

ANNBANK PRIMARY SCHOOL HANDBOOK 2021-2022

Annbank Road
Mossblown
KA6 5DZ
01292 612493



Equality – Honesty – Respect – Effort - Inclusion

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Welcome from the Head Teacher

Dear Parent/Carer

On behalf of the staff and pupils I would like to welcome you to Annbank Primary School.

I hope you find this handbook useful and informative. If however, after reading it you have some queries, please do not hesitate to contact myself or the school office and we will do our best to help you.

We also have a school website www.annbank.sayr.sch.uk where you will find other useful information.

The staff in Annbank Primary work towards creating a happy, relaxed learning atmosphere, where your child will be encouraged to participate in the life of the school, to work hard and to strive to achieve his/her potential.

We provide high quality learning experiences for all our pupils. Our curriculum is well balanced, varied and tailored to individual need. It is structured to allow our pupils to become successful learners, confident individuals, effective contributors and responsible citizens.

When your child joins us in Annbank, we are all entering a new partnership with the aim of producing the best possible education for him/her. This can be achieved when home and school are working together and communicating openly.

I hope that together we will work in partnership to make the years your child spends here a rich educational experience.

We wish you and your family a happy relationship with our school.

Yours faithfully

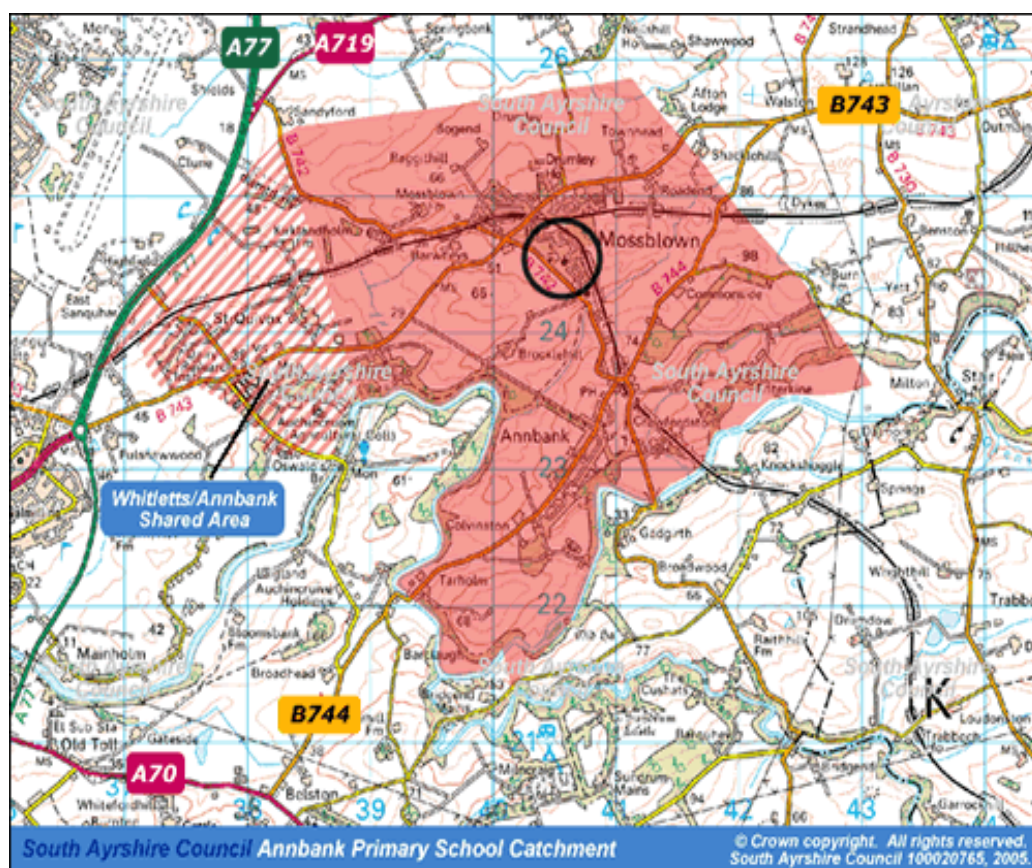
Karen Butchart

Karen Butchart
Head Teacher

School Information

Name	Annbank Primary School
Address	Annbank Road MOSSBLOWN KA6 5DZ
Telephone Number	01292 612493
Email Address	Annbank.Mail@south-ayrshire.gov.uk
Website	www.annbank.sayr.sch.uk
Head Teacher	Karen Butchart
Denominational Status	Non-denominational
	<i>Teaching by means of Gaelic language is not offered at Annbank Primary.</i>
Accommodation and Capacity	<p>Annbank Primary School is a non-denominational, co-educational primary school operating on an equal opportunities basis for all, serving the villages of Mossblown and Annbank and area beyond which extends to Auchincruive, Gadgirth and Sandyford Toll, and to roughly mid-way between the school and the villages of Stair and Tarbolton.</p> <p>Accommodation consists of two buildings. After school activities are available to children throughout the session.</p> <p>Children in the Early Years Centre and P1 are currently working in the Early Level building and children from P2 – P7 are in the main building. We have eleven classrooms, an accessible Public Library, a PE hall, Dining Hall, a conference room, office accommodation and resource/storage rooms.</p> <p>The maximum design capacity of the school is 330 pupils though parents should note that the operational capacity may vary depending upon the number of pupils at each stage and the way in which classes are organised. We currently have 251 children in the school. <i>(The definition of ‘parent’ used is the broadly framed definition set out in the 1980 Act which is as follows: ‘Parent’ includes guardian and any person who is liable to maintain or has parental responsibilities in relation to, or has care of a child or young person. This is a wide definition which can</i></p>

	<i>include, by way of example, non-resident parents who are liable to maintain or have parental responsibilities in respect of a child and others with parental responsibilities, e.g. foster carers or kinship carers).</i>
House structure	4 houses – Auchincruive, Afton, Gadgirth and Enterkine.
Early Years provision	72 places – different EYC options (Additional places for 2 year old children detailed below) 10 places a.m. 10 places p.m.
Catchment map and area	Annbank, Mossblown & surrounding areas.



Details of the school's catchment area and street names are available for inspection at the school and parents can also access them on the Council's website at www.south-ayrshire.gov.uk. Catchment map and area (available from School Management Section, Educational Services, County Buildings, Wellington square, Ayr, KA7 1DR).

STAFFING	
NAME	DESIGNATION
Karen Butchart	Head Teacher
Caroline Tonner	Depute Head Teacher
Carolyn Hall	Acting Principal Teacher
Scott Morrow	Principal Teacher Maths
Sarah Sharp	Teacher
Rhona McCrae	Teacher
Ashleigh Courtney	Teacher
Gill McKenzie	Teacher
Louise Ferguson	Teacher
Sarah-Jane Crichton	Teacher
Rhona McCracken	Teacher
Alice Michelson	Teacher
Lorraine Hogarth	Teacher
Dana Izat	Teacher
Suzanne Morton	Teacher
Eva Richardson	Teacher
Lynne Kerr	Teacher
Catherine Kelly	Teacher
Morag Adams	Pupil Support Teacher
Claire McClurg	Pupil Support Teacher
Gary McGillivray	Co-vid Recovery Teacher
Chris Crookston	PE Teacher
Rosie Price	School Assistant
Carol Young	School Assistant
Alexis Yair	School Assistant
Glenda Murdoch	School Assistant
Karen Kerr	School Assistant
Sue Scott	School Assistant
Louise Clark	School Assistant
Susan Strachan	Clerical Assistant
Donna Thomson	Clerical Assistant
Gary Boyle	Janitor
Tricia McVicar	Catering Supervisor
Susan Dunlop	Cleaning Supervisor
Sara Stewart	Chair Parent Council



Enrolment

Children who will be five years old between 1st March 2021 and 28th February 2022 will start school on 19th August 2021. Arrangements will be made by the Local Authority to register these children. Registration this year will be made on line using the link detailed below.

<https://beta.south-ayrshire.gov.uk/p1-registration>

Your child will be given the opportunity to see round the school and meet any brothers or sisters already in the school.

Children who live in the catchment area of a particular school are required to enrol at the school where they will be informed of their right to make a placing request to another school of their choice and will be advised of the relevant conditions.

Families who move into the area during the school session should contact the Office to arrange a visit to the school to enrol their children. They will meet the Head Teacher at this time, meet their teacher, see their classroom and be given a start date.



Parental Involvement and Home School Links

Our Depute Head Teacher's remit includes working with parents. We are fortunate to have a large number of parent volunteers who help in classes most days. We are delighted to welcome parents into the school to help support children in their learning but we are aware that not all parents feel comfortable helping in classes. Please don't let that put you off as we currently have parents who come in to help with admin tasks and display. Workshops will be organised for parents on various curricular areas/ education initiatives throughout the school year.

There are three parent/child/teacher meetings organised throughout the year. The first one in September is when you can meet the teacher, see the classroom and find out how your child has settled. In November you and your child are given a chance to discuss progress and targets with the teacher. In May you have a third opportunity to come along with your child to discuss a report written by the teacher and to discuss next steps for the following session.

Information is sent home throughout the session – please check your child's bag to ensure you receive all communication. Look out for the Parent Guides which are sent out at the beginning of each term. These give you information about your child's learning and how you can help.

We operate an open door policy and encourage parents to contact us if they have any concerns. All parents are welcome to join the Parent Council and support the many different fundraising events that are organised throughout the year. Please contact Mrs Butchart if you are interested in joining any of these groups.

Parents as Partners – Parent Council and Parent Forum



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

- be involved with their child's education and learning;
- be active participants in the life of the school; and
- express their views on school education generally and work in partnership with their children's school.

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

- receive information about the school and its activities;
- hear about what partnership with parents means in our school;
- be invited to be involved in ways and times that suit them;
- identify issues they want the parent council to work on with the school;
- be asked their opinion by the parent council on issues relating to the school and the education it provides;
- work in partnership with staff; and
- enjoy taking part in the life of the school in whatever way possible.

The Parent Forum decides how their representatives on the Parent Council are chosen and how the Parent Council operates. Parents are encouraged to volunteer or put themselves forward to be chosen as representatives of the Parent Council if they wish.

The main aims of the Parent Council is to:

- support the school in its work with pupils;
- represent the views of parents;
- promote contact between the school, parents, pupils, providers of Early Years education and the community;
- report to the Parent Forum;
- be involved in the appointment of senior promoted staff; and
- raise funds for the school for the benefit of pupils.

Chairperson – Sara Stewart, **Secretary** – Melissa Miller, **Treasurer** – Catriona Smith. **Staff Members** – Karen Butchart and Caroline Tonner

All of the above can be contacted through the school on 01292 612493.

For more information on parental involvement or to find out about parents as partners in their children's learning, please contact the school or visit the Parentzone website at www.parentzonescotland.gov.uk.

School Ethos, Aims and Values

In a positive, safe, caring environment at Annbank Primary we aim to:

- 🔊 In **Ethos** – work in partnership with pupils, staff, parents, other agencies and the community in an atmosphere where every person feels valued. ***Supporting the School Parent Forum and Parent Council.***
- 🔊 In **Curriculum** – provide a broad, balanced programme of education which takes account of National and Local Guidelines and which is matched to pupils' age, aptitude and ability in such a way that each child realizes his/her full potential. This will be delivered using a variety of teaching styles and resources. Parents are encouraged to have an active interest in their child's education.
- 🔊 In **Attainment** – Promote an ethos of achievement and support each child in achieving his/her potential and beyond. Use of appropriate diagnostic testing and SNSA Assessments to assess learning and inform next steps.
- 🔊 In **Learning & Teaching** – strive for the highest standards in learning and teaching. All pupils are provided for in a fair and equal way. There is an atmosphere of trust, co-operation and mutual respect between staff and pupils.
- 🔊 In **Support for Learning** – provide support for each pupil according to their needs. Each child is encouraged to be the best they can be. Positive behaviour strategies are consistently implemented and children are encouraged to be actively involved in the direction of their learning.
- 🔊 In **Resources** – work to achieve best value in the use of all resources, human and material, to provide an enriched Education. The school will be staffed and resourced as effectively as budgets allow.
- 🔊 In **Management, Leadership and Quality Assurance** – through good quality assurance systems work to achieve strong and effective management, self-evaluation and educational development.

Our School Values

Equality - of treatment & provision - Truth/Honesty - Inclusion –
Respect - of people and property - Effort in all areas of life

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



Curriculum for Excellence

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

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

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

Broad General Education

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

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

All pupils are entitled to **support** to help them fulfil their potential and make the most of their learning opportunities. This could be **additional support to ensure success in learning, it could also be personal, social and emotional support to ensure positive wellbeing**. It is really important that school is a place where children feel safe and secure in their learning environment.



The Core Curriculum



The Core Curriculum is called **C**urriculum **f**or **E**xcellence. Planning includes personalisation and choice and the life of the school which allows us to look at ways of ensuring pupil voice is heard and skills are enhanced. CfE outcomes are being delivered through 8 subject areas and these are:

1. **Languages**
2. **Mathematics**
3. **Health and Wellbeing**
4. **Expressive Arts**
5. **Religious & Moral Education**
6. **Social Studies**
7. **Sciences**
8. **Technologies**

Languages

Reading, writing, talking and listening are of fundamental importance and are central to children's learning as they unlock access to the wider curriculum. The curriculum gives high priority to these and to equipping children with a working knowledge of the structure of language and an ability to use it accurately across different areas. Through planned and graduated use of stories, plays, poems and films, children are introduced to the range, power and variety of language as a means of expression and are taught how to respond to its different forms and purposes with discrimination and critical awareness.

In the Infant classes we use a reading scheme called Storyworld and Book Bug moving on to Literacy World and Book Studies as the children progress through the school. Children are assessed using a variety of material throughout their time in school. However at various stages assessments are used to verify readiness to move to another level of the curriculum. Children are also encouraged to participate in peer and self-assessment.



Modern Languages



In accordance with South Ayrshire's policy, children in Annbank Primary learn French. This session all pupils from P1 – P7 are learning French. Ayr Academy offers French to all pupils in S1.

Mathematics

Scott Morrow is our Principal Teacher of Mathematics. Knowledge and understanding of numbers, measurement, shape, space, pattern and data handling are, like language, of fundamental importance and central to children's learning. The development of skills in computation, both written and mental, is given high priority and indeed is further enhanced by the opportunities given for the application and practice of mathematical skills in problem-solving both at a theoretical level and in real situations.

Health and Wellbeing

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

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

In Annbank Primary School we follow the Paul Dix approach to positive behaviour management, we work together to ensure that all pupils feel ready to learn, treat everyone and everything with respect and feel safe. We focus on promoting and celebrating positive behaviour, our staff know our children and their families very well and they are extremely proactive in ensuring that all pupils are making good choices at all times. Strong parent partnerships are crucial in ensuring every child is the best that they can be in Annbank Primary School, school friendly homes lead to family friendly schools.

READY - RESPECTFUL - SAFE

Physical Education

In response to research evidence that the life style of the average child does not lead to particularly high levels of fitness, Physical Education is given an important place in the curriculum and is designed to encourage pupils to regard exercise as a vital component of an all-round healthy way of life. At present children are given a minimum 2 hours of P.E. per week. Gymnastics, Athletics, Games, Fitness and Dance are all included. Various curricular and extra-curricular activities are organised

throughout the session by Mrs Caroline Tonner, Depute Head and our Active Schools Co-ordinator. Mr Chris Crookston is our Physical Education Teacher and he teaches classes 1 day a week.

Expressive Arts

Music, Art, Dance and Drama are the 4 components of the Expressive Arts curriculum. Learning in, through and about the expressive arts enables children to be creative and express themselves in different ways.



Music

The work done in Music is designed to give children the opportunity to hear and appreciate rhythm and melody and to give them the chance also to make music for themselves.

Throughout the year performances by the children in the form of concerts, musical Christmas productions etc. are produced with great enthusiasm. At present we have a singing specialist through Youth Music Initiative who visits the school weekly to work with children in P6 and P7 for one term and a small number of pupils, who are found to have the appropriate aptitude will again be given the opportunity of having instruction in playing brass instruments, percussion and violin. *There is now a small cost to music instruction payable by parents.*



Art

After learning about the characteristics of a range of media and how these may be used for artistic effect, the children are then given the opportunity to use them to give expression to their own individual artistic flair and creativity. Studying and appreciating works of art, creating and designing, using paints, pencils, clay, fabric etc. all go into the enriching experience of Art lessons in Annbank Primary School.



Drama

From their earliest years children use imaginative play to explore and make sense of the world around them.

Drama activities at school are designed to build upon this basic human instinct for creativity and imagination so that pupils develop a greater range of dramatic skills and techniques with which to communicate ideas and feelings in both real and imaginary situations and so that they are made more sensitive to the feelings and opinions of others and are

more effective in and more confident about their day-to-day interaction with them.

As well as being given opportunities for dramatic expression under the guidance and direction of their teachers at intervals during the session, when we stage our own productions, arrangements are made for pupils to watch and enjoy theatrical productions staged by others and at the same time to learn from their techniques the actor's craft that they themselves might employ e.g. The Christmas Pantomime, visiting theatre groups etc.

RME

Religious and Moral Education enables children and young people to explore the world's major religions. Through this they learn about and from the beliefs, values, practices and traditions of Christianity and the world religions selected for study, other traditions, and viewpoints independent of religious belief. They also develop respect for others and an understanding of beliefs and practices which are different from their own.

Social Studies

Social Studies for pupils at all stages is designed to stimulate their awareness and understanding of their environment and their place within it, to enable them to learn about the factors which have shaped their world and to develop their knowledge of other people, places and times. In addition to developing their knowledge and understanding of History, Geography and the heritage and culture of Scotland, Social Studies gives pupils the opportunity to learn about human achievements and about how to make sense of changes in society, of conflicts and of environmental issues. With greater understanding comes the opportunity and ability to influence events by exercising informed and responsible citizenship.

We deliver Curriculum for Excellence experiences and outcomes through cross curricular topics which encompass a number of curricular areas. All topics, wherever possible, link in to real life context. It is important that children and young people can make connections between different areas of learning and the curriculum should include opportunities for learning beyond subject boundaries.





Sciences

Through learning Sciences, children develop an interest in, and understanding of, the living, material and physical world. Children are encouraged to work together on investigative tasks and to develop skills for learning, life and work.

From P1-P4 Science activities are included within the class topic where possible. From P5-P7 Science topics develop the skills the children will be using at secondary school.

Technologies

Learning in the technologies enables children to be informed, skilled, thoughtful, adaptable and enterprising citizens. We encourage the children to use various forms of technologies across the curriculum so that they gain the skills and confidence to embrace and use them now and in the future, at home, at work and in the wider community. We have a wide range of resources available to the children and they have lots of opportunities to make clips, movies etc.



Our pupils are confident, responsible, feel safe and feel that they contribute effectively to the school and the wider community. They are actively involved in planning their own learning and there is a wide range of opportunities for the children to develop their leadership skills e.g. Pupil Council, Eco Council, JRSO, House Captains and Vice Captains, Early Years, Playground & Bus Buddies, Wet Day Monitors and Award of Ambition.

As evidenced in the pupil survey, our children feel safe and feel they are treated with respect. The school has developed a wide range of opportunities for the children to give their opinions on various aspects of the school e.g. house boxes, ideas board, feedback time and house assemblies. The children also have opportunities to participate in a huge variety of lunchtime and after school clubs. Wider achievement and extra-curricular opportunities are excellent in Annbank Primary School.

The school has a very positive ethos which is frequently commented upon by visitors. The school prides itself on its strong, positive relationships with parents, staff, parent council members and community partners and is very well supported by a number of parent helpers which enhances the learning experiences of the children.

The children are encouraged to share their wider achievements with others at assemblies and enjoy doing so.

All staff are responsive to the emotional, physical and social needs of the children in their care. Staff celebrate diversity with the children and in this school nothing is a barrier to participation and inclusion.

If you have any queries on the curriculum please do not hesitate to contact the school either in person or by telephone or email to discuss these further.

Opportunities for Wider Achievement

As Curriculum for Excellence fully embraces wider achievement beyond the classroom we consult with the children on extra-curricular activities and all organised clubs are driven by demand. The aim of these clubs is to encourage personal achievement and develop particular interests and talents.

Activities on offer include:

- Gymnastics
- Library Club
- Football
- Coding and Media
- Glee Choir
- Introduction to Touch Typing
- Fitness and Games
- Cross Country Running
- Mini-Bridge
- Tennis
- Athletics
- Handball
- Multisports
- Netball
- ICT for Beginners
- Origami
- Arty Science



In Annbank Primary School we have an excellent Gym Hall which is very well equipped with Sports kit and we also have use of a Multi Use Games Area. Both are accessible to all members of our school community.

Staff are also encouraged to organise educational outings throughout the session to enhance the children's learning experience.

Composite Classes

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

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

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

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



Religious and Moral Education

During their time at school pupils are encouraged, both implicitly and explicitly, to adopt a moral code of conduct and to develop a sense of individual and collective responsibility for each other, for the wider community and for the environment.

Religious Education lessons focus on the history and practice of the world's main religions. Every week we enjoy an assembly. The local minister joins us on a regular basis. In addition to the time devoted to the subject in school, pupils also attend Annbank Church to take part in three services each year, at

Easter, Christmas and Summer. Parents have the right to withdraw their children from religious observance if they wish to do so.

Our Religious and Moral policy is based on national advice as set out in SOIED Circular 6/9, the Education (Scotland) Act 1980 and the Scottish Government Circular dated February 2011, '*Curriculum for Excellence – Provision of religious Observance in Schools*'.

Parents with different faiths or beliefs other than Christianity may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Only written requests detailing the proposed arrangements will be considered. Appropriate requests will be granted on not more than three occasions (days) in any one school session and the pupil noted as an authorised absentee in the register.



Health and Wellbeing

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

Children and young people should feel happy, safe, respected and included in the school environment and all staff in the school are pro-active in promoting positive behaviour in the classroom, playground and the wider school community.

Annbank Primary has a clear set of school rules to promote positive behaviour and good discipline. The school rules encourage every pupil to be **READY** to learn, **RESPECTFUL** of everyone and everything, and **SAFE**.

Unacceptable conduct is dealt with by Senior Management and parents are notified.

Equal Opportunities and Inclusion

The national legislation around equal opportunities and social inclusion includes:

- Children and Young People (Scotland) Act 2014;
- ASN legislation;
- Equality Act;
- United Nations – Rights of the Child; and
- Equality Act 2010.

South Ayrshire puts this into practice through the following core beliefs:

- **Presumption of Mainstream:** All children and young people have the right to an education within a mainstream school (Standards in Scotland's School Act 2000);
- **Most Inclusive Option:** Whenever possible, children and young people will be provided with an education within their own community and/or within their own catchment school (Additional Support for Learning Act 2004)(Amended 2009);
- **Staged Intervention:** If there are concerns about how a child or young person is coping within a mainstream placement, the model of staged intervention will be followed and this may include multi-agency meetings to assess and plan with all available resources (Additional Support For Learning Act 2004 - amended 2009);
- **Links to Community:** If it is agreed that a placement out with a child's community is appropriate to meet their needs, it is important to consider ways in which a child can maintain links and relationships with peers from their own community (Additional Support for Learning Act 2004 - amended 2009);
- **Involvement of Child and Parent/Carer:** It is vital that the child and young person and parents/carers are involved in all of these processes (Additional Support for Learning Act 2004 - amended 2009) and The Children (Scotland) Act 1995;
- **ASN legislation:** All processes and meetings will comply with the timescales of the ASN legislation.

Each school has a Pupil Support Coordinator who has responsibility to ensure each child's needs are met. They will work alongside the Pupil Support staff within their own school and also centrally. Central staff include ASN teams, Psychological Services and Quality Improvement Officers.

Annbank Primary School is an educationally inclusive school where the teaching and learning, achievements, attitudes and the wellbeing of every pupil matters. Every child is valued equally and given the opportunity to access the teaching and learning and all aspects of their school life according to their capacity.

Mrs Tonner is our school Pupil Support Coordinator and we have 2 Pupil Support Teachers – Mrs Adams who is with us on a Monday/ Tuesday and Mrs McClurg who is with us on a Thursday/ Friday.

If you have any queries on Support for Learning please contact the school to discuss these further.

getting
it right
for every child



Reporting

Reporting - How will Your Child's Progress be Reported?

Reports are issued towards the end of May.

Parents' evenings are arranged three times per session. In September there is a chance to speak to your child's new teacher informally while in November and May you will be given an individual appointment. Parents may visit the school at any time if they have cause to be concerned about their children's educational progress or general welfare.

Scottish National Standardised Assessments (SNSAs) are carried out in school at different times of the year for Numeracy and Maths and Literacy. These are standardised tests which are carried out in P1, P4 and P7 usually around May time. This is only one part of the assessment process which is used to inform the next steps in learning.

The Curriculum for Excellence and SNSA data for South-Ayrshire schools are reported to members of the public in the annual performance report which is published in February each year.



Transition

How we Ensure that there is a Smooth Transition Between Stages

- We have introduced South-Ayrshire curricular frameworks which are designed to ensure continuity of learning;
- Parent induction meetings are organised for children starting Early Years, moving into primary school and then onto secondary school;
- Teachers meet to discuss the children they are passing on/receiving. This ensures that staff are aware of each child's needs and can plan accordingly.

Transfer to Secondary School

Pupils are normally transferred between the ages of 11 ½ and 12 ½ to ensure that they will have the opportunity to complete at least four years of secondary education. Parents will be informed of the transfer arrangements no later than December of the year preceding the date of transfer.

Pupils from Annbank Primary normally transfer to :-



AYR ACADEMY
UNIVERSITY AVENUE
AYR, KA8 0SZ
Tel: (01292) 612028

Support for Pupils

- Getting it Right for Every Child (GIRFEC)

Additional Support for Learning

The Children and Young People (Scotland) Act 2014 introduces an approach for all children's services to work together to meet every child's needs. The 'Getting it Right for Every Child' (known as Girfec) Practice Model is an assessment and planning framework which centres on the individual and specific needs of each child. Every child under the age of 18 is supported within the school by a Pupil Support Co-ordinator or similar named individual within the school who should be available to help and support the child and do whatever is necessary to promote the 'child's wellbeing.'

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

If a child needs help or support, the Pupil Support Co-ordinator or named individual for that establishment along with parents/ carers and the TAC will

assess the child's wellbeing. If the child is receiving additional support or assistance in school, or from other services, then in consultation with parents/ carers the Team Around the Child will assess whether there are any wellbeing needs and if necessary, review the Child's Plan.

South Ayrshire Council has duties outlined in the Standards in Scotland's School Act, and the Education (Additional Support for Learning) (Scotland) Act 2004 (As amended). These include the production of a policy for additional support needs, authority arrangements for identification and assessment of additional support needs, preparation of plans, including a CSP where appropriate, and maintaining and reviewing additional support needs on an ongoing basis. South Ayrshire Council is committed to a care policy of inclusion to carry out these duties of support. The authority is also committed to maintaining a range of specialist establishments and services to support the whole continuum of needs.

What are Additional Support Needs?

Some children and young people need extra help in school to make progress. It is the duty of the education authority to give some extra help in schools to all children and young people with additional support needs. Children and young people may need this help with their reading or writing, to make sure they can get into and around the school or to support their learning through difficult family circumstances. Additional support needs can last for only a short time or could last for much longer. For instance, additional support may be needed for a child or young person who:

- is particularly able or talented;
- has behavioural or learning difficulties;
- has emotional or social difficulties;
- is bereaved;
- is deaf or blind;
- is being bullied;
- is not attending school regularly.



These are just some examples.

How do we make sure we can meet the additional support needs of pupils in South Ayrshire?

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

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

Staged Intervention can be broken down into three main stages:

Stage 1 - In Class Support/ Pupil Support Teacher Support

At this stage the teacher notices children or young people who need additional support to achieve their potential. For most pupils the help they need can be given by the class teacher without anyone else being involved. For example, the teacher may alter the environment, their teaching approach or materials being used, etc. They may also speak to the Pupil Support Co-ordinator or Principal Teacher in the school for advice and help.

Stage 2 – Additional support from a service that is universally available

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

Stage 3 – Specialist help from a multi-agency team

At this stage a Wellbeing Assessment will be completed. The Pupil Support Co-ordinator or named individual for that establishment will contact the appropriate multi-agency team, and work in partnership with parents and learners to discuss/ identify what targeted supports are required to minimise the barriers to learning.

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

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

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

Supports Available

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

- Psychological Services;
- Peripatetic Services e.g. Visual Impairment and Hearing Impairment;

- Home Link Service;
- Looked After and Accommodated Service;
- Learning and Inclusion Team;
- School Support Assistants;
- Cluster Support for Learning Teachers;
- Home Tutoring;
- Outreach services from Specialist Centres;
- Counselling Services for children over 10.

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

How can parents help to support children and young people with additional support needs?

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

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

What role do children and young people play?



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

How can parents make requests for assessment?

Assessment is a process of gathering information to inform and direct strategy and intervention to support a child's additional support needs. It should take account of a child's strengths and areas of difficulty. Assessment can take the form of observations, samples of work, specific

assessment tools, discussions with staff involved with children, discussion with parents etc.

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

The Education (Additional Support for Learning) (Scotland) Act (2004) makes sure that parents or young people can ask an education authority to arrange for an assessment or examination. The request can be for an educational, psychological or medical assessment or examination. Requests for assessment must be in writing or some other permanent form which can be referred to in the future. The request should contain the reasons for the request and the education authority must meet this request unless it is unreasonable. Parents can expect a response to such requests within four weeks and will be notified of the person in the authority who is dealing with the request. These requests should be sent to the Inclusion Co-ordinator.

What can parents do if they don't agree with the authority?

Initially parents should discuss their concerns with the head of their child's school. If this is not possible, parents can also speak to the Quality Improvement Officer for their child's school. Parents can also use 'Listening to You'. This is an online service which allows you to log concerns and complaints. See [www.southayrshire.gov.uk/listening to you](http://www.southayrshire.gov.uk/listening-to-you)

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

Where can parents get support and information relating to additional support needs?

The first point of contact for more information should be the school your child attends. The Head of Establishment will be able to provide information on your child's learning and teaching and will hopefully be able to answer any questions, issues or reassure you about any concerns you may have. For more information you can contact the following officers:

Quality Improvement Manager
County Buildings
Wellington Square
AYR
KA7 1DR Tel: 01292 612504

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

Co-ordinator (Pupil Support)
Educational Services
County Buildings
Wellington Square
AYR
KA7 1DR
Tel: 01292 612464 or 612292

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

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

Scottish Child Law Centre
54 East Cross Causeway
Edinburgh
Midlothian
EH8 9HD
Tel: 0131 667 6333

Email: enquiries@sclc.org.uk

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

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

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



Psychological Services

Educational Psychologists have five elements to their service delivery including:

- Consultation and Advice
- Assessment
- Intervention
- Research and Training
- Policy Development



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

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

If a school wishes to consult or chat to the Educational Psychologist regarding a child, school staff will always ask parental permission first. Once this is provided, the school or psychologist will keep the parent or carer up to date with discussions and it is very likely that the parent will be involved in these discussions.

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

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

If a parent wishes to request the involvement of an Educational Psychologist, they can contact their school's Pupil Support Coordinator and discuss this further with them. Alternatively a parent can contact Psychological Services themselves to discuss any concerns. All psychologists are based Margaret Academy and can be contacted on 01292 612819.

Getting It Right for Every Child (GIRFEC)



The GIRFEC approach builds on multi-agency working using the GIRFEC Practice Model including the Wellbeing Indicators to assess a child's needs and determine how their outcomes can be improved. The Children and Young People (Scotland) Act 2014 brings three components of GIRFEC into legislation.

The **Named Person** Service provides an individual within Education who should do whatever is necessary to promote, support or safeguard the wellbeing of the child or young person. **Wellbeing** is defined as Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included. A statutory **Child's Plan** is completed when a wellbeing need requires to be met by a targeted intervention; this may include support from the third sector or social services.

Information Sharing

In South Ayrshire educational establishments/ schools we work closely with partner services including in Health, Social Work, Police, Children's Reporter, 3rd sectors and charities to ensure that children and families receive the help and support they need as quickly as possible. To improve the quality of the services we all provide, we may wish to share information about your child. You may therefore be asked for your agreement to share this information with relevant services. You have a choice about whether or not your child's information is shared and have the right to refuse to give your consent in most cases.

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

If you would like further information please refer to the Ayrshire GIRFEC website: <http://www.girfec-ayrshire.co.uk>

Child Protection

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

- helping them learn about their personal safety, including internet safety;
- being a trusted adult who children and young people may turn to for help, and who will take them seriously;
- identifying when children and young people may need help; and

- understanding the steps that must be taken when there are concerns for children's and young people's safety and well-being.

The school has a Child Protection Co-ordinator who will co-ordinate the school's response to concerns for children's and young people's safety and wellbeing. The Authority has a designated officer for Child Protection who will ensure schools work effectively to keep children safe and well. If you have any concerns about the safety and wellbeing of a child or young person, including a 'gut feeling', talk about this to the school's Child Protection Co-ordinator or another member of staff.

School Improvement



Information relating to School Improvement can be found in the Standards and Quality report which is posted on our school website – www.annbank.sayr.sch.uk/

School Policies and Practical Information



Information relating to School Policies and practical information is on our website.

Pupil Voice

Consultation with pupils about their views on their school environment and their learning is important and valuable in our school. We recognise that giving young people a voice as partners in the process of school improvement, leads to more effective learning organisations.

Having a Pupil Council is one means of ensuring that young people develop positive attitudes and an opportunity to take part in real life decision making within their own school setting.

In Annbank Primary every class from Early Years to P7 is represented on the Pupil Council and is led by a member of the management team.



Choosing a School

Under the placing request arrangements parents have the right to choose a school other than the catchment denominational or non-denominational school for their area. This is known as a placing request and application forms can be obtained from the school office or Educational Services, County Buildings, Wellington Square, AYR KA7 1DR, telephone 01292 612465.

Unfortunately it is not possible to guarantee that a placing request will be successful but parents will have the right of appeal should it be unsuccessful.

Full details of the placing request arrangements are contained in the application form or on the Council website: <http://www.south-ayrshire.gov.uk/schools/placing-requests.aspx>

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

Attendance



Section 30 of the 1980 Education Act, lays a duty on every parent of a child of school age to ensure that their child attends school regularly. Attendance must be recorded twice a day, morning and afternoon.

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

Family Holiday Not Authorised by the School

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

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

Where parents are in the emergency services and routinely take holidays out with the school holiday when the option is available of taking leave during the school holiday, the absence will be considered unauthorised.

A family holiday classified under the 'authorised absence' category should not include such reasons as:

- the availability of cheap holidays;
- the availability of desired accommodation;
- poor weather experienced during school holidays;
- holidays which overlap the beginning or end of term;
- parental difficulty obtaining leave (with local judgement applied in cases where evidence is provided by the employer that it cannot

accommodate leave during school holidays without serious consequences).

Extended Leave with Parental Consent

Almost all family holidays will be recorded as unauthorised absence. Extended leave with parental consent will not be considered the same as a family holiday. Extended leave with parental consent will be recorded separately outside the figures for attendance and absence, and include circumstances such as:

- extended overseas educational trips not organised by the school;
- short-term parental placement abroad;
- family returning to its country of origin (to care for a relative, or for cultural reasons);
- leave in relation to the children of travelling families.

Advice To Parents

Schools will now follow-up all instances of pupil non-attendance in order to accurately record the reason for absence using the above coding system. **It would be extremely helpful in this regard, if parents contact school at the beginning and end of the absence period**, indicating their awareness of the absence and reason for absence at the beginning of the period and expectation of return to school at the end of the absence period. Where no information is provided absences will be considered to be unexplained and therefore recorded as unauthorised.

Routine and Expected Visits Out with School

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

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



Data Policy

Information about pupils' education is collected through our statistical surveys in partnership between the Scottish Government and Local

Authorities through the ScotXed Programme which aims to help schools and Local Authorities by supporting efficient collection, processing and dissemination of statistical information. The Scottish Government then provides analysis of the data to support research, planning, management and monitoring of education services as well as to produce National Statistics publications.

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

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

Your Data Protection Rights



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

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

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

Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

Concerns

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

Data Protection Act

When you enrol your child at Annbank Primary School or Early Years Centre you are required to provide some personal information about yourself and your child in order to access services provided by Educational Services.

How we will use the information about your and your child

All personal data is processed by Educational Services staff. We will only collect personal data from you that we need in order to provide educational services and oversee the provision of these services to your child. We will use your personal data to contact you; if the school requires to discuss your child's education, in an emergency and to keep you fully involved in your child's educational journey.

Who we share your information with

Your child's personal information will only be shared where it is appropriate to do so in order to ensure full access to services such as national assessments, health promotion, transport, school meals, careers and online services. In addition the Council has a duty to protect public funds and to this end, we may check the information you have given with other information we hold, share your information with other Council Services and share your information with other local authorities, for the purpose of protecting public funds and to prevent or detect fraud or crime.

What are my rights?

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



If you have a complaint

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

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

Email: DataProtection@south-ayrshire.gov.uk | Telephone: 01292 612223

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

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

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

If you have no Internet Access

Please contact us at the above postal address or telephone number if you wish a copy of any of the above information and you do not have access to the internet. We will provide you with a hard copy of the information.

How to access our full Privacy Notice

The Educational Services full privacy notice is available from the school website or please ask staff in the school office and they will provide you with a hard copy.

Transferring Educational Data About Pupils

The Scottish Government and its partners collect and use information about pupils in schools (e.g. the number and characteristics of pupils, their attendance, absence and exclusions, their attainment and their destination when leaving school) to help to improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us.

Why do we need your data?

In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as the SQA and Skills Development Scotland

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

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

The full Education Statistics Privacy Notice can be found at the undernote link or by requesting a copy from the school office.
<https://www.gov.scot/topics/statistics/scotxed/schooleducation/ESPrivacyNotices>

Your Rights and Further information

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



School Uniform Policy

Given that there is substantial parental and public approval of uniform, schools in South Ayrshire are free to encourage the wearing of school uniform. In encouraging the wearing of school uniform, account must be taken in any proposals to prevent any direct or indirect discrimination on the grounds of race or gender. Any proposals will be the subject of wide-spread consultation between parents and pupils. Against this background it should be noted that it is the policy of South Ayrshire not to insist on pupils wearing uniform or having specialist items of clothing as a prerequisite to their attending and engaging in all of the activities of the curriculum.

There are forms of dress which are unacceptable in school, such as items of clothing which:

- potentially encourage friction (such as football colours);
- could cause offence (such as anti-religious symbolism or political slogans);
- could cause health and safety difficulties, such as wearing loose fitting clothing made from flammable material and dangling earrings in practical classes;
- could cause damage to flooring;

- carry advertising, particularly for alcohol or tobacco; and could be used to inflict damage on other pupils or be used by others to do so.

School Clothing

Our school colours are maroon and silver for P1 – P6 and black and silver for P7. Our uniform items are in stock at BE Schoolwear in Ayr. Children must have shorts, t-shirt, socks and gym shoes for PE. In accordance with Health and Safety policy children are not allowed to wear tights at PE. PE is a compulsory part of the curriculum so children are expected to bring their kit on the appropriate days.

Playground Supervision

An adult presence is provided in playgrounds at break times and lunch times in terms of the **Schools (Safety and Supervision of Pupils) (Scotland) Regulations, 1990**.

School Assistants will be in the playground from 8.45am in the morning. The playground will be unsupervised before this time and it is recommended that children do not come to school before this time because of this reason.

Parental Complaints Procedures

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

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

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

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

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

Care Inspectorate, Sovereign Road, Suite 3, Academy Road, Irvine, KA12 8RL

School Meals/ Free School Meal Information



The current criteria for entitlement is included below, however this is reviewed annually in April and updated information will be available on the Council website.

<http://www.south-ayrshire.gov.uk/schools/meals/free-school-meals.aspx>

Children of parents receiving Income Support, Job Seekers Allowance (Income Based), Child Tax Credit (only where income is less than **£16105**), Child Tax Credit and Working Tax Credit (where income is less than **£7330**) **Universal Credit** where earned income is £610 or less per month, income related element of Employment and Support Allowance and support under part V1 of the Immigration and Asylum Act 1999 are entitled to a free school meal. Information and on-line application forms for free school meals can be accessed from the above link.

Footwear and Clothing Grant Information

The current criteria for entitlement is included below, however this is reviewed annually in April and updated information is available on the council website – <http://www.south-ayrshire.gov.uk/schools/clothing-grant.aspx>

Children of parents receiving Income Support, Job Seekers Allowance (Income Based), Child Tax Credit (only where income is less than **£16105**), Child Tax Credit and Working Tax Credit (where income is less than **£16105**, **Universal Credit where earned income is £1,342.08 or less per month**. Income related element of Employment and Support Allowance, Council Tax reduction or Housing Benefit and support under part VI of the Immigration and Asylum Act 1999 are entitled to a clothing grant. Information and on-line application forms for **footwear** and clothing grants can be accessed from above links.

Transport Guide to Parents (Excludes Nursery Provision)

South Ayrshire Council has a policy of providing free transport to all secondary pupils whose main address is more than three miles and primary pupils whose main address is more than two miles from their catchment school by the recognised suggested suitable walking route. Parents who consider they are eligible for free school transport should

complete the on-line Free School Transport Form which can be obtained via <https://www.south-ayrshire.gov.uk/schools/school-transport.aspx>.

Applications should be completed and submitted by the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made.

Strathclyde Partnership for Transport (SPT) organise mainstream school transport on behalf of South Ayrshire Council. If you have any concerns or complaints relating to the service provided you should contact the school who will forward your complaint to SPT, alternatively you can e-mail SPT at school.transport@SPT.co.uk.

Applications may be submitted at any time throughout the year but may be subject to delay whilst arrangements are made. The appropriate officer has discretion in special circumstances to grant permission for pupils to travel in transport provided by the authority, where spare places are available and no additional costs are incurred.



Children who have Additional Support Needs and/or particular medical conditions may also be entitled to free school transport. The school can advise you on how to access this support.

Where free transport is provided it may be necessary for pupils to walk a certain distance to the vehicle pick up point. Walking distance in total including the distance from home to the pick-up point and from the drop-off point to the school in any one direction will not exceed the authority's limit (see above paragraph). It is the parent's responsibility to ensure that their child arrives at the pick-up point in time. It is also the parent's responsibility to ensure their child behaves in a safe and acceptable manner while boarding, travelling in and alighting from the vehicles. Misbehaviour could result in your child losing the right to free transport.

The education authority does not provide transport for those pupils in receipt of a placing request.



Seatbelts

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

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

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

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

Privileged Seats



Pupils who are not entitled to free school transport may apply for a privileged seat. A privileged seat is where there is a vacant seat on a dedicated school contract. Parents can make an application for a privileged seat by submitting a letter to Education Support Services, County Buildings, Wellington Square, Ayr KA7 1DR at any time during the year.

Parents should note that privileged seats are allocated in October and are not available on local service contracts. Privileged seats can be withdrawn if an entitled pupil requires transport and cease at the end of each school session.

Any information on transport appropriate to the school should also be included.

Insurance

South Ayrshire Council hold Public Liability, Employer Liability and Officials Indemnity Insurance.

In addition, South Ayrshire Council has an on-site and off-site activities insurance policy. Further information regarding insurance and an appropriate claim form can be obtained from the school or Educational Services, County Buildings, Wellington Square, Ayr KA7 1DR, telephone 01292 612264.

Valuable Items

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

Use of Mobile Phones



Mobile phones have to be switched off throughout the day and, if brought to school, should be handed to the School Office. If there are extenuating circumstances an arrangement may be made with the Head Teacher or Depute Head.

Use of Social Media



Online social media tools can be excellent for supporting teaching and learning, providing exciting opportunities for schools to engage, communicate and collaborate with pupils and the wider community. Their use is carefully considered by the school to ensure the safety of the school community. The benefits of using social media tools should significantly outweigh any concerns and schools should be able to demonstrate the steps they have taken to reduce any identified risks.

In South Ayrshire we want to support collaboration amongst teachers and pupils and therefore we promote and support the use of the common platform, Glow.

If pupils are using online communities where they self-register the school will encourage them to read and follow the terms and conditions of the site and ensure they are aware of how to stay safe online.

When using any form of social media to communicate with pupils (including Glow) staff will ensure that they:

- only share information that they would be willing to share in school or a school-related setting;
- maintain a formal, courteous and professional tone when communicating with pupils;
- maintain professional boundaries;
- do not exchange personal information such as phone numbers and personal e-mail addresses;
- do not discuss their private and personal relationships with pupils;
- take care to avoid becoming personally involved in pupils' personal affairs;
- decline pupil-initiated 'friend' requests;
- manage their privacy settings and keep them under review;
- report any inappropriate use of social media by a pupil or concerning a pupil to their Head Teacher or line manager.

The school has a clear and documented process in place for the reporting and recording of inappropriate use of social media.

Health and Medical Information



Throughout their time at primary school and beginning in Primary 1 with a full-scale medical examination, pupils' health and welfare is monitored at intervals by staff of the Schools Medical Service.

Parents are advised of and may attend any such medical examination, and their consent is sought for any medical treatment, such as immunisation, that the Schools Medical Service offers.

In addition to carrying out their programme of routine medical examination, staff of the Schools Medical Service are available when necessary to investigate cases where concern arises in school over the health and welfare of individual pupils or groups of pupils.

As part of the general medical service for pupils, provision is also made for them to receive dental treatment in school.

Should pupils become sick while at school, and basic first-aid is insufficient to remedy matters so that they can return to their class, they are taken home. For this reason it is necessary that the persons nominated by parents as emergency contacts are available to receive the children. If pupils' illness or injury is judged to be sufficiently serious, either a doctor will be called or the pupils will be taken straight to hospital, and their parents informed thereafter of the action taken.

Our School First Aider: Marnie Martin, Senior EYC Practitioner



Health Promotion and Nutrition

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

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

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

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

Further guidance can be found at:

**NHS Ayrshire & Arran
Oral Health Promotion Initiatives in Early Years Centre and
Primary Schools**

NHS Ayrshire & Arran is implementing two oral health programmes – *Childsmile* and the *National Dental Inspection Programme* (NDIP) in schools.

Childsmile



The *Childsmile* programme's aim is to improve the dental health of children in Scotland and is funded by the Scottish Government. It will be rolled out to all schools in Scotland during the next few years. *Childsmile* has 3 main elements:

1. **A Core Toothbrushing Programme** – In Ayrshire and Arran, daily supervised toothbrushing takes place in all Early Years Centres and many primary schools. Free Childsmile oral health packs containing a toothbrush and fluoride toothpaste are given out twice a year to children at Early Years Centres and on entry to primary school in primary 1. During their first year of life, all babies are given an oral health pack and a drinking cup to encourage healthy weaning by swapping bottle for cup as soon as baby is able to drink from a cup. All children should be registered with a dentist (General Dental Practitioner) and visit them regularly to help keep their teeth as healthy as possible. **Remember – water and milk are recommended as safe drinks for teeth for all children.**
2. **An Infant Programme** – Childsmile Practice promotes oral health from birth. Parents of newborn children may be referred to the programme by their Health Visitor. Dental Health Support Workers visit parents in their home to give information, oral health advice and to arrange regular visits to the local Dental Practice.
3. **An Early Years Centre and School Programme** – this initiative provides preventive oral health programmes for children aged 3 years and upwards. It targets children in identified Early Years Centres and primary schools, who will benefit from additional preventive care. This care will involve the application of fluoride varnish to children's teeth by *Childsmile* Clinical Teams in the Early Years Centre and primary schools. The Childsmile and Oral Health Promotion Teams will also deliver oral health promotion messages, and be supported by Dental Health Support Workers who will be the main contact point for parents, teachers, all school staff, dental practice staff and School Nurses.

For more information about the Childsmile Programme, please visit the website at www.child-smile.org

The National Dental Inspection Programme

Each year at school, all Primary 1 and all Primary 7 pupils will be offered a dental inspection in school, by a dentist. It is important that each child's dental health is assessed so that the child and their parents can maintain dental health and take the necessary steps to remedy any problems that may have arisen. There is also a need to monitor children's dental health at national and regional or local levels so that reliable dental health information is available for planning and evaluating initiatives directed towards improvements. *The National Dental Inspection Programme* fulfils both these functions by providing an essential source of information for keeping track of any changes in the dental health of Scottish children.



Data Protection Act

Each year parents are asked to complete the Annual Data Check and a Disability Monitoring form to allow the school to update the information held about children and young people. Personal information which you supply to us may be used in a number of ways, for example:

- to ensure the rights of pupils in school;
- to make the appropriate contact in an emergency;
- for teaching, registration, assessment and other administrative duties;
- to target resources appropriately.

Sharing Information

Information may be shared with other services or public bodies for statistical, operational and analysis purposes. **For example**, with other Council services areas and external partners which may include Universities and similar organisations for research purposes, Glow (the national secure intranet for schools), Strathclyde Partnership for Transport and Transport Contractors (where appropriate), Ayrshire Valuation Joint Board (Electoral Register pupils over the age of 14 years only) NHS Ayrshire and Arran in relation to health programmes in school, annual data collections by the Scottish Government and provision of national examinations.

South Ayrshire Council has a duty to protect the public funds it administers and to this end may exchange information with other parts of the Council to ensure the data it holds is accurate or for the prevention or detection of fraud.

Freedom of Information (Scotland) Act 2002

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

Public Authorities have to allow access to the following information:

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

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



Getting it Right for Every Child

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

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

