

STRUTHERS PRIMARY SCHOOL & EARLY YEARS CENTRE



HANDBOOK

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2025-26

August 2025



Dear Parent/Carer,

On behalf of the staff, it is my privilege to extend a warm welcome to Struthers Primary School. The happiness, development, and well-being of your child are of paramount importance to us. If this is your first interaction with our school, I trust you will find our handbook both comprehensive and informative.

We truly value parental involvement and the relationships we build with families, as these are key to the success of our school community. Together, we share high aspirations for our children and remain dedicated to continually enhancing their learning experiences.

At Struthers, we are committed to making each child's educational journey both enriching and enjoyable, fostering experiences that will leave them with lasting, cherished memories. Our aim is to nurture independent and successful learners, confident individuals, effective contributors, and responsible citizens. We take pride in the achievements of our pupils and remain steadfast in our efforts to maintain and enhance our high standards of attainment.

Should you have any questions or require additional information, please do not hesitate to contact the school, either in person or by telephone. We look forward to welcoming you and your child into our Struthers community.

Warmest regards,

Laura Clark

Laura Clark

Head Teacher



School Information

Name	Struthers Primary School
Address	15a Staffin Road Troon KA10 7JB
Telephone Number	01292 690073 (School)
Email Address	Struthers.mail@south-ayrshire.gov.uk Achievements.Struthers@south-ayrshire.gov.uk
Parent Council Email Address	COMING SOON
Head Teacher	Mrs Laura Clark
Denominational Status	Non-denomination
Teaching by means of Gaelic language	Not offered
Present School Roll	335

Accommodation and capacity

Parents should note that the working capacity of school may vary dependent upon the number of pupils at each stage and the way in which the classes are organised. We currently have 335 pupils. The basic method of allocating teachers to primary schools nationally is set down by SEED. The allocation is according to the total number of pupils on the school roll; no account is taken of the way in which pupils within any given school may happen to be distributed across the age bands. The nationally agreed conditions of service for teachers set a normal maximum number of 25 pupils for classes of more than one stage i.e. composite class, 30 pupils for single stage classes P1-3 and 33 pupils for single stage classes P4-7. In 2025-26 our structure is P1B, P1M, P2H, P2/3, P3, P3/4, P4, P4/5, P5, P5/6, P6, P6/7 and P7.

Our cluster schools are:

- Barassie
- Muirhead
- Troon
- Dundonald

We all feed into Marr College.

House structure	Collenan (Green), Corraith (Yellow), Craikslan (Red) and Crossburn (Blue)
Catchment map and area	Details of the school's catchment area, including street names, can be viewed on the South Ayrshire Council website: www.south-ayrshire.gov.uk. A catchment map and full area details are available from: Resources Planning Section Educational Services County Buildings Wellington Square Ayr KA7 1DR  More information is also provided on the Council's dedicated page: School catchments - South Ayrshire Council
Named Person Details	Unless notified differently your child's named person will be Mrs Clark.
Raising a Concern	If you have a concern about your child, or any other matter relating to the school, please contact a member of staff. The quickest way to do this is by calling the main office or emailing us at Struthers.Mail@south-ayrshire.gov.uk Our office staff will ensure your enquiry is directed to the most appropriate person.
Pupil Absence	If you are aware in advance that your child will be absent from school on a particular day/date, please notify our school office by phone or email.
Complaints Procedure	A complaint is regarded as an expression of dissatisfaction about an incident or action or lack of action, or about the standard of service provided by us. To raise a complaint please contact the school either in person or by email.
Enrolment	The main enrolment exercise for Primary 1 takes place in January when pupils register for education. At all other times, parents should contact the school office and make an appointment to meet the Head Teacher (unless you are making a placing request, see section Choosing a School).



LEADERSHIP TEAM

Mrs Laura Clark	Head Teacher
Mrs Hannah McElnea	Depute Head Teacher
Mrs Melissa Devlin	Principal Teacher
Mr Darren Haniford	Acting Principal Teacher
Mr Elliot Kerr	Acting Principal Teacher
Mrs Catriona Roots	Acting Principal Teacher

TEACHING STAFF

Mrs Bloomer	P1B
Miss Muir	P1M
Mrs Hayes	P2
Mr Haniford	P2/3
Mrs Roots	P3
Mr Smith/Mrs Devlin	P3/4
Mrs McFadyen	P4
Miss Alexander	P4/5
Mrs Russell	P5
Mr Kerr	P5/6
Mrs Love	P6
Mrs Brown	P6/7
Mr Cole	P7
Miss McCormack	Boost
Mr Cairn	NCCT
Mrs Tait	NCCT
Mrs Yost	NCCT

SCHOOL ASSISTANTS

Mrs Allan	Miss Cameron
Mrs Baird	Mrs Meikle (Temp)
Mrs Curson	Mrs Gordon (Temp)
Mrs Moore	Miss Milroy (Temp)

CLERICAL ASSISTANTS

Ms Psygka	Mrs Gilchrist
Mrs Maule	

CATERING STAFF

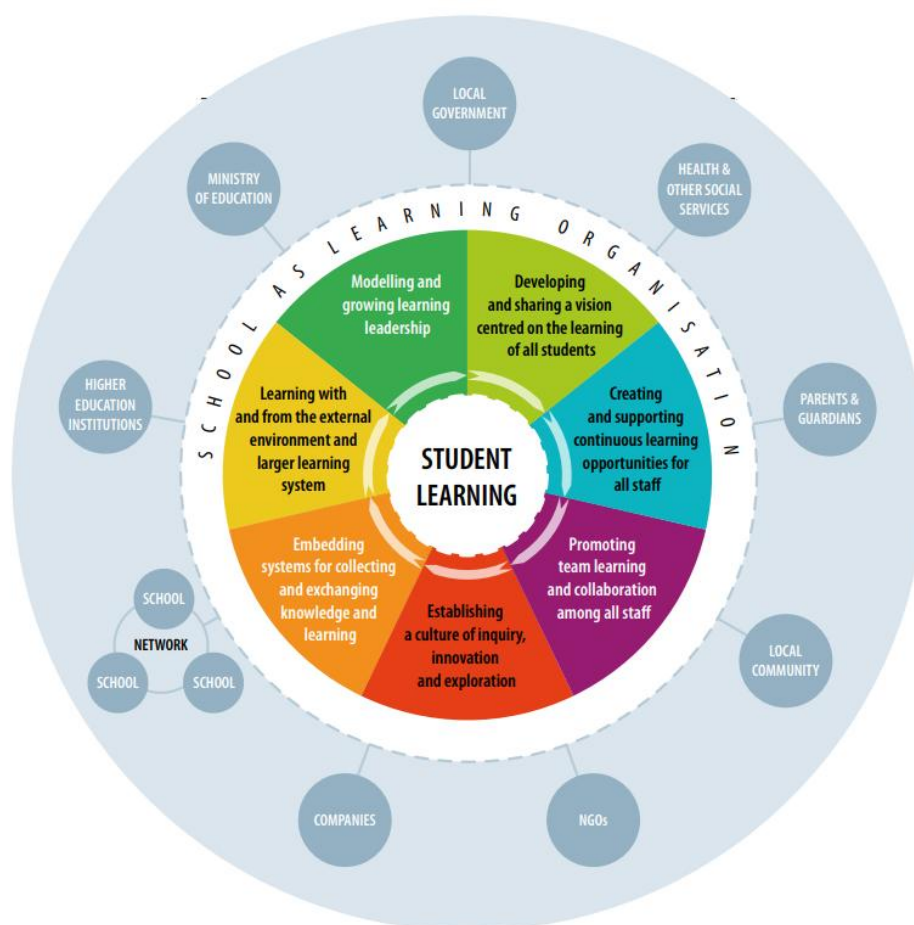
Mrs Kennedy	Supervisor
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JANITORIAL/CLEANING STAFF

Mr Adams	Janitor
Mrs Johnstone	Cleaning Supervisor
Denise Roos	Cleaner

OUR OPENING TIMES

School	
Morning session	09:00 – 10:30
Morning break	10:30 – 10:45
Morning session	10:45 – 12:30
Lunch time	12:30 – 13:15
Afternoon session	13:15 – 15:00



TRANSITION AND ENROLMENT

ARTICLE 28



At Struthers, we recognise that transition should be a process and not a single event. The school has a planned programme for transitions from home to our Early Years Centre and then into Primary 1; within the school as children from stage to stage and then finally as they leave us in Primary 7 to move to their secondary placement.

ENROLMENT FOR PRIMARY 1

ARTICLE: 28

CHILDREN WHO REACH THE AGE OF 5 YEARS BEFORE 1ST MARCH OF THE FOLLOWING YEAR ARE ELIGIBLE FOR ENROLMENT FOR PRIMARY ONE 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 will take place week commencing the 12th of January 2026. Parents should register online at <https://www.south-ayrshire.gov.uk/p1-registration> Please note that a copy of your child's birth certificate and proof of address at registration is required.

Children who live in the catchment area of a particular school are required to enrol at that school where 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. [School catchments - South Ayrshire Council \(south-ayrshire.gov.uk\)](https://www.south-ayrshire.gov.uk/school-catchments)

Children beginning school for the first time will be given many opportunities to visit Struthers throughout their nursery years. Parents who make and receive placing requests are informed in plenty of time to enable their child(ren) to take part. Please note Primary 1 pupils should attend school from 09:15 – 14:50 on the first day and from 09.00 to 15.00 thereafter.

Below, you will find a Thinglink designed to support families with transition from South Ayrshire's EYCs into primary one. The Thinglink covers what primary one will look and feel like for transitioning children and gives practical advice on what families can do to support their child. The Thinglink includes videos by teachers from across South Ayrshire as well as clips from Early childhood specialist Julie Fisher.



TRANSITIONING FROM P7 TO SECONDARY

ARTICLE 28

Pupils in Primary 7 usually move on to secondary school between the ages of 11½ and 12½, giving them the chance to complete at least four years of secondary education. We will let parents know about the school arrangements by December of the year before transfer.

Children living in the Struthers Primary School catchment area normally transfer to Marr College.

BREAKFAST AND AFTER SCHOOL CLUB



A breakfast club is currently available from 07:30 each day in our gym hall. Please contact strutherssunriseclub@gmail.com for more details.

An after-school club run by South-Ayrshire Council is held in our gym hall from 15:00 till 18:00 each day. For more details, contact <https://www.south-ayrshire.gov.uk/out-of-school-childcare/> or telephone 01292 612029.



PARENTAL INVOLVEMENT



ARTICLES: 3 & 5

We are proud of the very strong relationship our school enjoys with our parents. The doors of the school are always open, and parents are made to feel very welcome. As the first and ongoing educator of your child, it is crucial that together we work in partnership and build strong lines of communication.

Parents are encouraged to visit the school at any point throughout the session to discuss their child's progress. There are a variety of opportunities to share and celebrate children's learning during the session to include open afternoons, special assemblies and showcase events.

The school will provide timely communications to parents through newsletters and notice of forthcoming events and through our school website and X feed. Several parents throughout the session have given of their time to work in classes and children have also benefitted from parents coming to school to talk about their occupation or to share their expertise in order to enhance the learning experiences for pupils.

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. In Struthers, all parents/carers are automatically members of the parent forum. As a member of the Parent Forum, all parents can expect to:

- receive information about the school and its activities;
- hear about what partnership with parents means in the school;
- be invited to be involved in ways and times that suits them;
- identify issues they want the parent council to work on with the school;
- be asked their opinion by the parent council on issues relating to the school and the education it provides;
- work in partnership with staff; and
- enjoy taking part in the life of the school in whatever way possible.

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

The main aims of the Parent Council are to:

- support the school in its work with pupils;
- represent the views of parents;
- promote contact between the school, parents, pupils, providers of early years education and the community;
- report to the parent forum;
- be involved in the appointment of senior promoted staff; and
- raise funds for the school for the benefit of pupils

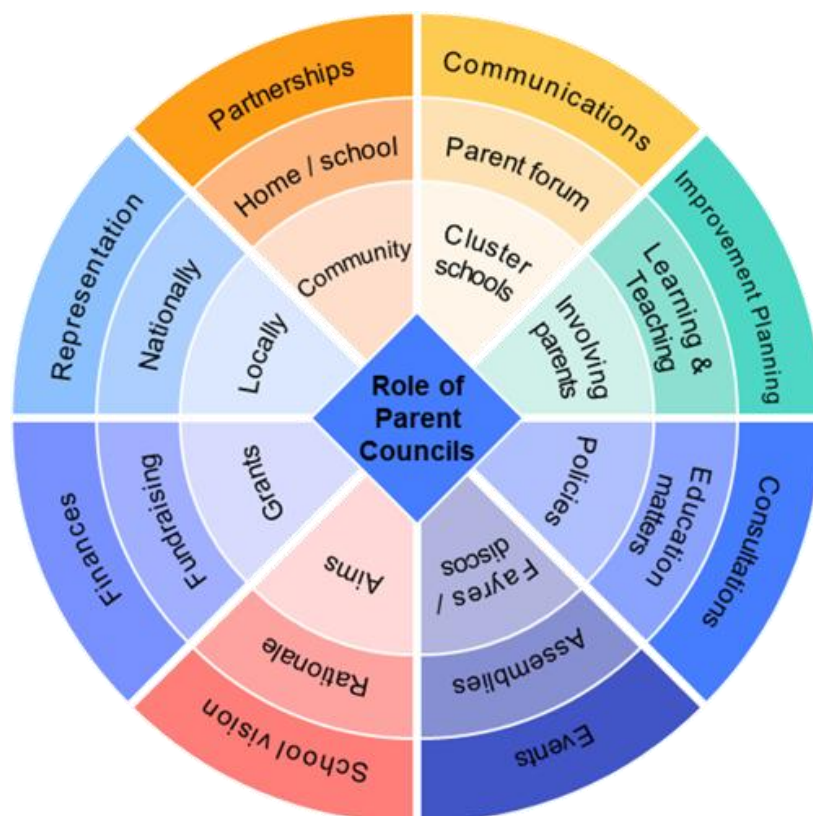
The duty holders within our Parent Council include:

	Designation	Email
Mr Jonathan Harrold Mr David Nelson	Parent Council Joint Chairperson	COMING SOON
Mr Craig Dalziel	Parent Council Clerk	
Mrs Stephanie Ritchie	Fundraising Group Chairperson	

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

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.

For more information on parental involvement or to find out about parents as partners in their children's learning, please contact the school or visit the Parentzone website at www.parentzonescotland.gov.uk. National Parent Forum of Scotland – enquiry@parentforumsotland.org



SCHOOL ETHOS

ARTICLES: 28 & 29

Following consultation with pupils, staff and parents in April 2023, we created our new, shared vision for the future.

OUR VISION



Flourish



Achieve



Belong

OUR VALUES

RESPECT RESPONSIBILITY INCLUSION HONESTY KINDNESS

OUR AIMS

EXCELLENCE AND EQUITY

To provide an inspiring learning environment with high quality experiences to improve the standard of achievement and attainment within the school.

To ensure that every child feels valued and supported and has equal opportunities within the school.

To assist pupil's personal and social development.

PARTNERSHIP WORKING

To promote an effective partnership linking school, home and community.

SCHOOL LEADERSHIP AND IMPROVEMENT

To provide a quality educational service, taking full account of National and Local Priorities and implementing them effectively.

To ensure our children are equipped with the skills they need to become successful learners, confident individuals, effective contributors and responsible citizens.



THE CURRICULUM

curriculum for excellence



ARTICLES: 28 & 29

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

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

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

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

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

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



THE CORE CURRICULUM

Guidelines for the curriculum are provided at a National Level by the Scottish Government. There is a greater emphasis on delivering a challenging, active and responsive approach to learning. The experiences and outcomes within Curriculum for Excellence set out expectations for learning and development in the following subject areas:

*Language and Literacy Health and Wellbeing Mathematics and Numeracy
Expressive Arts*

Religious and Moral Education Sciences Social Studies Technologies

Important themes such as Enterprise, Citizenship and Creativity are developed in a range of contexts across curricular areas. We provide a curriculum which ensures:

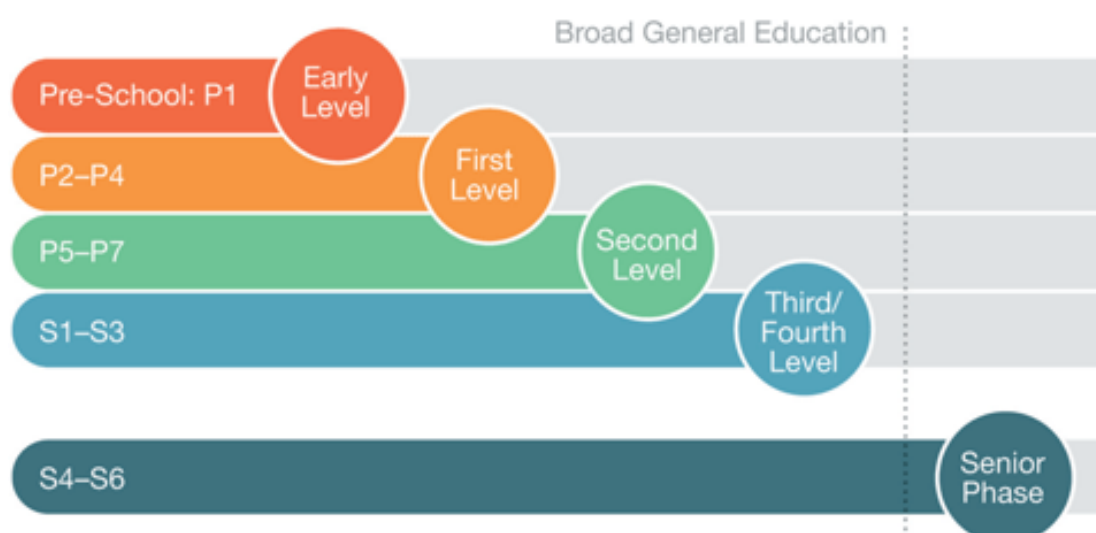
- Challenge and enjoyment for pupils
- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence
- Learning is related to real life

Our curriculum is planned to enable our young people to become successful learners, confident individuals, responsible citizens and effective contributors.

The Experiences and Outcomes within each Curricular Area are set out in lines of development which describe progress in learning. Progression is indicated through Curriculum levels, which are explained below:

LEVEL STAGE

- Early Pre-school years and P1 or later for some
- First The end of P4, but earlier or later for some
- Second The end of P7, but earlier or later for some
- Third S1-S3 but earlier for some



LANGUAGE & LITERACY

ARTICLES: 3, 12, 28 & 29



At Struthers, literacy is central to everything we do. Strong reading, writing, speaking, and listening skills give children access to all areas of the curriculum, while building confidence, independence, and a lifelong love of learning. Every day, we focus on nurturing these essential skills across all aspects of school life.

Reading is at the core of our curriculum. From early phonics readers to high-quality novels in the upper stages, pupils engage with a wide variety of texts designed to develop fluency, comprehension, and a genuine love of reading.

- Primary 1–3: Children experience structured phonics teaching, daily reading, and ERIC (Everyone Reading in Class) sessions. These activities help build fluency, understanding, and a love of books from the very start.
- Primary 4–7: Pupils follow the Struthers Reading Spine, exploring diverse texts while developing key comprehension skills such as fluency, vocabulary, inference, visualisation, identifying main ideas, and summarising. Reading lessons are collaborative, with opportunities for reading aloud, guided practice, and independent reading, helping every child become a confident, capable reader.

From Primary 1, phonics is taught systematically using multisensory, evidence-based approaches. These strategies support decoding, spelling, and comprehension, and help children notice vocabulary, sentence structures, and figurative language, which they can apply in their own writing.

Writing at Struthers is meaningful and engaging, often linked to learning topics or personal experiences, while allowing some choice for pupils. Children write for a variety of audiences and across many genres, including:

- Poetry
- Narrative and recounts
- Instructional/procedural writing
- Information reports and explanations
- Discursive and persuasive writing

Children are encouraged to plan creatively, share ideas with peers, and reflect on their own work and the work of others.

We are committed to supporting every child, including those with dyslexia, through our Dyslexia Inclusive Practice. This ensures all pupils can progress confidently in reading and writing.

Our dedication to reading for enjoyment has been recognised with the Gold Reading Schools Award, reflecting the success of our approach in fostering a lifelong love of reading. Parents and carers are encouraged to be active partners in this journey by reading their child's work, celebrating achievements, and leaving encouraging 'love notes' to inspire continued growth.

1+2 Languages



Language learning takes place across all classes as part of our commitment to the Scottish Government's policy "Language Learning in Scotland: A 1+2 Approach." This policy ensures that every child has the opportunity to learn a modern language from Primary 1 onwards.

At our school, French is taught at all stages, with more focused learning taking place in Primary 6 and Primary 7. Pupils also explore Scots Language during January, and we are developing opportunities to introduce British Sign Language through interactive workshops.

Our approach aims to make language learning engaging, inclusive, and enjoyable for all pupils.

NUMERACY & MATHS



Numeracy and mathematics is a key focus for our school improvement plan. The experiences and outcomes encourage learning and teaching approaches that challenge and engage children and promote their enjoyment of mathematics. Learning and teaching in mathematics encourages children to develop logical reasoning, problem solving skills, and the ability to think in abstract ways. Mathematics equips us with many of the skills required for life, learning and work.

The mathematics experiences and outcomes are structured within three main organisers - **number, money and measurement; information handling; and shape, position and movement.** Staff use a range of interactive activities and practical experiences to help pupils understand the real-life implications of what they are learning and make links to other areas of the curriculum e.g. science and social studies. Problem solving is an integral part of our learning and teaching.

Counting, addition, subtraction, multiplication and division are taught to establish a quick recall of number facts. We use Big Maths and Number Talks strategies to support this. Daily active maths games are also used to encourage the children's mental agility. We ensure the most up to date concepts in educational thinking are apparent in all classroom programmes. This session we have focussed on the implementation of Maths Mastery approaches such as concrete-pictorial-abstract and bar modelling.

Children's progress is carefully monitored, and assessments are used to enable the teacher to make a judgement of progress in relation to taught skills. It is our aim that pupils can tackle a variety of mathematical topics with confidence, enjoying the challenge of maths and think in a strategic way.



SOCIAL SUBJECTS, SCIENCES & TECHNOLOGIES



Our **social subjects** programme encourages children to develop their understanding of the world by learning about other people's values and achievements through a range of topics which include aspects of history, geography and society. These curricular areas are often taught in the context of a topic. This inter-disciplinary approach to learning provides pupils with a deeper, more enjoyable and active experience. Pupils are encouraged to take a lead in the development of the topic and the learning taking place in the classroom. Skills developed through social studies include observing, describing and recording, comparing and contrasting to draw conclusions, development of curiosity and problem-solving skills and capacity to take initiative and developing the ability for critical thinking. We have a whole school overview which supports a breadth and depth of learning.

Children are encouraged to develop a variety of inquiry and investigative skills through experimenting and carrying out practical scientific investigations. They will also use research to solve problems and challenges. The main approaches we will use to **science enquiry** are: observing and exploring; classifying; fair testing and finding an association. This is also linked to other curricular areas such as literacy and numeracy to teach in context. Interdisciplinary learning is explored through the contexts of social studies but also with a focus on other curricular areas especially Literacy and Numeracy. This is often delivered through whole school context such as Finance Fortnight, Step Back in Time. This offers children opportunities to immerse themselves in topics, see the relevance and take lead roles in their learning.



Technologies offer children opportunities to develop technological skills in a practical and creative way. Learning experiences will provide children with challenging activities which involve research and problem solving. ICT is an integral part of learning and teaching at all stages of the school. Children will develop skills for learning, skills for life and skills for work through a broad and balanced programme of activities.

Implementing additional laptops, Active Panels in senior classes and i-Pads across the school has enabled pupils to develop skills in a wide range of curricular areas, for example, creating, presenting, problem-solving and communication. Coding and the development of computing science continues to be a feature of our improvement plan. These curricular areas may take the form of an interdisciplinary study lasting a number of weeks and include cross curricular links, or they may take the form of a series of discrete lessons.



EXPRESSIVE ARTS

Expressive Arts include **ART and DESIGN, MUSIC** and **DRAMA**. The inspiration and power of the arts play a vital role in enabling our children and young people to enhance their creative talent and their artistic skills. Learning in the expressive arts also plays an important role in supporting children and young people to recognise and value the variety and vitality of culture, locally, nationally and globally. Each year many of the children's art exhibits are displayed in the Maclaurin art gallery in Ayr.



P5 pupils benefit from the skills of a vocal coach who has helped the children present many fabulous projects in the local community over the years including various musicals, a pantomime, and P7 end-of-session leaving services – a very emotional and unforgettable experience for parents, grandparents and friends. Children in P1 and P2 present a Christmas musical or nativity each year which is strongly supported by our parent body. The children have a ball and all these presentations are hugely popular - with pupils, parents and the wider community. Our school shows are always hugely anticipated and showcases the excellent talent we have!

Music instruction begins at P4 for children who are interested and have an aptitude for playing an instrument. These lessons are taken by Ms McLeod and numbers are limited. During the current session instruction is given for Struthers' pupils for viola, cello and double bass.

OPPORTUNITIES FOR WIDER ACHIEVEMENT



We welcome the opportunity to share our children's successes within and out with school. Our Early Years Centre and school have now established new email address for our families to share with us the wider achievements of our children from home. These successes are shared with our whole school during assembly and appear on our interactive screens in our foyers. Struthers.Mail@south-ayrshire.gov.uk

We are lucky in Struthers that so many people give their time to ensure the children enjoy extra activities. Throughout the year these include handball, football (girls and boys), gymnastics, Bikeability, athletics, volleyball, rugby, hockey, crochet and clubs run by our older pupils.

If you have a skill or talent you would share with children or you would simply enjoy being involved please do get in touch with us. We'd love to have your help to extend our extra-curricular programme.



COMPOSITE CLASSES

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



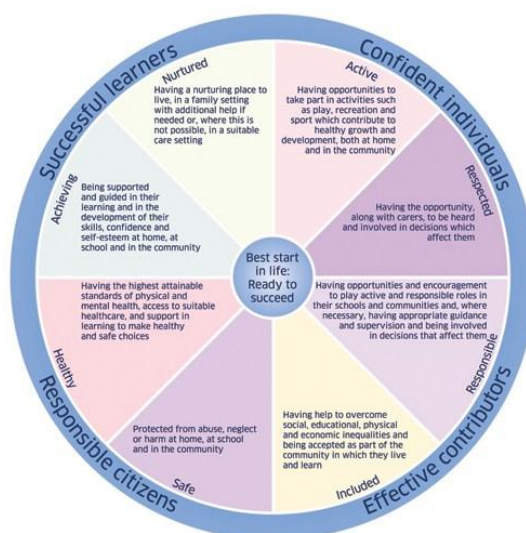
Schools are staffed to agreed standards based on the total number of pupils within the school regardless of the numbers of pupils at each year stage. This means that the Head Teachers are required to take management decisions to organise classes to make best use of available staff, resources and space.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

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

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

The class size maximum for P1 classes is 25 and for single stage P2 or P3 classes is 30. This is set out in The Education (Lower Class Sizes) (Scotland) Amendment Regulations 2010. These regulations allow certain exceptions such as pupils who join a class after the end of a placing round and Additional Support Needs pupils who only join a class for part of the time. For P4-P7 there is a normal maximum of 33. Composite classes throughout primary have a class size maximum of 25.

Our pupils have created a short clip to share with you their views of composite classes, here at Struthers: https://struthers.sayr.sch.uk/uploads/b/52424655-786085788139903758/composite_classes_pupil_voice_342.mp4



RELIGIOUS EDUCATION

Religious and moral education enables children and young people to explore the world's major religions. Through this they learn about and from the beliefs, values, practices and traditions of Christianity and the world religions selected for study, other traditions, and a viewpoint independent of religious belief. They also develop respect for others and an understanding of belief and practices which are different from their own.



Religious observance is held regularly. The purpose of religious observance is to celebrate important occasions in the life of the school and community and to help pupils extend their capacity for spiritual response to the world in which they live. Our school chaplain is Helen and we are also supported this session by Pastor Richard Woods, Seagate Church as part of our ongoing work across the cluster to support our global work in Haiti. As well as participating in our assemblies, the chaplain plays a vital role in the care and welfare of both staff and pupils as groups and as individuals. Any parent/guardian wishing further details about religious education and religious observance should contact Mrs Clark.

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

The Education Act (Scotland) allows parents/guardians to withdraw their children from any instruction in religious subjects. A parent who wishes to exercise this right should contact Mrs Clark, Head Teacher.

HEALTH & WELLBEING



ARTICLES: 3, 23, 24, 28 AND 29

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.

The experiences and outcomes in health and wellbeing reflect a holistic approach to promoting the health and wellbeing of all children and young people. They are consistent with the United Nations Convention on the Rights of the Child (UNCRC), which sets out the right for all children and young people to have access to appropriate health services and to have their health and wellbeing promoted. Children will experience aspects of health and wellbeing through focused teaching and learning programmes within the classroom. PE is taught formally for 2 hours each week and covers aspects of games, dance and gymnastics with focus on analysing performance. It can often be outside and we ask that pupils have indoor and outdoor kit.

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

At Struthers Primary we have a Health and Wellbeing approach called Creating Confident Kids; this is a whole school approach to supporting the wellbeing of our pupils. We also use Wellbeing Wheels in all classes to stimulate discussion and monitor the wellbeing of our children. The whole school and EYC have a shared vision and make use of our Relationship Policy to promote positive approaches, encouraging reflection and restorative conversations to support our children in using **the Six Principles of Nurture**.

Personal and Social Education covers all areas of the curriculum and contributes to the Personal and Social development of the pupils. We have a Rights based behaviour policy called 'Right Path Reminders'. It is part of our school's value system and is a significant contributor to the school's ethos. Struthers values are regularly reviewed by staff and pupils. We firmly believe in promoting positive behaviour.

Our House Captains run an incentive system where each child can earn a series of rewards for both him/herself and their class. Commendations are awarded for good behaviour, good manners, showing consideration for others, effort and a personal high standard of work. Totals for each class are counted weekly and the winning house is 'rewarded'. The winning house receives an end of year celebration.

EQUAL OPPORTUNITES AND INCLUSION

ARTICLE: 2



Within school we promote equal opportunities and social justice by aiming to ensure that no child, parent or member of staff receives less favourable treatment than any other on the grounds of race, colour, nationality, ethnic or national origins, religion or disability. In providing equality of opportunity for all we give consideration to each child and his/her individual circumstances.

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

The national legislation around equal opportunities and social inclusion includes:

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

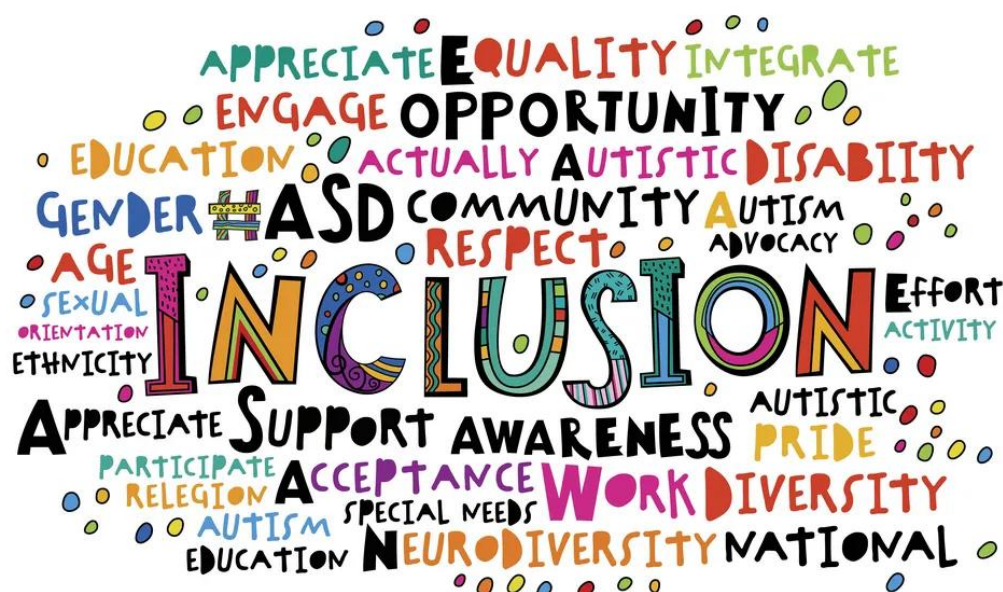
South Ayrshire puts this into practice through the following core beliefs:

- Presumption of mainstream: All children and young people have the right to an education within a mainstream school (Standards in Scotland's School Act 2000);

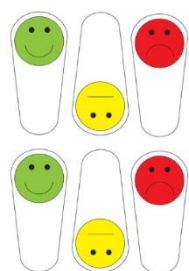
- Most inclusive option: Wherever possible, children and young people will be provided with an education within their own community and/or within their own catchment school (the ASL Act);
- Staged intervention: If there are concerns about how a child or young person is coping within a mainstream placement,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

Each school has a Pupil Support Coordinator who along with the Named Person (if this is not the same individual) has responsibility to ensure each child's needs are met. They will work alongside Pupil Support staff within their own school and also centrally. Central Staff include Inclusion Co-ordinators, 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.



ASSESSMENT



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' "professional judgement". In making these judgements, teachers draw on their professional knowledge and understanding of the child using a very wide range of assessment information including standardised assessments.

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

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

SCOTTISH NATIONAL STANDARDISED ASSESSMENTS

Every child in P1, P4, P7 and S3 will undertake national standardised assessments covering some aspects of reading, writing and working with numbers. Assessments are completed online and are 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 each child is progressing with his or her learning and to plan next steps. There is no pass or fail.



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

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

TRACKING AND MONITORING PROGRESS

Our focus as a school is to ensure pupils progress is closely monitored through their appropriate and well-paced learning journey. The purposes of assessment are to:

- Provide high quality feedback to learners;
- Monitor and track progress in learning;
- Provide information to those outside the school on learners' progress and achievements;
- Provide information for use beyond the school, including qualifications and awards.

The standards and expectations for assessment are:

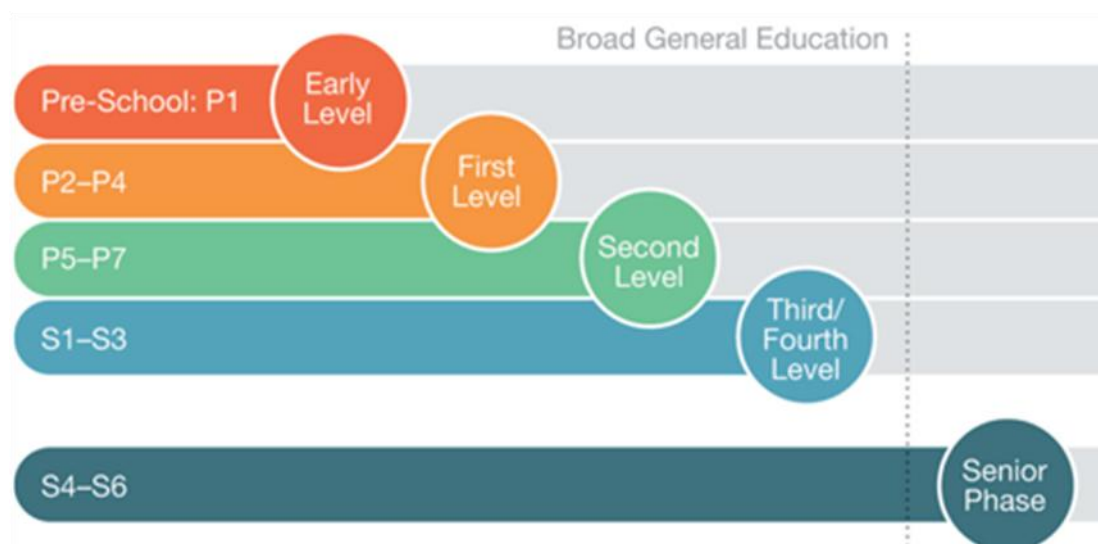
- Greater breadth and depth of learning;
- Greater focus on the secure development of skills and knowledge;
- Progress across a breadth of learning;
- Application of learning in different and unfamiliar contexts;
- Effective planning and tracking of progress;
- Summary of achievements;
- Effective preparation of children and young people for the next stage in learning

REPORTING – how will your child's progress be reported?

Parental meetings are arranged twice a year in order that teachers and parents can meet to discuss children's progress and achievements. These meetings are usually held in October and February. An annual written report is issued in the spring term. The report will provide information on the Curriculum for Excellence level your child has achieved and comment on their strengths and next steps.

Below are the dates of our parents' evenings for this session 2025/2026:

- 22nd October 2025
- 4th March 2026



SUPPORT FOR PUPILS

The Children and Young People (Scotland) Act 2014 introduces an approach for all children's services to work together to meet every child's needs. The 'Getting It Right for Every Child' (known as "GIRFEC") Practice Model is an assessment and planning framework which centres on the individual and specific needs of each child. Every child under the age of 18 is supported within our school by our Head Teacher and our Pupil Support Coordinator.



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.

Safe...	protected from abuse, neglect or harm
Healthy...	experiencing the highest standards of physical and mental health, and supported to make healthy, safe choices
Achieving...	receiving support and guidance in their learning – boosting their skills, confidence and self-esteem
Nurtured...	having a nurturing and stimulating place to live and grow
Active...	having opportunities to take part in a wide range of activities – helping them to improve fitness and make healthy choices
Respected...	to be given a voice and be involved in the decisions that affect their wellbeing
Responsible...	taking an active role within their schools and communities
Included...	getting help and guidance to overcome social, educational, physical and economic inequalities; accepted as full members of the communities in which they live and learn

These wellbeing indicators are fully embedded in the life of our school to ensure that our young people are being given the opportunity to be the best that they can be in life.

If a child needs help or support, the Pupil Support Co-ordinator or named individual for that establishment along with parents/carers and the Team with the Family will assess the child's wellbeing. If the child is receiving additional support or assistance in school, or from other services, (for example from social work; health services or 3rd sector or charity partners) then in consultation with parents/carers the Team with the Family will assess whether there are any wellbeing needs and if necessary, review the Child's My Plan.

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



Our school Pupil Support Coordinator is Mrs McElnea. Mrs McElnea will be available to meet with you to discuss any concerns you may have about your child's needs and how they can be supported. We do not have any specialist provision at Struthers but are an inclusive school and will put in place appropriate learning or emotional supports we can access. We also have a Pupil Support Teacher two days a week. Our Support Assistants are fully timetabled in classes and follow a detailed programme for supporting pupils in class. We use dyslexic inclusive practices in our EYC and in all classes. We use many ICT programs to assist learners and have a range of equipment within our class toolboxes to reduce barriers to learning.

ADDITIONAL SUPPORT FOR LEARNING

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



What are additional support needs (ASN)?

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

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



All children and young people need support to help them learn. Through good quality learning and teaching, staff in early learning and child care settings and schools are able to meet a diverse range of needs without additional support. Some children and young people will require support that is additional to, or different from, that received by children or young people of the same age to ensure they benefit from education, whether early learning, school or preparation for life after school. There are many reasons why children and young people may need support to help them learn. Additional support needs can be both long- and short-term, or can simply refer to the help a child or young person needs in getting through a difficult period. Additional support needs can be due to:

- disability or health
- learning environment
- family circumstances
- social and emotional factors

The Education (Additional Support for Learning) (Scotland) Act 2004 informs practitioners and organisations of their duties, and parents of their rights, in respect of the provision of support for children and young people.

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.

Stage 1 - In class support

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

Stage 2 – In school support

Where a child's additional support needs require intervention from a specialist teacher (e.g. Additional Support for Learning staff or Nurture Teacher) or targeted support from a School Assistant they will be deemed to be supported at Stage 2. An action plan should be created and reviewed.

Stage 3 - Additional support from a service that is universally available

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

Stage 4 - Specialist help from a multi-agency team

At this stage a **My Plan** will be completed. The Pupil Support Co-ordinator or named person for the establishment will contact the appropriate multi-agency team, and work in partnership with parents and learners to discuss/identify what targeted supports are required to minimise the barriers to learning.

A Team with the Family (TAF) meeting will be convened to determine how agencies can provide support.

An annual Team with the Family (TAF) will be convened for pupil on stages 2, 3 and 4.

Stage 5 – Authority Specialist Placements or Outwith Authority Placements

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

COORDINATED SUPPORT PLAN (CSP)

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

SUPPORTS AVAILABLE

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

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



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

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

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

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

What role do children and young people play?

All children and young people will have the opportunity to make their views known about decisions that affect them. Children and young people's views should be considered and recorded through their plan. They will be encouraged to take part in any meeting where people are discussing them. They will help to set their own targets and to review these.



Article 12:
Every child has the right to say what they think should happen and have their views listened to.



How can parents make requests for assessment?

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

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

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



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

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

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

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

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



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

Telephone numbers and webpages are listed below:

Quality Improvement Officer

County Buildings, Wellington Square, Ayr, KA7 1DR
01292 612504

Principal Educational Psychologist

County Buildings, Wellington Square, Ayr, KA7 1DR
01292 612819

Co-ordinator (Inclusion)

County Buildings, Wellington Square, Ayr, KA7 1DR
01292 612292

PSYCHOLOGICAL SERVICE

ARTICLES: 3, 23, 24, 28 AND 29

"South Ayrshire Psychological Services are committed to ensuring that all children and young people within South Ayrshire have the best start in life and best possible life chances."

Educational Psychologists have five core functions which are:

- consultation and advice;
- assessment;
- intervention;
- training;
- research and policy development;



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

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

The Psychological Service works within South Ayrshire's staged approach to supporting young people with additional support needs. The first stage of the process involves support at the classroom level by class teachers and other support staff based within the school. If a school wish to consult to the Educational Psychologist regarding a child, school staff will ask parental permission first. Once this is provided, the school will keep the parent or carer up to date with discussions. If the child or young person is then formally referred to the service, parents will be involved in discussions. If the child or young person is then formally referred to the service, parents will be involved in direct discussions with the educational psychologist.

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

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

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

INFORMATION SHARING

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



In exceptional cases, where we consider that any child is at risk of harm, we may share information, without consent to protect them. All members of staff working in South Ayrshire educational establishments/schools are trained to follow child protection procedures. Children Scotland and National Guidance for Child Protection in Scotland 2021 - updated 2023

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

CHILD PROTECTION

ARTICLES: 12, 19, 20, 21 AND 25



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

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



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

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

The school or education authority can give you more information if you want it. If a CSP is being prepared for a child or young person, the authority must take account of the views of parents. This should be when deciding to prepare CSP and when reviewing the CSP. In addition, the views of parents on any aspects of the CSP should be written into the plan about any concerns you may have. [Supporting documents - National Guidance for Child Protection in Scotland 2021 - updated 2023 - gov.scot \(www.gov.scot\)](https://www.gov.scot/publications/national-guidance-for-child-protection-in-scotland-2021/pages/10-11-views-of-parents-and-carers-views-on-the-csp.aspx)



UNCRC: RIGHTS RESPECTING SCHOOLS AWARD



Struthers Primary began its Rights Respecting School journey in 2012. We were delighted to achieve our first UNICEF Rights Respecting Schools Gold Award (RRSA) in 2015, which was successfully re-accredited in March 2022. This award is the highest recognition a school can receive, reflecting our ongoing commitment to embedding children's rights in all aspects of school life. Our next accreditation visit is scheduled for October 21st, 2025.

This award recognises our school's achievement in putting the United Nations Convention on the Rights of the Child (UNCRC) at the heart of all aspects of the school's work: our planning, policy-making, practice and ethos. As a rights-respecting school we teach children about rights but also by our actions model rights and respect in all relationships. There are 54 articles in the UNCRC and our school and class charters are based on the articles detailed below.

Children in all classes will continue to learn about rights linked to aspects of the curriculum as appropriate to their age and stage e.g. through their contexts for learning, literacy work, religious and moral education lessons. Rights will also be linked to displays throughout the school. We will also continue to teach rights at Assemblies with a focus on Global Citizenship.

Children will learn through rights, being encouraged to use rights-respecting language and show how they respect and uphold these rights through their actions in class and outside in the playground. We expect all our pupils to be responsible, rights-respecting citizens.

WE ARE A UNICEF GOLD RIGHTS RESPECTING SCHOOL



Links to the Articles are made throughout this handbook. As a cluster and local community, we have worked in partnership to support local, national and global rights. Our global work has centred around helping to rebuild a school in Haiti. For a detailed summary of the Articles please go to: www.unicef.org.uk/rights-respectingschools for further information.

WELLBEING INDICATOR	UNCRC ARTICLE
SAFE	19 Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.
HEALTHY	24 Every child has the right to the best possible health. Government must provide good quality health care, clean water, nutritious food and a clean environment so that children can stay healthy. Richer countries must help poorer countries achieve this.
ACHIEVING	31 Every child has the right to relax, play and take part in a wide range of culture and artistic activities.
NURTURED	20 If a child cannot be looked after by their family, governments must make sure that they are looked after properly by people respecting the child's religion, culture and language.
ACTIVE	29 Education must develop every child's personality, talent and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.
RESPECTED	12 Every child has the right to say what they think in all matters affecting them and to have their views taken seriously.
RESPONSIBLE	14 Every child has the right to think and believe what they want and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect these rights
INCLUDED	28 Every child has the right to an education. Primary education must be free. Secondary education must be available to every child. Discipline in school must respect children's dignity. Richer countries must help poorer countries achieve this.



UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD

Article 1

Everyone under 18 has these rights.

Article 2

All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or a girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

Article 4

The government has a responsibility to make sure your rights are protected. They must help your family to protect your rights and create an environment where you can grow and reach your potential.

Article 5

Your family has the responsibility to help you learn to exercise your rights and to ensure that your rights are protected.

Article 6

You have the right to be alive.

Article 7

You have the right to a name, and this should be officially recognised by the government. You have the right to a nationality (to belong to a country).

Article 8

You have the right to an identity – an official record of who you are. No one should take this away from you.

Article 9

You have the right to live with your parent(s), unless it is bad for you. You have the right to live with a family who cares for you.

Article 10

If you live in a different country than your parents do, you have the right to be together in the same place.

Article 11

You have the right to be protected from kidnapping.

Article 12

You have the right to give your opinion, and for adults to listen and take it seriously.

Article 13

You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

Article 14

You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.

Article 15

You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.

Article 16

You have the right to privacy.

Article 17

You have the right to get information that is important to your well-being, from radio, newspapers, books, computers and other sources. Adults should make sure that the information you are getting is not harmful and help you to find and understand the information you need.

Article 20

You have the right to special care and help if you cannot live with your parents.

Article 21

You have the right to care and protection if you are adopted or in foster care.

Article 22

You have the right to special protection and help if you are a refugee (if you have been forced to leave your home and live in another country), as well as all the rights in this Convention.

Article 23

You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

Article 24

You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.

Article 25

If you live in care or in other situations away from home, you have the right to have these living arrangements looked at regularly to see if they are the most suitable.

Article 26

You have the right to help from the government if you are in need.

Article 27

You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.

Article 28

You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Article 29

Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Article 30

You have the right to practise your own culture, language and religion – or any you

choose. Minority and indigenous groups need special protection of this right.

Article 31

You have the right to play and rest.

Article 32

You have the right to protection from work that harms you, and is bad for your health and education. If you work, you have the right to be safe and paid fairly.

Article 35

No one is allowed to kidnap or sell you.

Article 36

You have the right to protection from any kind of exploitation (being taken advantage of).

Article 37

No one is allowed to punish you in a cruel or harmful way.

Article 38

You have the right to protection and freedom from war. Children under 15 cannot be forced to go into the army or take part in war.

Article 39

You have the right to help if you've been hurt, neglected or badly treated.

Article 40

You have the right to legal help and fair treatment in the justice system that respects your rights.

Article 41

If the laws of your country provide better protection of your rights than the articles in this Convention, those rights should apply.

Article 42

You have the right to know your rights! Adults should know about these rights and help you learn about them too.

Articles 43 to 54

These articles explain how governments and international organisations like UNICEF will work to ensure children are protected with their rights.



SCHOOL IMPROVEMENT

ARTICLES 3, 28 & 29

Our School Improvement Plan outlines how we will continuously improve learning and teaching in Struthers Primary School. Our School Improvement Priorities set a clear path for future development. The full copy of the improvement plan is available on our new school website alongside our Standards and Quality Report.



The focus of this plan is improving literacy, numeracy and health and wellbeing outcomes for all learners in our school. Good learning and teaching underpin improvements in these areas and our involvement in the pilot project: The Adaptive Teacher will support improvement in learning and teaching in literacy, numeracy and health and wellbeing.

Our improvement plan also includes the following local and national priorities:

- **National Improvement Framework:** a high level of priority will be given to moderation of Literacy and Numeracy
- **South Ayrshire:** we are working together to close the poverty-related attainment gap by improving attainment in literacy
- **Marr Cluster:** To enhance our approaches to curricular transitions, ensuring continuity in pedagogy and a shared understanding of learning, teaching and assessment across sectors through collaborative working to raise attainment.

Struthers Numeracy Priorities:

- To raise attainment in numeracy and close the attainment gap between the most and least disadvantaged children and young people.
- To ensure effective pedagogy is consistent across the school: high quality learning, teaching and assessment.

Struthers Literacy Priorities:

- To raise attainment in literacy and close the attainment gap between the most and least disadvantaged children and young people.
- To ensure effective pedagogy is consistent across the school: high quality learning, teaching and assessment

Struthers Health and Wellbeing Priorities:

- To ensure accessibility for all children to join clubs, sports and extra-curriculum opportunities:
- minimizing the gap between the most and least disadvantaged children and young people
- promoting children's rights
- inclusion
- improving outcomes for vulnerable groups including looked after children and young people

SCHOOL POLICIES & PRACTICAL INFORMATION

SCHOOL HOLIDAYS

First term

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

Second Term

05 January 2026	Pupils return
6 February 2026 - 9 February 2026	Schools closed
10 February 2026	Inservice day
11 February 2026	Pupils return

Third Term

3 April 2026 - 17 April 2026	Schools closed
20 April 2026	Pupils return
04 May 2026	Schools closed
05 May 2026	Pupils return
07 May 2026	Inservice day
08 May 2026	Pupils return
25 May 2026	Schools closed
30 June 2026	last day of term for pupils and st

PUPIL VOICE

ARTICLES: 12, 13 & 15

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.

In our school, children sit on a number of committees, giving them opportunities to take part in ‘real life’ decision-making:

- Health & Wellbeing
- House Captains
- Literacy Ambassadors
- Rights Respecting Schools
- Numeracy Ambassadors



RELATIONSHIP POLICY

At Struthers Primary we believe that our pupils, staff and those visiting the school are entitled to a safe, happy learning environment, in which they will thrive and make progress academically, creatively, physically, socially and morally.



Children and young people should feel happy, safe, respected and 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 based on our school values; Respect, Responsibility, Inclusion, Honesty, Kindness and our three core rules; Ready, Respected, Safe.

We believe that our whole school community functions best if there is mutual respect between all members and an agreed code of conduct. Therefore, we have a duty to promote good behaviour, mutual respect and discipline in our school.

Individual class teachers use a variety of positive behaviour strategies and rewards systems appropriate to their own stage. Citizenship assemblies provide an opportunity to celebrate success on a weekly basis through individual achievements both in and out-with school.

CHOOSING A SCHOOL

ARTICLE: 3

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



Full details of the Placing Request process are available on the Council's website using the following link - Placing requests – South Ayrshire Council (www.south-ayrshire.gov.uk) or you can contact Educational Services on 01292 612162.

ATTENDANCE



ARTICLE: 28

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

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

FAMILY HOLIDAYS

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



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

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

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

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

EXTENDED LEAVE WITH PARENTAL CONSENT



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

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

ADVICE TO PARENTS

Schools will follow-up all instances of pupil non-attendance in order to record accurately the reason for absence using the above coding system. It would be extremely helpful in this regard, if parents contact school at the beginning and end of the absence period – indicating their awareness of the absence and reason for absence at the beginning of the period and expectation of return to school at the end of the absence period. Where no information is provided absences will be considered to be unexplained and therefore recorded as unauthorised.



ROUTINE AND EXPECTED VISITS OUT-WITH SCHOOL



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

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

SCHOOL UNIFORM POLICY

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



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

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

We would prefer if pupils at Struthers would wear the following items of uniform – school sweatshirt, white polo shirt/white shirt, grey trousers/skirt and school tie. P7 pupils can wear a black polo shirt and they are gifted leavers' hoodies by the Fundraiser Group.

PLAYGROUND SUPERVISION

ARTICLES: 19 AND 31



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

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

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

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

The members of staff in the playground are usually the School Assistants and our janitor, Mr Adams. Other School Personnel may also be present from time to time in the playground.



Please note: when children are in the playground they become the responsibility of school personnel from 08.50am onwards. You are very welcome to stay in the playground after this time but please allow the School Assistants to supervise and manage the children.

PARENTAL COMPLAINTS PROCEDURE



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

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

- visit one of South Ayrshire Council's Customer Service Centres, or any local office.
- phone South-Ayrshire Council Customer Services Team on 0300 123 0900
- email: 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, Cotton Street, PAISLEY, PA1 1BF.

SCHOOL MEALS

ARTICLE: 18 & 24

At Struthers the Catering Supervisor, Mrs Emma Kennedy and her staff prepare and serve a selection of meals in a self-service cafeteria system. Menus are selected in accordance with the guidelines of Hungry for Success. Their policy is to provide balanced, healthy meals. Children can choose a hot meal, filled rolls or sandwiches, soup, salad, fruit, home baking, milk and yoghurt etc.



If a child requires a special diet for medical or religious reasons, you can apply via the following link: [https://www.south-ayrshire.gov.uk/media/6938/Procedure-for-the-provision-of-a-specific-diet-in-schools/doc/Specific diets procedure June 2021.docx?m=638035211051670000](https://www.south-ayrshire.gov.uk/media/6938/Procedure-for-the-provision-of-a-specific-diet-in-schools/doc/Specific%20diets%20procedure%20June%202021.docx?m=638035211051670000)

Payment is made by via Online Catering Payment Service and parents can order meals from home up to 3 weeks in advance. Packed lunches can be eaten in the Dining Hall (or outside from Easter depending on the weather).

FREE SCHOOL MEALS AND CLOTHING GRANTS

ARTICLE: 18 & 24

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

Children of parents receiving:

- Child Tax Credit where household income is £18,725 or less
- Child Tax Credit and Working Tax Credit where the household income is £8,717 or less
- Universal Credit where earned income is £726 or less per month
- Income-based Jobseekers Allowance
- Income Support
- Any Income related element of Employment and Support Allowance
- Support under part V1 of the Immigration and Asylum Act 1999



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

PACKED LUNCHES



Seating areas will be provided for pupils who prefer to have packed lunches. Children should bring food in a safe lunch box, which has the pupil's name and class CLEARLY LABELLED for quick identification. In the interest of safety lunch boxes should not contain glass or unsafe cans or packaging. Uneaten food is usually returned home in the lunch box so that parents are aware of the amount their child has eaten for lunch.

SCHOOL TRANSPORT GUIDE TO PARENTS

South Ayrshire Council has a policy of providing free school 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 suggested suitable walking route. Parents who consider they are eligible for free school transport should complete the online Free School Transport Form which can be obtained via School Transport Application Form – South-Ayrshire Council (south-ayrshire.gov.uk). Applications should be completed and submitted by the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made.



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

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

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

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

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

SEATBELT STATEMENT



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

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

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

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

PRIVILEGED SEATS

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

INSURANCE

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

VALUABLE ITEMS

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

USE OF MOBILE PHONES

ARTICLE: 16

Pupils are not allowed to use their mobile phones in school or on excursions, especially for taking photographs and uploading to social network sites. If a mobile phone is found it will be taken to the office for an adult to collect.



USE OF SOCIAL MEDIA



ARTICLES: 16 & 17

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

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

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

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

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

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

HEALTH AND MEDICAL INFORMATION

ARTICLE: 24

Routine screenings are conducted for pupils in P1 and P7 especially for sight, hearing, height, weight and oral health throughout the year. These are undertaken by the appropriate Health professionals linked to the school. All children have the opportunity to receive a Flu Immunisation Vaccine and parents will receive detailed information on this. Parent/Carers will always be notified if a child takes unwell. You will be notified by a phone call so please ensure all contact details are updated. If we feel they require urgent medical attention we would take them to an appropriate medical centre and notify you.



MEDICATION

If it is necessary for medication to be administered during school hours, the request must be made by parents and a permission form completed and returned.

HEALTH PROMOTION & NUTRITION

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

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

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

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



Further guidance can be found at:

www.scotland.gov.uk/Resource/Doc/222395/0059811.pdf

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

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

CHILDSMILE

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



1. A core toothbrushing programme - In Ayrshire & Arran, daily supervised toothbrushing takes place in all nursery schools and many Primary schools. Free Childsmile oral health packs containing a toothbrush and fluoride toothpaste are given out twice a year to children at nursery school and on entry to primary school in primary 1. During their first year of life, all babies are given an oral health pack and a drinking cup to encourage healthy weaning by swapping bottle for cup as soon as baby is able to drink from a cup. All children should be registered with a dentist (General Dental Practitioner) and visit regularly to help keep their teeth as healthy as possible. Remember - water and milk are recommended as safe drinks for teeth for all children.

2. An Infant Programme - Childsmile Practice promotes oral health from birth. Parents of newborn children may be referred to the programme by their Health Visitor. Dental Health Support Workers visit parents in their home to give information, oral health advice and to arrange regular visits to the local Dental Practice.

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

THE NATIONAL DENTAL INSPECTION PROGRAMME

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



DATA

ARTICLE: 16

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

How we will use the information about you and your child?

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

Who we share your information with?

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

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

What are my rights?

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

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

IF YOU HAVE A COMPLAINT

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

Data Protection Officer, Information, Governance Team, Legal & Democratic Services, County Buildings, Wellington Square, Ayr, KA7 1DR
Email: DataProtection@south-ayrshire.gov.uk
Telephone: 01292 612223

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

Information Commissioner's Office, 45 Melville Street, Edinburgh, EH3 7HL
Email: scotland@ico.org.uk
Telephone: 0131 244 9001

IF YOU HAVE NO INTERNET ACCESS

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

HOW TO ACCESS OUR FULL PRIVACY NOTICE

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

EDUCATION STATISTICS PRIVACY NOTICE: TRANSFERRING EDUCATIONAL DATA ABOUT PUPILS

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



Why do we need your data?

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

Accurate and up-to date data allows us to:

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

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

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

YOUR RIGHTS AND FURTHER INFORMATION



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

The Freedom of Information (Scotland) Act 2002

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

Public Authorities have to allow access to the following information:

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

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



HELPFUL ADDRESSES & WEBSITES

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

www.south-ayrshire.gov.uk

www.education.gov.scot/parentzone/

www.hmie.gov.uk

APPENDIX 2

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

National policies, information and guidelines 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/parentnerships/engagingparents/toolkit/index.asp>

The Scottish Government guide Principles of Inclusive Communications – provides information on communications and 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 resources 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/learningacross/thecurriculum/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

Information on the Senior Phase –

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

Information on Skills for learning, life and work –

<http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnerexpect/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

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

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

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>

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/Publicaitons/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>

