
	• School website	
	• Denominational status	
	• Accommodation and capacity	
	• Catchment map and area	
	• House Structure	
	• Nursery Provision	
	4. School Staff .....	6
	5. Early Years Staff .....	6
	6. Management Team.....	6
	7. School Hours .....	7
	8. Enrolment .....	7
	School Holiday Arrangements .....	8
<b>SECTION B</b>	<b>Teaching and Learning.....</b>	<b>9</b>
	1. The Curriculum for Excellence.....	9-10
	2. The Core Curriculum.....	10-17
	3. Opportunities for Wider Achievement.....	18
	4. Homework Policy.....	19
	5. Assessment and Reporting .....	20-22
	6. School Improvement.....	22
	7. Support for Pupils (Additional Support Needs).....	23-27
	8. Psychological Service.....	28-29
	9. Getting it Right for Every Child (GIRFEC).....	29-30
	10. Child Protection.....	31
	11. Composite Classes .....	31-32
	12. Religious and Moral Education .....	32-33
	13. Sensitive Aspects of learning.....	33
	14. Equal Opportunities and Inclusion.....	33-35
	15. Health & Wellbeing (including the School Discipline Policy).....	35-36
	16. Pupil Voice.....	36
<b>SECTION C</b>	<b>Home / School / Community.....</b>	<b>37</b>
	1. Parental Involvement and Home School Links.....	37
	2. Parents as partners Parent Council and Parent Forum .....	38-39
	3. Choosing a school.....	39
	4. Attendance .....	40-41
	5. Routine & Expected Visits outwith the School.....	41
	6. Transferring Educational Data about Pupils .....	42-43
	7. School Uniform .....	44
	8. Transfer to Secondary School .....	44
	9. Parental Complaints Procedure.....	45
<b>SECTION D</b>	<b>Care and Welfare .....</b>	<b>46</b>
	1. Playground Supervision.....	46
	2. School Meals and Free School Meal Information.....	46
	3. Footwear and Clothing Grant Information.....	47
	4. Educational Maintenance .....	47
	5. Transport Guide to Parents .....	48-49
	6. Insurance .....	49
	7. Valuable items.....	50
	8. Use of Mobile Phones.....	50
	9. Use of Social Media.....	50
	10. Health and Medical Information.....	51-53
	11. Data Protection Act.....	53-54
	12. Freedom of Information (Scotland) Act 2002 .....	55
	13. Helpful addresses and websites.....	56

## SECTION A – General School Information

### 1. Welcome by Head Teacher

Dear Parent

*It is with pleasure that I welcome you to Straiton Primary. I hope you find this handbook useful and informative. If however, after reading it you have some queries, please do not hesitate to contact myself, any member of staff or the school office and we will do our best to help you. Here at Straiton we strive to create a purposeful and caring atmosphere in which our pupils want to learn and want to succeed. Pupils are encouraged to take a pride in themselves and in their surrounding environment.*

*Our energies and expertise are focused towards developing our pupils academically and socially and preparing them as fully as possible for the next stage in their education. We aim to help our pupils become successful learners, confident individuals, effective communicators and responsible citizens.*

*You will have many opportunities to visit the school in the coming years and to meet the people who are important in your child's education. Can we take this opportunity of stressing the importance of keeping in touch with the school. It is always best to contact us if you have any questions about school life, no matter how small or trivial they may seem. We give you our assurance that if we have any concerns about your child, you will always be contacted sooner rather than later. The school will always welcome you and we encourage you to participate in many of our varied activities.*

*When a child joins us at Straiton, we are all entering a new partnership with the aim of producing the best education for your child. I hope that together we shall work in partnership to make the years spent here a rich educational experience.*

*Yours faithfully*

*Liz Candlish  
Head Teacher*



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

At Straiton Primary School we aim to create an environment for learning that is both safe and happy, where staff, pupils and parents feel valued. We all aim to work together to support the children we teach.

Straiton Primary School fully embraces the principles of "A Curriculum for Excellence." With our partners in the Carrick Academy Cluster of schools, we endeavour to develop each child's potential as successful learner, confident individual, responsible citizen and effective contributor.

We aim to improve standards of attainment by promoting an ethos of achievement by setting targets in literacy, numeracy and health and wellbeing in line with national policy and by carefully monitoring pupil attainment including appropriate diagnostic testing.

During their time at our school, we aim to give your child/children the opportunity to fulfil their capacity as successful learners. They will be given every opportunity to make an effective contribution to the life of the school and the community and to become responsible citizens.

We aim to assist our pupils to become confident individuals through a programme of personal and social development and by building self-esteem and respect for others in preparation for Secondary Education and for life itself.

We recognise that parental involvement and support is of the utmost importance to the school and in the best interest of the child. We hope to achieve these aims with staff, parents and pupils working together in partnership.

Straiton Primary School sits at the heart of the village community and strong links with the community are encouraged.

The School Council is very supportive of the school and organises fund raising activities throughout the year.

## Our Values

Responsibility Motivation Respect Friendliness Honesty



## Our Vision

Our shared vision for Straiton Primary School is to create a happy, honest, friendly and motivated environment with respectful and responsible pupils and staff. Within our school and wider community we celebrate our successes and achievements and we aim to flourish and grow in every aspect of learning, preparing us for the next stage of our journey.

### 3. School Information

Name	Straiton Primary School
Address	27 Newton Stewart Road, Straiton, Ayrshire, KA19 7NH
Telephone Number	01655 885808
Email address	<a href="mailto:straiton.mail@south-ayrshire.gov.uk">straiton.mail@south-ayrshire.gov.uk</a>
Website	<a href="https://blogs.glowscotland.org.uk/sa/straitonpsandeyc/">https://blogs.glowscotland.org.uk/sa/straitonpsandeyc/</a>
Head Teacher	Mrs Liz Candlish 01655 885808
Denominational status	Non-denominational
Teaching through Gaelic	Not offered
Accommodation and capacity	Capacity - 50 Current role (January 2021) - 15 Parents should note that the working capacity of the school may vary dependent upon the number of pupils at each stage and the way in which the classes are organised.
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 <a href="http://www.south-ayrshire.gov.uk">www.south-ayrshire.gov.uk</a> Catchment map and area (available from School Management Section, Educational Services, County Buildings, Wellington Square, Ayr, KA7 1DR. Catchment area can be viewed on <a href="http://www.south-ayrshire.gov.uk/schools/straitonprimary/">http://www.south-ayrshire.gov.uk/schools/straitonprimary/</a>

<b>House Structure</b>	3 houses - Balbeg, Blairquhan, Schlenteuch
<b>Early Years Provision</b>	Early Years Class 9am - 3pm

**4. School Staff**

Name	Designation
Mrs Liz Candlish	Head Teacher / Child Protection Co-ordinator
Miss Emma Carroll	Principal Teacher/Class Teacher
Mrs Anne Riddicks	Class Teacher
Mrs Louise Scobie	Clerical Assistant
Mrs Jacqueline Brown	School Assistant
Mrs Julie Walker	Janitor/Cleaner/Catering Assistant
Mr Paul Henderson	Guitar Instructor (Friday morning)
Rev W. Gerald Jones	Chaplain

**5. Early Years Staff**

Name	Designation
Mrs Liz Candlish	Head Teacher
Miss Emma Carroll	Principal Teacher
Miss Karen Butcher	Early Years Practitioner
Miss Hazel Limond	Early Years Practitioner

**6. Management Team**

Name	Designation
Mrs Liz Candlish	Head Teacher
Miss Emma Carroll	Principal Teacher



## School Hours

<i>Open</i>	9.00 am
<i>Interval</i>	10.45 am - 11.00 am
<i>Lunch</i>	12.15pm - 1.00 pm
<i>Close</i>	3.00 pm

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### **8. Enrolment**

Children who reach the age of 5 years before 1<sup>st</sup> march of the following year are eligible for enrolment for Primary 1 beginning in august each year. Parents of children who reach the age of 5 during January or February are entitled to request deferred entry. Further information can be obtained from the school.

The main enrolment exercise for Primary 1 takes place in January when pupils register for education who are due to start in August. Parents should bring their child's birth certificate with them, and proof of residence. For enrolment at all other times parents should contact the school office and make an appointment to meet the Head Teacher (unless you are making a placing request, see section Choosing a School).

Children who live in the catchment area of a particular school are required to enrol at that school. There they will be informed of their right to make a placing request to another school of their choice and the conditions pertaining to that request. The school can provide details of which streets are in our catchment area.

# SOUTH AYRSHIRE COUNCIL

## Educational Services

### Approved School Holiday Arrangements: 2021/2022

Term	Break	Dates of Attendance			Cumulative Working Days
First	Mid Term	Teachers ( <b>Inservice</b> )	Tues	17 Aug 2021	
		Teachers ( <b>Inservice</b> )	Wed	18 Aug 2021	
		Pupils return	Thurs	19 Aug 2021	
		<i>local holiday</i>	Fri	17 Sept 2021	
		<i>local holiday</i>	Mon	20 Sept 2021	
		Close	Fri	8 Oct 2021	
		Teachers ( <b>Inservice</b> )	Mon	18 Oct 2021	
		Re-open (Pupils)	Tues	19 Oct 2021	
		Close	Wed	22 Dec 2021	
85					
Second	Mid Term	Re-open	Thurs	6 Jan 2022	
		Close	Thurs	10 Feb 2022	
		<i>local holiday</i>	Fri	11 Feb 2022	
		<i>local holiday</i>	Mon	14 Feb 2022	
		Teachers ( <b>Inservice</b> )	Tues	15 Feb 2022	
		Re-open (Pupils)	Wed	16 Feb 2022	
		Close	Fri	1 Apr 2022	
		145			
Third		Re-open	Tues	19 Apr 2022	
		<i>local holiday(May Day)</i>	Mon	2 May 2022	
		Close	Wed	4 May 2022	
		Teachers ( <b>Inservice</b> )	Thurs	5 May 2022	
		<i>Re-open (Pupils)</i>	Fri	6 May 2022	
		<i>local holiday</i>	Mon	30 May 2022	
		Close	Wed	29 Jun 2022	
		195			
NB	Session 2022/23  Good Friday: 15 April 2022	<i>local holiday</i>	Wed	17 Aug 2022	
		Teachers ( <b>Inservice</b> )	Thurs	18 Aug 2022	
		Teachers ( <b>Inservice</b> )	Fri	19 Aug 2022	
		Pupils return	Mon	22 Aug 2022	
		<i>Pupil's attendance will be 190 days after deducting 5 in-service days.</i>			

## SECTION B - Teaching & Learning

### 1. The Curriculum for Excellence

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

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

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

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

Curriculum for Excellence develops **skills** for learning life and work to help young people go on to further study, secure work and navigate life. It brings real life into the classroom, making learning relevant and helps young people apply lessons to their life beyond the classroom. It links **knowledge & 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.

## 2. The Core Curriculum

Guidelines for the curriculum are provided at National Level by the Scottish Government, by South Ayrshire Council and by other agencies. In Straiton Primary, the curriculum is designed taking these guidelines into account to provide a balanced programme of learning based on Curriculum for Excellence. All pupils work at their own level with pupils setting achievable targets in their learning. There will be increased opportunities for personal achievement.

Across all stages of the school, our pupils learn in an active way. Children are given the opportunity to interact, discuss, discover and learn from each other. They work and learn together in a co-operative way, making decisions and directing a lot of their own learning.

### **Curriculum for Excellence, Summary of structure**

Looking at the curriculum differently:

- Opportunities for personal achievement
- Interdisciplinary projects and studies built in
- Ethos and life of the school as a community
- Curriculum areas and subjects

Interdisciplinary aspects built in:

Enterprise; Citizenship; Health; Creativity; Sustainable development; Problem solving; Developing informed attitudes.

Designed around seven principles:

Challenge and enjoyment; Breadth; Progression; Depth; Personalisation and choice; Coherence; Relevance.

Developing four capacities of learners:

- Confident individuals
- Effective contributors
- Successful learners
- Responsible citizens

Curriculum focus:

- Health & well being
- Languages
- Mathematics
- Sciences
- Social studies



- Expressive arts
- Technologies
- Religious and moral education

### ***Language and Literacy***

Language is at the heart of children's learning. Through language they receive much of their knowledge and acquire many of their skills. Language enables children both to communicate with others effectively for a variety of purposes, and to examine their own and others' experiences, feelings and ideas, giving them order and meaning. Because language is central to children's intellectual, emotional and social development it has an essential role across the curriculum and helps pupils' learning to be coherent and progressive.

Straiton Primary School attaches a high priority to giving pupils a command of the English language and the ability to use it appropriately and concisely to convey meanings. This includes have a knowledge about language; listening attentively; talking to the point; reading with understanding; and writing fluently and legibly with accurate spelling and punctuation. The school can best order or structure English language work by referring to the four outcomes of language - **Listening, Talking, Reading and Writing** - and the purposes for which they are normally used.



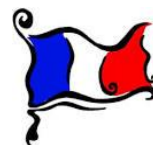
We use a variety of resources to support learning and teaching to include interactive reading programmes at all stages, the introduction of literature circles in the upper school and the use of I.C.T.

We have a progressive skill based programme for Spelling, Writing, Handwriting, Grammar and Phonics.

### ***Modern Languages***

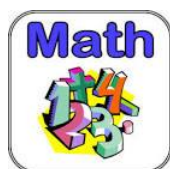
This session we are implementing the language learning in Scotland - 1+2 approach which is the integration of modern languages into everyday classroom situations. The Scottish Government's policy, Language Learning in Scotland: A 1+2 Approach, is aimed at ensuring that every child has the opportunity to learn a modern language from P1 onwards.

Additionally, each child should have the right to learn a second modern language from P5 onwards. The policy should be fully implemented across the country by 2020.



With the support of Carrick academy we are starting to build capacity for the teaching of two languages in addition to English now. At present French and German is taught in all classes.

### **Mathematics**



Mathematics plays an important role in our lives. It is used in everyday activities such as buying food and clothes, keeping time and playing games. We view mathematics as a problem-solving activity supported by a body of knowledge, which will help our children understand the world about them and prepare them to act effectively in work, in recreation and in the roles as citizens. To this end the children will use problem solving and enquiry skills and study the following **aspects of mathematics**;

- ♦ *information handling;*
- ♦ *number, money and measurement;*
- ♦ *shape, position and movement.*

Although there are required targets for each stage, progression in Mathematics is dependent on the pupil's abilities and no pupil will be forced into tackling work which is beyond his/her capabilities.

Our aim is to support the development of skills which allow our pupils to think in a strategic way, think independently and understand the practical implications of maths in everyday living. The school uses Heinemann Active Mathematics as a core resource and staff use a range of interactive activities and practical experiences to help pupils understand the real life implications of what they are learning.

Essential features of this course are activity and experience so that the child understands each process. This is then followed by consolidation practice. By learning mathematical skills in this way the subject can be seen as a meaningful and useful tool. Mental maths is practised throughout the school on a daily basis using a 'Big Maths' approach and children are encouraged to develop and use mental maths strategies.

### **Health and Wellbeing**

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

Children and young people 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.

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

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

It also enables some to perform at high levels in or prepare for careers within the health and leisure industries.

Time is set aside each week to develop the children's personal and social skills. 'Privilege Time' is used to reward good behaviour. Good behaviour is rewarded and this links to behaviour in the playground. The Health and Wellbeing Coordinator, Miss Carroll, liaises with all staff and pupils.

Pupil Council in the school involves all children and the nursery children are involved when appropriate. Regular meetings are held. Children's views are respected and taken into account as much as possible.

This session we are implementing Rights Respecting Schools and are on our Journey to the Rights Respecting School Award (RRSA). The rights respecting schools award seeks to put the UN convention on the Rights of the Child (CRC) at the heart of a school's culture and ethos to improve well-being and develop every child's talents and abilities to their fullest potential

The children benefit from at least two hours of Physical Education per week. Programmes are in place for both classes.

Health education is delivered through a planned programme of lessons in cooperation with health agencies e.g. Dental support, Jump Start and the School Nurse. Our school nurse helps in the delivery of this subject including specific aspects like sex education and puberty. A small group of pupils are Junior Road



Safety Officers are responsible for promoting road safety in the school. The P5, 6 and 7 Pupils take part in Bikeability.

### **Sciences**

Children and young people participating in the experiences and outcomes in the sciences will:

- develop a curiosity and understanding of their environment and their place in the living, material and physical world
- demonstrate a secure knowledge and understanding of the big ideas and concepts of the sciences
- develop skills for learning, life and work
- develop skills of scientific inquiry and investigation using practical techniques
- develop skills in the accurate use of scientific language, formulae and equations
- recognise the role of creativity and inventiveness in the development of the sciences
- apply safety measures and take necessary actions to control risk and hazards
- recognise the impact the sciences make on their lives, the lives of others, the environment and on society
- develop an understanding of the Earth's resources and the need for responsible use of them
- express opinions and make decisions on social, moral, ethical, economic and environmental issues based upon sound understanding
- develop as scientifically literate citizens with a lifelong interest in the sciences
- establish the foundation for more advanced learning and, for some, future careers in the sciences and the technologies.

We develop Science in our school using a rolling program of science topics, some taught discretely and some through Interdisciplinary learning.

### **Religious and Moral Education**

Religious and moral education enables children and young people to explore the world's major religions. Through this they learn about the beliefs, values, practices and traditions of Christianity and the world religions selected for study, other traditions, and viewpoints independent of religious belief. They also develop respect for others and an understanding of beliefs and practices which are different from their own. We look for opportunities to celebrate diversity at Straiton Primary School and encourage children to discuss family traditions and religious celebrations from all faiths.

Religious and moral education includes learning about Christianity and other world religions, and supports the development of beliefs and value.



A programme of study in religious and moral education has been agreed to help our pupils to:

- Develop a knowledge and understanding of Christianity and other world religions and recognise religion as an important expression of human experience
- Explore moral values such as wisdom, justice, compassion and integrity
- Investigate and understand the response which religion can offer to questions about the nature and meaning of life
- Develop skills of reflection, discernment, critical thinking, about deciding how to act when making moral decisions.
- Develop their beliefs, attitudes, moral values and practices through personal search, discovery and critical evaluation, and make a positive difference to the world by putting their beliefs and values into action.

We have regular assemblies. The School enjoys strong links with Straiton Parish Church. Regular assemblies involve our local minister, Rev Gerald Jones.

Parents with different faiths or beliefs other than Christianity may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Only written request 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.

Religious Observance is planned into the year plan to incorporate at least six sessions e.g. Remembrance Day Assembly, Christian Aid Assembly, Holocaust Presentations, Eco School Achievements, Field of Hope Gathering are possible examples. We try to make these as relevant as possible for the pupils.

Other Assembly themes are linked to Creating Confident Kids - a resilience programme for primary.

### **Social Studies**

The learning in social subjects is organised into 3 areas:

#### **Social Studies-**

**People and place**  
**People in the past**  
**People in society**



We feel that **HOW** the children learn is as important as **WHAT** they learn. Children are encouraged to learn by being involved and the key words are activity and enquiry.

Through our programme, we hope to foster in our pupils, interest in current issues, appreciation of and care and concern for responsible use of our environment and also respect and tolerance for other peoples points of view.

The topics offer ample opportunities for active learning, fieldwork and when appropriate, excursions to places of interest and involvement with the local community. They are planned in a discreet and cross curricular way. Pupils are involved in planning their learning with their teacher.

Our current Social Studies programme allows for greater emphasis on studying the local area as a starting point before going on to study topics of a more general, national or international significance.

### **Expressive Arts**

This includes art and design, drama, physical education and music. These activities are an important element in the curriculum. They are not only valuable in themselves, they are a source of great satisfaction to the children and contribute to the all-round development of the child.

#### **Art and Design**

This is seen as an important aspect of the pupil's work. It develops the child's creative ability and is a source of much pleasure and satisfaction. Art and Design activities promote the discovery and understanding of ideas and feelings and provide a means of expressing these visually.

Some of the work done individually, some is in group activity, thus promoting the importance of team-work, patience, tact and tolerance!

Shape, colour and texture are investigated in a variety of ways and with the use of many different materials. The children are given the opportunity to develop their capacity to invent, create and interpret images and objects, design, make and evaluate and gain insight into technological processes.

As well as developing a child's creative, artistic and practical ability, this also provides many valuable conversations on taste in art, maths and other areas of the curriculum. It is thus also useful as an aid to the pupil's language development, as their vocabulary and ability to express and understand ideas is increased.

### **Physical Education**

Physical education covers a wide range of activities centred in the mobility and control of the body. The school aims to extend the child's natural movement to become more skilful in games, gymnastics and dance. The children are given opportunities for the development of physical competencies, social skills, fitness and a healthy lifestyle.



Our Active Schools Coordinator, Ryan Douglas organises various opportunities for children to experience new activities and to work with other pupils within the Carrick Cluster. Last session senior pupils completed 'Young Leaders' training to enable them to deliver fitness sessions. This session pupils will embark on 'Awards of Achievement' which is a programme aligned to Duke of Edinburgh for secondary schools.

Pupils in P5 are given five weeks swimming instructions at Maybole Swimming Pool.

### **Drama**

Dramatic play makes an important contribution to the development of children. Drama stimulates language and helps in concentration and listening skills. As children mature, sessions in drama move from the simple "role play" for infants to the exploration of themes - historical episodes and events, from the fiction they are reading therefore developing a range of dramatic skills and techniques. The emphasis is on using spoken language with confidence; and in situations which help to develop insight into other people's views and circumstances.



### **Music**

During their music lessons the children will be encouraged to take an active part in music making, to invent music and to listen and respond to music. This will include singing and the playing of instruments and may involve the performances, which involve the other areas of expressive arts.

### **Technologies**

The role of technology in our ever changing world is huge. Technology includes creative, practical and work-related experiences and outcomes in business, computing science, food, textiles, craft, design, engineering, graphics and applied technologies.

We give all children access to all areas of ICT and offer them the opportunity to develop skills in ICT across the curriculum. The computer is used to support and develop other learning which is taking place in the classroom.

The children are encouraged to use multi-media techniques throughout the curriculum. Pupils and staff use Learning Teaching Scotland's ICT resource GLOW which addresses



every curricular area and allows inter school work as well as the ability to log on at home.

### **3. Opportunities for Wider Achievement**

This year we have been fortunate in having volunteers to run activities such as, science, crafts, rugby and multi sports.

The councils 'Active Schools Co-ordinator' promotes healthy lifestyle activities throughout the school. Last session this included rugby, dance and athletics. The assistance of parents in pursuit of out of class activities is always welcome and any parent who is able to use his or her talents or interests in this way will receive the full support of the school. We are happy to accept any offers of help to develop this further.

Every year P5/6/7 attend an outdoor centre for example Inverclyde/Dolphin House.

All of these activities help to support the development of successful, engaged pupils playing a full part in the life of their school and community who go forward with self-confidence based on a personal success and a feeling of high self-esteem.

#### 4. Homework Policy



Effective home-school partnerships are essential to ensure that children achieve their full potential. While the pupil is preparing set work the parent can be constantly aware of what is being undertaken in class. Homework activities at all stages of the school enhance the learning taking place in the classroom. Tasks are carefully planned and integrated with class work. Through the variety of activities set each week, children are able to have opportunities to consolidate skills, develop new skills, deepen their understanding of subjects and experience a sense of satisfaction and achievement. Homework should be varied, enjoyable and give children a range of experiences which consolidate skills acquired.

Certain forms of homework can form a link between home and school, helping the child to develop a pattern of individual study which will prove useful in later years of schooling

Parents can play a very valuable role in several ways - being interested in their child's school life, making sure that any homework set is done in a peaceful relaxed working environment and giving praise for work well done. We would ask however, that parents do not try to teach their child by the methods familiar to themselves - this will probably confuse the child. At every stage reading to and with a child is one of the most valuable experiences any parent can give their child. Anyone wishing further advice should contact the Head Teacher.

It is difficult to be exact as to how much time children should spend on homework as this will depend on the tasks set and the individual child. However as a general guide pupils in Primaries 1-3 should spend approximately 15-20 minutes daily; pupils in Primaries 4-5 between 20-30 minutes and pupils in Primaries 6-7 approximately 30-40 minutes. Although some project work, modelling and craft activities may keep them interested and motivated for longer periods.

Homework tasks will be appropriately assessed. Teachers will give the children feedback about their efforts and this will be reported up in our annual parent report sheet so it is very valuable.

## **5. Assessment and Reporting**

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

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

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

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

### **National Standardised Assessments**

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

The exercises in the tests are adaptive to your child's response and offer an evaluation of your child's skills in these key areas. In other words, the system is designed so that if a child is struggling with the questions they will get easier, and if a child is doing well the questions will become more challenging.

A time limit of 50 minutes for each assessment has been set. This is an absolute maximum, to ensure that no child feels an unnecessary time pressure when undertaking the assessments. Your child will not be expected to take assessments covering reading, writing and working with numbers in one sitting.

In South Ayrshire, national standardised assessments will usually take place when the teacher feels it is appropriate. The assessments will, as far as possible, accommodate the needs of children who require additional support.

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

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

### **Tracking and monitoring Progress**

The progress of individual learners is tracked and monitored during the session.

Children are learning within, and being assessed on a particular level depending on age, stage and ability.

Assessment, where staff track and record children's progress through learning at all levels - Early, First and Second. Assessment is not an add-on to learning, but is integral to daily classroom practice.

Expectations about progression through curriculum levels are shown in the table below.

<b>Curriculum Level</b>	<b>Stage</b>
Early	The pre-school years and Primary 1
First	To the end of Primary 4
Second	To the end of Primary 7
Third, Fourth	S1 to S3 (Fourth level broadly aligns to SCQF Level 4)
Senior Phase	S4 to S6 and college or other means of study

Class teachers assess on an on-going basis and record next steps for children in daily planning documentation. Pupils play a significant part in assessment, and will have regular discussions with school staff about their learning, next steps and areas of strength. Each child has a personal learning plan, which shows clear steps in each child's learning throughout each stage of the school. Both child and teacher make comment on their learning within this document.

Children with specific difficulties will have an Individual Education Programme which will be evaluated termly. Parents will be kept informed of events in the school year by a number of 'Newsletters' which are issued termly

Parents are invited into school termly to take part in our 'Sharing Times' where parents and pupils set targets for the term and evaluate previous



targets. Also each term a curricular newsletter is sent home showing parents a detailed plan of curriculum development for each class. Information Evenings are arranged periodically throughout the year to keep parents informed of methodology, new schemes etc.

The Curriculum for Excellence assessment data and the data relating to pupils performance in SQA examinations in the senior phase (S4-S6) for South Ayrshire schools is reported to members of the public in the annual performance report, which is published in February each year.

## **6. School Improvement**

### **How has the school improved over the last twelve months?**

The annual *Standards and Quality Report*, latest version produced in June 2020, can be accessed through the school website (<https://blogs.glowscotland.org.uk/sa/straitonpsandeyc/>) under the 'Policies' area. The purpose of this report is to provide a summary of the quality of education in Straiton Primary over the course of the previous session (2019/20). It highlights the achievements of the school, details what the school does well and also summarises identified areas for improvement.

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

Also in the 'Policies' area of the website is the annual School Improvement Plan 2020-2021. The purpose of this document, which was developed in consultation with staff and shared with parents through Parent Council meetings, is to outline the main improvement priorities and objectives over the course of session 2020/2021.

### **What additional information is available to parents?**

Our school website is well maintained and it contains a wealth of information about the school. Straiton Primary School policies can be found in the 'Policies' section on the school blog at <https://blogs.glowscotland.org.uk/sa/straitonpsandeyc/>.



## **7. Support for Pupils - Additional Support Needs**

### **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 on-going 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 'look 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 outwith education that will last for longer than 1 year. For further information see [www.enquire.org](http://www.enquire.org).

**Supports available**

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

- Psychological Services
- Peripatetic Services e.g. Visual Impairment and Hearing Impairment
- 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](http://www.south-ayrshire.gov.uk/listeningtoyou)

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

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

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

**Quality Improvement Manager**

County Buildings  
Wellington Square  
AYR  
KA7 1DR  
Tel: 01292 612201

**Principal Educational Psychologist**

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

**Co-ordinator (Inclusion)**

Educational Services  
County Buildings  
Wellington Square  
AYR  
KA7 1DR  
Tel: 01292 612406, 612292 or 612504

**Enquire**

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

**Scottish Child Law Centre**

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

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

**Resolve**

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

**Advocacy Service**

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



## **8. Psychological Services**

Educational Psychologists have five elements to their service delivery including:

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

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

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 Coordinator. The school can then consider what preliminary assessments and interventions may be required to support your child. If further advice or intervention is required schools can arrange a consultation with the school's educational psychologist. See the service's website for further details on what a parent can expect from a consultation with an educational psychologist.

If a parent has particular concerns they wish to discuss further with their school's educational psychologist they can contact the Psychological Service themselves 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 Services case files if there is to be direct work with a child or family or there is a high frequency of consultations required. Again parental permission is sought prior to opening a Psychological Services case file.

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

## **9. *Getting Right for Every Child (GIRFEC)***

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

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

If a child needs help or support, the 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 3<sup>rd</sup> 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**.





### Information Sharing

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

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

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

The named person in Straiton Primary School is Liz Candlish.



## 10. Child Protection

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

- helping them learn about their personal safety, including internet safety;
- being a trusted adult who children and young people may turn to for help, and who will take them seriously
- identifying when children and young people may need help; 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 who is Mrs Candlish or another member of staff.



## 11. Composite Classes

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

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

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

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

## **12. Religious and Moral Education**

The school adheres to the aims of the Curriculum for Excellence and moral education document.

- To help pupils to develop a knowledge and understanding of Christianity and other world religions.
- To appreciate moral values such as honesty, liberty, justice, fairness and concern for others.
- To investigate and help children understand what religion has to offer.
- To develop their own beliefs, attitudes, moral values and practices through personal research.

Religious Education is seen as an integral part of the general school education and not as a separated, different activity. The programme gives a prominent place to Christianity and includes exploration of 2 other major faiths Judaism and Hinduism. Pupils have a need to understand how important religious faith is to the believer and to develop sensitivity and tolerance to the beliefs of others especially where they differ from one's own.

Our school chaplain is the Rev. Gerald Jones who attends the school regularly. He also contributes to, and conducts services for the school, at Easter, Christmas and at the end of the summer term.

Parents have the right to withdraw their child from religious education and/or religious observance. Any parent who does not wish his or her child to take part

should contact the head teacher so that alternative arrangements may be made for the child.

Parents from religions 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.

More information can be found in the National Guidance on Religious Education (1993) in the section on guiding principles and aims and must include reference to the parental right of withdrawal and how it may be exercised. This policy is the national advice given out in SOIED Circular 6/9, the Education (Scotland) Act 1980 and the Scottish Government Circular February 2011, 'Curriculum for Excellence - Provision of Religious Observance in Schools'.

### ***13. Sensitive Aspects of Learning***

The 3-18 curriculum enables the pupils to receive a broad, general education until they reach year four in secondary school. At various stages within the primary school, aspects of emotional and physical development programmes will be introduced and developed with pupils. Prior to these programmes being implemented, we will always write to parents to ask if they would wish to withdraw their child from these lessons.

### ***14. Equal Opportunities and Inclusion***

At Straiton Primary School we would endeavour to treat everyone equally and fairly regardless of sex religion or ethnic origin. We would ensure that everyone had the same opportunity for learning and that education was accessible to all. Please feel free to contact the head teacher with any questions concerning this area.

In our present multicultural society, we hope to foster an attitude of respect and tolerance to different races and ethnic minorities and expect each pupil to treat others as they themselves would expect to be treated.



To promote this statement we undertake to:

1. Make all areas of the curriculum available to boys and girls alike.

2. Apply disciplinary measures in a uniform manner to both sexes.
3. Allocate tasks within the school fairly.
4. Avoid the use of any language, or texts, by staff or pupils which could be looked upon as racist or sexist.

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 (Additional Support For Learning Act 2004)(Amended 2009);
- ***Staged intervention:*** If there are concerns about how a child or young person is coping within a mainstream placement, the model of staged intervention will be followed and this may include Team Around the Child meetings to assess and plan with available resources (Additional Support for Learning Act 2004) (Amended 2009). There is a particular focus in gathering the views of children, young people and their parents relating to the support required to minimise barriers to learning;
- ***Links to community:*** If it is agreed that a placement outwith a child's community is appropriate to meet their needs, it is important to consider ways in which a child can maintain links and relationships with peers from their own community (Additional Support For Learning Act 2004)(Amended 2009);
- ***Involvement of child and parent/ carer:*** It is vital that the child and young person and parents/ carers are involved in all of these processes, and that the child or young person's views are taken account of in any decisions made. (UNCRC) , (Additional Support For Learning Act 2004)(Amended 2009) and the Children (Scotland) Act 1995);
- ***ASN legislation:*** all processes and meetings will comply with the timescales of the ASN legislation.

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

## **15. Health and Wellbeing**

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

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

The positive development of good discipline and the value of school rules should be emphasised. Procedures for promoting positive relationships and support should be set out.

The need for parental co-operation should be stressed

Personal and Social Development is concerned with the development of life skills. Through this, the pupils are encouraged to value themselves, to be aware of others and their needs and how to keep themselves safe.

In Straiton we have created a community which provides a warm, caring and supportive atmosphere by treating the pupils as individuals, listening to their needs, offering equal opportunities to all, stressing positive achievements and encouraging strong links between parents, children and the school.

### **Pupil Behaviour**

The relationship between pupils and teacher is similar to that between the child and his/her own parents requiring mutual consideration on both sides.

Discipline is seen to be the joint responsibility of all staff and extends to include a partnership with parents.

At Straiton we focus on encouraging and rewarding good behaviour and dealing quickly with discipline problems in a fair and consistent manner. Our aim is to

help children who are causing problems to become more in control of their own behaviour.

Good discipline and happy children are the product of home and school working together in close partnership.

We prefer to notify parents at the early stages of difficulty. We particularly appreciate and value the co-operation of parents.

For an organisation such as a school to function efficiently and provide a safe, hardworking environment, a framework of rules must exist and be observed.

The school follows a Discipline Policy, which has been fully explained to the pupils and can be accessed on our school website.

## **16. 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.

## SECTION C - Home / School / Community

### 1. Parental Involvement and Home School Links

It is a firm policy of the school to involve parents in their children's education at every opportunity. The staff very much appreciate the interest and co-operation of parents in the work and activities of the school. This interest encourages positive relationships between school and home and results in pupils feeling more confident in school.

Parents' evenings are held on two evenings of the school year (with staff in attendance) to discuss pupil progress. Further evenings and afternoons for parents are organised throughout the term to pass on information to parents e.g. about new initiatives their child is involved in. These take the form of workshops.

The school is most aware of its role in the community and seeks to foster in the pupils a sense of community and an awareness of needs of others. All parents and friends of the school are kept informed by letter and bulletin of routine and special activities and meetings.

Termly newsletters are sent out to parents.

The school website <https://blogs.glowscotland.org.uk/sa/straitonpsandeyc/> contains copies of all newsletters, School Improvement Plan and Standards and Quality Report as well as other relevant information. Parents are invited to comment and all comments are answered.

The school regards the relationship between Home and School as a partnership and wishes to promote this co-operation at all times.

If you are able to help in any way, please contact the school.  
You will be made most welcome.





## **2. Parents as Partners**

### **Parent Council and Parent Forum**

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

- involved with their child's education and learning;
- be active participants in the life of the school; and
- express their views on school education generally and work in partnership with their children's schools.

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

- receive information about the school and its activities;
- hear about what partnership with parents means in our 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 your opinion by the parent council on issues relating to the school and 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).



Parent Council Chair: Isla Hardy (contact through school)

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

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

National Parent Forum of Scotland - [enquiry@parentforumscotland.org](mailto:enquiry@parentforumscotland.org)

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

### 3. *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.southayrshire.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.

#### **4. 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 outwith the school holiday when the option is available of taking leave during the school holiday, the absence will be considered unauthorised.

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

- 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 now follow-up all instances of pupil 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.

Parents should contact the school by 9.30am in the first day their child is unable to come to school, providing an explanation and an estimated day of return.

#### **5. Routine and Expected Visits Outwith School**

Straiton Primary School recognises the need for young people to be regularly involved in outdoor activities and learning which will involve visits outwith the school. These visits will be routine and are expected part of 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 outwith 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.

## 6. Transferring Educational Data about Pupils



The Scottish Government and its partners collect and use information about pupils in schools (e.g. the number and characteristics of pupils, their attendance, absence and exclusions, their attainment and their destination when leaving school) to help to improve education across Scotland.

This note explains why we need this information, how we use it and what we do to protect the information supplied to us.

### Why do we need your data?

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

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

### Data policy

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

Education data within Scottish Government is managed effectively by secure systems and is a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions in

respect of individuals. Data is held securely and no information on individual pupils can or would be made publicly available by Scottish Government.

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

### **Your data protection rights**

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

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

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

### **Concerns**

If you have any concerns about the ScotXed data collections you can email the Head of Schools Analysis, Mick Wilson, at [mick.wilson@scotland.gsi.gov.uk](mailto:mick.wilson@scotland.gsi.gov.uk) or write to The ScotXed Support Office, Area 2D, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print.

## **8. 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 school uniform consists of white/blue polo shirt, Dark Blue Sweatshirt with grey/black/navy skirt/trousers. Sweatshirts/Polo shirts with logo can be purchased from The National Schoolwear Centre, Dalblair Road, Ayr although this is not essential.



## **9. Transfer to Secondary School**

Pupils are normally transferred between the ages of 11  $\frac{1}{2}$  and 12  $\frac{1}{2}$  to ensure that they will have the opportunity to complete at least four years of secondary education. Parents will be informed of the transfer arrangements no later than December of the year preceding the date of transfer.

## **10. Parental Complaints Procedures**

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

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

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

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

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

Care Inspectorate, Sovereign Road, Suite 3, Academy Road, Irvine, Ayrshire  
KA12 8RL



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## SECTION D – Care and Welfare

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### **1. Playground Supervision**

An adult presence is provided in playgrounds at break times. All primary schools with 50 or more pupils, in terms of the Schools (Safety and Supervision of Pupils) (Scotland) Regulations, 1990 must have adult presence.

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

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

Meals are delivered to the school from Cairn Primary. The present cost is £2.15 per day. The school office sends out menus for meals weekly for the following week and payment is made to the school office at the end of each week (P1-3 are free). Special menu requests will be accommodated e.g. halal, vegetarian meals. Packed lunches are taken in the school dining hall with the school lunch pupils. After lunch, the children clean their teeth and have playground time.

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 **£7330**), 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 school meal. Information and on-line application forms for free school meals can be accessed from the above link.

Free school meals are available to all P1-P3 pupils.



### **3. Footwear and Clothing Grant Information**

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

Children of parents receiving Income Support, Job Seekers Allowance (Income Based), Child Tax Credit (only where income is less than £16,105. Child tax credit and Working Tax Credit (where income is less than £16,105, Universal Credit where earned income is £610 or less per month. Income related element of Employment and Support Allowance, Council Tax Reduction, Housing Benefit and Support under part VI of the Immigration and Asylum Act 1999 are entitled to a footwear and clothing grant. Information and application forms for footwear and clothing grants may be obtained from Schools, Customer Service Centres and from Education Support Services, County Buildings, Wellington Square, Ayr, KA7 1DR Telephone 01292 612168.

### **4. Educational maintenance allowance (EMA)**

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

Information and application forms can be obtained from Secondary Schools, Education Support Services, County Buildings, Wellington Square, AYR KA7 1DR Telephone 01292 612232 and [www.south-ayrshire.gov.uk/schools/maintenance-allowance.aspx](http://www.south-ayrshire.gov.uk/schools/maintenance-allowance.aspx).

## 5. Transport Guide to Parents



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

journey.

South Ayrshire Council has a policy of providing free transport to all secondary pupils whose main address is more than three miles and primary pupils whose main address is more than two miles from their catchment school by the recognised shortest safe walking route. 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 - 01292612284 and [www.south-ayrshire.gov.uk/schools](http://www.south-ayrshire.gov.uk/schools). These forms should be completed and returned before the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made.

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

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

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

Where free transport is provided it may be necessary for pupils to walk a certain distance to the vehicle pick up point. Walking distance in total including the distance from home to the pick-up point and from the drop-off point to the school in any one direction will not exceed the authority's limit (see above paragraph). It is the parent's responsibility to ensure that their child arrives at the pick-up point in time. It is also the parent's responsibility to ensure their child behaves in a safe and acceptable manner while boarding, travelling in and

alighting from the vehicles. Misbehaviour could result in your child losing the right to free transport.

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

### **Seatbelt statement**

All dedicated home to school transport service 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 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 on occasion 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 South Ayrshire Council, Educational Services, County Buildings, Wellington Square, Ayr KA7 1DR at any time during the year. Parents should note that privileged seats are not available on local service contracts and are allocated during October. Privileged seats can be withdrawn if an entitled pupil requires transport and cease at the end of each school session.

## **6. 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.

## **7. 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.

## **8. Use of Mobile Phones**

In the interests of education within classrooms the use of mobiles by pupils will be strongly discouraged.

## **9. 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 you 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 a 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 your Head Teacher or line manager.

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

## 10. Health and Medical Information

Full medical examinations are given by local authority doctor to all new entrants and all eleven year olds. Parents are invited to be present at these examinations. Routine visual and aural tests are made two or three times during the pupil's career. Dental treatment is available approximately twice per year and a local district nurse also makes regular visits to the school.

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

We have limited provision for children who become sick in school. Every effort will be made to contact either parents or the child's emergency contact to arrange for the child to be collected from school. Parents are advised to keep their children at home if they are showing any signs of being unwell - there is nothing to be gained from sending your child to school feeling unwell - this only causes unnecessary distress to your child.

No child will be sent home without parents or emergency contacts being informed and, wherever possible, we prefer someone to come to school to collect the unwell child. In the case of an emergency, medical services will be summoned and if necessary the child will be transported to the nearest Health Centre/Hospital while the parents are being contacted. It is in your child's interest that the school has an up to date record of emergency contacts and telephone numbers.



### 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:-

## **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, Schools in Scotland. *Childsmile* has 3 main elements:

1. A core tooth brushing programme - In Ayrshire & Arran, daily supervised tooth brushing takes place in all nursery schools and many primary schools. Free *Childsmile* oral health packs containing a toothbrush and fluoride toothpaste are given out twice a year to children at nursery school and on entry to primary school in primary 1. During their first year of life, all babies are given an oral health pack and a drinking cup to encourage healthy weaning by swapping bottle for cup as soon as baby is able to drink from a cup. All children should be registered with a dentist (General Dental Practitioner) and visit regularly to help keep their teeth as healthy as possible. **Remember - water and milk are recommended as safe drinks for teeth for all children.**
2. An infant programme - *Childsmile* practice 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 Dental Practice.
3. A nursery and school programme - this initiative provides preventive oral health programmes for children aged 3 years and upwards. It targets children in identified nursery and primary schools, who will benefit from additional preventive care. This care will involve the application of fluoride varnish to children's teeth by *Childsmile* Clinical Teams in the nursery and primary schools. The *Childsmile* and Oral Health Promotion Teams will also deliver oral health promotion messages, and be supported by Dental Health Support Workers who are the main contact point for parents, teachers, all school staff, dental practice staff and School Nurses.



For more information about the Childsmile Programme, please visit the website at [www.child-smile.org](http://www.child-smile.org)

***The National Dental Inspection Programme:***

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

## **11. 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 and inaccuracies contained within the personal information.

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

### **If you have a complaint**

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

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

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

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

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

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

### **If you have no Internet Access**

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

### **How to access our Full Privacy Notice**

The educational Services full privacy notice is available 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**

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- Plan and deliver better policies for the benefit of all pupils
- Plan and deliver better policies for the benefit of specific groups of pupils
- Better understand some of the factors which influence pupil attainment and achievement
- Share good practice
- Target resources better
- Enhance the quality of research to improve the lives of young people in Scotland

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

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

### Your Rights and Further information

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

## **12. Freedom of Information (Scotland) Act 2002**

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

Public Authorities have to allow access to the following information:

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

The legal right to access includes all types of 'records' information of any data held by the Scottish public authorities. From 1<sup>st</sup> January 2005, any person who

makes a request for information must be provided with it, subject to certain conditions.

### **13. Helpful Addresses and websites**

Councillors;

Brian Connolly, Ann Galbraith, Sandra Goldie, William Grant

County Buildings

Wellington Square

AYR KA7 1DR Tel: 01292 612174



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

[www.south-ayrshire.gov.uk](http://www.south-ayrshire.gov.uk)

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

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

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.

## Appendix A

This appendix provides links that schools may find helpful when developing a School Handbook. The list is not intended to be exhaustive and schools may wish to consider additional sources of school, local and national information, material and resources.

### SCHOOL POLICIES AND PRACTICAL INFORMATION

Schools should consider the most relevant school, local and national policies and include details or links for parents to sources of further information.

National policies, information and guidance can be accessed through the following sites:

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

<http://www.scotland.gov.uk/Topics/Health>

<http://www.scotland.gov.uk/Topics/People/Young-People>

#### **Children (Scotland) Act 1995**

<http://www.legislation.gov.uk/ukpga/1995/36/contents>

#### **Standards in Scotland's Schools (Scotland) Act 2000**

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

#### **Education Scotland's Communication Toolkit for engaging with parents**

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

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

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

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

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

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

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

### PARENTAL INVOLVEMENT

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

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

**Parentzone** provide information and resource for parents and Parent Councils

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

### SCHOOL ETHOS

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

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

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

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

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

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

**Broad General Education in the Secondary School - A Guide for Parents and Carers**

[http://www.educationscotland.gov.uk/resources/b/genericresource\\_tcm4725663.asp?strReferringChannel=parentzone&strReferringPageID=tcm:4-634353-64](http://www.educationscotland.gov.uk/resources/b/genericresource_tcm4725663.asp?strReferringChannel=parentzone&strReferringPageID=tcm:4-634353-64)

**Information on the Senior Phase**

<http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnersexpect/seniorphase.asp>

**Information on Skills for learning, life and work**

<http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnersexpect/skillsforlearning.asp>

**Information around the Scottish Government's 'Opportunities for All' programme**

<http://www.skillsdevelopmentscotland.co.uk/our-services/services-for-individuals/opportunities-for-all.aspx>

**Information for organisations responsible for the planning, management and delivery of career information, advice and guidance services**

<http://www.skillsdevelopmentscotland.co.uk/our-story/key-publications/career-management-skills-framework.aspx>

**The Skills Development Scotland website 'My World of Work' offers a number of tools to support career planning**

<http://www.skillsdevelopmentscotland.co.uk/>

## **ASSESSMENT AND REPORTING**

**Building the Curriculum 5: a framework for assessment** provides guidance around the assessment framework

[http://www.educationscotland.gov.uk/Images/BtC5Framework\\_tcm4-653230.pdf](http://www.educationscotland.gov.uk/Images/BtC5Framework_tcm4-653230.pdf)

**Information about Curriculum for Excellence levels and how progress is assessed**

<http://www.educationscotland.gov.uk/thecurriculum/howisprogressassessed/stages/index.asp>

**Curriculum for Excellence factfile - Assessment and qualifications**

[http://www.educationscotland.gov.uk/publications/c/publication\\_tcm4624968.asp](http://www.educationscotland.gov.uk/publications/c/publication_tcm4624968.asp)

**Information on recognising achievement, reporting and profiling**

<http://www.educationscotland.gov.uk/learningteachingandassessment/assessment/achievement/index.asp>

## **TRANSITIONS**

**Curriculum for Excellence factfile - 3-18 Transitions** - provides information on the transitions children and young people will face throughout their education and beyond  
[http://www.educationscotland.gov.uk/publications/c/publication\\_tcm4660285.asp](http://www.educationscotland.gov.uk/publications/c/publication_tcm4660285.asp)

**Career Information, Advice and Guidance in Scotland - A Framework for Service Redesign and Improvement** provides guidance on career information, advice and guidance strategy  
<http://www.scotland.gov.uk/Publications/2011/03/11110615/0>

**Choices and changes** provides information about choices made at various stages of learning  
<http://www.educationscotland.gov.uk/resources/practice/p/planningforchoicesandchanges/>

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

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

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

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

## **SUPPORT FOR PUPILS**

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

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

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

## **SCHOOL IMPROVEMENT**

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

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

**The Scottish Survey of Literacy and Numeracy (SSLN)** is an annual sample survey which will monitor national performance in literacy and numeracy  
<http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/SSLN>

**Scottish Credit and Qualifications Framework (SCQF)**  
<http://www.scqf.org.uk/>

**Scottish Qualifications Authority** provides information for teachers, parents, employers and young people on qualifications  
<http://www.sqa.org.uk/>

**Amazing Things** - information about youth awards in Scotland  
<http://www.awardsnetwork.org/index.php>

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