

Yetholm Primary School



School Handbook 2024/25

Yetholm Primary School
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<https://www.facebook.com/yetholmprimary/>

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Disclaimer

Please note that whilst information provided in this handbook is correct at the time of printing, it is possible that there may be some inaccuracy by the time you read it.

Foreword by Head Teacher

It gives me great pleasure to offer you this as a welcome to Yetholm Primary School.

We are proud of our friendly school here in Yetholm, with its close links to the local community. As a staff will always do our best to give our children the very best education we can offer, as we strive to help them reach their potential in partnership with parents, in a secure and happy environment.

This handbook will hopefully give you a flavour of what school life is like here at Yetholm and provide you with some of the information you may find useful from us and from our local authority, Scottish Borders Council.

You are welcome to contact us at any point for a discussion, to ask any questions and to work with us on behalf of the children. We are always willing to help.

Jamie Wilson
Headteacher



Our School in Our Village

Yetholm Primary School is a non-denominational school nestled in the foothills of the Cheviots, surrounded by the lovely Border countryside and situated in the historic, friendly village of Town Yetholm. Prior to starting school life at Yetholm Primary School, most children attend the Nursery situated within the school. The school values its place at the heart of the community and supports, and is supported by, village projects (see below). We work in partnership with our Locality Police Officer, PC Tait-Logan who supports a range of work within school. We also work with local businesses as and when this is relevant and possible.

The school has 2 classrooms and nursery playroom at its disposal. In session 2024-25 we are expecting to have 26 pupils on the roll in P1-7 and 8 in ELC. We have a multi-purpose room which all classes have access to. Alongside this, we have an open-access library area for the benefit of all our youngsters. We have a well-used multi-purpose hall available to all classes for physical education, drama, assemblies, and concerts. This doubles as our dining area where school lunches are served and supported by kitchen staff to ensure the children have access to healthy and nutritious food in a social environment. We are fortunate with our outdoor space which provides many and varied opportunities for outdoor learning. We have a large tarmac playground and a field which comprises of an outdoor staging/classroom area. In the village we benefit from the local playing fields for larger sporting events and have our own allotment which is visited and used regularly. This enables learners to grow their own vegetable produce to enhance health and food learning within our school. The early years classroom leads into an enclosed garden where children can learn, explore, and play. In 2014 the school were gifted a small corner of a nearby field where, working in partnership with a local community group we are developing a conservation area to extend outdoor learning opportunities. We have our own school chickens, producing fresh eggs that the children can cook along with vegetables grown in our allotment.

Yetholm works in active partnership with the neighbouring village school in Morebattle, just 4 miles away. The Head Teacher, Mr Wilson, has responsibility for both schools. Staff work together to develop teaching and learning, plan and take forward the curriculum. Staff and learners are also fully engaged in learning opportunities available with our cluster schools in the Kelso and Jedburgh area - known as the Cheviot Learning Community. As well as the school Parent Council, we are developing community links with local organisations such as the Cheviot Churches, the Yetholm History Society, Yetholm Community Council and the Floral Gateway group. As a school we are committed to supporting two major local annual events, working with the Shepherd's Show and Festival committees to ensure our children are involved in learning about local culture and maintain local traditions. We also work in close partnership with Live Borders, providing active, healthy sporting opportunities for our children.

Yetholm Primary School has a strong sense of its place in national communities and is developing its awareness of Global Issues and diversity. During our whole school assemblies, we often explore aspects of Global Citizenship and the pupils are encouraged to consider Yetholm's place within the world and the role and responsibilities we have to protect it. Staff provide learning opportunities to study both Scottish and world-wide perspectives.

As a school we gained our Bronze (level 1 - recognition of commitment) Rights Respecting School Award and we aim to continue to build upon this moving forward.

Our School Hours – the Asymmetric Week

Mon-Thurs	Fri
8:40am – 3:15pm	8:40am – 12:25pm
Lunch: 12-12:50pm	Brunch: 11:30-12 noon

The Playground is supervised from 8:25 a.m.

Our Nursery Hours

Mon - Thurs	Fri
8:40am – 3:10pm	8:40am – 12:40pm
Lunch is served in the school hall.	

Staff List

Head Teacher	Mr Jamie Wilson
Principal Teacher	Mrs Catherine Douglas
Class Teachers	
Primary 1 -3	Mrs Rachel McNee
Primary 4-7	Miss Sheena Milne
Nursery Staff	
Early Years Officer	Mrs Lindsay Pick
Early Years Practitioner	Mrs Jackie Cockburn Mrs Morag Thomson
Curriculum Support Staff	
RICCT Teacher	Mrs Catherine Douglas
P.E. Teacher	Mr Andy Sutton (Friday)
Support for Learning Teacher	Mrs Catherine Douglas
Ancillary Staff	
Janitor	Mr Alan Currie
Office Admin	Mrs Karin Moroney (8:30am – 12:45pm)
Playground supervisor/ Classroom Assistant	Mrs Fay Luke Mrs Cheryl Dyet Mrs Morag Thomson
School Cook	Mrs Chrissie McNeill
Community Support	
School Chaplain (C of S)	Rev Colin Johnston
Active Schools Coordinator	Mr Chris Fraser
Home School Link Worker	Mrs Paula Douglas
Parent Council	
Chair	Ms Fiona Brown
Secretary	Mrs Karin Moroney

Our Support Staff

The role of the **Support for Learning Teacher** is a wide and varied one. Support for Learning is there to help any child who may require additional support or challenge. This is decided through consultation with the class teacher and Head Teacher. Children are sometimes supported individually or in small groups - withdrawn from the classroom or supported in the classroom. The Support for Learning teacher is also a resource for teachers to access advice and resources to support learning. Our **Classroom Assistants** provides valuable support for teachers and learners in all classes. They can also be timetabled to work with children with specific needs.

The Cheviot Area **Social, Emotional and Behaviour Support Teacher** (Mrs Fiona Ferguson) is available to give support and advice for any Learner experiencing difficulties. She may occasionally come into work with a particular child in class or visit parents at home.

The **Home School Link Support Worker** (Mrs Paula Douglas) assigned to our area is also a support to children and families who need support and often works in the school with children and at home with families on a variety of issues.

"We have fun with our Support for Learning teacher – she is good if you are upset." P6 Learner

Our Vision, Values and Aims

Children, staff, families, and the wider community worked together in session 2017-18 to identify our vision, values and aims. We agreed:

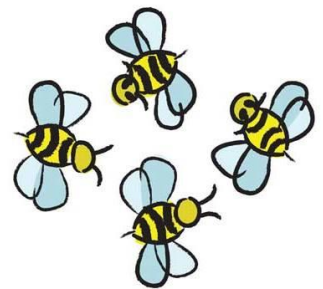
Our Vision

Vision

Our learners will be the best version of themselves in a safe and inclusive environment.

Values

- Be respectful.
- Be nurturing.
- Be safe.
- Be ambitious.



Aims

To be life-long learners who are ready for the world beyond the classroom.

To provide support and encouragement for all learners to be successful.

To value everyone and their individual talents.

To be ready to learn- demonstrating responsibility and accountability.

The Ethos & Life of the School

At Yetholm, the principles of 'Getting it Right for Every Child' (GIRFEC) underpin our approach. GIRFEC is woven into our planning and practice, helping to ensure that every child is aware of and learning about the wellbeing indicators in their own life and the world around them. We provide opportunities for children to participate responsibly in decision making, to contribute as leaders and role models, offering support and service to others and playing an active part in putting the values of the school community into practice. Children were key to creating our vision, values and aims and their opinions and ideas are listened to and valued. Inclusion, through our Learner Council, Eco Committee, and Positive press teams, Junior Road Safety Officers, Buddies and Monitors and by taking part in Learner focus groups, sees children encouraged to be involved in developing the work of school and have a positive impact on school improvements. We understand the importance of the United Nations Convention on the Rights of the Child and are working towards being recognised as a Rights Respecting School, seeking to hear and respond to Learner views.

There are many ways in which we try to work together and communicate with parents. We aim to invite parents into school to share in assemblies frequently; we aim to have an event at least once each term for parents to join us (e.g. school show, coffee afternoon, open session etc.) and we frequently use social media to share news and successes. Newsletters should come out monthly via email. We would encourage parents to communicate with us too- either via telephone (if you leave a message a member of staff will get back to you), via email, in person at drop off or collection, or via a written note in your child's homework diary.

Parental Involvement

Parental involvement is encouraged and valued in several other ways. The staff aim to work in partnership with parents to develop a shared understanding of their children, their strengths, and their needs. Parents can expect a **written report** on Learner Progress mid-year (February/March). This will cover progress in key areas, strengths, and areas for future development. Parents are given opportunities to write a comment in response to written reports on their child. They also are invited to attend an Individual Parent Consultation during the year to discuss their child's progress with their teacher, along with a variety of open events such as showcase events during the school year. The Learning Journey folders which pass between school and home termly, are based on reflective learning. We encourage our families to talk about and celebrate learning with one another and with ourselves. Wider achievement (from outside the school day) is important to us. We welcome any information about our children that can be shared and recognised within school.

"It is extremely important for parents / guardians to know what level you are at in every subject and What you have been up to." P7 Learner

"Parents are always encouraged to come in and talk to the teachers". P7 Learner

Parents are often found supporting special activities around the school and excursions out of school, helping in classrooms or sharing a skill or area of expertise with a group of children in class time or even in an Extra-Curricular Club. Parents are consulted on this regularly. All helpers need to have a Disclosure Check (PVG) and are provided with a code of conduct to keep our children and themselves safe.

Parents' views are sought in more formal ways using questionnaires and focus groups to gather feedback on the work of the school - this can be on a specific area where development work is being undertaken or on wider issues. These views contribute to our Self-Evaluation data which inform future improvements.

Parents are invited to a range of assembly events and regular monthly 'Achievement Assemblies' where success and hard work are recognised and celebrated. These events showcase the creative, purposeful, and ongoing learning of our children.

Should they wish to, parents are also welcome to join our school Parent Council- see more information below.

Please remember, if you are unhappy with any aspect of your child's schooling and wish to report a concern you should attempt to speak to the class teacher in the first instance by calling to office to arrange a time that will be mutually suitable. Should you remain unhappy or would prefer to discuss with the head teacher you should follow the same protocol in the first instance and call the office to arrange a meeting. We endeavour to deal with any concerns promptly and timescales will naturally vary depending upon the nature of the concern.

Our Parent Council

Here at Yetholm Primary we have an active and vibrant parent council which supports the school in a variety of ways. The Chair and Main Office Bearers are voted in on an annual basis. Parent Council Meetings are open to all parents and any parent can be on the Parent Council Committee. Parent Council efforts in fundraising are invaluable and continue to be much appreciated, as supplementing our income allows us to broaden children's learning experiences further. Parent Council members are consulted in how these funds are spent, school developments, self-evaluation and improvement work, policy and practice within the school and much more. Parent councils also organise fun events for learners. Parent Council are kept up to date with all developments in teaching and learning within the school year, with their opinions, ideas and feedback being valued. All parents and carers are welcome to join and attend the Parent Council.

"The Parent Council meet and discuss issues relating to the education and development of all the children at Yetholm Primary School. We work in full consultation with the teaching staff, considering what support (usually financial) we can provide to help the school supplement the children's learning experience. "

Yetholm Parent Council.

Email address – pcyetholmprimaryschool@scottishborders.npfs.org.uk

Parent Zone

Working together with parents and families is important. Sometimes it is important to remember that there are other resources out there for parents to help support them too. Parent Zone is a dedicated website from Education Scotland in conjunction with the Scottish Government.

<https://www.parentzone.me/>

School Improvement

2023/24 SIP	2024/25 SIP
What we worked on last session:	Our School Improvement Priorities:
• Assessment of learning ○ Digital tools to support. ○ Summative and formative assessments ○ Data literate staff • Inclusion and wellbeing- reviewing our respectful relationships and anti-bullying policy. ○ LGBT inclusive education ○ Respectful Relationship training ○ Restorative Approaches • Continue to implement our new writing protocols.	• Implementation of parts of the new Council-wide approach known as SBCWay (planning teaching, learning and assessment in Maths and Numeracy). • Developing understanding of Difference and Diversity. • Continue to develop our use of Technology (including Showbie) with pupils, staff and parents.

School term dates for 2024-25

Autumn Term

Monday 12 and Tuesday 13 August 2024 - Staff resume, In service days
Wednesday 14 August 2024 - Pupils resume
Monday 14 October - Friday 18 October 2024- October Holidays
Monday 21 October 2024 - In service day (staff)
Tuesday 22 October 2024 - Pupils resume
Monday 2 December 2024 - St Andrew's Day, schools closed
Tuesday 3 December 2024 – casual holiday
Wednesday 4 December 2024 - Pupils resume
Friday 20 December 2024 - Last day of term
Monday 23 December 2024 - Friday 3 January 2025- Christmas holidays

Winter/Spring term

Monday 6 January 2025 - Term starts, all resume
Friday 14 February 2025 - Last day of term for pupils
Monday 17 to Friday 21 February 2025 - Mid term break
Monday 24 2025 - In service day
Tuesday 25 February 2025 - All resume
Friday 4 April 2025 - Last day of term
Monday 7 April to Friday 18 April 2025- Easter holidays

Summer term

Monday 21 April 2025 - Term starts
Monday 5 May 2025 - May Day holiday, schools closed
Tuesday 6 May 2025 - Staff resume, In service day
Wednesday 7 May 2025 - Pupils resume
Wednesday 25th June 2025- Last day of term

Curriculum for Excellence

Our Curriculum and Wider Achievements

At Yetholm Primary School, we have worked collaboratively to design our curriculum and rationale which underpins our key values for learning and the development of the whole child. Our rationale considers the following components:

Opportunities for Personal Achievement

GIRFEC is integral to our approach. We regularly engage our children in discussion about their wider achievements, noting how the wellbeing indicators are visible through these. Through assemblies, in particular our monthly achievement assembly, we share and celebrate successes within and out with the school environment. These successes are then displayed on our achievement wall and shared with parents, families and the wider community through newsletters, certificates, Learning Journey folders, School Facebook page, etc. Through our Learning Journey folders, learners are encouraged to reflect on their own progress and identify next steps in learning, helping them to develop into independent and responsible children. As a school and working with our partners at Live Borders and Cheviot Churches, we offer a range of extra-curricular activities, to maximise opportunities for learners to actively engage in a wide variety of activities, encouraging the development of skills and knowledge in a wider context.

Learning & Teaching

We have a responsibility to provide children with a Broad General Education. Within Yetholm Primary School we are developing planned and progressive programmes of study and raising awareness of the skills and wellbeing indicators that support our children to develop to the best of their ability in all aspects of their learning. The success of our curriculum is through the delivery of high-quality learning and teaching. This is at the centre of all we do at Yetholm, and the use of a variety of learning and teaching methodologies is an essential feature of our curriculum.

A wide range of learning and teaching strategies are implemented by staff including active learning, cooperative and collaborative learning, reciprocal reading, text-based work, practical work, and outdoor learning. Assessment for learning strategies and critical thinking skills, through use of Bloom's revised taxonomy, are also integral features of learning and teaching in Yetholm Primary School. We will continue to review and refresh our curriculum through a planned approach, and this is further detailed in 'The Story of Our Curriculum.'

Interdisciplinary Learning

Interdisciplinary Learning is a planned approach to learning which uses links across different subjects to enhance learning by providing relevant, challenging, and enjoyable learning experiences and stimulating contexts. The IDL approach is planned to involve different curricular areas, as appropriate, and is focussed on skills development. At the heart of our IDL approach is 'Learner Voice.' Learners are involved in planning and leading their learning in IDL from the outset through discussion with the class teacher to decide the context for learning ensuring relevance.

Developing creativity, employability & skills

We are clear about the importance of preparing our children for the world of work. Providing equality of opportunity, regardless of social background or gender, we believe our children are entitled to a curriculum through which they learn about the world of work, and which makes clear

the strengths and skills needed for this. Through all aspects of the curriculum, we aim to help them develop skills for learning, life and work. Our children will have a clear awareness of how their skills are developing and recognise how these skills sit within the real world of work. We work in partnership with our parents and wider community to support career education awareness and keep parents informed of their child's progress in gaining skills through meeting with parents, reports, and the use of the learning journey folder. The key skills we seek to develop are:

- Managing time
- Planning/Organising
- Communication – written and oral
- Solving problems
- Handling tasks at short notice
- Working effectively with others
- Critical thinking
- Creative and solution-oriented thinking
- Learning & continuing to learn
- Managing & being managed by others.

Curriculum areas and subjects

When planning our curriculum, we consider the **7 Principles of Curriculum Design** for each area of the curriculum. These are - *Progression, Coherence, Relevance, Personalisation and Choice, Challenge and Enjoyment, Breadth and Depth.*

The eight curriculum areas are:

- | | |
|-------------------------------|--|
| • <i>Expressive arts</i> | <i>Social Studies</i> |
| • <i>Health and wellbeing</i> | <i>Sciences</i> |
| • <i>Languages</i> | <i>Religious & Moral Education</i> |
| • <i>Mathematics</i> | <i>Technologies</i> |

Staff appreciate that sometimes there are sensitive areas of the curriculum that are taught which parents would rather know about ahead of time (e.g., relationships, sexual health, parenthood, substance use etc). These areas will be notified on the curriculum overview that come home as well as by letter where staff deem appropriate. If you wish any further information about content covered, please speak to the class teacher.

Religious instruction and observance features as part of our curriculum in religious and moral education- if you as a parent wish to withdraw our child from aspects of these lesson then you should contact the head teacher to arrange a meeting to discuss alternative arrangements for your child.

Curriculum for Excellence Levels

Most children will progress through the levels as listed below but this is dependent on individual needs and aptitudes. Each level lasts approximately 3 years -

Early Level - Nursery to P1 (or later)

First Level - to the end of P4 (but earlier or later for some)

Second Level - to the end of P7 (but earlier or later for some)

Throughout the school an emphasis is placed on Literacy, Numeracy and Health and Wellbeing as being the cornerstone of skills for learning, life, and work.

"I am really enjoying our topic this term." P6 learner

"We always have really cool topics - previously we have had Natural Disasters, Charlie and the Chocolate Factory, and Living in a Democracy". P7 learner

"Our residential trip was fun. We had so much fun all week; it's really boosted my confidence." P7 learner

"Trips out are really enjoyable and never boring. We think the teachers always pick good places to go to."
P7 learner

Interdisciplinary Learning

This incorporates Cross-Curricular planning where teachers group together areas of the curriculum to teach around a theme and topic - making the learning focussed and relevant for learners, providing an interesting and stimulating context for learning.

Interdisciplinary learning also involves opportunities for children to work with different curriculum areas at once or within a context which encompasses skills and knowledge from across the curriculum or across different ages and stages e.g., a whole school enterprise or a dramatic production. All teaching staff plan termly for inter-disciplinary learning, seeking to ensure that our learners are able to transfer skills and knowledge across and beyond curricular boundaries. This develops skills for life and future employability.

"I think that it's really important to represent the school and play sports, meeting learners from other Schools". P7 Learner

"It's really good because it makes us happy and proud to be in our school." P6 Learner

"We usually go on fun trips with other Kelso Schools, and we are encouraged to make friends With them." P7 Learner

Opportunities for Personal Achievement

Learner achievements in and out of the school are recognised in a variety of ways. Learners and teachers set targets in learning, and they are recognised when they have been met; as we develop reflective learning we are focussed on helping parents/carers to recognise, share and discuss both learning and wider achievements to celebrate our youngster's talents and skills. Photos, news clippings and certificates are brought from home to share and be displayed on our Achievements Wall; awards and certificates are given out at assemblies to recognise individual and group achievements.

More information can be found below and on the following websites:

Parent zone: <http://www.education.gov.scot/parentzone>

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

Skills Development Scotland: <http://www.skillsdevelopmentscotland.co.uk/>

Enrolment - Applying for a School Place

Enrolment for both Nursery and Primary 1 is normally in November.

Yetholm Nursery Class provides education for children from the term after their third birthday for children from Yetholm catchment area.

The transition from Nursery to Primary 1 depends on a child's age and stage but all children must begin P1 in the August after their fifth birthday. Parents whose children have a birthday in January and February can choose whether their child begins school at four or five years old. Parents with children in this category can discuss their wishes with the Nursery teacher and/ or Head teacher. Parents whose child attends a different provider for their Early Learning and Childcare (ELCC) or who has not attended an ELCC Centre setting prior to P1 are also encouraged to contact the school to identify when enrolment to P1 is appropriate for their child.

Non-catchment area enrolment

If a parent wishes to enrol their child in Yetholm Primary School but they live out-with the catchment area, they must first enrol their child in their catchment school. Then they can ask for a Placing Request at Yetholm Primary School. Placing requests are considered by the local authority level on an individual basis.

Any parent interested in enrolling their child in Yetholm Primary School or Nursery class is welcome at any time to visit us.

Learner's progress through the school in their own year groups, usually in composite classes of more than one year group. In addition, because this is a small rural school, it is occasionally necessary to split a year group to make composite classes of reasonable size.

Please do not hesitate to contact to the school to arrange a visit should you wish to find out more about enrolling your child here at Yetholm. We would be glad to show you around.

Further information on enrolment can be found here:

http://www.scotborders.gov.uk/info/20038/school_and_nursery_places/575/apply_for_a_school_place

A school placement may be refused for a range of reason but primarily if the school/ class is full.

Further information can be found through the link above.

Attendance & Absence

Attendance

Good attendance is important in our school. It allows your child to make the most of their education and wider social development and gives them better choices in the future. It is your responsibility, by law, as parents/ carers to ensure that your child attends school regularly.

We actively monitor attendance. If your child's attendance drops below 95%, we will contact you by letter to alert you of this.

If you have difficulty getting your child to school, please contact us as soon as possible to discuss how we can support you.

Absence

If your child is sick, or otherwise unable to attend school, a telephone call on the first day of absence is needed to explain a child's absence from school and the expected length of absence. If a call is not received you will be contacted, through a system called 'Groupcall' asking you to get in touch with the school. If no contact is made with the school, then emergency contacts will be used to establish why the child is absent. (A summary of absence, attendance and lateness procedures is available from school.) For medical appointments during school hours, children should be collected from and, if appropriate, returned to school.

Lateness

Lateness to school can be disruptive to a child's education. Wherever possible, please inform school if your child is going to be late. If your child is late on a regular basis, we will seek to meet with you to discuss and find a solution.

Holidays during School Terms

The Scottish Executive Education Department requires schools to monitor children's attendance in school. Parents should try to take holidays during school breaks to minimise absences so that children do not miss important schoolwork. We understand that there may be circumstances where absence is unavoidable and will always take a practical and sensible approach to this, in discussion with parents/carers. It should be noted that taking family holidays during the school term can be disruptive to your own child's education. Parents/carers should do everything possible to take their holidays during the designated school holiday dates and only in very exceptional circumstances consider taking holidays during term time. Parents are asked to accommodate this request in the interest of their own children and the smooth running of the school. As a rule, holidays taken out-with designated school holiday dates will be classified as "unauthorised family holiday." Extra work will not be given by Class Teachers.

School Polices

Our Relationships

All schools in Scottish Borders council have adopted a policy called Respectful Relationships – which is an Anti-Bullying Policy. At the core of this policy is the statement –
"A respectful relationship is based upon mutual trust, honesty, kindness, consideration and fairness, bringing out the best in those involved."

Staff and learners at Yetholm Primary School have embraced this statement and policy and seek to ensure the highest standards are met in terms of our relationships with each other.

The full policy can be found here -

http://www.scotborders.gov.uk/info/906/attendance_behaviour_and_rules/94/respectful_relationships-anti-bullying

There are numerous other policies in schools that cover various 'school business' and 'teaching and learning' issues. If you have any questions about our school, please contact the office and we will endeavour to provide further information.

Alternatively, a number of SBC-wide policies are available on the Scottish Borders website (<https://www.scotborders.gov.uk/>).

Behaviour – Discipline/Rules/Rewards

Promoting Positive Behaviour

Throughout our school children are encouraged to maintain high standards of behaviour by promoting the positive. We recognise and celebrate good behaviour and high standards on a regular basis, including through assemblies, notes home, certificates, and Head Teacher recognition. As a school we have developed a Positive Behaviour Plan where the children are made aware of their rights and responsibilities toward themselves, other people, and property.

A full policy is available in each classroom along with a wall display detailing the Class Rules, Rewards and Consequences for reference. Children are rewarded and recognised for good behaviour in a

number of different ways including Certificates at Assembly, House Points, stickers etc. When children forget the rules there is a protocol to follow for warnings and consequences of their actions – graded by occurrence or severity.

Issues with behaviours are recorded, tracked and monitored. Parents are informed when a child has required a certain level of support with behaviour that day. Children with specific difficulties in behaviour will be supported on an individual basis depending on their needs and in full consultation with families and carers.

"It's really good to be rewarded because to get 'Pupil of the Week' is a privilege and it builds responsibility". P7 learner

"We have kind children – people are good to each other." P5 learner

"The best thing about the school is that everyone plays well together." P4 learner

A full copy of the Behaviour Policy can be requested from school in paper or electronic form.

Parents can access Scottish Borders Council's 'Respectful Relationships Policy' by visiting www.scotborders.gov.uk/antibullying

Helping Your Child at Home - Homework

Parents can support learning at home when helping learners with homework tasks. Homework is set for several reasons –

- It develops good habits of self-discipline, leading to good study skills required as children grow older.
- It provides information for families and carers and provides opportunities for parental involvement.
- It allows practice and consolidation of work done in class.
- It allows access to a wider range of resources other than those available in school.

Regular homework to support the ongoing work in the classroom will be issued by class teachers.

Time allocation will vary, but the following daily times should be a rough guide. If you find your child is taking longer to do homework tasks, please do have a conversation with the class teacher for us to find a solution to support this.

Homework should take no longer than: P1-3 - 15-20 mins, P4-7 - 20-30mins

Road Safety

Please be aware of buses dropping and collecting learners at the start and end of the school day and park considerately. Encouraging village children to walk to school is both health and avoids the difficulties of parking safely. Children out on walks in the local environment are taught to cross the road safely from Nursery age and wear high-viz vests to be seen. Junior Road Safety Officers engage learners in activities to raise awareness of Road Safety issues throughout the year.

After School Clubs - Extra-curricular Activities:

The school works closely with Live Borders to offer a wide range of extra-curricular activities, both during the school lunch time and after school. We also offer periodic clubs such as drama, homework, and Cool Club.

Parents are often found supporting special activities around the school and excursions out of school, helping in classrooms or sharing a skill or area of expertise with a group of children in class time or even in an Extra-Curricular Club. Parents are consulted on this regularly. All helpers need to have a Disclosure Check (PVG) and are provided with a code of conduct to keep our children and themselves safe.

School Uniform

It is the policy of the school that children are encouraged to wear and be proud of our specially designed uniform. We feel that it provides a smart and practical outfit for daily wear, and helps children identify with their school.

The school uniform is as follows:

Green sweatshirt with school logo Green, yellow or white polo shirt (with or without logo)

Grey, navy, black, trousers, shorts or skirt green check summer dresses.

P.E. kit is also required which should include dark shorts, a plain coloured t- shirt (white or in their house colour) and gym shoes / trainers. Clothing associated with football teams or other sports is not acceptable.

All garments and shoes should be clearly labelled with the child's name. Assistance for clothing and footwear is available for parents who meet specific criteria - please enquire at school office or at Benefits Agency.

Uniform is available direct from our suppliers at: -

www.border-embroideries.co.uk

"You all look smart, and you can tell which school you go to on a school trip." P6 Learner

"Our school uniform is formal but not too formal. It's really comfy and creative and the logo is so cool." P6 Learner.

School Meals

Free meals are available for those families on Income Support and application forms may be obtained from Scottish Borders Council, Customer Services on 0300 100 1800, online or your local Library. However, all meals must be paid for until the Authority advise you, the parent, that free meals have been granted. Application must be made to the Local Authority, Customer Services Department. Contact: 0300 100 1800

Please note that all P1-4 pupils will be entitled to a free school meal in line with the Scottish Government initiative as of August 2022.

Lunches are provided by our cook Chrissy. The usual price is £2.40 for a 2-course lunch or packed lunch. Alternatively, you may provide your child with a packed lunch. All children are supervised during lunchtime.

School lunches are pre-ordered and paid through an online ordering and payment system called ParentPay. You need to register to use this system, please see the school office for details. Children who stay for lunch must remain within the school playground during the lunch hour.

As we are a health promoting school, please do not send sweets or chocolate biscuits for a break time snack. We would prefer to see children eating fruit or a plain biscuit. If your child brings a drink to school, it should not be in a glass container or can for safety reasons. Cartons or plastic

flasks are a more sensible alternative. **We do not allow 'fizzy' drinks in school.**

We try to encourage all children to drink water during the day. We have a chilled-filtered water unit which provide mains water for the children to drink. **Children are encouraged to bring a water bottle into school clearly labelled with their name.** It is important to drink water because it feeds the brain. If we are thirsty, we lose concentration. Water helps children to concentrate and so has a positive impact on learning.

Creating healthy childhood experiences is a shared responsibility for all. Working together we can ensure all children and young people have a sense of belonging, self-worth and self-confidence to achieve their unique potential.

Healthy Beginnings

Top Tips

Safe • Active • Included • Responsible • Respected • Achieving • Healthy • Nurturing

- Start your day with a healthy breakfast
- Eat more fruit & vegetables
- Keep food and drinks containing sugar to a minimum
- Enjoy family meal times
- Brush teeth at least twice a day - 'Spit, don't rinse!'
- Register with a local dentist
- Ask your dentist about fluoride varnish
- Be active, move more
- Explore different kinds of play and physical activity everyday
- Increase outdoor learning
- Reduce screen time - Phones, Tablets, PCs & TV
- Think of the 4 Bs- Bath, Brush Book & Bed

What?

Why?

Helps concentration

Healthy Teeth

Helps body grow and develop

Helps digestion

Healthy skin

Energy

Healthy eating and physical activity are essential for positive growth and development .
Healthy snacks are provided during your child's ELCC journey, continue to give these types of snacks for your child to have at break times throughout primary school.



Bottles used in class should be filled with plain water only.
Good hydration makes a difference to how children think, feel & function!

Contacts

Joint Health Improvement Team: health.improvement@borders.scot.nhs.uk

Food & Nutrition Coordinator: Hazel.Scott@scotborders.gov.uk

NHS Borders Oral Health Promotion: Helen.brand@borders.scot.nhs.uk



Transport

Transport for children who require it is arranged by Scottish Borders Council. If space exists on any vehicle contracted to the Education Committee privilege travel may be granted - but this concession may be withdrawn if a vehicle becomes overloaded or has its quota of "entitled" travellers.

Children travelling by bus are issued with a bus pass and must ALWAYS carry this pass to show on entry to the bus. The children travelling home by bus meet in the dinner hall at the end of the day, where a daily bus register is called. Bus time supervisors will ensure the bus children get on the correct bus.

Pupils who attend our Primary School through parental choice from outside our catchment area are not eligible for free travel.

Emergency Closure

When it is known that there is to be bad weather or other emergency conditions decisions are made in conjunction with Scottish Borders Council and an emergency closure may be activated. This may affect transport options to and from school.

Information about emergency closure will be sent via the Groupcall system to mobile phones and will be broadcast on Radio Borders. You can also check the Scottish Borders Council Facebook page for information.

More information can be found here on the Scottish Borders Council website -

http://www.scotborders.gov.uk/info/1291/adverse_weather_plans/1223/winter_and_gritting_faqs/6

Transitions

Here at Yetholm Primary School we recognise that learners require more support at times of transition and change. The main transitions normally encountered in a child's learning journey are:

- *Transition into Nursery*
- *Transition from Nursery to P1*
- *Transition between classes*
- *Transition from Yetholm Primary School to Kelso High School (or other destinations)*

For your information:

Kelso High School
Angraflat Road
Kelso
TD5 7NL

Provision is made by the Nursery team to engage **families to work in partnership** with staff from the very start. Links are fostered with our local playgroup, parents' meetings and open mornings are planned and visits for children are organised to assist in a smooth start to Nursery.

When **moving from Nursery to P1** there are opportunities for children to visit their feeder schools on a few occasions, to meet their teachers and for parents to meet with the Nursery and P1 teachers. Staff also liaise to ensure a shared understanding of learners' strengths and needs. Parents receive details of these activities at P1 enrolment. (More details can be found in the Nursery Participation Policy).

When children **move between stages and classes** in the school, they are also given the opportunity to visit their new classroom and teacher in the summer term in order to build their confidence in coping with these changes.

When transitioning **from primary to secondary** learners are invited to Kelso High School for 2 full day visits in the summer term. Learners are allocated an older Learner as a Buddy to support them. Additional activities to support social relationships are co-ordinated by Community Learning

and Development. Throughout the Upper primary year's efforts are made to plan various activities to allow socialisation with a wider peer group from other primaries. Teaching staff from the High School liaise with the P7 teacher to gain an understanding of the children's progress and needs. Yetholm teaching staff are involved in cluster development work with High School staff to develop a more consistent approach to delivery of the Curriculum in some key areas. For any child with support needs, their transition would be considered on an individual basis. All agencies are involved in consultation and additional provision provided for them as agreed.

Compliments & Complaints Procedures

If something goes wrong or you are dissatisfied with our services, please tell us and we will do our best to put things right. We deal with all complaints in accordance with the Scottish Borders Council complaints handling procedure. This can be found on the Council website: www.scotborder.gov.uk.

If you do want to make a complaint, you can do it either in person, by phone, in writing or by email. You can do this through your child's teacher or a senior member of staff (the Head teacher or a Principal Teacher) or indeed any member of staff. You can also make a complaint via the complaints form on the council website www.scotborders.gov.uk.

If we are unable to resolve your complaint, or if you believe your complaint requires formal investigation, you may make your complaint directly to the Education and Lifelong Learning Department at Scottish Borders Council. Again this may be done in a variety of ways:

- in person at a Scottish Borders Council customer services office
- by phoning Customer Advice and Support Service on 0300 100 1800
- by email to : PeopleComplaint@scotborders.gov.uk
- in writing
- to your local councillor
- Via the complaints form on the council website www.scotborders.gov.uk.

School Medical, Dental & Welfare Services

Should you have a concern about your child's well-being at school, please do not hesitate to contact the school. We will arrange a time to meet with you and discuss the matter.

To safeguard the interests of both pupils and staff, any request for prescribed medicine to be administered during the school day **MUST** be accompanied by a parental request form, available from the school office. This will give clear instructions as to type, quantity, frequency, and method of administration and should be signed and dated by parents.

Financial Assistance

At Yetholm Primary School we have a very clear poverty-proofing policy (copy available on request). We aim to keep the costs associated with the school year manageable and proportionate. If ever there is any difficulty with a cost associated with school, please do contact the Head Teacher to discuss this. We will do all we can to work with you to support this.

Support for Learning - Additional Support for Learning

Children may require additional support at different times throughout their school life with their learning. Our support for learning teacher works with groups of children to support them, mainly with literacy and numeracy skills. If the class teacher feels that your child would benefit from extra support, they will discuss this with you.

Inclusion and Pupils with Additional Support Needs

At any point in their lives children or young people may need extra help with their education. This may be for any reason and at any time. This is often referred to as additional support for learning or having additional support needs.

Some examples of why a child/young person may require extra help with their education are:

- Bereavement or family illness
- Problems at home
- Bullying
- Being particularly gifted or able
- An illness, disability, or sensory impairment
- Having English as an Additional Language

A child/young person's needs may last for a short time, and the problem may be resolved easily. Or their needs might be very complex, and they may require additional support for a number of years.

If you feel that your child needs additional support for learning, the first person to speak to is your child's teacher. You have the right to request an assessment of your child. Within our school we operate a model of staged intervention where support is provided in varied ways to meet individual needs. Our approach to assessment ensures that the needs of children and young people are recognised, and appropriate support can be provided.

You can also speak to a Team Leader at the local Children & Family's Support office:

Eildon Locality Office
10-12 Gala Park
Galashiels
TD1 1EU
Tel: 01896 661880

Parents/carers are always involved in making decisions about their child's education and we will always ask your permission before any specific referrals are made. While your child is receiving support, we will regularly review your child's progress.

At times, parents/carers and schools may come into dispute. While we would always hope that difficulties could be resolved at the school level, we recognise that parents or young people may wish to formalise their concerns. To assist with this, we have a complaints procedure and also offer independent mediation and adjudication. It is also possible under certain circumstances to refer the case to the Additional Support Needs Tribunal for Scotland.

The statutory framework for Additional Support for Learning is the Education [Additional Support for Learning] [Scotland] Acts 2004 and 2009. A good place to find independent information is Enquire, the Scottish advice service for Additional Support for Learning. They have a wealth of

information, including practical guides and fact sheets for both parents/carers and young people. You can find the website at www.enquire.org.uk, or ring them on 0845 123 2303.

Additional support may be given in the short term or for longer periods of time. If you feel your child needs extra support, the person to speak to in the first instance is the class teacher. You have the right to request an assessment for your child either through school or your GP.

The statutory framework for Additional Support for Learning is the Education (Additional Support for Learning) (Scotland) Acts of 2004 and 2009.

Additional information can be found through the following link:
http://www.scotborders.gov.uk/info/886/additional_support_needs

Young Carers

A young carer is under 18 years of age or who has reached 18 and still a pupil at school and provides or intends to provide care for another individual. Several young carers do not always identify themselves or wish to be identified.

Young carers undertake several tasks for the people they live with and look after. They are often left alone to do things like washing, cooking, shopping, paying bills, collecting medication, or helping to look after younger brothers or sister.

This means they might not have as much time to complete work at home which has an ongoing effect on progress and learning or attend clubs and after schools' activities therefore missing out on the social aspects of school.

Within our Primary we want our young carers to enjoy school and that it is a positive place to come, and they feel included. Please let us know if there are difficulties meeting deadlines with work, arriving on time or any other issues which affect a young person.

Council's implementation of British Sign Language Plan

The Council's BSL Plan 2018-24 has seven holistic actions. These actions are consistent with the ten long term goals of the National BSL Plan in Scotland, which are, early years and education; training and work; health, mental health, and wellbeing; transport; culture and the arts; justice and democracy.

These goals represent the Scottish Government's aim "to make Scotland the best place in the world for BSL users to live, work and visit."

The Council will implement measures to promote awareness of BSL and the use of BSL, with the long-term goal being that across Scotland information and services will be accessible to all BSL users*.

Contact Scotland –BSL is an online British Sign Language interpreting service that allows deaf people across Scotland to access services free and available 24 hours a day throughout the year:

<https://contactscotland-bsl.org/>

If a BSL user requests a face-to-face meeting then the School is required to provide a face to face interpreter.

*Whenever we refer to 'BSL users' we mean D/deaf and /or Deafblind people (those who receive the language in a tactile form due to sight loss) whose first of preferred language is British Sign Language.

Getting It Right for Every Child

Getting It Right for Every Child (GIRFEC) is the national approach in Scotland to improving outcomes and supporting the wellbeing of our children and young people by offering the right help at the right time from the right people.

The GIRFEC approach aims to make it easier for parents, children, young people, and the services that support them – such as early years services, schools and the NHS – to work together to get it right.

Practitioners work together to support you and your child, working across organisational boundaries and putting your child and you at the heart of decision making, ensuring we give all our children and young people the best possible start in life.

GIRFEC means that everyone working with Scottish Borders children, young people and their families are encouraged to:

- Ensure children, young people, and their families get the help they need when they need it and are central to the process of finding solutions.
- Use one consistent and equitable approach, actively share information to agreed protocols and work more effectively together to improve outcomes for children and young people.
- Be clear about personal responsibility to do the right thing for each child/young person.
- Work with children, young people, and their families, using a collaborative approach with fewer meetings. This should ensure children, young people and their families give information only once, and enables the development of one plan to meet all their needs.
- Respond to children and young people and take appropriate, proportionate, and timely action with the minimum of paperwork, bureaucracy and duplication.

GIRFEC is part of the Children and Young People (Scotland) Act 2014 and the GIRFEC provisions are planned to be fully implemented by August 2017. If you would like any further information, please ask your child's Head teacher.

The Educational Psychology Service

The Educational Psychology Service (EPS) works with all SBC schools to support children's learning and wellbeing.

We provide advice and training to school staff on how children learn and advise on ways to help children who require support.

If requested by the school, we can arrange follow-up for individual children and young people, together with their families and teachers, to help support their learning, or with social or emotional issues. This is generally achieved by meeting the children, their families and school staff, to review the support they have already received and agree ways in which we can all help your child in school. In some cases, we may agree that a psychologist will work on a one-to-one basis with your child to obtain a clearer picture of how they can best be supported.

If you have any worries about your child, please contact their school, in the first instance, to arrange a meeting to discuss your concerns. All schools have access to a range of support Services and your child's Head Teacher will be able to advise you about when the EPS may be able to help.

Further information about the EPS is available on the Scottish Borders Council website. Here you can access a downloadable leaflet for parents and carers, which explains in more detail how we may be able to work with you to support your child in school. Please see www.scotborders.gov.uk/EPS

Employment of Children

Children under the statutory school leaving age can only be employed within the terms of the byelaws on the Employment of children. These regulations allow anyone to be employed at 14 years but under certain circumstances children under 13 years of age can be employed, and for those over the age of 13 there are limits on the hours and type of employment which are allowed. Parents and employers must both complete an application form for an employment permit before the employment begins. Forms and application forms are available from the school office. Further details can be obtained from HQ Operations, Children & Young People Services, Scottish Borders Council, Newtown St Boswells, TD6 0SA.

Further information can be found at:

https://www.scotborders.gov.uk/info/20025/licensing/670/employment_byelaws_for_children_and_young_people/

Data Protection

Scottish Borders Council is a local authority established under the Local Government etc. (Scotland) Act 1994 and its headquarters is based at Newtown St Boswells, Melrose TD6 0SA. You can contact our data protection officer by post at this address, or by email at: dataprotection@scotborders.gov.uk, or by telephone – 0300 100 1800.

Why we need your information.

Every child of school age has the right to be educated. A child is of school age if he/she has attained the age of 5 but has not attained the age of 16 years. The term “young person” applies to a pupil over school age, but who has not attained 18 years. The education authority has a duty to provide education to any young person who is still a school pupil.

We need to collect, use and store personal information about you and your child/ren to enable us to provide your child/ren with an appropriate education. We provide these services to you as part of our statutory function as your local authority under:

- The Education (Scotland) Act 1980, Education (Scotland) Act 1980
- The Education (Placing in Schools etc. Deemed Decisions) (Scotland) Regulations 1982
- The Standard in Scotland's Schools Act 2000
- Education (Scotland) Act 2016

We also use your information to verify your identity where required, contact you by post, email or telephone to maintain our records.

Who we will share information with

We will share information with health and wellbeing services and may share information with other external agencies and organisations who provide or assist with educational provision and with online payment solution providers.

- The [Scottish Government](#) for examination, career guidance and monitoring purposes.
- ParentPay, ESP Systems and CRB to allow the school to offer cashless catering and to receive payment for school trips and events.
- Groupcall to allow the school to communicate with you.
- The NHS for health monitoring.
- Netmedia to enable the online arrangement of parents evenings.
- Internal Scottish Borders Council departments to allow the provision of catering and transport.

On each occasion, the recipients are bound to the terms of a Data Sharing Agreement and accordingly will only use your child's data for the specified purpose. This data sharing is in accordance with our Information Use and Privacy Policy and covered in our full [privacy statement](#) on our website.

We are also legally obliged to share certain data with other public and regulatory bodies such as Education Scotland, Police and NHS will do so where the law requires this.

Your information may also be shared and analysed internally to provide management information, inform service delivery reform and similar purposes to meet our duty to achieve best value and continuous service improvement.

We are legally obliged to safeguard public funds, so we are required to verify and check your details internally for fraud prevention. We may share this information with other public bodies (and receive information from these other bodies) for fraud checking purposes.

How long do we keep your information for?

We only keep your personal information for the minimum period amount of time necessary. Sometimes this time period is set out in the law, but in most cases, it is based on the business need. We will retain a copy of your child/ren's educational record up until they reach the age of 25.

Photographs/videos

Photographs and videos may be taken by staff in the school, media, and other parents for a variety of reasons for example Sports Day, celebrations of achievement, charity events, excursions etc. The school your child attends may wish to display or show photographs or videos taken by themselves, in print, in various locations or by electronic means such as a website. Likewise, the media or other parents may wish to use the images of pupils in various ways. We ask you at the time your child enrolls at one of our schools if you are happy for images of your child to be used in this way and we try to ensure you are aware of, and understand, such possible use of your child's image and that you have consented.

Any permission given will remain in force during your child's primary and secondary schooling until you indicate that you wish to withdraw your consent. You can do this by contacting the head teacher of your school as soon as possible.

Your Rights

You have the right to request access to any personal data held about you by the Council. You can also request that we restrict the use of your information or even object to any further processing. You can do this by contacting the Data Protection Officer using the contact details provided above. We will respond to your request within thirty calendar days.

For more information on your rights please visit our website

<http://www.scotborders.gov.uk/DPYourRights> or if you would like a hard copy of this information, please contact us using the contact details provided above.

Complaints

We aim to directly resolve all complaints about how we handle personal information. If your complaint is about how we have handled your personal information, you can contact our Data Protection Officer by email at dataprotection@scotborders.gov.uk or by telephone on 0300 100 1800.

However, you also have the right to lodge a complaint about data protection matters with the Information Commissioner's Office, who can be contacted by post at:

Information Commissioner's Office

Wycliffe House, Water Lane

Wilmslow

Cheshire

SK9 5AF

You can visit their website for more information <https://ico.org.uk/make-a-complaint/>.

If your complaint is not about a data protection matter you can find details on how to make a complaint on our website:

https://www.scotborders.gov.uk/info/20016/have_your_say/155/make_a_complaint/1

Transferring Educational Data about Pupils

Education authorities and the Scottish Executive Education Department (SEED) have collected data about pupils on paper forms for many years. We are now working together to transfer data electronically through the ScotXed programme.

What pupil data will be collected and transferred?

Data on each pupil is collected by local authorities and SEED. The data collected and transferred covers areas such as date of birth, postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability, attendance, absence, and exclusions from school. Pupil names and addresses are collected by their school and education authority, but they are not passed to SEED. Your postcode is the only part of your address that is transferred. Data is held securely and no information on individual pupils can or would be published by SEED.

Providing national identity and ethnic background data is entirely voluntary. You can choose the 'not disclosed' option if you do not want to provide this data. However, we hope that the explanations contained in this message and on our website will help you understand the importance of providing the data.

Why do we need your data?

To make the best decisions about how to improve our education service, SEED and education authorities 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 exam results. Accurate and up-to-date data allows SEED, education authorities and schools 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 that influence pupil attainment and achievement,
- target resources better.

Your data protection rights.

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This message can give only a brief description of how we use data. Fuller details of the uses of pupil data can be found on the ScotXed website (www.scotxed.net).

SEED works with a range of partners including HM Inspectorate of Education and the Scottish Qualifications Authority. On occasion, we will make individual data available to partners and also academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with information they need to fulfil their official responsibilities. Any sharing of data will be done under the strict control and prior agreement of the Data Access Panel in SEED, which will ensure that no individual level data will be made public because of the data sharing and that these data will not be used to take any actions in respect of an individual.

Concerns

If you have any concerns about the ScotXed data collections you can email the Senior Statistician, Peter Whitehouse, at: Peter.Whitehouse@scotland.gsi.gov.uk or write to The ScotXed Support Office, SEED, Area 1B, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, braille and large print.

Want more information?

Further details about ScotXed data exchanges are available on the ScotXed website, www.scotxed.net Scotxed Collections

Scottish Local Authority schools collect pupil and teaching staff data each year for statistical analysis by the Scottish Government (the ScotXed data collections). More information on the type of information collected and what is done with it can be found using the following link.

<http://www.gov.scot/Topics/Statistics/ScotXed/SchoolEducation/ESPrivacyNotices>

Education Statistics Privacy Notice (GDPR)

The Scottish Government and its partners collect and use information about pupils and staff in schools to help to improve education across Scotland.

The Education Statistics Privacy Notice can be found on the Scottish Government Website and is intended to provide information to pupils, teachers and parents about data collected and processed by the Scottish Government including why it is needed, their data policy and individuals' data protection rights.

Keeping our child and young people safe in the Scottish Borders

CHILD PROTECTION

- Our settings in the Scottish Borders work hard to keep our children and young people safe - all children and young people have a right to feel safe within the setting, home, and community.
- Within our setting we strive to provide a safe, secure, and nurturing environment for our children and young people, which promote inclusion and achievement.
- All staff in Education have a statutory and professional responsibility to take action if we have reason to believe a child is suffering, or is at risk of abuse.
- Our [Scottish Borders Child Protection procedures](#) set out what we will do if we have reason to believe a child is being abused or is at risk of abuse, either within the home or the community. These procedures are designed to ensure that children and young people get the help they need when they need it.
- All staff are aware of their child protection responsibilities and every year all staff in our setting attend a child protection update.
- Many of our staff undertake additional multi-agency child protection training.
- Every setting has a Child Protection co-ordinator who has the responsibility for overseeing child protection concerns as well as those young people who are care experienced within the setting.
- The Child Protection co-ordinator for the setting is the Headteacher.

[What to do if you have a child protection concern?](#)

It's everyone's responsibility to protect children.

If you have any concerns that a child is being harmed or is at risk of harm, please call without delay.

01896 662787 (Duty Children and Families Social Work Team)

01896 752111 (Out of office hours that covers all areas)

Emergency contact

If you consider a child or young person is in immediate danger, call the Police on 999 immediately.

[Need more information about keeping our children and young people safe?](#)

This [link](#) takes you to the Scottish Borders Child Protection Committee online website where you can find some suggested links to websites to better inform you about safety issues such as Internet safety and Child Sexual Exploitation as well as letting you know about opportunities for training in Child Protection. You can also find the Scottish Borders Child Protection Procedures on this website.

<http://onlineborders.org.uk/community/cpc>