



TROON PRIMARY SCHOOL & EARLY YEARS CENTRE

SCHOOL HANDBOOK

SESSION 2025-2026

ON



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HEAD TEACHER INTRODUCTION

AUGUST 2025



Dear Parent/Carer

Welcome to our school handbook. On behalf of everyone at Troon Primary School, I extend a warm welcome to our school, Supported Learning Centre 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.

Our school is at the heart of the community. Parental involvement and working in partnership with parents, partners and the wider community is an important feature in our school life. 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. Please also look online at our school website for further information. 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 – 2018, 2021, 2024

SCHOOL INFORMATION

Name	Troon Primary School and Early Years Centre
Address	Barassie Street Troon KA10 6LX
Telephone	01292 690069
Email address	troon.mail@south-ayrshire.gov.uk
Website address	www.troon.sayr.sch.uk
Parent Council	tpchairperson@gmail.com

Catchment Details

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 and on this link: [School Catchments \(arcgis.com\)](http://School%20Catchments%20(arcgis.com).). Catchment map and area available from Resource Planning Section, Educational Services, County Buildings, Wellington Square, Ayr. KA7 1DR.

Stages of Education

- Early Years Centre for ante-pre and pre-school children
- Primary 1 – Primary 7 classes (including Supported Learning Centre classes)

Troon Primary is part of the Marr College Cluster along with Barassie Primary, Muirhead Primary, Struthers Primary and Dundonald Primary. We have highly positive relationships with all our cluster schools and work collaboratively throughout the year.

We are a non-denominational school situated in the heart of the town. The school does not provide teaching by means of Gaelic language. We have a total roll at August 2025 of 306 children across Primary 1-7 and 48 children in our Early Years Centre attending either mornings or 2.5 days flexible places. 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 the classes are organised.

Troon Primary School has many unique qualities, most significantly, our coastal location and our vibrant local community; we make good use of the outdoor spaces on our doorstep, including Fullarton Woods, our local beaches and town centre amenities. The children are proud of their local community.

Our original sandstone building dates back to the very early 1900s with a significant extension opened in August 2017. The £2 million project involved the demolition of the former stand-alone dining hall; construction of a double height hall and a single storey building housing new changing facilities, kitchen and improved accessibility.



Each pupil is part of a House; Portland, Titchfield, Bentinck and Welbeck. House Captains are elected each year in our Primary 7 classes and take on board additional responsibilities and a leadership role.

Contacting the School

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 Alcroft, Depute Head Teacher, please contact the school office. Additional information is provided on support for learning and complaints procedures within our handbook.

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, Head Teacher. We would be delighted to welcome you to the school and show you round.

OUR STAFF TEAM

Leadership Team

Ms A Roan	Head Teacher & Named Person
Mrs K Alcroft	Depute Head Teacher & Pupil Support
Ms M McLean	Depute Head – Supported Learning Centre
Mr D Robb	Principal Teacher
Mrs L Stewart	Principal Teacher – Pupil Support (temp. post)
Mrs McGilp	Depute Manager Early Years Centre

Teaching Staff

Mrs K McClymont	Class Teacher	Primary 1A
Mrs C McLachlan & Mrs Jannetts	Class Teacher	Primary 1B
Mrs J McCracken	Class Teacher	Primary 2A
Miss M Travis	Class Teacher	Primary 2B
Mr N Sturdy	Class Teacher	Primary 3A
Miss S Gemmell	Class Teacher	Primary 3B
Mrs M Wyper & Mrs A Johnstone	Class Teacher	Primary 4
Ms L Beaton	Class Teacher	Primary 4/5
Mrs L Stewart	Class Teacher	Primary 5
Mrs H Matthews & Mrs C Bray	Class Teacher	Primary 6A
Miss K Allison	Class Teacher	Primary 6B
Miss C Nicoll	Class Teacher	Primary 7A
Mr Robb & Mrs Law	Class Teacher	Primary 7B
Mr G Paterson	Class Teacher	Music - ICT
Mrs C Nelson (Tues/Wed)	Pupil Support	
Mrs V Thompson	Class Teacher	SLC

Early Years Centre Staff

Mrs S McGilp	Depute Manager
Mrs K Bell	Senior Early Years Practitioner (0.6fte)
Mrs E Pringle	Senior Early Years Practitioner (0.4fte)
Miss A Galt	Early Years Practitioner
Mrs A McCallion	Early Years Practitioner
Mrs F McGowan	Early Years Practitioner
Miss J McMillan	Early Years Practitioner
Mrs C Gilchrist	Early Years Practitioner
Mrs M Slater	Early Years Practitioner
Mrs S Jardine	Early Years Practitioner
Miss M Hamilton	Early Years Practitioner
Miss C McFadzean	Early Years Practitioner

Clerical, Janitor & School Assistants

Mrs J Cree	Clerical Assistant
Mrs K McColl	Clerical Assistant
Mr F Cairns	Janitor
Mrs L Stark	School Assistant
Mrs A Campbell	School Assistant
Mrs J Davies	School Assistant
Ms B Tyndale-Biscoe	School Assistant
Ms K Handy	School Assistant
Mrs H Ferguson	School Assistant
Miss S Wallace	School Assistant
Miss L Stanley	School Assistant (SLC)
Mrs M Yorke	School Assistant (SLC)

Catering Staff

Mrs M Bastianelli	School Cook
Mr J Slider	Catering Assistant
Mrs E Anderson	Catering Assistant
Ms L McKinna	Catering Assistant
Ms H Wallace	

Visiting Specialists

Mr S Walker	Brass Instructor
Ms E McLeod	Violin Instructor

Our Community Partners

Nikki Lawson	Active Schools Co-ordinator
Katie Webster	Educational Psychologist
Laurence Brown	Inclusion Co-ordinator
PC Harrower	Campus Police Officer
Alison Stewart	School Nurse

Parent Council

Chair	Stewart MacDougall
Treasurer	Lindsay Collins
Secretary	Carolyn Jamieson and Kristin Rainey

Together Everyone Achieves More

SCHOOL HOLIDAYS 2025-2026

AUTUMN TERM

18 August 2025	In-service day
19 August 2025	In-service day
20 August 2025	Pupils return
19-22 September 2025	School closed
10 October 2025	School closes at 3.15pm
20 October 2025	In-service day
21 October 2025	Pupils return
19 December 2025	School closes for Christmas at 2.30pm

SPRING TERM

5 January 2026	Pupils return
5 February 2026	School closes at 3.15pm
6-9 February 2026	School closed
10 February 2026	In-service day
11 February 2026	Pupils return
2 April 2026	School closes for Easter at 2.30pm

SUMMER TERM

20 April 2026	Pupils return
4 May 2026	School closed - May day Holiday
5 May 2026	Pupils return
7 May 2026	In-service day
8 May 2026	Pupil return
25 May 2026	School closed
30 June 2026	Term ends – School closes at 1.00pm

SCHOOL HOURS

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

SCHOOL	EARLY YEARS CENTRE								
Open	9.00am								
Interval	10.30 – 10.45am								
Lunch	12.15 - 1.15pm								
Close	3.15pm								
Telephone lines are open from 8.30am until 3.30pm	<p>Morning Session</p> <table> <tr> <td>Arrival</td> <td>8.00am</td> </tr> <tr> <td>Collection</td> <td>12.45pm</td> </tr> </table> <p>2.5 days sessions (Flexible days)</p> <table> <tr> <td>Arrival</td> <td>8.00am</td> </tr> <tr> <td>Collection</td> <td>5.45pm</td> </tr> </table> <p><i>Children may start with shortened sessions for their first few days</i></p>	Arrival	8.00am	Collection	12.45pm	Arrival	8.00am	Collection	5.45pm
Arrival	8.00am								
Collection	12.45pm								
Arrival	8.00am								
Collection	5.45pm								

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 enroll 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 enroll their child in the school should contact the school office and make an appointment to meet with Ms Roan, Head Teacher (unless you are making a placing request, see section 'Choosing a School').

PARENTAL INVOLVEMENT

Parents as Partners

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.



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' meetings are held twice a year in October and February where an appointment system is used. At the start of each session our 'Meet the Teacher' afternoon allows parents to see their child's classroom and say hello to their teacher for the year. Parent workshops and information leaflets are provided throughout the year to help support learning and wellbeing. Homework is issued regularly through school bags and online through Glow.

Parents can contact the school on 01292 690069 or through the school e-mail: troon.mail@south-ayrshire.gov.uk

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.

Parent Council meetings are held in school each term to which all parents are welcome to attend. The Chairperson of our Parent Council is Stewart MacDougall, who can be contacted through the school or by email: tpchairperson@gmail.com



Troon Primary
Parent Council

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.

RIGHTS RESPECTING SCHOOLS

We were delighted to be awarded the UNICEF Rights Respecting Schools Gold Award (RRSA) in 2018, again in 2021 and 2024; 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



OUR VISION, VALUES AND AIMS

Articles 28 & 29

Following consultation with pupils, staff and the Parent Council, refreshed our Vision, Values and Aims in June 2025. Our new vision, values and aims have been agreed as follows:

SUCCESS THROUGH EFFORT

The diagram is a circular emblem divided into eight segments, each containing a word. The segments are arranged in a circle around a central shield. The words are: **Successful Learners** (top), **Confident Individuals** (top-right), **Active** (right), **Responsible Citizens** (bottom-right), **Responsive** (bottom), **INCLUSIVE** (bottom-left), **SAFE** (left), and **Effective Contributors** (top-left). The central shield features a blue and white design.

Successful Learners
To engage in a wide range of learning experiences to develop our knowledge and skills and realise our full potential.

Effective Contributors
To work together, celebrating our achievements and making the most of every opportunity.

Confident Individuals
To develop confidence and belief in our abilities through effort, determination and creativity.

Responsible Citizens
To show respect for others, be responsible and inclusive in all that we do.

Respect, Resilience, Positivity, Kindness

We also revisited our Curriculum Rationale, considering our unique qualities and key drivers:

OUR UNIQUE QUALITIES & KEY DRIVERS

The diagram is a circular emblem divided into eight segments, each containing a word. The segments are arranged in a circle around a central shield. The words are: **Successful Learners** (top), **Confident Individuals** (top-right), **Active** (right), **Responsible Citizens** (bottom-right), **Responsive** (bottom), **INCLUSIVE** (bottom-left), **SAFE** (left), and **Effective Contributors** (top-left). The central shield features a blue and white design.

Our coastal location and local community
Our staff team, children and partners
Our successes, school and achievements

A high-quality curriculum raising attainment for all
Skilled, professional staff and a collaborative approach
Continuous Improvement and leadership at all levels

Excellence and Equity



THE CURRICULUM

Curriculum for Excellence

Articles 28 & 29

Curriculum for Excellence is 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.

curriculum for excellence



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

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

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

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

THE CORE CURRICULUM

At Troon Primary and Early Years Centre we fully embrace Curriculum for Excellence. Our aim is to educate all our pupils to be successful learners, confident individuals, responsible citizens and effective contributors.

Guidelines for the curriculum are provided at National Level by the Scottish Government, by South Ayrshire Council and by other agencies. In Troon Primary School, the curriculum is designed taking these guidelines into account to provide a well-balanced programme of learning, which is organised in four contexts. These are:

- Ethos and life of the school as a community.
- Curriculum areas and subjects.
- Interdisciplinary learning.
- Opportunities for personal achievement.

This is achieved by carefully considering not only what is taught but how it is taught. The curriculum is designed to meet the needs of all learners and through careful planning, teachers ensure appropriate levels of work and suitable pace of learning for all young people. All pupils work at their own level, setting achievable targets for their learning. Pupils work independently and in groups and are taught using a range of styles and approaches. Learning experiences are planned using the principles of curriculum design to ensure:

- Challenge and Enjoyment
- Breadth
- Progression
- Depth
- Personalisation and Choice
- Coherence
- Relevance

Within Curriculum for Excellence, learning is arranged in 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

Within each classroom, pupils work independently and in groups and are taught using a range of styles and approaches, including collaboration and active, hands on learning. We encourage our pupils to reflect on their learning and to demonstrate their thinking by using a range of strategies including Making Thinking Visible (MTV) routines across the curriculum.

Pupils experience the totality of the curriculum across different contexts for learning. Subjects can be taught discreetly or through interdisciplinary approaches; we also make good use of our coastal location, local community and partners to enrich the learning experiences for pupils across their learning. Opportunities are provided for pupils to share their achievements and learn through the ethos and life of the school.

Staff work collaboratively to plan a whole school focus on Rights Respecting Schools at the start of each school year and focus on our own Scottish heritage and culture during our 'Scottish Fortnight' in January which culminates in our annual Afternoon of Dance in the Concert Hall. There are also many opportunities for our children to take responsibility and lead their own learning.

The curriculum is set out across eight different subject areas:

- Language and Literacy
- Mathematics and Numeracy
- Health and Wellbeing
- Expressive Arts
- Religious and Moral Education
- Sciences
- Social Studies
- Technologies

For further information about Curriculum for Excellence and ways in which you can support your child at home can be found on the 'Parentzone' website:

www.educationscotland.gov.uk/parentzone

LANGUAGE AND LITERACY

Article 28 & 29

The Literacy and English curriculum includes reading, writing and talking and listening.

Reading

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 on a focused class novel; this is used to teach specific reading skills and strategies and allow children to develop their knowledge, skills, confidence and enjoyment for future literacy work.

Across the cluster, our Primary 7 pupils focus on a 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.

Across the school community, reading for enjoyment continues to be championed and promoted through the South Ayrshire Reads initiative. 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

Children are encouraged to write independently from the earliest stages through mark making and drawing. Displays are used in every classroom to support core writing targets and celebrate star writers. Pupils are also given opportunities to develop their writing skills across the curriculum, writing for a range of different purposes and genres. They are encouraged to link their reading to their writing.

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 writing projects and media based learning/writing stimulus.

Talking and Listening

Talking and listening are linked closely to reading and writing; our children are given a range of experiences to develop their talking and listening skills throughout the curriculum. This includes class talks, debates, pupil contributions at assemblies, leadership groups and committees and in class discussions.

1+2 languages

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 children have also explored Makaton from Early Years upwards, Mandarin and Spanish.

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:

Information Handling

Exploring, understanding and developing secure skills in:

- Data and analysis
- Ideas of chance and uncertainty

Number, Money and Measurement

Exploring, understanding and developing secure skills in:

- Basic arithmetical and other number processes, including estimation
- Measurement
- Patterns and relationships
- Equations and expressions

Shape, Position and Movement

Exploring, understanding and developing secure skills in:

- Properties of 2D shapes and 3D objects
- Symmetry, angles and transformations

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. In order to become confident, pupils must have many opportunities to tackle problems and investigations at all stages from Primary 1 to Primary 7 and across different areas of the curriculum. In all classes, pupils will be given opportunities to tackle problems collaboratively and independently.

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

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. Social Subjects is arranged as follows:

People in the Past:

- People in societies
- People and events in the past

People in Place:

- People and landscapes
- People and communities

People and Society:

- Society and the economy
- Decision-making in a democracy



SCIENCE

In science, children will be involved in investigative and experiential approaches to learning to develop their knowledge and understanding of key scientific concepts in the living, materials and physical world. Children learn about the following areas:

Our Living World:

- The diversity of living things, the uniqueness of being human and the importance of cells

Our Material World:

- Uses and properties of materials, sustainability, the chemistry of life processes and the applications of chemistry in society

Our Physical World:

- Harnessing and using energy sources, motion and travel on land,
- sea air and space
- The development of communication systems



Learning about science allows the children to develop their curiosity and understanding of their world, develop skills for learning, life and work.

Children will also develop specific skills linked to investigations and enquiry and begin to understand the impact science makes on all our lives.

TECHNOLOGIES

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 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.



Our technologies curriculum is designed to ensure all children experience learning which is relevant to them and the world in which they live. It is arranged as follows:

Investigating and Designing:

- Learning about technologies and their effect on society
- Investigating resources and materials
- Developing design skills and knowledge

Producing:

- Using technologies effectively
- Planning and organizing

Evaluating:

- Evaluating and improving products and solutions
- Evaluating the impact of products, systems and processes

Children develop their knowledge and ICT skills that can be transferred and applied in different learning contexts. From Primary 1 onwards, the children use Teams as their online learning platform to share learning, access homework and use their ICT skills within a real-life learning context, helping them prepare for the digital world.

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. This session, music will be delivered across all stages by Mr Paterson. Children will experience a progressive and engaging curriculum with opportunities to develop their knowledge and understanding.

HEALTH AND WELLBEING

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 right 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.

Our programme in health promotes:

- Mental, social, emotional and physical development.
- Physical education and physical activity including sport.
- Eating for health, and hygienic practices.
- Personal safety.
- Drugs, alcohol and tobacco.
- Relationships and parenthood.
- Planning choices.

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 carefully consider 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 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, Resilience, Positivity, Kindness and our three core rules; Ready, Respected, Safe.



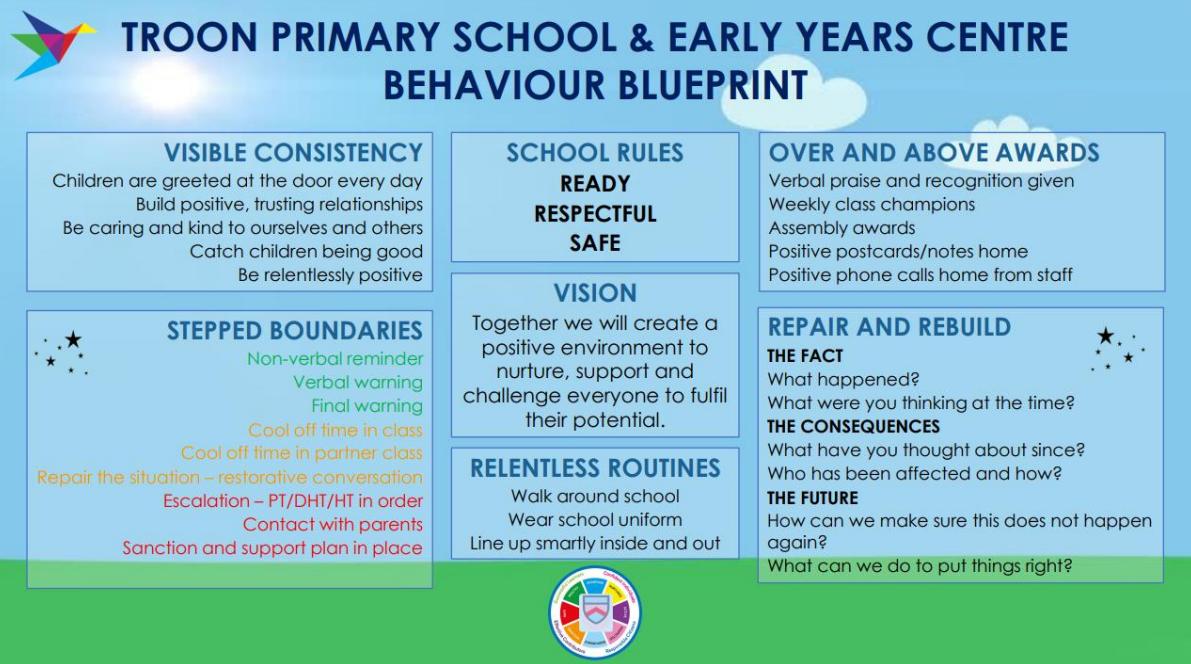
The school achieved Gold Rights Respecting Schools in 2018 and have since received two further Gold Accreditations in 2021 and 2024, an achievement of which we are extremely proud. This is the highest stage of the Rights Respecting Schools Award and is granted by Unicef UK to schools that have fully 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. All classes create class charters at the start of each session.

Citizenship assemblies provide an opportunity to celebrate success on a weekly basis through individual achievements both in and out school; class awards are also celebrated at assembly with children invited to share their successes with their peers.

Our relationships policy can be located on our website and accessed [here](#). A copy of our Relationships Blueprint is also available on our website [here](#) and an extract shown overleaf.



**TROON PRIMARY SCHOOL & EARLY YEARS CENTRE
BEHAVIOUR BLUEPRINT**

VISIBLE CONSISTENCY
Children are greeted at the door every day
Build positive, trusting relationships
Be caring and kind to ourselves and others
Catch children being good
Be relentlessly positive

STEPPED BOUNDARIES
Non-verbal reminder
Verbal warning
Final warning
Cool off time in class
Cool off time in partner class
Repair the situation – restorative conversation
Escalation – PT/DHT/HT in order
Contact with parents
Sanction and support plan in place

SCHOOL RULES
READY
RESPECTFUL
SAFE

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

RELENTLESS ROUTINES
Walk around school
Wear school uniform
Line up smartly inside and out

OVER AND ABOVE AWARDS
Verbal praise and recognition given
Weekly class champions
Assembly awards
Positive postcards/notes home
Positive phone calls home from staff

REPAIR AND REBUILD
THE FACT
What happened?
What were you thinking at the time?
THE CONSEQUENCES
What have you thought about since?
Who has been affected and how?
THE FUTURE
How can we make sure this does not happen again?
What can we do to put things right?

RELIGIOUS AND MORAL EDUCATION

Article 14



Religious and moral education enables children and young people to explore the world's major religions following guidance within 'Curriculum for Excellence – provision of religious and moral education in non-denominational schools and religious education in Roman Catholic Schools'. 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.

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 (Curriculum for Excellence – Provision of Religious Observance in Schools'). In school we are supported by Pastor Richard Woods, Seagate Church, as part of our ongoing work across the cluster to support our local and global work. Any parent/guardian wishing further details about religious education and religious observance should contact Ms Roan.

The Education Act (Scotland) allows parents/guardians to withdraw their children from any instruction in religious subjects. Parents with different beliefs other than Christianity may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Only written 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 authorized absentee in the register. A parent who wishes to exercise this right should contact Ms Roan, Head Teacher.

WIDER & PERSONAL ACHIEVEMENT

Article 29

We recognise that pupils should have a wide range of opportunities and experiences from which they can realise success and achievement. 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 range on offer includes a wide range of activities including multi-sports, touch rugby, homework club, micro-bits and coding, dance, gymnastics, football and many more across the session.

Our cluster Active Schools Coordinator 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.



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

Personal achievements are celebrated at assemblies and displayed on the "Our Achievements" wall and in class.

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.

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.

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 consider 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 with The Family 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.

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. Schools across South Ayrshire use a wide range of assessments.

Scottish National Standardised Assessments

Every child in P1, P4, P7 and S3 will undertake national standardised assessments covering some aspects of reading, writing and working with numbers. Assessments 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.

Tracking and Monitoring Progress

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



Within Troon, we use a range of assessment and tracking procedures across the year including GL Assessments, SNSA and Headstart to provide a holistic view of children's progress. Staff have termly meetings with the Leadership Team to discuss progress in key areas of the curriculum.

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 February, in addition, a further opportunity is provided in May, for parents of children with any specific concerns to agree a positive way forward. 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.

Teachers will assess your child's progress towards and within each level using the criteria set out in the tables below:

Early Level	Achieved in early years and P1, or later for some
First Level	Achieved at the end of P4, but earlier or later for some
Second Level	Achieved at the end of P7, but earlier or later for some
Third & Fourth Level	Achieved at the end of S1 & S3, but earlier or later for some
Senior Phase	Achieved through S4 – S6 and college

Beginning to learn at the new level	<ul style="list-style-type: none"> • Your child is beginning to experience and explore learning associated with a new CfE Level. • Your child is beginning to experience opportunities to develop knowledge of some new key concepts and develop some skills at the new Level.
Making some progress in learning with the level	<ul style="list-style-type: none"> • Your child is experiencing an increasing breadth of learning at the level. • Your child is beginning to develop his/her knowledge and understanding of key concepts, is developing new skills and is beginning to apply this learning.
Making good progress in learning within the level	<ul style="list-style-type: none"> • Your child has experienced most of the learning associated with the level. • Your child can demonstrate a depth of knowledge and understanding in some key concepts, is developing a range of skills and can apply their learning. • Your child is working with increasing independence.
Making very good progress in learning with the level	<ul style="list-style-type: none"> • Your child has experienced almost all of the learning required at the level. • Your child demonstrates a depth of knowledge and understanding of almost all key concepts, has developed almost all related skills and can apply their learning consistently. • Your child is working independently within, and at times, beyond, the level.

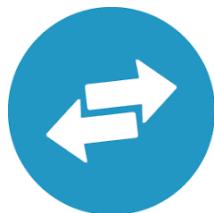
Reporting pupil progress can take many forms. Please see the table below for examples.

REPORTING ACTIVITIES AT TROON PRIMARY SCHOOL AND EYC	
Individual Learners	Group/Class/Whole School
<ul style="list-style-type: none"> ✓ Learning conversations between teachers and pupils in class ✓ Self/peer assessment in class ✓ On-going feedback in classwork ✓ Homework/Home Learning activities ✓ Parents' Appointments involving parents, teachers and learners, as appropriate ✓ Snapshot pupil profile jotters and Learning Journals in EYC ✓ School Report shared in May ✓ Team with the Family Meetings (where appropriate) ✓ Progress within additional support for learning plans (where appropriate) ✓ Interagency meetings ✓ On-going feedback in classwork 	<ul style="list-style-type: none"> ✓ Assemblies ✓ Open days and events ✓ 'Meet the teacher' sessions ✓ School concerts and shows ✓ Achievement displays ✓ Learning wall displays ✓ School newsletters highlighting learning ✓ Teams channels sharing the learning ✓ Curriculum workshops and family learning ✓ Information events ✓ School communications via Xpressions and email ✓ School website ✓ 'Parents in Early Education Partnership (PEEP)' sessions where parents can join their children in the Early Years Centre ✓ Parent Council meetings ✓ Pupil Council meetings ✓ Standards and Quality report

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, Supported Learning Centre 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)

The Children and Young People (Scotland) Act 2014 introduces an approach for all children's services to work together to meet every child's needs.



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

GETTING IT RIGHT FOR EVERY CHILD AT TROON PRIMARY

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

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 **Aileen Roan, Head Teacher**. Our Pupil Support Coordinator is Kathryn Alcroft, DHT and Morven McLean, DHT within the Supported Learning Centre. Our Cluster Pupil Support Teacher is Caroline Nelson. 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.

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, 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, Primaries 1-3 should spend 15 minutes, Primaries 4-5 20 minutes and pupils in Primaries 6-7 approximately 30 minutes each day.

Homework 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. Classes use Microsoft Teams and jotters to share and evidence learning; homework tasks are uploaded each week by class teachers.

ADDITIONAL SUPPORT FOR LEARNING

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



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

WHAT ARE ADDITIONAL SUPPORT NEEDS (ASN)?

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

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

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

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



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

Staged intervention can be broken down into the following stages, described overleaf.

STAGES OF SUPPORT

Stage 1 – In class support

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

Stage 2 – In school support

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

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

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

Stage 4 – Specialist help from a Multi-Agency Team

At this stage a **wellbeing assessment** will be completed. The Pupil Support Co-ordinator or named individual for that establishment will contact the appropriate multi-agency team, and work in partnership with parents and learners to discuss/identify what targeted supports are required to minimise the barriers to learning. A Team with the Family meeting (TWf) will be convened to determine how agencies can provide support.

All children at Stage 4 will benefit from **at least one targeted support**. Further universal supports may also be part of the support provided to children at this level.

Stage 5 – Authority Specialist Placement or Outwith Authority Placements

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

Co-ordinated Support Plan (CSP)

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 from 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.

- Looked After and Accommodated Service.
- School Support Assistants.
- Additional Support for Learning Teachers.
- Home Tutoring.
- Outreach services from Specialist Centres.
- Counselling Services

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 considered 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 considered and recorded through the Child's Plan. They will be encouraged to take part in any meeting where people are discussing them. They will help to set their own targets and to review these.

HOW CAN PARENTS MAKE REQUESTS FOR 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 of work, specific assessment tools, discussions with staff involved with children, discussion with the child and parents, etc.

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

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

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

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

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

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

CONTACT INFORMATION

Quality Improvement Manager

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

Co-ordinator (Inclusion)

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

Principal Educational Psychologist

County Buildings
Wellington Square
AYR KA7 1DR
Tel: 01292 612819

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.

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.

Resolve

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

Advocacy Service

Circles Network
2 Bridge Street
AYR KA7 1JX
Tel: 01292 264396 or 07557 150035
Website: South Ayrshire – Circles Network

PSYCHOLOGICAL SERVICES

Articles 3, 23, 28 & 29

Educational Psychologists have five core functions to their service delivery including:

- Consultation and advice
- Assessment
- Intervention
- Training
- Research and 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.

Educational Psychologists maintain a note of young people's names who have been discussed with them and will only open Psychological Service case files if 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. Further details on the service can be found on their website: www.eps.south-ayrshire.gov.uk.

INFORMATION SHARING

In South Ayrshire educational establishments/schools, we work closely with partner services including 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

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

- helping them learn about their personal safety, including internet safety.
- being a trusted adult who children and young people may turn to for help, and who will take them seriously.
- identifying when children and young people may need help.
- 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 Aileen Roan, Head Teacher, who co-ordinates the school's response to concerns for children's and young people's safety and where they may be at risk of significant harm. The Authority has a designated officer for Child Protection who will ensure schools work effectively to keep children safe and well.

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

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 school website alongside our Standards and Quality Report which details



how the school has improved and plans to improve over the coming year. Both documents can be accessed on our website:

<https://blogs.glowscotland.org.uk/sa/troonps/our-school/school-improvement/>

Both local and national strategic priorities articulate what we hope to achieve for our children and young people. The focus of this plan is improving literacy, numeracy and health and wellbeing outcomes for all learners in our school. Good learning and teaching underpin improvements in these areas.

We continue to focus on ensuring continuing high standards of attainment and achievement whilst working to close identified gaps and address trends and patterns in attainment data. Working together with staff, pupils, families and partners, we aim to fulfil our school vision, values and aims and support all children to see success and fulfil their potential. Our areas of development link to identified local and national priorities and have been identified through self-evaluation and consultation with staff, pupils and parents as well as through analysis of attainment and achievement data.

We continually reflect on our practice, analyse data, and audit the views of staff, pupils, families and partners. Our self-evaluation shows we have made positive improvements which are detailed in our Standards and Quality report; this is available on our school website. We continue to look inwards, outwards and forwards to identify our next steps and areas for growth.

Our continued focus this year is the development of South Ayrshire Reads, embedding high-quality writing experiences across all stages and ensuring consistency, with appropriate pace and progress for all learners. Within numeracy and maths, we continue to focus on a concrete, pictorial, abstract approach and developing fluency with number.

In health and wellbeing, our focus is on embedding positive relationships and our newly refreshed vision, values and aims. Additional areas of priority include self-evaluation and professional learning.

Our attainment is discussed each term with class teachers. This is shared with families during parent teacher meetings and in final reports each May. Full attainment data is also shared in the Standards and Quality report which can be accessed on the link above.

Within our improvement priorities, our cluster focus is on enhancing our approaches to curricular transitions, ensuring continuity in pedagogy and a shared understanding of expectations across sectors through collaborative working to raise attainment.



SCHOOL POLICIES & PRACTICAL INFORMATION

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. All children are involved in a Pupil Voice Group. Groups meet every month and share their views at assembly. These committees work to take forward priorities within our school improvement plan. Children's views are also 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. The class representatives from the Pupil Council are responsible for putting forward the views of their classmates at Pupil Council Meetings each month. Our Pupil Council, alongside the House Captains, work hard to improve aspects of the work of our school.

CHOOSING A SCHOOL

Article 3

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

Full details of the placing request arrangements are available on the Council's website using the following link: [Placing requests - South Ayrshire Council \(south-ayrshire.gov.uk\)](http://Placing%20requests%20-%20South%20Ayrshire%20Council%20(south-ayrshire.gov.uk)) or you can contact Educational Services on 01292 612162.

ATTENDANCE

Article 28

Section 30 of the 1980 Education Act lays a duty on every parent of a child of 'school age' to ensure that their child attends school regularly. Attendance must be recorded twice a day, morning and afternoon. 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 without serious consequences)

EXTENDED LEAVE WITH PARENTAL CONSENT

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.

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.

Troon 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 Troon 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.

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
Renfrewshire House
Cotton Street
Paisley
PA1 1BF

SCHOOL MEAL AND FREE SCHOOL MEALS INFORMATION



Article 24 Our dining hall operates an excellent cafeteria service which utilises a cashless catering system. South Ayrshire Council have an online payment system – ParentPay – where you can register, then sign in and top up your online account to pay for your child's school meals, trips and other activities. This provides a safe and convenient method of payment and can be topped up at any time. 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. Free school meals are available to all pupils in Primary 1-5 classes.

There is a wide range of choice on a daily basis with both hot and cold food available alongside a vegetarian option. A nourishing meal can be bought for around £2.35. The menu choices for the week are available on the school website. School staff and Leadership Team supervise the eating of meals in the dining hall at lunchtime. Special diets can be catered for, provided adequate notice is given and a medical diet action plan has been submitted. Packed lunches may be brought to school, or purchased from the cafeteria and are eaten in the dining hall.

FREE SCHOOL MEALS AND CLOTHING GRANT INFORMATION

Article 18

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

Children of parents receiving

- Scottish Child Payment for pupils in P6 & P7 (Free School Meals Only).
- Income Support.
- Income-based Job Seeker's Allowance.
- Income-based Employment and Support Allowance.
- Support under part VI of the Immigration and Asylum Act 1999.
- Universal Credit where earned income is not more than £850.

From August 2025, free school meals are available to all P1-P5 pupils and all pupils attending special schools.

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 complete the online Free School Transport Form which can be obtained via [School_transport_application_form - South_Ayrshire_Council_\(south-ayrshire.gov.uk\)](http://School_transport_application_form - South_Ayrshire_Council_(south-ayrshire.gov.uk)). Applications should be completed and submitted by the end of April 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 Education Support Services, County Buildings, Wellington Square, Ayr KA7 1DR at any time during the year. Parents should note that privileged seats are allocated in October and are not available on local service contracts. Privileged seats can be withdrawn if an entitled pupil requires transport and cease at the end of each school session.

INSURANCE

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

VALUABLE ITEMS

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

USE OF MOBILE PHONES AND SOCIAL MEDIA

Article 16 & 17

There has been a significant increase in the number of young people using mobile phones. Schools have effective communication systems for all eventualities within school and the use of mobile phones should be unnecessary within the school. In consultation with the Pupil Council, we have agreed the following 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, these should be turned off and handed into the school office or class teacher at 9.00am.
- Pupils should then collect their mobile phones at the end of the school day.



The school cannot accept responsibility for loss, damage or theft of any personal phone. If children require to contact their family for any reason this will be done through the main office.

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 contact 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 and 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:

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.

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.

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 Improvement Teams will also deliver oral health improvement messages and be supported by Dental Health Support Workers who are the main contact point for parents, teachers, all school staff, dental practice staff and School Nurses.

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.

Who we share your information with

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

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

What are my rights?

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

If you have a complaint

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

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

Email: DataProtection@south-ayrshire.gov.uk 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 underlined link or by requesting a copy from the school office.

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

Your rights and further information

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

FREEDOM OF INFORMATION (SCOTLAND) ACT 2022

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

South Ayrshire Council Educational Services
County Buildings, Wellington Square, AYR, KA7 1DR
www.south-ayrshire.gov.uk

Education Scotland
<https://education.gov.scot/parentzone>

HMIE
www.hmie.gov.uk

Local Councillors:

Councillor Kenneth Bell (Conservative)
Councillor Craig Mackay (SNP)
Councillor Bob Pollock (Independent)
Councillor Philip Saxton (Labour)

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

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

APPENDIX A

SCHOOL POLICIES AND PRACTICAL INFORMATION

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

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

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

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

Standards in Scotland's Schools (Scotland) Act 2000 –
<http://www.legislation.gov.uk/asp/2000/6/contents>

Education Scotland's Communication Toolkit for engaging with parents –

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

The Scottish Government guide Principles of Inclusive Communications -provides information on communications and a self-assessment tool for public authorities –
<http://www.scotland.gov.uk/Publications/2011/09/14082209/0>

Choosing a School: A Guide for Parents - information on choosing a school and the placing request system - <http://www.scotland.gov.uk/Publications/2010/11/10093528/0>

A guide for parents about school attendance explains parental responsibilities with regard to children's attendance at school –
<http://www.scotland.gov.uk/Publications/2009/12/04134640/0>

PARENTAL INVOLVEMENT

Guidance on the Scottish Schools (Parental Involvement) Act 2006 provides guidance on the act for education authorities, Parent Councils and others –
<http://www.scotland.gov.uk/Publications/2006/09/08094112/0>

Parentzone provide information and resource for parents and Parent Councils –
<http://www.educationscotland.gov.uk/parentzone/index.asp>

SCHOOL ETHOS

Supporting Learners - guidance on the identification, planning and provision of support
<http://www.educationscotland.gov.uk/supportinglearners/>

Journey to Excellence - provides guidance and advice about culture and ethos –
<http://www.journeytoexcellence.org.uk/cultureandethos/index.asp>

Health and wellbeing guidance on healthy living for local authorities and schools
<http://www.scotland.gov.uk/Topics/Education/Schools/HLivi>

Building Curriculum for Excellence Through Positive Behaviour and Relationships - outlines the Scottish Government's priority actions around positive behaviour in schools and is also a source of support –
<http://www.scotland.gov.uk/Publications/2010/06/25112828/0>

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

CURRICULUM

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

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

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

Broad General Education in the Secondary School – A Guide for Parents and Carers –
http://www.educationscotland.gov.uk/resources/b/genericresource_tcm4725663.asp?strReferringChannel=parentzone&strReferringPageID=tcm:4-634353-64

Information on the Senior Phase –
<http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnersexpect/seniorphase.asp>

Information on Skills for learning, life and work –
<http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnersexpect/skillsforlearning.asp>

Information around the Scottish Government's 'Opportunities for All' programme –
<http://www.skillsdevelopmentscotland.co.uk/our-services/services-for-individuals/opportunities-for-all.aspx>

Information for organisations responsible for the planning, management and delivery of career information, advice and guidance services –
<http://www.skillsdevelopmentscotland.co.uk/our-story/key-publications/career-management-skills-framework.aspx>

The Skills Development Scotland website 'My World of Work' offers a number of tools to support career planning – <http://www.skillsdevelopmentscotland.co.uk/>

ASSESSMENT AND REPORTING

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

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

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

Curriculum for Excellence factfile - Assessment and qualifications –
http://www.educationscotland.gov.uk/publications/c/publication_tcm4624968.asp

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

TRANSITIONS

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

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

The Additional support for learning page provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs –

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

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

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

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

SUPPORT FOR PUPILS

The Additional support for learning page provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs –

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

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

Getting It Right For Every Child and Young Person, is essential reading for anyone involved or working with children and young people, including practitioners working in adult services with parents and carers –

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

SCHOOL IMPROVEMENT

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

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

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

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

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

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

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

UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD (UNCRC)

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.



Troon Primary School and Early Years Centre



2025-2026
SCHOOL HANDBOOK