

PUMPHERSTON & UPHALL STATION COMMUNITY PRIMARY SCHOOL



Information for Parents and Carers 2019/2020



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PUSCPS Vision, Values and Aims

Our School Vision, Values and Aims were created in consultation with pupils, parents/carers and staff. They are used throughout school to inform our practice and are linked to Unicef Rights Respecting Schools articles.



CULTURE and

- To provide a welcoming, safe, caring and healthy environment in which each learner is valued and supported.
- To ensure that all learners are able to experience a calm, positive and safe environment that promotes good behaviour, self-discipline and respect for others.
- To promote an ethos of self evaluation for all which leads to whole school improvement.


ETHOS



PARTNERSHIP and

- To provide effective support systems for all learners which promote personal and social development and underpin academic achievement.
- To build and maintain effective partnerships between the school and its parental body, external support agencies and its wider community.
- To improve the quality of educational experiences for learners through a programme of continuing professional development for all staff


PEOPLE



LEARNING and

- To ensure a broad and balanced curriculum that provides our learners with the best possible learning opportunities and experiences.
- To ensure that all learners are able to realise their potential through the promotion and recognition of achievement and excellence.
- To provide the highest quality of learning and teaching experiences that enable young people to enjoy their education and develop positive attitudes towards learning.

TEACHING



VISION and

- To ensure a clear direction for the school which is shared by and involves all stakeholders.
- To promote, encourage and provide opportunities for leadership at all levels.
- To provide pupils with opportunities to develop knowledge and understanding in relation to their duties and responsibilities as citizens in a democratic society.

LEADERSHIP

Our School Values		
Values	Value Statement	RRS
P Positive	Everyone in school has a positive mental attitude and looks for solutions when problems arise. We are all safe, happy and involved.	Article 3 Article 12
U Understanding	Everyone tries their best and is equal in school. We understand differences and treat everyone fairly. We consider the whole child and their circumstances.	Article 2 Article 5 Article 12 Article 13 Article 14
S Supports	We are one big family in school and we all support one another to be the best that we can be. We involve others in helping support pupils.	Article 3 Article 19 Article 20 Article 23 Article 25 Articles 32-40
C Confident	We have high expectations of everyone in school. Feeling secure and safe gives us confidence to try.	Article 12 Article 13 Article 14 Article 31
P Personal	Everyone in school has opportunities to achieve and develop. Self-evaluation supports improvements. Learning is planned to support pupil's interests and needs.	Article 23 Article 28 Article 29 Article 42
S Success	Learning happens everywhere, not just in school. We take time to celebrate achievement and attainment and plan for next steps.	Article 5 Article 18 Article 29 Article 31

A warm welcome to Pumpherston & Uphall Station CPS

It gives me great pleasure to welcome you to Pumpherston and Uphall Station CPS – a warm and caring learning community. We believe strongly that all children are individuals and we work hard to ensure that they are happy and achieving well in all areas of their development.

We are committed to working in partnership with you to ensure your child has a positive, high quality educational experience which ensures that they are successful in their learning, have high aspirations, grow in confidence and self-esteem, and are well prepared for future learning, for life and for work. We have high expectations of behaviour and attitude and value your support in promoting this. We greatly value the support parents can offer not only to their own child but also to the wider school community and we welcome offers of support in any capacity.

I hope you will find this information handbook useful but it cannot contain all of the information you will need as your child continues their learning journey with us, so please do not hesitate to get in touch with any questions – our door is always open.

Many thanks,
Miss Burton
Head Teacher

School hours

P1-P7 - 08:50-15:15 (Mon-Thur)
 08:50-12:25 (Fri)

Morning Break 10:30
Lunch Break 12:15-13:00

Term dates are available on the Council website and school blog. School newsletters go home at the end of each month and contain upcoming dates and events.

Parent Involvement

At Pumpherston & Uphall Station Community Primary we strongly value the contribution parents make to the life of the school community. We are always looking to involve parents more, if you would like to be more involved, have special skills you think might be useful or simply want to help supervise outings and trips then please contact the school office; we'd love to hear from you.

The Parent Partner Group is the link between the parents and the school. All parents and carers can join and are welcome to attend the meetings and have their say.

This group also supports the school through fundraising, organising events and engaging with the community.

Uniform

Children should attend school each day wearing our school uniform. **The school uniform consists of grey or black trousers, school shorts, pinafore or skirt; white polo shirt or a white shirt and school tie, a blue school sweatshirt or blue cardigan and sensible black shoes. Primary 7 have a P7 school tie and can wear a black cardigan or jumper.** Children are also expected to have gym kit available in school for PE and sports. This consists of black or grey shorts, blue or white t-shirt and black gym shoes.

Uniform can be ordered from the school office. *School clothing grants are available to parents in receipt of a qualifying benefit; application forms are available from the school office. The Parent Partner Group hold a nearly-new uniform sale at points throughout the session. Please ask if you require help.*

Curriculum for Excellence at PUSCPS



Curriculum for excellence aims to develop children and young people as successful learners, effective contributors, confident individuals and responsible citizens. Pumpherton & Uphall Station Primary is committed to those purposes and we are regularly reviewing our curriculum in line with national developments.

Learning and teaching in school is based on a range of strategies including investigating, problem solving and discussion as well as direct teaching methods. Strategies and resources are varied to best meet the needs of individuals and a range of assessment approaches are used to determine the children's ability level. There are planned opportunities for independent learning and collaborative group work to help children develop skills in those areas.

Literacy and Language

The development of literacy and language skills play important roles in all learning. Staff build on the foundation, which has been started at home and help children to use literacy skills for a variety of purposes. Literacy skills are regarded as essential life skills.

The four main outcomes are Listening, Talking, Reading, Writing.

Literacy and language skills are developed using all curricular areas. Staff exploit cross-curricular opportunities to promote literacy and language development, to help children see connections across the curriculum and to make learning meaningful. It is considered very important that children have a context and a purpose to motivate and stimulate them using language interestingly, imaginatively, appropriately and precisely.

French is taught from P1 through to P7. In P1 to P4 there is a focus on talking and listening with the pupils being encouraged to take an active part in role-play, games and songs. P5 to P7 children are encouraged to consolidate and further develop the listening alongside the more formal skills of reading and writing. Some Spanish may be offered at P7 in preparation for transition to the academy. Through presenting Modern Languages in an enjoyable and inclusive manner, we hope that our pupils will be able to make use of their increasing knowledge of a modern language successfully and confidently in a real international context.

We do not provide teaching by means of the Gaelic language as spoken in Scotland. A placing request to a Gaelic language school in a neighbouring authority should be submitted to Pupil Placement.

Mathematics and Numeracy

Mathematics involves the knowledge and understanding of processes and concepts, making connections and applying these in a range of contexts. Numeracy skills are regarded as essential life skills. Children come to school as active mathematical thinkers having, through trial and error, solved problems naturally in play and family life. At school children are provided with structure through which they can further develop skills, understand concepts and learn facts and techniques.

Mathematical activities are planned for the children through which they further develop their understanding of number, money, measure, shape, position and movement and information handling. Children will enjoy exploring, applying their thinking and presenting solutions to others in a variety of ways. At all stages collaborative learning encourages children to reason logically and creatively through discussion of mathematical ideas and concepts. Mental maths is a daily activity in all classes to develop quick recall, reinforce learning and apply to real life contexts.

Celebrating Pupil Achievements



Pumpherton & Uphall Station Community Primary values wider experiences and opportunities for learning. We are strongly committed to offering children a wide and varied curriculum with opportunities to engage with the community.

We actively encourage children to think about their successes and to make them part of their school experience. We celebrate these achievements in the classroom, in assemblies and through discussion and displays.

In this way we value all of the experiences which develop the capacities of our pupils.

Health and Wellbeing

A holistic approach is taken to promote health and wellbeing in Pumpherton & Uphall Station Community Primary. Account is taken of the stage of growth, development and maturity of each individual as well as the social and community context. Within a progressive framework, children are provided opportunities to develop the knowledge and understanding, skills, capabilities and attributes, which they need for mental, emotional, social and physical wellbeing now and in the future.

Promoting health and wellbeing at school is embedded in the variety of activities offered during the day and in extra-curricular activities. Class teachers plan and deliver lessons in physical education. Classes have timetabled blocks of the P.E. specialist various times throughout the year. Opportunities also lie within the context of Religious and Moral Education, Social Studies or as stand-alone topics.

Sciences

Through our science programmes children develop their interest in and understanding of our living, material and the physical world.

There are five main learning outcomes:

- Planet Earth
- Forces, electricity and waves
- Biological systems
- Materials
- Topical science.

Every opportunity is taken to make connections to other curricular areas. Children engage in a wide range of collaborative investigative tasks, which allow them to further their knowledge and understanding.

Social Studies

Programmes of study are planned to ensure continuity, depth and progression throughout the levels in Curriculum for Excellence and will include social studies topics relating to people, past events and societies; people, place and environment and people in society, economy and business.

Some studies may last several weeks; others will have a short-term focus. Educational outings are often linked to social studies topics and enhance the learning experiences of the children. Parents/carers are asked to give a written consent and pay towards the cost of the outing. Details regarding specific cost and various methods of payment will be detailed on communication distributed to parents/carers in advance of the outing / educational experience.

Technologies

The technologies framework includes creative, practical and work-related experiences and outcomes in business, computing science, food, textiles, craft, design, engineering, graphics and applied technologies. As children play and learn, they develop an interest, confidence and enjoyment in technologies. Children also develop an understanding of the role and impact of technologies in Scotland and the global community.

Digital skills are developed through direct teaching but are also transferred and applied in different learning contexts. Interactive whiteboards are installed in all classrooms. They are successful in

- Motivating and engaging pupils in their learning
- Aiding concentration and focus
- Encouraging a higher level of pupil interaction in both teacher-directed and group-based lessons
- Enhancing knowledge retention
- Accommodating different learning styles.

Expressive Arts

Teachers plan and deliver lessons and projects in all four areas of the Expressive Arts – Art and design, Dance, Drama and Music. We have visiting specialists in Art and design, PE and Music, who enhance the learning experiences on offer to the children. Classes have timetabled blocks of specialist teaching throughout the year.

Pumpherstons & Uphall Station Community has successful choir, brass, string and guitar groups which perform at various school functions, individually and as a group. There are ample opportunities throughout the year for children to prepare and showcase performances of singing, dancing and performance at assemblies and events.

Religious and Moral Education

Children learn about and from the beliefs, values, practices and traditions of Christianity and other world religions, as well as other traditions and viewpoints independent of religious belief.

Weekly assemblies offer a space for reflection and celebration throughout the session. Diversity is celebrated; moral values are explored, established and reinforced through reflection, discovery and critical evaluation. The children are taught the importance of respect, tolerance and understanding.

RME is an important part of the curriculum and forms a significant part of our approach to developing and discussing respect, morality and values. If you wish to discuss your child's involvement in religious observance or education, please contact the Headteacher.

Assessment and Reporting

Continuous assessment involves a varied combination of planned activities, formal assessments, discussions with pupils, observations of children working together and peer and self evaluation to support learning. By collecting information in a range of ways we value the experiences and strengths of children and can plan for progress and report this progress to parents and pupils.

Throughout the year pupils and teachers work together to build a picture of the work and development of pupils and evidence of progression is collected and shared.

In nursery assessment of pupils is collated termly into statements of progress in an Online Learning Journal. These are shared with parents at key times and are available to view on request.

In P7 pupils produce an online profile of their achievements which is shared with the academy during transition. Pupils in P2-P7 work on reflecting on their learning through using their jotter as a profile. Their jotters will contain targets, learning, assessments and feedback.

Parents receive information on their children's progress through homework, updates and other communications from the class teacher. Learning is shared through the school's blog and through sharing learning events which give pupils an opportunity to share and discuss their learning with their parents.

Formal reporting takes at the two focussed parent evenings and a final report in June.

The nursery at Pumpherstons & Uphall Station CPS



PUMPHERSTON &
UPHALL STATION
CPS

Young children learn through play and enjoy being actively involved in their learning. This prepares them well for school. Staff help children to learn by observing them at play and deciding when to leave them alone and when to join in. They will stretch children in their play by offering ideas, materials or vocabulary, by asking questions, by setting challenges and by helping, explaining, and showing how things can be done. Staff will work with small groups of children on special aspects of learning, for example, to develop interest in books, to play games using shapes or to encourage children to use musical instruments.

Your child's learning at nursery will be regularly shared with home using the Online Learning Journal system. We will provide more information when your child starts nursery.

Nursery hours

2 Full days: 8.00am – 6pm

Monday to Thursday:

4 AM Sessions – 8:00am – 12.45pm

4 PM Sessions – 1.15pm -6.00pm

The Nursery is closed on a Friday.

Helping your child prepare for nursery

Explain to your child that you will be taking him/her to nursery everyday. If you are worried about how your child may settle, try not to let him/her sense your anxiety. Talk about coming to nursery together and the enjoyable time he/she will have. Delay talk about leaving him/her. Be guided by staff when to leave your child. Once your child is settled, try to collect him/her in good time. A child will feel very insecure if you arrive a long time after the other parents.

Taking children to and from nursery

To make the nursery a secure place for children, there are security locks in place. Every child must be collected from school by a named adult who must be over 16 years of age.

Your child will not be entrusted to a person not known to the school. It is your responsibility to inform the nursery of alternative arrangements for the collection of your child. If you bring or collect children by car, please park sensibly and escort children to nursery.

Dressing for nursery

Children will be encouraged to dress themselves. They should wear comfortable play clothes which are easily fastened and easily washed. Please avoid dressing your children in belts, football colours and flip-flops, open-toed sandals or heavy trainers. **School polo shirts and jumpers can be ordered.**

For safety reasons, we would be grateful if your child does not wear any jewellery. Studs may be worn in pierced ears. Personal toys should be left at home, as lost or damaged toys can cause great distress.

Please mark all items, including footwear, with child's name.

Snacks

Children have a small snack and full-cream milk or water every day during core hours and the option of a health snack/breakfast and drink at flexible start and end times. The nursery promotes healthy eating and children are encouraged to be independent and to help themselves to snacks. Individual likes and dislikes cannot be catered for, but please advise the nursery if your child has a medically identified allergy to a particular food or to milk or if your child cannot eat certain foods for cultural reasons. A weekly charge of £1.50 will be made for core hours snack but flexible end and start snacks are provided by the council. Full day children should bring a healthy packed lunch and drink with them to have at lunchtime.

Sickness

If your child is ill or feeling poorly, it is usually much better for him/her to be at home rather than in the busy nursery. Very often children say they want to come even though they may have been sick during the night. Judge carefully - children do not get the best out of nursery, nor are they able to give of their best, when they are feeling under par. If your child is unwell, please keep him/her at home and notify your nursery. If a child has had sickness or diarrhoea, it is advisable to allow 48 hours after the symptoms disappear before returning to nursery. Please let nursery know if your child has an infectious illness such as chicken pox, measles, whooping cough, mumps, rubella or infective hepatitis. Always inform nursery of any absences immediately.

Joining us at Pumpherston & Uphall Station CPS

We are always happy to welcome new children and their parents and invite them to visit the school to meet staff, view facilities and have any questions answered. We are especially happy to welcome visitors during the school day when children are present and when school is functioning normally. **Please contact the school on 01506 280995 to arrange a visit.**

Starting School in Primary 1

Children on the first day of school will start at 9am and finish at 3pm. Following their first day they will be at school for full time hours.

Primary 1 Meetings

An induction meeting for parents of children starting Primary 1 in August takes place in June and parents are given information on starting arrangements, uniform, curriculum and lunch provision. Parents can, of course, make an appointment for more information at any time.

Enrolment Procedures

For all children starting - whether in Primary 1 or to any stage mid-term - an Application for Admission form must be completed. The child's birth certificate should be produced at this time. If a child transfers from another school, that school is contacted to inform them that enrolment has taken place and to ask for pupil and medical records to be sent.

Pupil Placement

Education Services
West Lothian Council
Civic Centre
Howden Road South
Livingston, EH54 6FF
01506 776002

**pupilplacement@
westlothian.gov.uk**

Placing Requests: West Lothian is divided into catchment areas for primary and secondary schools. Each home address has a catchment denominational and a catchment non-denominational school, for both primary and secondary education. Although the Council aims to provide enough places for all children in the catchment area, living within a catchment area does not guarantee a child a place at the catchment school. Parents can request a school other than of their catchment school. This is known as a 'placing request'. Parents can request that their child go to any primary school in West Lothian regardless of the family's religion. The council must grant these requests unless there is a legal reason not to. See www.westlothian.gov.uk/sitecontent/documentlist/educationpolicy for more information.

Primary 7 transition to Broxburn Academy

P7 to S1 Transfer Arrangements

Each secondary school catchment area is made up of a number of associated primary school catchment areas. **Pumpherston & Uphall Station Community Primary School** is associated with **Broxburn Academy**. Children attending Pumpherston & Uphall Station Community Primary School and living in the catchment area of the school would therefore normally transfer to Broxburn Academy. It is not possible to guarantee places at a secondary school for children from an associated primary school. Secondary schools have intake limits and where applications for admission exceed this limit, it would be necessary to apply the "Placing in Schools - Guidelines" and refer all applications to the Special Sub-Committee on Pupil/Student Support.

A strong ethos of co-operation between all the Broxburn Academy feeder primaries and the academy ensures a smooth and positive transition process for our pupils.

An information evening for parents is held at the academy each year before applications are due in and this is further supported by parent information throughout the session and a P7 parent evening in June once places have been granted. A programme of induction visits to the academy familiarise the pupils with their new school, classes, teachers and timetables while visits to primary from academy staff ensure that your child has the opportunity to meet and work with some of their new teachers.

Well planned communication between academy and primary staff ensure that each child's needs are appropriately considered and planned for and that the educational journey which began with us continues into S1.



Broxburn Academy

Cardross Road
Broxburn
EH52 6AG

01056 282300

Wlbroxburn-ac@westlothian.org.uk

Headteacher:

Mr Peter Reid

Attendance and Punctuality

It is necessary to stress the importance of regular attendance and punctuality for children to ensure that they cover all the work of the class and any individual programme of work which has been planned. Please help us develop in your child a regular habit of good time keeping.

Parents/Carers should contact the school before 9.30 on the first day of absence. If no contact has been made, the school will attempt to contact the parent/carer using the emergency contact numbers provided. It is the parents/carers responsibility to ensure these are kept up to date. If your child is absent due to illness or some personal or family incident, please inform the school by letter on your child's return to school, even if you have already let us know by phone.

The school is responsible for tracking absence and for communicating with parents/carers when attendance drops below an acceptable level. As part of this it may be necessary for me to contact you by letter, or in some cases by telephone, in order to highlight the issues of low attendance. **West Lothian Council policy states that a letter is sent home when attendance drops below 90% - even where the school is aware of the reasons for the absence.** Missed education through lateness and absence has a significant and serious effect on your child's education, and potentially on the education of others in the class. Working together we can ensure that your child makes the most of all available opportunities. The school enters pupil absence electronically using codes for particular reasons for absence. To ensure an accurate record is kept it is important that, should your child be absent, you provide an explanation for that absence either by letter or by telephone.

The Scottish government has issued a directive informing local authorities that, due to the impact absences during term-time have on children's learning, any such absences will be recorded as unauthorised. Family holidays should therefore be taken out-with term times. If, in exceptional circumstances, you wish to take your children out of school, you must make your request to the Head Teacher in writing.

Children arriving late for school should report directly to the main entrance of the school and they will be marked as late on the register.

PARKING – THERE IS NO PARKING AREA FOR PICK UP/DROP OFF AT SCHOOL

There is no designated area for parking at school and wherever possible cars should not be brought up the school driveway. **There is a small section of drop off spaces for exceptional use only.** Consider your journey to school carefully and always use another way to get to school – this is for the safety and health of all children.



PARK AND STRIDE - Plan your journey in advance, park safely a short walk away from the school and walk the last 5 minutes; safety and exercise combined. Consider if you need the car at all, can you walk from home?

WALKING BUS – share the journey with other parents. Work out a safe route with a few other parents and take turns to collect the group and walk them safely home.

MEETING POINT – for older children (P4-P7) you could arrange a safe point to meet them with the car away from the school; children get a few minutes fresh air and exercise and the school zone is kept safe.

CAR POOLING – better for the environment and the safety of the school zone. Can you arrange a rota for collecting a car full of children rather than just your own? This could be combined with the Meeting-Point or Park and Stride approach.

School trips and other excursions

You will be asked to complete a form to pre-allow short walks in the local community during the school day. For other trips out of school a separate permission form and medical information form (EE2) must be completed and returned

P5 and P7 are invited to attend residential camps. Further information about this is shared with parents at those times.

Additional Learning Needs

Delivering appropriate provision for pupils with additional learning needs is central to national priorities, West Lothian Council goals on inclusion and our inclusive ethos at Pumpherston & Uphall Station Community Primary. Teachers and support staff work closely with the management team, Support for Learning teacher and our partner agencies to identify, monitor and address the learning needs of all children. Sometimes it is recommended that the child will benefit from more specialised help, or from working individually or within a small group, and the Learning Support specialist becomes directly involved. At this point, parents are asked to agree to their child being withdrawn from class for regular support and parents are kept informed of progress being made. If you have any concerns or queries please contact the school in the first instance.

Enquire is the Scottish Advice Service for Additional Support for Learning. Operated by Children in Scotland, Enquire offers independent, confidential advice and information on additional support for learning. Their website is www.enquire.org.uk and they can be contacted by telephone on 0845 123 2303 or by email at info@enquire.org.uk.

Medical Care and First Aid

If a child becomes ill or has an accident during the day, immediate attention is given by a member of staff who has some first-aid training. An assessment is made by a promoted member of staff as to whether further medical attention is required and parents are informed. This is why we need to have up to date records of contact telephone numbers of parents and of emergency contacts. **Children cannot be sent home by themselves and need to be collected from school.**

If your child requires to take medicines during the day, you must complete a form with details of frequency and dosage and hand the medicine in to the school office. We are not permitted to administer certain categories of medication, including giving injections.

Transport

West Lothian Council will provide transport assistance for all primary pupils living more than 1.5 miles from their designated school. The provision of transport for pupils attending special schools and classes is not subject to these limitations, but is based on individual pupil need. Further information can be obtained from School Transport, 01506 775291.

Parents who choose to send their children to a school outwith their catchment area, will be responsible for any extra travelling expenses incurred.



The **School Self Evaluation Summary Report** details the main achievement of the school over the last session. It is published annually and describes the progress the school has made in its planned development.

The **School Improvement Plan** is also published every year. It sets out the areas on which the school will develop over the session and plans how we intend to improve.

These documents are available to download from the school blog and from the council website.

Occasional and Emergency Arrangements

From time to time, school has to be closed early due to weather conditions, building problems or staffing difficulties.

No child will be sent home without parents being informed.

Parents are informed by a text message to a mobile phone, or voice message to a landline phone via the system known as Groupcall. All parents are therefore expected to keep us provided with an up to date contact number and to have arrangements in place to have their children collected from school by a responsible adult if school, or part of the school, has to be closed at short notice.

Any child who is not collected, or whose parents cannot be contacted, will be supervised and kept in school until the normal closing times.

In the event of bad weather in the morning, we expect parents to determine themselves whether it is safe to allow their children to travel to and from school. If the school is closed by the Authority, public announcements are made on local radio.

School Rules

It is always necessary to have a number of school rules - to protect children and to allow effective learning and teaching to take place. They are also necessary if we want to maintain a well organised school and an attractive environment. Almost all the rules can be justified as encouraging children to show respect for themselves, for others and for property. We also expect children to show proper respect to all adults in the school and to pay particular attention to safety.

- **Our school rules make sense.**
- **Our school rules are easily understood.**

Please encourage your child to know and follow the school rules to make our school a happy and safe place for everyone.

Our school ethos is summed up by our Golden Rules, below. As a Rights Respecting School (RRS) these are expressed in positive terms and are linked to articles from the United Nations convention on the Rights of the Child.

The approach, popular in schools worldwide, works to repair harm done to relationships, maintain existing relationships and make and develop new and stronger relationships.

This is a long-term approach to modifying behaviour and it is important parents, staff and pupils all understand the principles behind it and the way it works – bullying and inappropriate behaviour continues when individuals do not understand their actions and try to change them.

Promoting Positive Relationships

Children are expected to show a high standard of behaviour at school, showing respect for others and for school property. On outings and visits, and while representing the school, even higher standards are expected!

In the playground during breaks and when travelling to and from school, we expect our children to maintain the well-earned reputation of the school and not let themselves or the school down.

Bullying, in any form, is not tolerated. Children, as well as parents, are urged to speak out if they have knowledge of bullying, or experience it.

In the event of a child misbehaving in the classroom or in the playground, the parents will be informed if the matter is serious or if the offences become too frequent. If difficulties continue, the Headteacher will ask the parents to attend a meeting to discuss the problem and consider strategies to improve the child's behaviour. If the situation worsens, the option of exclusion will be considered, which includes keeping a formal record of the exclusion in the child's file. Policies on behaviour and bullying can be found on our blog.


Of course, we hope the situation never reaches that stage, that parents and school working together can resolve any difficulty and that the child's behaviour improves.

RESTORATIVE PRACTICES IN BEHAVIOUR MANAGEMENT

As a school and as a cluster we are developing a restorative justice approach to behaviour. This approach focusses on the impact of behaviour on individuals. It uses the basics of respect, empathy and understanding to help individuals understand the damage their behaviour has done and to make amends through supported dialogue. A separate Behaviour leaflet is available on our blog.

PUSCPS Golden Rule 1

We work hard and let others learn.




RRS 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.

RRS 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.

PUSCPS Golden Rule 2

We are gentle and keep others safe.




RRS Article 19: You have the right to be protected from being hurt and mistreated, in body or mind.

RRS 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.

PUSCPS Golden Rule 3

We listen to others and their views.



RRS Article 12: You have the right to give your opinion, and for adults to listen and take it seriously.

RRS 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.

PUSCPS Golden Rule 4


We treat everyone fairly and with respect.



RRS 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 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.

PUSCPS Golden Rule 5

We look after property.




RRS 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.

RRS Article 19: You have the right to be protected from being hurt and mistreated, in body or mind.

PUSCPS Golden Rule 6

We try to be the best that we can be.



RRS 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.

RRS 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.

Responsible Internet Agreement

ICT (Information Communications Technology) is a vital part of the curriculum. It enables pupils to build skills for life, learning and for work.

In order to ensure that ICT equipment is used effectively and safely in school we will ask that a permission form is signed by parent and child where everyone agrees to abide by the following rules:

Taking photographs and video film of your child's successes and achievements has traditionally been an important family record of her/his development in school and also forms part of performance assessment in school. To comply with the Data Protection Act 1998 and GDPR guidelines, we need your permission before we take any images of your child. We will seek permission for the use of photography in schools for three purposes:

1. [Teaching and Learning](#)
2. [Special Events](#)
3. [Use on the school learning blog](#)

- I will not share personal information such as my address or phone number, or those of others.
- I will not try to find inappropriate material.
- I will tell a member of staff if I find a page, picture or message that makes me feel uncomfortable.
- I will not post or send messages or pictures which will make others feel threatened or uncomfortable, including using rude or threatening words.
- I will not post or send any photographs of myself or others.
- I understand that email is not always private.

The school security system means that all visitors must report to the main office to sign-in and receive a badge and electronic fob. Do not enter the school by any other door.

CHILD PROTECTION PROCEDURES

Where a member of staff reports a concern about the safety or welfare of a child or where a child has made an allegation which causes concern the following West Lothian Council CP procedures will be followed. Further information is available from school or from West Lothian Council Child Protection Committee.

- The concern will be reported immediately to the HT or PT
- The HT or PT will speak to the child to find out more information – this involves asking simple open questions – “who – what – where – when”
- The HT or PT will consider the information gained and will decide on a course of action. This may involve:
 - speaking to parents about a minor concern,
 - logging a concern to monitor the situation
 - contacting another agency
- Contacting another agency will involve calling Social Work, Police or Child Health depending on the situation.
- The other agency will investigate and, if necessary, make contact with parents at home.
- School will not normally inform parents where a referral of concern has been made.

These procedures are in place to ensure that the needs and safety of the child are the primary consideration.

Mobile Phone Policy

The school does not take responsibility for childrens' mobile phones. Where a pupil requires a mobile phone for the journey to/from school the following rules are in place:

1. Phone must be **switched off at all times in school.**
2. Children should put their phones in the tray in their class and tick their name on the register.
3. Phones will be kept in the office.
4. Phones will be returned to your child at the end of the day.

Playground Supervision

Supervision is provided in the school grounds 20 minutes prior to the school opening, during intervals and at lunch time. If children have an accident or any other problem in the playground they report initially to the supervisor who will take the necessary action.



The Breakfast Club is open from 8:10am each morning and provides pupils with a healthy breakfast and aims to establish positive relationships at the start of the school day. Pupils enter the dining hall from the front deck from 8:10am. There is no supervision before this time.

Breakfast Clubs are now provided free for all pupils in West Lothian. Please contact the office for more information.

Requested Early Release of Pupil

There are occasions when parents wish their children to be released from school at other than normal closing times, to enable them to keep a dental or medical appointment outside school, or for other reasons.

In all cases, a written request must be made for early release. Parents must then call at the school office and their child will be brought to them. On no account should a child leave school premises on their own.

School Meals

Each day pupils select a choice of meal from two hot options and a sandwich all with fruit and a drink for £2.11. Meals for all P1-P3 pupils are free and free meals for older children are available where parents are in receipt of qualifying benefits. The meals are cooked off-site and delivered to school.

School meals are supervised in the dining hall and children are expected to behave sensibly and display appropriate table manners. Menus are sent home for all children and are available on the council website. Packed lunches from home are also supervised in the dining hall **where we ask that all food provided is nut-free.**

Meals may be chosen every day in class or online, and payment should be made online through the council payment system. Information on I Pay Impact may be obtained from the school office.

Further information and an application form can be obtained from the school or from **Education Services, West Lothian Civic Centre, Howden South Road, Livingston EH54 6FF.**

Milk

Parents can order 0.25l semi-skimmed milk for P1-P7 children via an order form sent home each term. It is provided free to children whose parents are in receipt of qualifying benefits. *Payment should be made via council payment system (I Pay Impact).*

The School Health Service

Throughout your child's years at school, a team of specialist Health Service and Education Services staff will be seeing him or her from time to time to make sure that he or she benefits as much as possible from all that school has to offer, and to help prepare him or her for life after leaving school.

The staff involved make every effort to work closely with parents and with others who are caring for your child, both at school and in other branches of the Health Service. Some of the services, e.g. testing for vision, hearing or speech, are provided to all children on a routine basis to discover which children may need further tests or treatment. Parents are not notified of these screening tests and any parent who does not want a child to be included should notify the school at the beginning of the session. Naturally, if treatment is thought to be required, you will be informed and consent requested.

Concerns/Complaints

If you have concerns or complaints regarding the service you are receiving, these can be addressed by contacting the Headteacher in the first instance.

If you are dissatisfied with that response you should contact:

*Education Services
West Lothian Council
West Lothian Civic Centre
Howden South Road
Livingston, EH54 6FF
Tel: 01506 281254*

If, in exceptional circumstances, it is felt that the case has not been properly administered, you should contact:

*Scottish Public Services
Ombudsman
4 Melville Street
Edinburgh EH3 7NS
Tel: 0800 377 7330*