



TROON PRIMARY SCHOOL & EARLY YEARS CENTRE

SCHOOL HANDBOOK

.....
SESSION 2019-2020





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INTRODUCTION BY THE HEAD TEACHER

January 2019



Dear Parent/Carer

On behalf of everyone at Troon Primary School, I extend a warm welcome to both our school and Early Years Centre classes. I am delighted that you have chosen our school for your child's education. If this is your first contact with the school, I hope you will find this handbook interesting and helpful as it provides an introduction to many aspects of the work and life of our busy and vibrant school.

Parental involvement and working in partnership with parents is an important feature in our school life. As a school community we are committed to continuous improvement and working in partnership. Together we will continue to build on our successes and drive our improvement agenda in order to provide our pupils with learning experiences of the highest quality.

If you have any queries please do not hesitate to call into the school or telephone at any time. We look forward to working with your child and ensuring that they achieve all they can during their time with us.

Yours sincerely

Aileen Roan

Aileen Roan
Head Teacher



Troon Primary School & Early Years Centre
Rights Respecting Gold – November 2018

SCHOOL INFORMATION

Name	Tron Primary School and Early Years Centre
Address	Barassie Street Tron KA10 6LX
Telephone Number	01292 690069
Email address	tron.mail@south-ayrshire.gov.uk
Website address	www.tron.sayr.sch.uk
Catchment Area	Details of the school's catchment area and street names are available for inspection at the school and parents can also access them on the Council's website at www.south-ayrshire.gov.uk . Catchment map and area available from School Management Section, Educational Services, County Buildings, Wellington Square, Ayr. KA7 1DR.
Stages of Education Provided	Early Years Centre for ante-pre and pre-school children; Primary 1 – Primary 7 classes
Tron Early Years Centre - Nursery Provision	40 places in the morning session 40 places in the afternoon session
Present School Roll	361 pupils organised in 15 classes
Denominational status	Non-denominational
Head Teacher's Name	Ms Aileen Roan
Named Person	Ms Aileen Roan

Parent Council Email Address	tpchairperson@gmail.com
Parental Concerns	If you have any concerns about your child's wellbeing or learning, please do not hesitate to contact the school office where an appointment will be arranged with your child's class teacher at a mutually convenient time. If you wish to speak with Ms Roan, Head Teacher or Mrs Clark, Depute Head Teacher, please contact the school office.
Pupil Absence/Sickness	Parents are asked to give the school office a quick ring by 10.00am at the latest if your child is going to be absent from school. If we have not heard from you by that time, you will receive a text message asking you to contact the school. This is a safety precaution for both parents and the school allowing us to monitor pupils' absence.
New Parent Visit	Parents are asked to make an appointment to meet with Ms Roan.
Accommodation and capacity	The agreed capacity of the school is 462. Parents should note that the working capacity of the school may vary, dependent upon the number of pupils at each stage and the way in which classes are organized.
House structure	The four houses are Portland, Titchfield, Bentinck and Welbeck

SCHOOL STAFF – TEACHING STAFF

Mrs C McLachlan	Class Teacher	Primary 1A
Mrs K McClymont	Class Teacher	Primary 1B
Mrs M McCall	Class Teacher	Primary 2A
Ms O'Neil/Mrs Bray	Class Teacher	Primary 2B
Mrs J Brennan	Class Teacher	Primary 2C
Miss S Coughtrie	Class Teacher	Primary 3A
Mrs J McCracken	Class Teacher	Primary 3B
Miss L Kirk	Class Teacher	Primary 4A
Mrs A Browne	Class Teacher	Primary 4B
Mr N Sturdy	Class Teacher	Primary 5A
Mr G Paterson	Class Teacher	Primary 5B
Miss L Smith	Class Teacher	Primary 6A
Mrs H Matthews	Class Teacher	Primary 6B
Mrs K Alcroft	Class Teacher	Primary 7A
Mrs E McIntyre	Class Teacher	Primary 7B
Mrs Blackwood (mat. Leave)	Pupil Support	
Ms M Elliot/Mrs C Mitchell	Pupil Support	

NURSERY STAFF

Mrs Watkins	Class Teacher
Vacancy	Acting Senior Early Years Practitioner
Mrs McCallion	Early Years Practitioner
Mrs Donnelly	Early Years Practitioner
Miss McMillan	Early Years Practitioner
Mrs Gilchrist	Early Years Practitioner
Mrs L Dowling	Early Years Practitioner
Mrs Sclater	Modern Apprentice

CLERICAL TEAM JANITOR & SCHOOL ASSISTANTS

Ms J Cree	Clerical Assistant
Mrs K McColl	Clerical Assistant
Mrs S Owens	Clerical Assistant
Mrs L Burton	School Assistant
Ms D Brown	School Assistant
Ms J Loudon	School Assistant
Mrs L Stark	School Assistant
Mr McPherson	Janitor

CATERING TEAM

Mrs R Murray	School Cook
Mr J Slider	Catering Assistant
Mrs M Pepworth	Catering Assistant
Mrs D Anderson	Catering Assistant
Mrs E Anderson	Catering Assistant

VISITING SPECIALISTS

Ms T Nelson	Youth Music Initiative
Ms J Walker	Hearing Impairment Service
Mr S McAughtrie	Brass Instructor
Ms E McLeod	Violin Instructor

OUR COMMUNITY PARTNERS

Revd J Brown	School Chaplain
Duncan Sturgeon	Active Schools Co-ordinator
Gavin Stalker	Educational Psychologist
Laurence Brown	Inclusion Co-ordinator
PC Harrower	Campus Police Officer
Ann McKay	School Nurse

MANAGEMENT TEAM

Ms A Roan	Head Teacher
Mrs L Clark	Depute Head Teacher
Miss D Shimmons	Principal Teacher
Mrs K Alcroft	Acting Principal Teacher



Together Everyone Achieves More

RIGHTS RESPECTING SCHOOLS AWARD

We were delighted to be awarded the UNICEF Rights Respecting Schools Gold Award (RRSA) in November 2018; this is the highest accolade a school can receive.

This award recognises our school's achievement in putting the United Nations Convention on the Rights of the Child (CRC) 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 CRC 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. 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-respecting-schools for further information.

WELLBEING INDICATOR	CRC 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.
ACTIVE	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.
ACHIEVING	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.

**WE ARE A UNICEF GOLD
RIGHTS RESPECTING SCHOOL**



ENROLMENT

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 takes place in January when pupils register for education. Parents should present their child's birth certificate and proof of address at registration. 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. The school can provide details of which streets are in our catchment area. At all other times throughout the session, parents wishing to enrol their child in the school should contact the school office and make an appointment to meet with Ms Roan, Head Teacher.

PARENTAL INVOLVEMENT AND HOME SCHOOL LINKS



We are proud of the very strong relationship the school enjoys with the 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, assemblies and showcase events.

The school will provide timely communications to parents through newsletters and notice of forthcoming events and through our new school website and Twitter 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.

PARENTS AS PARTNERS - PARENT COUNCIL AND PARENT FORUM

Articles 3 & 5

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

Parents are welcomed to be:

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



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

- Receive information about the school and its activities;
- Hear about what partnership with parents means to our school;
- Be invited to be involved in ways and times that suit you;
- Identify issues you want the Parent Council to work on with the school;
- Be asked your opinion by the Parent Council on issues relating to the school and 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;
- Raise funds for the school for the benefit of pupils.

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.

TROON PRIMARY PARENT COUNCIL

Parent Council meetings are held in school every four weeks to which all parents are welcome to attend. The Chairperson of our Parent Council is Colin Pow, who can be contacted through the school or by email: tpchairperson@gmail.com



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.

National Parent Forum of Scotland – enquiry@parentforumscotland.org

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

OUR SCHOOL VISION, AIMS AND VALUES

Articles 28 & 29

FOLLOWING CONSULTATION WITH PUPILS, STAFF AND BOTH THE PUPIL AND PARENT COUNCIL IN APRIL 2018, WE CARRIED OUT OUR FIRST GLOW FORMS ONLINE SURVEY IN MAY TO CREATE OUR NEW, SHARED VISION FOR OUR FUTURE.

OUR NEW VISION, VALUES AND AIMS HAVE BEEN AGREED AS FOLLOWS:

VISION

Together we will create a positive environment to nurture, support and challenge everyone to fulfil their potential

VALUES

Respect Responsibility Equality Honesty Happiness

AIMS

Excellence and Equity

- ✓ To provide an inspiring learning environment with high quality experiences to allow all our children to succeed.
- ✓ To ensure that every child feels valued and supported and has equal opportunities within the school.
- ✓ To develop happy and healthy lifestyles.

Partnership Working

- ✓ To work in partnership with parents and maintain close links with the wider community.

School Leadership and Improvement

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

CURRICULUM FOR EXCELLENCE

Articles 28 & 29

curriculum for excellence



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

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

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

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

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

All pupils are entitled to personal **support** to help them fulfill 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

Article 28 & 29



Language and Literacy is a key focus in our school improvement plan. Reading, writing, talking and listening are fundamental and at the core of every child's education and these skills permeate and provide access to all areas of the curriculum. We give high priority to the development of these communication skills and to equipping the children with a working knowledge of the structure of language and how to use it.

In the early stages, children are offered a wide experience of talking and listening through active play experiences, songs, poems and stories. Staff build on children's prior learning and experiences and they are introduced to reading with a well-balanced programme of phonics and word recognition. We use a variety of resources to support learning and teaching to include interactive reading programmes, the use of big books and skinny novels in infant classes.

Within the upper school classes reading strategies and skills are taught through the study of specific novels both for class teaching and literature circle sessions. All classes also work twice per year on a focused class novel; during the first term this work is used to teach specific reading skills and strategies and allow children to develop their knowledge, skills, confidence and enjoyment for future literacy work.

Following the success of the Primary 7 transition project studying 'Skellig', this approach to critical literacy has been successfully embedded within all second level classes to challenge pupils thinking and further develop skills linking reading into writing. Children in upper school classes have worked closely, and with the support of, author Ross MacKenzie to motivate and engage them in their learning and provide a role model to bring literacy alive.

Additional successful projects linked to current research include: family engagement at early level working, Blooms Buttons, First News children's newspaper, the Reading Wise programme and the development of critical literacy.

Across the school community, reading for enjoyment continues to be championed and promoted through the 'Book Club' within the Early Years Centre and the 'First Minister's Reading Challenge'. Very strong links have also been forged with the local library and the Scottish Book Trust to support and develop a love of reading. Classes visit the library throughout the year.

Writing skills are developed through weekly lessons with a specific focus on tools for writing. All classes use a variety of stimulus to include; IDL context based lessons, extended wWriting projects and media based learning/writing stimulus.

1+2 Languages Development is across all classes including our early years class. The Scottish Government's policy, 'Language Learning in Scotland: A 1+2 Approach', is aimed at ensuring that every child has the opportunity to learn a modern language from P1 onwards. French has been taught across all stages and our next step will focus on the introduction of Spanish at second level; children in the Early Years Centre also learn simple Makaton and sign language.

NUMERACY AND MATHEMATICS

Articles 28 & 29



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.

Number Talks are used at all stages of the school to develop children's understanding of number and mental calculation. A class Number Talks takes place daily and lasts between 10-15 minutes. Pupils also complete 'Big Maths' challenges to track their own progression in mental. We make effective use of a wide variety of resources, websites and ICT to further enhance the pupils' skills in this area.

The teaching of maths involves collaborative work and learning in context. 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.

The materials used to support the teaching of mathematics across the school are TJ Maths, Heinemann Active Maths and Scottish Heinemann as well as a variety of other resources as appropriate to age and stage.

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 AND TECHNOLOGIES

Articles 28 & 29

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.

In science, children will be involved in investigative and experiential approaches to learning in order to develop their knowledge and understanding of key scientific concepts in the living, materials and physical world. Children will learn about Living Things and the Processes of Life; Materials from Earth and Forces and their Effects.



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

Article 29

The arts play a vital role in enabling our children and young people to enhance their creative talent and develop their artistic skills. By engaging in experiences within the expressive arts, children and young people will recognise and represent feelings and emotions, both their own and those of others. The expressive arts play a central role in shaping our sense of our personal, social and cultural identity.

Expressive Arts include Art and Design, Music, Drama and Dance. Learning in, through and about the Expressive Arts enables children and young people to:

- be creative and express themselves in different ways
- experience enjoyment and contribute to other people's enjoyment through creative and expressive performance and presentation
- develop important skills, both those specific to the Expressive Arts and those which are transferable
- develop an appreciation of aesthetic and cultural values, identities and ideas and, for some, prepare for advanced learning and future careers by building foundations for excellence in the Expressive Arts



The school is fortunate to work with very talented music specialists and instructors thus enhancing our provision throughout the school and enriching the curriculum for the children.

OPPORTUNITIES FOR WIDER ACHIEVEMENT

Article 29

A wide variety of lunchtime and afterschool clubs are offered to the children led by specialist coaches, staff and pupils alike. Pupils are consulted on a termly basis regarding their interests and preferences for the activities on offer. We continue to track the uptake of clubs to ensure children at all stages are given an opportunity to participate. The wide range on offer includes Mini-Bridge, Handball, Volleyball, Basketball and Origami to name but a few.

Our cluster Active Schools Co-ordinator Duncan Sturgeon works closely with the school to promote and arrange healthy lifestyle activities throughout the school. In September 2018 we were delighted to be awarded the Sports Scotland Gold Schools Sports award for our achievements in putting sport at the heart of our planning, practice and ethos.



Visits to places of interest to enhance classroom topics and develop understanding are organised for all classes throughout the session. The school also arranges visits to venues including theatres, museums, exhibitions, libraries, galleries and other places of interest.

Pupils in Primary 7 have the opportunity to take part in residential visit to Dolphin House where the focus is on the development of outdoor learning skills, local history and environmental studies.

COMPOSITE CLASSES

Article 28

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

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

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

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

RELIGIOUS AND MORAL EDUCATION

Article 14



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 the Rev. Brown of Portland Church 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 Ms Roan.

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 Ms Roan, Head Teacher.

HEALTH AND WELLBEING/CITIZENSHIP

Articles 28, 29, 23, 24 and 3

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

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



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. We provide all pupils with two hours physical education each week and, additionally, classes take part in the daily mile each day.

In Troon Primary all members of the school community work together to provide children and young people with integrated and positive experiences and structures, which promote and protect their health. This includes both the formal and informal curriculum in health, the creation of a safe and healthy school environment, the provision of appropriate health services and the involvement of the family and wider community in efforts to promote health.

Our staff are committed to developing our pupils as fully rounded individuals, committed to active citizenship and prepared to make a difference to the lives of others.

We give careful consideration to the range of learning and teaching approaches used in all areas of the curriculum and to the circumstances in which particular approaches are employed.

In delivering health education the school endeavours to:

- make appropriate use of active learning, whole-class teaching, individual work, small-group discussion and collaboration;
- ensure that teaching and learning take place in context where pupils can explore health issues safely and openly;
- consult and involve parents appropriately in approaches to teaching and learning, particularly in relation to sensitive health needs;
- take account of significant health issues in the school's local community;
- emphasise healthy routines, protection skills and responsible decision-making for healthy living.

POSITIVE BEHAVIOUR MANAGEMENT POLICY

Article 19

At Troon 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, making 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 behavior in the classroom, playground and the wider school community based on our school values; Respect, Responsibility, Equality, Honesty, Happiness and our three core rules; Ready, Respected, Safe.

The school was successful in achieving Gold Rights Respecting Schools in November 2018, an achieving of which we are extremely proud. This is the highest stage of the Rights Respecting Schools Award and is granted by Unicef UK to schools that have fully embedded children's rights throughout the school in its policies, practice and ethos.



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.



This session we are also trialing 'Recognition boards' in various classes to highlight pupil successes and achievements. Citizenship assemblies provide an opportunity to celebrate success on a weekly basis through individual achievements both in and outwith school; every Monday classes are awarded 'Ready, Respectful, Safe' certificates and every month class awards are celebrated at assembly.

EQUAL OPPORTUNITIES 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 outwith a child's community is appropriate to meet their needs, it is important to consider ways in which a child can maintain links and relationships with peers from their own community (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 AND REPORTING

HOW IS LEARNING IN THE BROAD GENERAL EDUCATION ASSESSED?

Assessment is a central part of everyday learning and teaching for children and young people. Teachers gather evidence on an ongoing and informal basis through asking questions, observing children working together and making comments on their work. Children may assess their own work or that of their classmates.

Some assessment is more formal, such as projects, investigations, case studies and tests. The assessment of children's progress throughout primary school and in secondary S1-S3 is based partly on teachers' views; their professional judgement. In making these judgements, teachers draw on their professional knowledge and understanding of the child using a very wide range of assessment information including standardised assessments.



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

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

NATIONAL STANDARDISED ASSESSMENTS

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

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

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

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.

HOW WILL YOUR CHILD'S PROGRESS BE REPORTED?

Parental interviews 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 March. 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 in curricular areas.

TRANSITION

HOW DO WE ENSURE THAT there IS A SMOOTH TRANSITION BETWEEN STAGES?

At Troon, 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.



In line with the Authority the school is implementing South Ayrshire curricular frameworks designed to promote continuity of learning for pupils in school and across the cluster. These frameworks were developed for each of the curricular areas by practitioners working in each of the eight clusters across the Authority. The school continues to work with the frameworks, customising them to our setting as appropriate.

We have a range of initiatives which ease every child's move from their Early Years Centre to our Primary 1 classes. Within the school we ensure that there is a smooth transition for all pupils as they move through the school. We have close links with our associated secondary school, Marr College, and pupils experience a well-planned transition programme as they continue their learning journey.

TRANSFER TO SECONDARY SCHOOL

Article 28

Pupils are normally transferred between the ages of 11 ½ and 12 ½ so that they will have the opportunity to complete at least four years of secondary education. Parents will be informed of the school arrangements no later than December of the year preceding the date of transfer at the start of the new session. Pupils who live in the Troon Primary School catchment area transfer to Marr College.

SUPPORT FOR PUPILS

Articles 3, 23, 28 & 29

At Troon Primary School and Early Years Centre we provide an inclusive teaching and learning environment for all children. Every child within the school has the right to be included and supported in the knowledge that there is equality of opportunity for all.

The school's vision is to ensure that by working together we will create a positive environment to nurture, support and challenge everyone to fulfil their potential.



GETTING IT RIGHT FOR EVERY CHILD (GIRFEC)

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 of Every Child**' (known as "GIRFEC") Practice Model is an assessment and planning framework which centres on the individual and specific needs of each child.

Every child under the age of 18 is entitled to have a **Named Person** who should be available to help and support the child and do whatever is necessary to promote the child's 'wellbeing'.

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

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

Information Sharing

There are information sharing duties contained within the Children and Young People (Scotland) Act 2014 regarding information shared with the Named Person, between Named Persons at transition stages and from the Named Person to other agencies seeking support for the child or young person. The Scottish Government will provide a mandatory Code of Practice in terms of information sharing in relation to the Children and Young People Act prior to the Named Person Service becoming legislation from August 2017.

There is a Pan Ayrshire Information Sharing Protocol supported by A Guide to Information Sharing in Ayrshire and Arran booklet for staff, a leaflet for parents and z-card for young people. These can be found at www.south-ayrshire.gov.uk/getting-it-right-for-every-child.

GETTING IT RIGHT FOR EVERY CHILD IN TROON PRIMARY



Our work in Troon Primary School is about improving outcomes for children. The approach aims to have in place a network of support to promote wellbeing so that children and young people get the right help at the right time. This network will always include family and/or carers, school and the universal health services as appropriate.

The Named Person in our school is **Ms Aileen Roan, Head Teacher**.

We believe that in meeting the needs of our children they should be:

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.

ADDITIONAL SUPPORT FOR LEARNING

South Ayrshire Council has duties outlined in the Standards in Scotland's Schools etc Act (2000), and the Education (Additional Support for Learning) (Scotland) Act 2004 (As amended). These include the production of a policy for additional support needs, authority arrangements for identification and assessment of additional support needs, preparation of plans, including a CSP where appropriate, maintain and review additional support needs on an ongoing basis.

South Ayrshire Council is committed to a policy of inclusion to carry out these duties of support. The authority is also committed to maintaining a range of specialist establishments and services to support the whole continuum of needs.

WHAT ARE ADDITIONAL SUPPORT NEEDS (ASN)?

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

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

HOW DO WE MAKE SURE WE CAN MEET THE ADDITIONAL SUPPORT NEEDS OF PUPILS IN SOUTH AYRSHIRE?

All children and young people may need additional support at some point to help them make the most of their education. Most children are supported through their own class teacher and appropriate class based strategies and supports.



If a pupil needs more help than the class teacher can provide, then a process of providing the right support begins. We call this staged intervention. Staged intervention is our way of assessing, identifying and then providing the necessary additional support and/or strategies for a child or young person.

Staged intervention can be broken down into three main stages:

STAGE 1(A) – IN CLASS SUPPORT

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

STAGE 1(B) – IN SCHOOL SUPPORT

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

STAGE 2 – ADDITIONAL SUPPORT FROM A SERVICE THAT IS UNIVERSALLY AVAILABLE

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

STAGE 3 – SPECIALIST HELP FROM A MULTI-AGENCY TEAM

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

A Team Around the Child meeting (TAC) will be convened to determine how agencies can provide support.

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

CO-ORDINATED SUPPORT PLAN

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

SUPPORTS AVAILABLE

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

- Psychological Services
- Peripatetic Services e.g. Visual Impairment and Hearing Impairment
- Home Link Team
- Looked After and Accommodated Service
- Learning and Inclusion Team
- School Support Assistants
- Additional Support for Learning Teachers
- Home Tutoring
- Outreach services from Specialist Centres

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

HOW CAN PARENTS HELP TO SUPPORT CHILDREN AND YOUNG PEOPLE WITH ADDITIONAL SUPPORT NEEDS?

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

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

WHAT ROLE DO CHILDREN AND YOUNG PEOPLE PLAY?



All children and young people will have the opportunity to make their views known about decisions that affect them. Children and young people's views should be taken into account and recorded through the Child's Plan. They will be encouraged to take part in any meeting where people are discussing them. They review these.

HOW CAN PARENTS MAKE REQUESTS FOR ASSESSMENTS?

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 or work, specific assessment tools, discussions with staff involved with children, discussion with the child and parents, etc.

As a parent or carer you will be fully consulted and kept informed at all stages of the assessment process by the Pupil Support Co-ordinator or Named Person.

The Education (Additional Support for Learning) (Scotland) Act (2004) makes sure that parents or young people can ask an education authority to arrange for an assessment or examination. The request can be for an educational, psychological or medical assessment or examination.

Requests for assessment must be in writing or some other permanent form which can be referred to in the future. The request should contain the reasons for the request and the education authority must meet this request unless it is unreasonable.

Parents can expect a response to such requests within four weeks and will be notified of the person in the authority who is dealing with the request. These requests should be sent to the Inclusion Co-ordinator.

WHAT CAN PARENTS DO IF THEY DON'T AGREE WITH THE AUTHORITY?

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

Parents can also use 'Listening to You'. This is an online service which allows you to log concerns and complaints.

See www.south-ayrshire.gov.uk/listeningtoyou



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

WHERE CAN PARENTS GET SUPPORT AND INFORMATION RELATING TO ADDITIONAL SUPPORT NEEDS?

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

Quality Improvement Manager

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

Principal Educational Psychologist

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

Co-ordinator (Inclusion)

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

Enquire

Scottish Enquire helpline: 0845 123 2303
Textphone: 0131 22 22 439
Email: info@enquire.org.uk

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

Scottish Child Law Centre

54 East Cross Causeway
Edinburgh
Midlothian
EH8 9HD
Tel: 0131 667 6333

Email: enquiries@sclc.org.uk

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

Resolve

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

Advocacy Service

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

PSYCHOLOGICAL SERVICES

Articles 3, 23, 28 & 29

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

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

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



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

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

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

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

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

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

INFORMATION SHARING

In South Ayrshire educational establishments/schools, we work closely with partner services including health, social work, police, Children's Reporter, 3rd sectors and charities to ensure that children and families receive the help and support they need as quickly as possible.

To improve the quality of the services we all provide, we may wish to share information about your child. You may therefore be asked for your agreement to share this information with relevant services. You have a choice about whether or not your child's information is shared and have the right to refuse to give your consent, in most cases.

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

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

CHILD PROTECTION

Articles 12, 19, 20, 21, & 25

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

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



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

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

SCHOOL IMPROVEMENT

Articles 3, 28 & 29

Our School Improvement Plan outlines how we will continuously improve learning and teaching in Troon 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 underpins improvements in these areas and our involvement in the Tapestry 'Making Thinking Visible' project 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:

- In the context of the National Improvement Framework, a high level of priority will be given to moderation
- Implementation of the Children and Young People (Scotland) Act and the Named Person service
- Developing Scotland's Young Workforce
- Implementing the curriculum frameworks
- Improving outcomes for vulnerable groups including looked after children and young people

SCHOOL POLICIES & PRACTICAL INFORMATION

SCHOOL HOLIDAYS 2018-2019

AUTUMN TERM

16 August 2018	In-service day
17 August 2018	In-service day
20 August 2018	Pupils Return
21-24 September 2018	School closed
12 October 2018	School closes at 3.15pm
22 October 2018	In-service day
23 October 2018	Pupils return
21 December 2018	School closes for Christmas at 2.30pm

SPRING TERM

7 January 2019	Pupils return
8 February 2019	School closes at 3.15pm
11 February 2019	School closed
12 February 2019	In-service day
13 February 2019	Pupils return
29 March 2019	School closes for Easter at 2.30pm

SUMMER TERM

15 April 2019	Pupils return
18 April 2019	School Closes at 3.15pm
23 April 2019	Pupils return
6 May 2019	School closed
27 May 2019	School closed
28 May 2019	In-service day
29 May 2019	Pupils return
28 June 2019	Term ends

SCHOOL HOLIDAYS 2019-2020

AUTUMN TERM

16 August 2019	In-service day
19 August 2019	In-service day
20 August 2019	Pupils return
20-23 September 2019	School closed
11 October 2019	School closes at 3.15pm
21 October 2019	In-service day
22 October 2019	Pupils return
20 December 2019	Term ends

SPRING TERM

6 January 2020	Pupils return
6 February 2020	School closes at 3.15pm
7 February 2020	School closed
10 February 2020	School closed
11 February 2020	In-service day
12 February 2020	Pupils return
3 April 2020	School closes at 2.30pm

SUMMER TERM

20 April 2020	Pupils return
4 May 2020	School closed - May day Holiday
25 May 2020	School closed
26 May 2020	In-service day
27 May 2020	Pupils return
26 June 2020	Term ends

SCHOOL HOURS

Our school and early years centre opening hours are as follows:

SCHOOL		EARLY YEARS CENTRE	
Open	9.00am	Morning Session	
Interval	10.30 – 10.45am	Arrival	8.30 am
Lunch	12.15 - 1.15pm	Collection	11.40 am
Close	3.15pm	Afternoon Session	
		Arrival	12.20 pm
		Collection	3.30 pm
<i>Telephone lines are open from 8.30am until 3.30pm</i>		<i>Children may start with shortened sessions for their first few days</i>	

Anyone wishing to access afterschool care should contact Schools Out on 07745 121206. They offer a drop off/pick up service from our school.

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 are fully involved in their learning and in a variety of aspects of school life. Children sit on a number of committees to include Rights Respecting Schools, Dyslexia Friendly Schools, Eco-Committee and the Junior Road Safety Committee. These committees work to take forward priorities within our school improvement plan. Children's views are gathered regularly through small focus groups, pupil surveys and questionnaires.

PUPIL COUNCIL

Pupil Councils are one means of ensuring that young people develop positive attitudes and an opportunity to take part in “real life” decision-making within their own school.



We have a very active Pupil Council in Troon Primary. Each school year, the pupils who would like to become part of the Pupil Council write a manifesto and put themselves forward for election. All pupils are involved in voting for their class representatives. The class representatives from the Pupil Council are responsible for putting forward the views of their classmates at Pupil Council Meetings. Our Pupil Council work hard to improve aspects of the work of our school.

HOMEWORK

Articles 28 & 29

Homework activities at all stages of the school should enhance the learning taking place in the classroom. Tasks are carefully planned and integrated with class work. Through the variety of activities set each week in the homework diary, children are able to consolidate skills, develop new skills, deepen their understanding of subjects and experience a sense of satisfaction and achievement.

The time children spend on homework will depend on the tasks set and the individual child. However, as a general guide, pupils in Primaries 1-3 should spend approximately 15-20 minutes daily; pupils in Primaries 4-5 between 20-30 minutes daily and pupils in Primaries 6-7 approximately 30-40 minutes.

Homework allows parents the opportunity to become familiar with aspects of the curriculum currently being taught in the classroom. It also demonstrates to pupils the shared commitment between home and school to their learning. We would encourage parents to take an interest in their child's homework and encourage them to develop good study habits. Parents are asked to sign the weekly homework diary.



CHOOSING A SCHOOL

Article 3

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

<http://www.south-ayrshire.gov.uk/schools/placing-requests.aspx>.

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

ATTENDANCE

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. In secondary schools attendance is recorded each period.

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

FAMILY HOLIDAY NOT AUTHORISED BY THE SCHOOL

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

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

Where parents are in the emergency services and routinely take holidays outwith the school holiday when the option is available to take 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 with serious consequences)

EXTENDED LEAVE WITH PARENTAL CONSENT

Where almost all family holidays will be recorded as unauthorised absence (see below), 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 is extremely helpful in this regard, if parents contact school on the first day of absence before 10.00am** – indicating their awareness of the absence, the reason for absence and the 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 OUTWITH SCHOOL

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

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

TRANSFERRING EDUCATIONAL DATA ABOUT PUPILS

Articles 3 & 29

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 SQA and Skills Development Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:

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

DATA POLICY

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

Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. Data is held securely and no information on individual pupils can or would be made publicly available by Scottish Government.

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

YOUR DATA PROTECTION RIGHTS

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

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

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

CONCERNS

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

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 for example shell suits, 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.

Tron Primary has a school uniform and most children take a pride in wearing it. The Uniform is as follows:

- white shirt or blouse as appropriate;
- school tie;
- grey shorts / trousers or skirts as appropriate;
- royal blue sweatshirts with badge (available through the school) or grey pullover or cardigan as appropriate.

The pale blue polo shirts with badge are intended for sports, P.E. and /or summer wear and are available from school.

For safety at P.E. shorts (blue), plain blue or white tee-shirts or polo shirts, and sandals are highly desirable. All jewellery must be removed or taped up using tape brought from home, before taking part in gym.

In Tron Primary we have a special surface on the gym floor and request that pupils do not wear black soled trainers as these cause the floor to mark.

PLAYGROUND SUPERVISION

Articles 19 & 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 morning break and at lunchtime.

Regular meetings between school assistants 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.

Our school janitor and school assistants lead playground supervision, and senior pupils who are play leaders also lend support to younger children. With the presence of the janitor and school assistants in the playground the school has met its obligations to provide an adult presence. The school believes that this enhanced level of adult presence in the playground is an important factor in maintaining good relationships amongst children.

Parents who enter the playground are asked to appreciate that staff members in the playground have authority there, which supercedes that of parents. At times it can be hard, especially for parents of younger children, to understand that people not well known to them, will take precedence over them. In particular parents should be aware that they must not under any circumstances approach other people's children. If there is an issue to be resolved, parents should, through the school office staff, seek an interview or telephone conversation with a member of the management team, rather than take up matters with children directly in the playground.

The janitor and school assistants take up supervisory duties in the playground at 8.45am each morning. Parents are advised that children should not come to school before the time when supervision is provided. A member of the senior leadership team is always on duty at morning break and at lunchtime.

PARENTAL COMPLAINTS PROCEDURES

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

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

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

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

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

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

SCHOOL MEALS AND FREE SCHOOL MEAL INFORMATION

Article 24



A cafeteria system is in operation in our new dining hall and we operate a cashless catering system. Essentially the system lets you pay for your child's school meals by sending in either cash or a cheque in envelopes provided which is then credited to your child's card. This provides a safe and convenient method of payment and can be topped up weekly or monthly. Pupils who receive free school meals have the cost of a two course meal credited to their account daily and this system provides total anonymity.

There is a wide range of choice on a daily basis with both hot and cold food available. A nourishing meal can be bought for around £2.15. The menu choices for the week are available on the school website. School staff supervise the eating of meals in the dining hall at lunchtime. Special diets can be catered for, provided adequate notice is given. Vegetarian options are provided daily. Free school meals are available to all pupils in Primary 1, 2 and 3 classes. Packed lunches may be brought to school, or purchased from the cafeteria and are eaten in the dining hall.

Children of parents receiving Income Support, Job Seekers Allowance (Income Based), Child Tax Credit (only where income is less than £16,105*), Child Tax Credit and Working Tax Credit (where income is less than £6,420*), Universal Credit, where earned income is £610 or less per month, income related element of Employment and Support Allowance and support under part VI of the Immigration and Asylum Act 1999 are entitled to a free midday meal. Information and application forms for free school meals may be obtained from schools, customer service centres and from Educational Services, County Buildings, Wellington Square, Ayr, KA7 1DR, telephone 01292 612465.

FOOTWEAR AND CLOTHING GRANT INFORMATION

Article 18

Children of parents receiving Income Support, Job Seekers Allowance (Income Based), Child Tax Credit (only where income is less than **£16,105**), Child Tax Credit and Working Tax Credit (where income is less than **£16,105, Universal Credit where earned income is £610 or less per month**), income related element of Employment and Support Allowance, Council Tax reduction or Housing Benefit and support under part VI of the Immigration and Asylum Act 1999 are entitled to a footwear and clothing grant.

Information and application forms for footwear and clothing grants may be obtained from schools, customer service centres and from Educational Services, County Buildings, Wellington Square, Ayr KA7 1DR Telephone 01292 612465.

TRANSPORT GUIDE TO PARENTS



South Ayrshire Council has a policy of providing free transport to all primary pupils whose main address is more than two miles from their catchment school by the recognised shortest walking route. Parents who consider they are eligible for free school transport should obtain an application form from the school or Educational Services, County Buildings, Wellington Square, Ayr KA7 1DR, Tel: 01292 612284 and www.south-ayrshire.gov.uk/schools. These forms should be completed and returned before the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made.

Strathclyde Partnership for Transport (SPT) organise mainstream school transport on behalf of South Ayrshire Council. If you have any concerns or a complaint relating to the service provided, you should contact the school who will forward your complaint to SPT alternatively, you can email 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 the child behaves in a safe and acceptable manner while boarding, travelling in and alighting from the vehicles. Misbehaviour could result in your child losing the right to free transport. The education authority does not provide transport for those pupils in receipt of a placing request.

SEATBELT STATEMENT

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

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

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

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

PRIVILEGED SEATS

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

INSURANCE

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

VALUABLE ITEMS

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

Similarly, pupils should not bring toys or possessions to school which are of sentimental value.

USE OF MOBILE PHONES

Article 16

In consultation with the Pupil Council, we have agreed the following procedures for mobile phones in Troon Primary School:

AGREED PROCEDURES FOR MOBILE PHONES IN TROON PRIMARY SCHOOL:

- Pupils should only bring mobile phones to school if they have the permission of their parents/carers.
- Where pupils are given permission by their parents to bring mobile phones to school, mobile phones should be turned off and handed into the school office at 9.00am.
- A note should accompany the mobile phone to say who it belongs to and that permission has been given for the phone to be in school.
- Pupils should then collect their mobile phones from the office at the end of the school day.

If a pupil brings a mobile phone to school and does not follow the above procedure, then the school will confiscate the phone and contact the parents of the pupil at which time the agreed procedures for bringing mobiles to school will be explained. The parents will be asked to come into school to collect the mobile phone from the school office.



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 throughout the school year for pupils in Primaries 1 & 7. Following letters of notification to parents, the school nursing service, optometrist and oral health team will visit the school to undertake the relevant screenings.

Parents will receive notification regarding the Flu Immunisation Programme for all pupils in Primaries 1-7 which is usually carried out in November by school nursing staff.

EMERGENCY CONTACTS

Parents are asked to provide the NAME, ADDRESS, AND PHONE NUMBER of an emergency contact, to whom the school may refer, if your child takes ill and the parent is not available. It is essential that this information be kept up to date. This person would normally be fairly local, and is usually a friend, relative or neighbour. In cases of emergency and if relevant, the parent(s) would be contacted at work. Depending upon circumstances, the parent may be asked to collect the child and take him/her home. If your child has an infectious disease such as chickenpox, it is important that parents inform school staff.

MEDICATION

If it is necessary for medication to be given by the school staff during school hours, the request must come in writing from the parent, and a permission form completed and returned to the school office.

MINOR ACCIDENTS



In school, minor accidents are treated on the spot by one of our First Aiders and with a helping of TLC as well.

Children come to the 'sick bay' which is located adjacent to the main office. Pupils with bumped heads receive a sticker asking everyone to keep an eye on the pupil and in certain cases we make contact with home or emergency contacts – sometimes just to have a word, and sometimes to request that the child goes home.

HEALTH PROMOTION AND NUTRITION

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

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

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

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

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

NHS AYRSHIRE AND ARRAN

ORAL HEALTH PROMOTION INITIATIVES IN NURSERY AND PRIMARY SCHOOLS

NHS Ayrshire and Arran is implementing two oral health programmes in local schools:

- Childsmile
- The National Dental Inspection Programme (NDIP)

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 PROTECTION ACT

Article 16

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.

SHARING INFORMATION

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.

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 Tele: 01292 612223

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

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

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

IF YOU HAVE NO INTERNET ACCESS

Please contact us at the above postal address or telephone number if you wish a copy of any of the 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 improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us.

WHY DO WE NEED YOUR DATA?

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

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

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

<https://www.gov.scot/topics/statistics/scotexec/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.

FREEDOM OF INFORMATION (SCOTLAND) ACT 2002

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

Public Authorities have to allow access to the following information:

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

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

HELPFUL ADDRESSES AND WEBSITES

Organisation	Address	Telephone Number
South Ayrshire Council Educational Services	County Buildings Wellington Square AYR KA7 1DR www.south-ayrshire.gov.uk www.education.gov.scot/parentzone/ www.hmie.gov.uk	0300 123 0900
Ayr (North) Area Office	Town Hall Sandgate AYR	(01292) 288546
Councillors – Mr P J Convery Mr C MacKay Mr B Pollock Mr P Saxton	County Buildings Wellington Square AYR KA7 1DR	(01292) 612000
Education Scotland	www.ltscotland.org.uk/parentzone	
HMIE	www.hmie.gov.uk	

Although this information is correct at time of printing, there could be changes affecting any of the matters dealt with in the document:-

- a) before the commencement or during the course of the school year in question
- b) in relation to subsequent school

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 3

All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

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 18

You have the right to be raised by your parent(s) if possible.

Article 19

You have the right to be protected from being hurt and mistreated, in body or mind.

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 33

You have the right to protection from harmful drugs and from the drug trade.

Article 34

Your body is your own. No one is allowed to do anything to your body which harms you.

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.

