

**Pumpherstons and  
Uphall Station Community  
Primary School**

**West Lothian  
Council School Handbook  
Information**



<b>section 1</b>	<b>school information</b>	
	West Lothian Council Mission Statement	1
	West Lothian Council Values	1
	School Aims	1
<b>section 2</b>	<b>standards</b>	
	2.1 Attendance	2
	2.2 Ethos and Behaviour	3
	2.3 School Dress Code	4
<b>section 3</b>	<b>ethos</b>	
	3.1 Equality and Fairness	5
	3.2 Partnership and Communication with Parents	5
	3.3 Parent Councils	6
<b>section 4</b>	<b>curriculum</b>	
	4.1 <i>General</i>	7
	4.2 Instrumental Tuition	10
	4.3 Use of the Internet	11
	4.4 Assessment and Reporting	12
	4.5 Support for Learning	12
<b>section 5</b>	<b>admission procedures</b>	
	5.1 Admission Procedures	13
	5.2 New Entrants to P1	13
	5.3 Transfer from P7 to Secondary School	13
	5.4 Extra-Curricular Activities	14
<b>section 6</b>	<b>health &amp; safety and pupil welfare</b>	
	6.1 Medication in Schools	17
	6.2 Emergency Contacts and Arrangements	17
	6.3 Meals and Milk	18
	6.4 <i>Security</i>	18
	6.5 <i>Photography</i>	19
	6.6 Child Protection Guidelines	19
	6.7 Playground Supervision	20
	6.8 <i>Transport</i>	20
	6.9 <i>Car Park</i>	20
	6.10 Requested Early Release of Pupil	20
	6.11 <i>Data sharing</i>	21
	6.12 <i>Concerns and Complaints</i>	22

### West Lothian Council Mission Statement

*“Striving for excellence... working with and for our communities.”*

### West Lothian Council Values

- Focusing on customers' needs
- Being honest, open and accountable
- Providing equality of opportunities
- Developing employees
- Making best use of resources
- Working in partnership

### School Aims

We are currently in consultation with our stakeholders to refresh our school aims.

Our vision statement is “Growing kind hearts and confident achievers”

#### **ATTAINMENT AND ACHIEVEMENT**

To raise standards of educational attainment for all in school, especially in the core skills of literacy and numeracy, and to achieve better levels in national measures of achievement including examination results.

#### **FRAMEWORK FOR LEARNING**

To support and develop the skills of teachers, the self-discipline of pupils and to enhance school environments so that they are conducive to teaching and learning.

#### **INCLUSION AND EQUALITY**

To promote equality and help every pupil benefit from education, with particular regard paid to pupils with disabilities and special educational needs, and to Gaelic and other lesser used languages.

#### **VALUES AND CITIZENSHIP**

To work with parents to teach pupils respect for self and one another and their interdependence with other members of their neighbourhood and society, and to teach them the duties and responsibilities of citizenship in a democratic society.

#### **LEARNING FOR LIFE**

To equip pupils with the foundation skills, attitudes and expectations necessary to prosper in a changing society, and to encourage creativity and ambition.

## **SCHOOL VALUES**

Kind  
Confident  
Achieving

## 2.1 Attendance

### Attendance and Punctuality

It is necessary to stress the importance of regular attendance and punctuality for the 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 a 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.

Please help us develop in your child a regular habit of good time keeping. If circumstances arise when your child will be unavoidably late please provide a note of explanation.

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. Our school has a system which sends out an automated text message to a mobile telephone in cases of unexplained absence. The text is repeated regularly until answered. Parents/carers and schools must work in partnership in order to benefit from early notification of unexplained absence from school. Parents are urged to opt into this system.

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.

If you become aware that your child may be absent from school for a considerable length of time, due to illness or admission to hospital, you are requested to inform the school as soon as possible.

## 2.2 Ethos and Behaviour

Children learn to develop values and positive attitudes towards themselves and others in many aspects of the curriculum which in turn contribute to their personal and social development. Our schools work hard to build confidence and self-esteem and provide opportunities for children to contribute to the whole school community. Much of their development in these areas helps to lay the foundations for becoming responsible citizens of the future.

We promote and expect a high standard of responsible behaviour from pupils towards staff, other pupils and towards their surroundings. Self-discipline is the key to good behaviour and we depend on your support in reinforcing the discipline guidelines of the school.

These guidelines are based on mutual consideration, good manners and respect and are in place to ensure the safety and wellbeing of all pupils and staff in school.

### **We ask your child to be:**

- Ready
- Respectful
- Safe

### **We ask your child not to:**

- Cover up the truth
- Hurt others
- Damage property
- Leave the school without permission.

### **Culture & Ethos**

To provide a welcoming, safe and 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, leading to whole school improvement.

### **Partnership & People**

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.

## **Learning & Teaching**

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.

## **Vision & Leadership**

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.



## 2.3 School Dress Code

Each school has its own dress code, for the whole school, based on the Council's policy which all pupils will be expected to keep to.

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 black shoes. Primary 7 have a P7 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.

The Council will not be responsible for loss of or damage to pupils' clothing and personal belongings including mobile phones. Valuable items, including jewellery and unnecessarily expensive articles of clothing, should not be brought to school.

School Clothing Grants are available to parents in receipt of a qualifying benefit; application forms are available from the school or online.

The Parent Partner Group hold a nearly new uniform sale at points throughout the session. Please ask if you require help.

The Council's Dress Code for Schools Policy is available online at [westlothian.gov.uk](http://westlothian.gov.uk).

### 3.1 Equality and Fairness

All pupils have the right to enjoy opportunities and activities, regardless of their background, race, gender or religion, so that they will be given the freedom to develop their full potential without constraint.

Our aim is promote self-esteem and a positive self-image in every pupil. Self-respect and respect for others is a priority. We treat boys and girls equally and offer the same opportunities to all pupils by offering a diverse curriculum, which addresses the needs and opinions of all. We aim to maintain an environment which is free from bullying, racism and other forms of discriminatory behaviour. We value your support in maintaining this ethos.

### 3.2 Partnership and Communication with Parents

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.

West Lothian Schools operate an open, responsive policy with regard to questions or concerns that parents may have. Should you have concerns or complaints regarding the service provided you should raise these with the Head Teacher in the first instance.

Newsletters are issued frequently and curricular evenings and Parents' Meetings are held regularly. Your comments and suggestions on the work done in school and the service provided for you and your child are welcomed.

Evaluation forms will be sent to you from time to time so that we can be sure that we are listening to what you say about the service provided for you and your child.

### 3.3 Parent Councils

A Parent Council is a group of parents selected by members of the Parent Forum to represent all the parents at a school on a voluntary basis. All parents/carers in a school are automatically members of the Parent Forum of that School.

The purpose of a Parent Council is to:

- support the school in its work with parents
- represent the views of all parents
- encourage links between school, parents, pupils, pre-school groups and the wider community.

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.

Parent Councils operate in accordance with a local constitution. Parents can put themselves forward to be members of the Parent Council in accordance with that constitution.

Further information can be found on the Scottish Parent Teacher Council website <http://www.sptc.info>

## 4.1 General

Every child and young person in Scotland is entitled to experience a broad general education, as described by the Scottish Government's Curriculum for Excellence. The curriculum is organised into eight broad categories.

Curriculum for excellence aims to develop children and young people as successful learners, effective contributors, confident individuals and responsible citizens. Pumpherston & 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.

### **Expressive arts**

Includes art and design, dance, drama and music. Your child will get the chance to find out about and express their feelings and emotions and those of others. Classes may have timetabled blocks of specialist teaching throughout the year.

Pumpherston & Uphall Station CPS has had successful choir, brass, string and guitar groups which have performed 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.

### **Health and wellbeing**

Mental, emotional, social and physical wellbeing, planning for choices and changes, PE, activity and sport, food and health, substance misuse and relationships, sexual health and parenthood.

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 Physical Education classes. Opportunities for health and wellbeing also lie within the context of Religious and Moral Education, Social Studies or as stand-alone topics.

### **Languages**

Includes learning about English as well as learning an additional 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 purpose to motivate and stimulate them using language 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 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. Spanish will also begin to be offered in preparation for transition to the academy.

We do not provide teaching by means of the Gaelic language as spoken in Scotland. If required, a placing request to a Gaelic language school in a neighbouring authority should be submitted to pupil placement.

## **Mathematics**

Includes using real life experiences to make predictions, connect to other things, provide skills to understand and examine information, simplify and solve problems, assess risk and make informed decisions.

Numeracy skills are regarded as essential life skills. Children come to school as active mathematical thinkers, through trial and error and through solving 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.

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.

## **Religious and moral education**

Includes exploring the world's major religions as well as views that are non-religious. Your child will think about their own beliefs and values.

Children learn about Christian practice in worship and the place of Christian action in the community. Children will also study other world religions in line with national guidelines.

This part of the curriculum operates through class teaching, assemblies, outside visits and visitors to school.

Any parent who wishes to exercise their right to withdraw their child from religious education/observance should inform the Head Teacher.

## **Sciences**

Includes learning about the natural world and living things, forces, chemical changes and our senses.

Through our science programme 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  
Biology 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**

Includes developing understanding of the world by learning about other people and their values, in different times, places and circumstances.

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 outings. Details of outings and costs will be communicated in advance.

## **Technologies**

Includes business, computing science, food, textiles, craft, engineering, graphics and applied 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 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.

These 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 leaning styles

More information about Curriculum for Excellence is available on the Education Scotland website <http://www.educationscotland.gov.uk/learningandteaching/thecurriculum>

We hold regular “Families Learning Together” sessions where parents/carers can come and see their child’s work and talk to their child about their progress and achievements. Each class also posts regularly on our school blog about what they have been learning.

## 4.2 Instrumental Tuition

The Council offers instruction in bagpipes, brass, percussion, strings and woodwind. Schools will tell children when there is an opportunity to apply for lessons. There is a charge for lessons, but concessions are available. You can find out more from the Instrumental Music Service.

## 4.3 Use of the Internet

Children access information and resources on local and worldwide networks as part of their studies.

We teach children about internet safety and how to report any items that make them feel uncomfortable.

We ask parents to promote the responsible and safe use of the internet at home, including the use of social media if parents permit their children to access it.

ICT (Information Communication 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;

- . I will not share personal information such as my address or phone number, or those of others
- . I will not try and 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.

Further information on safe use of the Internet is available at: <http://www.thinkuknow.co.uk/>

## 4.4 Assessment and Reporting

Assessment is an integral part of the teaching process and your child will be continually assessed during their school career. This assessment can be both formal and informal and takes many forms; observation, tests, pupil/teacher dialogue, written or spoken tasks and teacher judgement. The result of the assessment process allows teachers to form next

steps in your child's learning.

It is the authority's policy to also carry out standardised testing in literacy and numeracy at P1, P4 and P7. These results form part of the overall assessment information about your child. Information about your child's progress will be shared between home and school throughout the session. This will include parents' nights and an annual report. The aim of the annual report is to provide details of your child's strengths, development needs and attainment within Curriculum for Excellence. Parents and children are welcome to comment on the annual report.

Parents are welcome to contact their child's school at any time if they have any questions or concerns regarding their child's progress.

## **4.5 Support for Learning**

Class teachers are continuously assessing the needs of pupils in their class. The authority provides access to Support for Learning staff and resources for pupils requiring additional support.

Should your child require additional support in a particular area you are invited to discuss this with the class teacher. We consult with parents and carers to ensure the needs of children are met. Each school follows the principles of the Scottish Government's policy of "Getting it Right for Every Child", for more information see the Scottish Government website.

This authority has a policy of inclusion. This promotes the placement into primary and secondary schools of pupils with significant needs. We consult with parents and carers to ensure the needs of children are met. Each school follows the principles of the Scottish Government's policy of "Getting it Right for Every Child", for more information see the Scottish Government website.



## admission procedures

### 5.1 Admission Procedures

West Lothian is divided into catchment areas for primary and secondary schools. The catchment areas for all West Lothian Council schools are available online at [www.westlothian.gov.uk](http://www.westlothian.gov.uk)

Each school is either denominational (linked to a particular religion) or non-denominational (not linked to any particular religion). All the denominational schools in West Lothian are Roman Catholic. Each home address has a catchment denominational school and a catchment non-denominational school, for both primary and secondary education.

The Pupil Placement section deals with all applications for pre-school and wraparound, and deals with applications for the August primary one (P1) and secondary one (S1) intakes. Schools deal with applications for other stages and for P1 and S1 after the pupils start school. To apply for a school, pre-school or wraparound place you must fill in an application form. You can get application forms online at <https://www.westlothian.gov.uk/apply-for-pre-school-and-school-places> or paper forms are available from schools, nursery schools, libraries, Council Information Service Offices and from the Pupil Placement Section.

To contact the Pupil Placement Section e-mail [pupilplacement@westlothian.gov.uk](mailto:pupilplacement@westlothian.gov.uk) or phone 01506 280000. Information is also available on the Council website [www.westlothian.gov.uk](http://www.westlothian.gov.uk)

### 5.2 New Entrants to P1

You can apply for a P1 place from the November of the year before your child is due to start school, and the places are allocated in March of the same year that your child is due to start school.

### **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, the school is contacted to inform them that enrolment has taken place and to ask for pupil and medical records to be sent.

### **Primary 1 Meetings**

An induction meeting for parents of children starting in 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.

## admission procedures

### 5.3 Transfer from P7 to Secondary School

You can apply for an S1 place from the November of the year before your child is due to start secondary school. For more information on admission arrangements please see our website [www.westlothian.gov.uk](http://www.westlothian.gov.uk) or contact the Pupil Placement Section [pupilplacement@westlothian.gov.uk](mailto:pupilplacement@westlothian.gov.uk) or phone 01506 280000.

#### **P7 to S1 Transfer Arrangements**

Each secondary school catchment area is made up of a number of associated primary school catchment areas. Children attending **Pumpherstons & Uphall Station Community Primary School** is associated with **Broxburn Academy**. Children attending Pumpherstons and Uphall Station Community Primary School and living in the catchment area of the school would 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.

### 5.4 Extra-Curricular Activities

#### **The Breakfast Club**

Is open from 8.10am each morning and provides pupils with a healthy breakfast and aims to establish a positive start to 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 school office for more information.

### 6.1 Medication in Schools

Most pupils will at some time have a medical condition that may affect their participation in school activities. For many this will be short-term; perhaps finishing prescribed medication even though the child's doctor regards the child as fit to attend school. Others have medical conditions which, without help, could limit their access to education.

Parents have prime responsibility for their child's health and should provide schools with information about their child's medical condition.

Please tell the school if your child needs medication. Forms for any child requiring medicine to be taken during school time are available from the school website, school office or can be downloaded from **[www.westlothian.gov.uk](http://www.westlothian.gov.uk)**

### 6.2 Emergency Contacts and Arrangements

It is essential that the school has the name, address and telephone number of an adult to be contacted in case of an accident or your child feeling ill. Please ensure records are kept up to date by notifying the school of any change of address and telephone number of your child's emergency contact.

Children will only be sent home early in special circumstances. The school will make every effort to contact you in such situations. Where there is no adult to receive the child, they will be supervised in school until such time as suitable arrangements are made. In the event of extreme weather conditions you may check the council website for information on any school closures.

All schools have a means of contacting parents and carers via text message.

### 6.3 Meals and Milk

All pupils of nursery schools are entitled to 0.25 litres of milk daily free of charge. Children whose parents are in receipt of qualifying benefits may also receive milk free of charge. Milk is available to other primary pupils at a reduced cost.

The school dining area is organised as a self-service cafeteria. This area is supervised by members of staff. Children may have school meals regularly or on odd days when necessary. Children choose from three options each day. This usually includes a non-meat meal. A 3 coloured tray system is used - green- usually a packed lunch, red - a hot two-course meal and blue - a snack type meal. These are on display to allow the children to see the choices. The menu is available on the Council website. If your child has special dietary requirements, please let the school know.

All P1-P3 children, and P4-P7 children whose parents are in receipt of qualifying benefits, are entitled to free school meals. Other children can buy a school lunch.

If a child loses or forgets lunch money, we will provide a meal and inform parents of the cost. This amount must be paid the following day.

Some parents prefer their children to have a packed lunch and facilities are provided in the school for the eating of packed lunches.

Further information and application forms for free school meals and milk can be obtained from the school or from the Council's website [www.westlothian.gov.uk](http://www.westlothian.gov.uk).

### 6.4 Security

The school has a security system which allows internal doors to be locked electronically once the children are in school. The locking system is released automatically if the fire alarm goes off. All visitors should report to the school office via the front entrance of the school, sign in and collect a visitor's badge. The school welcomes parents and carers but asks them to help to ensure the security of the school by reporting to the school office.

### 6.5 Photography

West Lothian schools have a photography consent form which is in accordance with data protection and human rights legislation. All parents are asked to sign a consent form before any photographs are taken.

Taking photographs and video film of your child's successes and achievements has traditionally been an important family record of his/her development in school and also forms part of performance assessment in school. To comply with the Data Protection Act 1998 and GDPE 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**

If you have any concerns about photography, please tell the school.

## **6.6 Child Protection Guidelines**

The safety of your child at school is a priority for the authority. All West Lothian schools follow the Lothian Child Protection guidelines. A copy can be found on [www.westlothian.gov.uk](http://www.westlothian.gov.uk)

### 6.7 Playground Supervision

Supervision is provided in the school grounds 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. When pupils are at school, the responsibility for their safety rests with the Local Authority. The Head Teacher and staff undertake this responsibility on behalf of the Local Authority.

### 6.8 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 (telephone 01506 775291) or from the School Transport policy on [www.westlothian.gov.uk](http://www.westlothian.gov.uk)

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

### 6.9 Car Park

#### **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 to 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 safety of the school zone. Can you arrange for 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.

### 6.10 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.

### 6.11 DataSharing

On occasion, schools will make data available to partners and also academic institutions to carry out research and statistical analysis. In addition, schools will provide our partners with information they need in order to fulfil their official responsibilities.

The collection, transfer, processing and sharing of data is done in accordance with the Data Protection Act. For more information on how children's data is handled please see our Privacy Notice [https://www.westlothian.gov.uk/media/21250/Education-Schools-Privacy-Notice/pdf/Education\\_-\\_Schools\\_Privacy\\_Notice1.pdf?m=637049262959500000](https://www.westlothian.gov.uk/media/21250/Education-Schools-Privacy-Notice/pdf/Education_-_Schools_Privacy_Notice1.pdf?m=637049262959500000)



## 6.12 Feedback, Concerns and Complaints

If you have feedback, concerns or complaints regarding the service you are receiving, these can be addressed by contacting the Head Teacher 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 281952

Educationcustomerservices@westlothian.gov.uk

The Complaints Policy and Procedures for Education & Cultural Services is available in booklet form on request or can be downloaded from the web at [www.westlothian.gov.uk](http://www.westlothian.gov.uk)

Information is available in Braille, tape, large print and community languages.  
Please contact the Interpretation and Translation Service on 0131 242 8181.

هذه المعلومات متوفرة بلغة بريل وعلى شريط وبخط كبير وبلغات اقليمية.  
الرجاء الإتصال بخدمة الترجمة على الهاتف 0131 242 8181

এই তথ্য আপনি ব্রইল, টেপ, বড় অক্ষরে এবং কমিউনিটির বিভিন্ন ভাষাগুলিতেও পাবেন। অনুগ্রহ করে ইন্টারপ্রিটেশন অ্যান্ড ট্রান্সলেশন সার্ভিসের সঙ্গে যোগাযোগ করুন। টেলি: 0131 242 8181

這份資料是可以凸字、錄音帶、大字印刷及社區語言的式本提供。請聯絡傳譯及翻譯服務部，電話：0131 242 8181

ਇਹ ਜਾਣਕਾਰੀ (ਬ੍ਰੇਲ) ਨੈਚੂਰੀਲ ਏ ਪੜ੍ਹਣ ਵਾਲੀ ਲਿਖੀ, ਟੇਪ, ਵੱਡੇ ਫਿੰਟ ਅਤੇ ਸਮਾਜ ਦੀਆ ਹੋਰ ਭਾਸ਼ਾਵਾਂ ਵਿਚ ਉਪਲਬਧ ਹੈ। ਸ਼ਿਖਾ ਵਰਏ ਇੰਟਰਪ੍ਰੀਟੇਸ਼ਨ ਅਤੇ ਟਰਾਂਸਲੇਸ਼ਨ ਸਰਵਿਸ ਨੂੰ ਇਸ ਨੰਬਰ ਤੇ ਸੰਪਰਕ ਕਰੋ : 0131 242 8181

یہ معلومات بریل (انحصار کے رسم الخط)، ٹیپ، بڑے حروف کی مطبعت اور کمیونٹی میں ہونے والی زبانوں میں دستیاب ہے۔  
برلومریانی انٹرپریٹنگ اینڈ ٹرانسلیٹنگ سروس سے ٹیلیفون نمبر 0131 242 8181 پر رابطہ قائم کریں۔