Welcome from the Head Teacher

Dear Parents/Carers,

I would like to extend you a very warm welcome to our school. I hope you find the information in our handbook both helpful and interesting.

Our handbook highlights the vision, values and aims of Earlston Primary School, gives you information about the curriculum and identifies some of the activities which take place in the school. As a school, we fully appreciate the importance of parental partnership and by working together we can develop a partnership that will enhance not only your child’s education but will also give him/her a sense of belonging and commitment to the community to which he/she has joined.

When your child joins us in Earlston our aim is to provide an educational experience which is of the highest quality.

To the parents of the children who will join us in the session 2018-2019, I hope the information in our handbook will be of value and answers most of your questions.

Please do not hesitate to contact me if you would like to discuss anything regarding your child’s schooling, as I firmly believe that between us we can provide the best possible learning experiences for your child.

Similarly, please feel free to contact me with any ideas or suggestions you may have. Everyone at Earlston Primary is very proud and appreciative of the continuing, invaluable support we receive from you and the wider community.

Yours sincerely,

Susan Graham
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‘If I was to describe our school to an alien I would use these three words: energetic, fun and creative.’

- Michael
Vision, Values and Aims

Our Vision:

Loving Learning….Learning for Life

Our Values:

- Respectful
- Responsible
- Open-minded
- Enthusiastic
- Confident
Our Aims:

To

- Create a safe and stimulating learning environment, indoors and out, which supports creativity.
- Inspire learners who are motivated to learn and are supported to pursue their own interests.
- Develop respectful children who care for each other and value positive relationships.
- Encourage children to embrace diversity within an ethos of inclusion.
- Foster a growth mind-set where children believe in the power of improving.
- Empower learners to take responsibility for their own learning, successes and achievements and understand their role as global citizens.
- Provide opportunities for children to develop the necessary skills to make progress in their learning and to thrive in the 21st century, including in the use of digital technology.
# Staff 2018-2019

## Head Teacher
Mrs Susan Graham

## Depute Head Teacher
Mrs Carmen Foggin

### Class Teachers & Nursery Nurses

<table>
<thead>
<tr>
<th>Nursery</th>
<th>Class Teachers &amp; Nursery Nurses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursery</td>
<td>Agnes Anderson, Leanne Cheyne, Claire Screen, Liz Lothian</td>
</tr>
<tr>
<td>P1</td>
<td>Linda Addison</td>
</tr>
<tr>
<td>P2</td>
<td>Marjorie Tharme</td>
</tr>
<tr>
<td>P3</td>
<td>Rachael Armstrong</td>
</tr>
<tr>
<td>P4</td>
<td>Gail Morgan</td>
</tr>
<tr>
<td>P5</td>
<td>Ian Fairington</td>
</tr>
<tr>
<td>P6</td>
<td>Louise Crombie NQT</td>
</tr>
<tr>
<td>P7</td>
<td>Derrick Brydon</td>
</tr>
<tr>
<td>NQT Cover</td>
<td>Ruth Stewart</td>
</tr>
<tr>
<td>Support for Learning Teacher</td>
<td>Jane Catterall</td>
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</tbody>
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## Curriculum Support Teacher

<table>
<thead>
<tr>
<th>Physical Education</th>
<th>Andy Sutton</th>
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## Active Schools Coordinator

<table>
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<tr>
<th>Gemma Ross</th>
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## Community Police Officer

<table>
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<tr>
<th>Karen Ballantyne</th>
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## School Minister

<table>
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<tr>
<th>Rev. Julie Rennick</th>
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</table>

## Ancillary Staff

<table>
<thead>
<tr>
<th>School Assistant</th>
<th>Lynda Loveday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional Needs/Playground Supervisors</td>
<td>Jane Barley</td>
</tr>
<tr>
<td>Liz Lothian</td>
<td></td>
</tr>
<tr>
<td>School Cook</td>
<td>Anne Purves</td>
</tr>
<tr>
<td>Assistant Cook</td>
<td>Meg Swaiies</td>
</tr>
<tr>
<td>Janitor</td>
<td>Colin Steele</td>
</tr>
<tr>
<td>Cleaners</td>
<td>Laura Harkness</td>
</tr>
<tr>
<td>Cleaners</td>
<td>Susan Liddle</td>
</tr>
</tbody>
</table>
School Information

Name
Earlston Primary School

Address
High Street
Earlston
TD4 6JQ

Telephone Number
01896 848851

Email Address
earlstonps@scotborders.gov.uk

Website Address
www.earlstonps.co.uk

Denominational Status
Non-denominational & Co-educational

School Roll
Current school roll is 195 (including Nursery).

House Structure
The children are placed in three houses which are Tweed, Teviot and Leader.
Children are usually allocated to the same house as the rest of their family.

School Hours

<table>
<thead>
<tr>
<th>Monday-Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Starts:</strong></td>
<td>8.50am</td>
</tr>
<tr>
<td><strong>Morning Interval:</strong></td>
<td>10.50am - 11.05am</td>
</tr>
<tr>
<td><strong>Lunchtime:</strong></td>
<td>12.30pm - 1.05pm</td>
</tr>
<tr>
<td><strong>School Finishes:</strong></td>
<td>3.10pm</td>
</tr>
</tbody>
</table>

School In Context
Earlston Primary School first opened in 1876. The Primary School building was originally joined onto Earlston High School prior to the High School being relocated to a new site in 2009.

Local Community
Earlston Primary School has fantastic links with the wider community. Parents and wider family are always welcomed into the school. The Primary School has good partnerships with Earlston High School and the other primaries that feed into this secondary school. Strong links with partner agencies support us in meeting the needs of all children.
Accommodation

The layout of the classrooms is in line with Curriculum for Excellence levels. Early level (Nursery and Primary 1) are in one area allowing opportunity to share a central activity area. Our Nursery has direct access to an outside play area. First level (Primaries 2 to 4) consists of 3 classrooms, and a central activity area while Second level (Primaries 5-7) are in the upper area in self-contained classrooms. Other facilities include one small hall, one large hall, library, a canteen, learning support base, staff base and resource area. The Head teacher, Deputy Head teacher, and Administrator each have separate offices. The base for Active Schools Coordinator is also situated in the school.

Playground

We are very lucky at Earlston Primary School to have large school grounds. The playground surface is made up mostly of tarmac. A group of children are developing a new garden space at the side of the building. Children also have access to a Multi-Use Games Area access at break times and during Physical Education lessons.

In the interests of safety for all concerned, all visitors coming to the school must enter by the main entrance and then report to the School Office where they will be requested to sign our visitor’s book.

In order to ensure the security of all pupils, parents or designated adults should bring/collect all Nursery children to/from Nursery classroom.

It is very important that the school has accurate and up-to-date contact details for all pupils so we can contact parents/guardians quickly in an emergency.

Playground Supervision

An adult presence is provided in the playground from 8.40am and break times in terms of the School (Safety and Supervision of Pupils- Scotland) Regulations, 1990. No child who is having a school meal or packed lunch is allowed to leave the school playground during lunchtime. During inclement weather, children will be supervised in the school building before school, at morning interval and at lunchtime.
School Uniform and Dress Code

At Earlston Primary we seek your co-operation in sending your child to school wearing the school uniform. School uniform encourages children to take pride in belonging to the school and fosters a ready to work attitude.

UNIFORM

dark coloured school trousers or skirts
white shirt, polo shirt or blouse
navy blue sweater / cardigan
black shoes
blue & white checked summer dresses

PRIMARY 7 UNIFORM

As above but with a light blue sweater / cardigan

(This distinguishes them when helping with school duties or when representing the school within the community).

PE KIT

black or navy shorts
white polo or T-shirt
black/white sandshoes or indoor trainers

Jumpers, jackets and polo shirts can be ordered from Border Embroideries website. Clothing ordered will be embroidered with the school badge. The school badge is shown on the cover of this handbook.

PLEASE MARK ALL PERSONAL ITEMS OF CLOTHING OR PROPERTY WITH YOUR CHILD’S NAME OR INITIALS AS MANY ARTICLES ARE IDENTICAL.
The Curriculum

“We are very creative in everything that we do at Earlston Primary.”

- Kirsten
The Curriculum for Excellence is the education system in Scotland. It includes nurseries, schools, colleges and community learning from 3 to 18 and beyond.

The table below matches the five curriculum levels to stages of learning generally applicable, with flexibility (for example, for young people who are particularly able and/or have additional support needs).

<table>
<thead>
<tr>
<th>Level</th>
<th>Stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early</td>
<td>The pre-school years and P1, or later for some.</td>
</tr>
<tr>
<td>First</td>
<td>To the end of P4, but earlier or later for some.</td>
</tr>
<tr>
<td>Second</td>
<td>To the end of P7, but earlier or later for some.</td>
</tr>
<tr>
<td>Third and</td>
<td>S1 to S3, but earlier for some. The fourth level broadly equates to</td>
</tr>
<tr>
<td>Fourth</td>
<td>Scottish Credit and Qualifications Framework level 4.</td>
</tr>
<tr>
<td>Senior Phase</td>
<td>S4 to S6, and college or other means of study.</td>
</tr>
</tbody>
</table>

From pre-school to the end of S3 (3-15) young people will experience a broad general education which is designed to enable each child or young person to be…

- a successful learner
- a confident individual
- a responsible citizen
- an effective contributor.

The broad general education will include all of the Experiences and Outcomes across all curriculum areas up to and including the third level. Throughout all learning, prime importance is given to literacy, numeracy and thinking skills; skills for learning, life and work; an understanding of society, the world and Scotland's place in it, and an active and healthy lifestyle.

A range of teaching methods and contexts for learning is used, including active and enterprising learning, which encourage young people to become enquiring; learning across the curriculum which helps young people make links between subjects, and learning outside classrooms in the outdoors and in the community, which gives opportunities for learners to deepen their learning in real-life contexts. Most learners will progress into the fourth level in many aspects of their learning before the end of S3, laying strong foundations for more specialised learning.
Curriculum- Teaching and Learning

Curriculum for Excellence is now being implemented across Scotland for all 3-18 year olds wherever they learn. It aims to raise standards, prepare our children for a future they do not yet know and equip them for jobs of tomorrow in a fast changing world.

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 nursery to primary, primary to secondary and beyond, ensuring the change is smooth. They’ll ensure children continue to work at a pace they can cope with and with challenge they can thrive on. Curriculum for Excellence balances the importance of knowledge and skills.

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

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 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 judgments, challenge, enquire and find solutions.

There will be new ways of assessing progress and ensuring children achieve their potential. Please read the section on Assessment and Reporting for information.

There is personal support to help young people fulfil their potential and make the most of their opportunities with additional support wherever that’s needed. There will be a new emphasis by all staff on looking after our children’s health and wellbeing - to ensure that the school is a place where children feel safe and secure.

Ultimately, Curriculum for Excellence aims is to improve our children’s life chances, to nurture successful learners, confident individuals, effective contributors and responsible citizens, building on Scotland’s reputation for great education.
Curriculum- Subject Areas

Literacy and English

Our aim is for all children to become aware of the enjoyment of reading and writing and that they will acquire the reading habit – a habit that will remain with them for the rest of their lives.

In the early stages children are encouraged to look carefully at both pictures and writing. This is to prepare for word and letter recognition. They learn to follow left to right patterns in preparation for reading and writing. Skills in listening and talking are also developed.

Writing begins with free patterns, leading to actual letter shapes and numerals. Close attention is paid to forming the letters correctly. Whole school reading and writing programmes ensures that skills are consolidated, developed and implemented into other curricular areas.

A variety of resources are available to ensure all children’s skills can develop appropriately. These resources develop not only mechanical reading but assess comprehension and help develop writing and spelling skills.

We aim to support all children so that they develop at their correct pace and become proficient in understanding text, looking for deeper meanings, extending their vocabulary, appreciating a wide selection of literature and using life skills.

In addition to active games and practical activities, our early phonics and spelling programme uses Read, Write Inc as a core resource. These learning opportunities provide children with knowledge of sounds and decoding skills allowing them to access texts with confidence and accuracy. We use a range of reading schemes to build children’s confidence of reading with fluency and expression, while ensuring a thorough understanding of the text. For some learners we use an online reading resource called ‘Rapid Reading’. This resource supports the children to decode texts while providing them with online rewards for the progress they are making with reading.

As children become more independent in reading, they will progress onto the Accelerated Reading scheme. This resource allows children to choose their own reading books appropriate to their individuals reading level. Teacher & peer discussion regarding their reading, partnered with online comprehension questions allow pupils to recognise successes and identify next steps in reading.

Although pupils at Earlston Primary are able to use word processors to support their writing process, we believe that it is very important that children appreciate the
importance of handwriting and neat presentation. Children are encouraged to develop lasting writing habits of a neat, legible style of presentation where appropriate.

One of the most important aspects of writing is the quality of the ideas used. However, due attention will be paid to the more formal aspects of writing, namely spelling, handwriting, presentation and punctuation.

Pupils are encouraged to take turns when talking and to listen politely when other pupils are recounting an experience, presenting ideas or offering their suggestions. Children are encouraged to learn skills in presenting their ideas, expressing views and opinions and listening for a variety of purposes.

Our approach to language work is based on the view that language development underlies everything we do in school. Aspects of language are often not only integrated but also taught through other curricular areas.

**Languages**

In Earlston Primary pupils from P2 – P7 participate in dedicated French lessons each week, and are exposed to some key French vocabulary through day-to-day activities.

The four key components within our Languages programme develop pupils’ skills in talking, listening, reading and writing. The teaching approaches used encourage plenty of interactive activities, including the use of the interactive whiteboard.

Following new national recommendations for ‘Language Learning in Scotland’, we are currently identifying new opportunities for enhancing our approach to Languages within Earlston Primary.

The aim is that by 2020 children from P1 will learn a second language to that of their mother tongue and will begin learning a third language from P5.

We are beginning to phase this process in over the next few years so that by 2020 we will have fully implemented the recommendations from Scottish Government.

If you would like further information on the Languages: 1 + 2 Approach then please access the following webpages:


[www.educationscotland.gov.uk](http://www.educationscotland.gov.uk)
**Numeracy and Mathematics**

We aim to enable pupils to:

- Develop essential numeracy skills which allow them to participate fully in society.
- Develop a secure understanding of the concepts, principles and processes of mathematics and apply these in different contexts.
- Have an understanding of the application of mathematics, its impact on our society and its potential for the future.

Mathematics comprises of NUMBER, MONEY and MEASUREMENT; INFORMATION HANDLING; and SHAPE, POSITION and MOVEMENT. In all of these areas pupils have the opportunity to develop PROBLEM SOLVING and ENQUIRY SKILLS.

Within Earlston Primary School we do not use one set resource for Maths and Numeracy but instead offer a variety of learning opportunities that allow the children to say, make, write and do. By adopting these teaching and learning strategies children learn; at an appropriate pace; at a level suited to their individual needs; working in partnership with their peers; through active, fun and engaging activities.

The use of ICT is evident throughout all stages of school to support learning, with suitable ICT programmes and websites used to reinforce new concepts.

Teachers supplement learning with other resources if appropriate in order to help pupils achieve their potential in a stimulating way.

Development of mental maths from the earliest stages is a high priority to ensure sound learning of concepts and to develop confidence in problem solving and enquiry skills.

At Earlston Primary School we often incorporate co-operative learning opportunities into lessons. Children may be learning as a whole class, through small group work, in pairs or individually. Often these learning experiences are linked to interdisciplinary contexts in order to motivate children in exciting, real and relevant ways.
Health and Wellbeing

At Earlston Primary School we ensure that all children experience what it feels like to develop, enjoy and live a healthy lifestyle.

We provide opportunities for pupils to:

- Experience positive aspects of healthy living and activities for themselves (both during and after school);
- Develop the knowledge and understanding, skills, abilities and attitudes necessary for their physical, emotional and social wellbeing now and in their future lives;
- Make informed decisions in order to improve their physical, emotional and social wellbeing;
- Apply their physical, emotional and social skills to pursue a healthy lifestyle.

We take a holistic approach to health and wellbeing and our programme of study aims to promote learning about:

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

We have close links with our school nurse, Mary Carryer, who supports our teachers in the delivery of our Health and Wellbeing programme. As a health promoting school we work hard to ensure that the promotion of Health and Wellbeing permeates all our work.

All children participate in PE every week, whether in the form of movement, games, dance or development of skills specific to a sport. All classes have two PE sessions within the week with a PE teacher. There are various festivals and tournaments throughout the session, including hockey, athletics, rugby and netball, where the children are able to apply the skills they have learned within PE.

In Primary 5 children receive a six week blocks of swimming lessons at Kelso Swimming Pool.

Each session all children in the school will benefit from the excellent Active Schools Programme and additional sporting activities provided through our local community.
Social Studies, Sciences and Technologies

These areas of the curriculum are often taught in an **interdisciplinary learning** context. This is a process in which two or more subject areas are integrated with the goal of fostering enhanced learning in each subject area. Interdisciplinary Learning may take the form of in-depth studies lasting for a number of weeks, or a short series of lessons.

**Social Studies**

Through social studies, children develop their understanding of the world by learning about other people and their values, in different times, places and circumstances. They learn about people's achievements and about how to make sense of changes in society, of conflicts and of environmental issues.

Opportunities exist for studying the local environment and how it has evolved, which could include observation, fieldwork or an opportunity to discuss issues.

Teachers at Earlston Primary try to make class projects as 'real' as possible by including the school site and surrounding community as a basis for study. Where it is felt to be appropriate, visits to further afield are arranged to complement the study.

During these studies, the pupils develop lifelong skills. Equally important is the need to foster positive attitudes and to prepare children for active participation in decision making about the environment and the benefits of technology.

**Sciences**

Science is an important part of our heritage and we use its applications every day in our lives at work, at leisure and in the home. Science and the application of science are central to our economic future and to our health and wellbeing as individuals and as a society. Scotland has a long tradition of scientific discovery, of innovation in the application of scientific discovery, and of the application of science in the protection and enhancement of the natural and built environment. Children and young people are fascinated by new discoveries and technologies and become increasingly aware of, and passionate about, the impact of science on their own health and wellbeing, the health of society and the health of the environment.

Curriculum for Excellence experiences and outcomes in science provide opportunities for children to develop and practise a range of enquiry and investigative skills, scientific analytical thinking skills, and develop attitudes and attributes of a scientifically
literate citizen in society. They also support the development of a range of skills for learning, life and work.

Technologies

Technologies at Earlston Primary School include craft, design, engineering, graphics, food, textile and information technologies.

We aim to develop our pupils’ skills in order for them to participate in modern life so that they can:

- Develop an understanding of technologies and their impact on society – in the past, present and future
- Apply knowledge, understanding and practical skills to design and create products, processes and solutions that meet needs in play and daily life
- Gain the confidence and skills to embrace and use technologies

Information Technology is an integral part of our curriculum. The school computer system is locally and nationally networked to allow access to internet and e-mail facilities. At Earlston Primary each class has a bank of at least five laptops so that individuals, pairs or small groups can access technology to support and enhance learning. In addition to these opportunities to apply technology skills, the school bank of laptops are timetabled to allow whole class technology lessons where children learn skills in the following aspects of computer technology:

- Text, Graphics & Multimedia
- Controlling and Programming
- Collecting and Analysing
- Electronic Communication
- Digital Research

Expressive Arts

Expressive Arts include experiences and outcomes in art and design, drama, dance and music. Our learning progression pathways provide Earlston pupils with opportunities to learn to:

- Express themselves in different ways and be creative;
- Experience enjoyment (and contribute to other people’s enjoyment) through creative expressive performances and presentation;
- Develop important skills specific to expressive arts and also transferable skills.

At Earlston Primary School we aim to discover, maintain and enhance the creativity and imagination that is embedded within every young child. From ‘Role Play Corners’ to
‘Whole School Productions’, from ‘Free Choice Art Tables’ to ‘Class Wall Displays’, all children are encouraged to think creatively and to share their ideas with others, making our school a vibrant and stimulating place to learn.

Pupils within Second Level may be offered the opportunity of specialised tuition to learn a range of instruments. Sessions become available for this throughout the year. You will be notified if and when these opportunities arise. The purchase of an instrument can be costly however many of the instruments can be hired initially. Further details are available on request.

In a more formal setting, concerts involving drama, dance and music are presented to parents, friends and other links within our local community. Taking part in these presentations can help pupils develop skills in self-expression, with evidence of a visible increase in self-confidence.

**Religious and Moral Education**

The children at Earlston Primary progress through the Curriculum for Excellence Religious and Moral Education experiences and outcomes in order to:

- Develop their spiritual, social, moral and cultural values;
- Develop a knowledge and understanding of Christianity and other world religions;
- Appreciate moral values such as honesty, respect, fairness and concern for others;
- Investigate and understand the questions and answers that religions can offer about the nature and meaning of life;
- Develop their own beliefs, attitudes, moral values and practices through a process of personal search, discovery and critical evaluation.

We encourage children to become aware of the wide range of religious interpretations and their importance to believers.

Parents have the right to withdraw their child from Religious Education lessons and Observance and should contact the school if they so wish.

Parents from ethnic minority religious communities 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 for up to three occasions in any one school session and the pupil noted as an authorised absentee in the register.

The school has a very positive relationship with the local church and Minister, Julie Rennick. Six of our assemblies are held in the church throughout the year as part of our religious observance.
Extra-Curricular Activities

Children have opportunities to participate in a variety of extra-curricular activities which take place throughout the session.

Through consulting with pupils and parents we were able to identify clubs and activities that children, and parents, would like to attend. Earlston Primary staff work in partnership with our Active Schools Co-ordinator, parents and other partners to enable these wishes to come true.

Preschool, afterschool or lunchtime clubs meet on a weekly basis at various times during the school year and are extremely popular with pupils.

We are very grateful to the staff and volunteers who run these clubs.

The assistance of parents in extra-curricular activities is always welcome and any parent who is able to use his or her talents or interests in this way will receive full support of the school (subject to PVG approval- forms can be obtained from school office).

A wide variety of educational visits take place throughout the session to support and enhance learning and teaching. Such excursions are usually linked to studies in class. Parents are welcome to participate in school excursions.

Senior pupils attend a residential in P7 where they participate in a wide variety of activities, incorporating aspects of Environmental Studies, sporting and problem-solving activities, as well as contributing fully to the school’s programme in Personal and Social Development.

In 2018-2019, this residential will take place near the start of the P7 session and will be organised along with some other schools that feed into Earlston High School. This will provide pupils with an opportunity to build relationships with children from other schools prior to starting the High School.

Procedures to ensure the Health & Safety of everyone participating in the above activities are strictly adhered to.
‘You will always make lots of friends at Earlston Primary School.’
- Gemma
Assessment and Reporting

Curriculum for Excellence emphasises that assessment is an integral part of day-to-day teaching and learning. Learners’ progress will be closely monitored by staff, who reflect with them on their strengths, learning needs and next steps, and take action based on this.

Learners themselves will be increasingly involved in this process, as they develop the skills needed to be able to make effective judgments on their own learning; skills that will be important to them throughout life. Testing will continue to be part of the framework of assessment, providing additional evidence of what learners know, understand and are able to do, and helping teachers plan learning experiences which are motivating and challenging.

Earlston Primary fully embraces the national priority Assessment is for Learning.

The progress made by each child is assessed by the staff throughout the session to confirm each pupil’s progress.

Assessments are carried out in many different ways, each appropriate to what is being learned. Assessments are based on what children say, make, write, and do.

For example, practical tests will be given to see whether or not a pupil can measure accurately; teachers will observe pupils in discussion to assess their progress in those skills; a written test may be given to check for progress in spelling.

Our children also have a role in assessment; from the earliest stages we encourage our pupils to consider their own, and others’, performances in whatever tasks they are undertaking.

Assessment then is both formative, as an on-going daily and informal part of our teaching, and also summative, something which we do from time to time as a "spot check" to gain evidence of learning.

We use assessment to ensure that the work being planned will be appropriate for our pupils and often alter our plans in response to assessment to ensure that efficient and effective learning takes place.

Assessment evidence is collated into pupil profiles that will show the progress of an individual child’s learning journey. Primary 7 produce an e-profile to help ensure a smooth transition to secondary school.

For personal learning planning pupils take responsibility by setting their own learning targets on a regular basis in their learning journeys or through a learning conversation, whatever is appropriate for age and stage.
Children who may have additional support needs, or who require an Individual Education Plan or Co-ordinated Support Plan will be assessed in a way suited to their individual requirements. Further information is available from the Head Teacher.

Parents' interviews are arranged twice a year in order that staff and parents may exchange views of the children's progress.

The school year is split into four main teaching blocks. Curriculum Overviews are sent home at the beginning of each block to share with you what the children will be learning within all areas of the curriculum. These will come home termly.

Written reports are issued once a year in March and a face to face meeting with the teacher in November and May.

Reports will make reference to the knowledge and skills that your child has acquired as well as the quality of your child’s performance, particularly in the core areas of Language/Literacy, Numeracy and Mathematics and Health & Wellbeing. The report will show how each child is developing in relation to the four capacities as a successful learner; confident individual, responsible citizen; and effective contributor.

At any time, parents who are concerned about their children's progress are welcome to phone the school and ask for an interview with a member of the school management team. Arrangements can also be made for parents to have an interview with the class teacher at times other than our formal parents' nights. Please do not hesitate to ask.

Open Afternoons are also scheduled throughout the year as an informal chance for children to show and explain their learning to parents. Class teachers may also use these opportunities to demonstrate some of the learning activities for parents to participate in.

Further information for parents and carers on ‘Assessment and Reporting’ can be found on the following websites:

www.parentzonescotland.gov.uk (parents and carers)
www.educationscotland.gov.uk (teaching practice and support)
www.scotland.gov.uk/cfeinaction (real-life examples)
Transitions

Starting School - Enrolment

Enrolment of all children due to start Primary 1 in August usually takes place the previous November - exact details are printed in the local press. Children who reach the age of five years before 1st March of the following year are eligible for enrolment in the P1 class beginning in August each year. Children who live in the catchment area of a particular school must be enrolled in that school where parents will be informed of their right to make a placing request to another school of their choice and will be informed of the conditions pertaining to this. A parent or guardian wishing to enrol a child at Earlston Primary School is more than welcome to contact the school to make an appointment with the Head Teacher to discuss school policy and answer questions. A tour of the school can be arranged. Placing request forms are available from the school office.

Transfer from Nursery

We are fortunate that our Nursery class is based within the school building, which promotes strong links throughout Early level education. We have a comprehensive programme designed in consultation with the nursery to ensure that children receive the best possible start to their education in Earlston Primary.

There are numerous opportunities throughout the year for children within Nursery to build relationships with staff and children within Primary 1 and vice-versa.

Parent Information Meetings: In June each year, Nursery and Primary 1 parents are invited to information sharing meetings. This provides an opportunity to discuss practicalities on starting Nursery & School.
Deferred Entry

Under current legislation in Scotland, parents/carers of children aged between four and a half and five at the start of the school session (those with January to February birthdays) have a choice about enrolling their child for primary school. Children can start school before they are five or can defer their start until the following August.

What must parents/carers do?

- Enrol the child at the catchment area school, where there will be an opportunity to indicate interest in deferring entry, during the period notified in the local press.
- Discuss the possibility of a deferred entry with staff in an early years establishment.
- If there is agreement that the child will benefit from an additional pre-school year the parents/carers and setting will make a joint submission to the Early Years Admission Panel (EYAP). If there is not agreement then the parents/carers will make the submission and the setting will submit their information sheet separately.
- The EYAP consists of the Senior Education Officer (Early Years), Early Years Quality and Practice Officer and an Educational Psychologist.
- The Purpose of the EYAP is to consider applications and likely benefits for the individual children. They will accept, decline or seek further information. You will receive a letter confirming the decision and giving further instructions with regard to next steps.

Transfer between Primary Classes

Strong working relationships between staff at Earlston Primary School partnered with clear systems for transition ensures that information regarding each child’s learning, interests, challenges and overall wellbeing are communicated effectively when progressing from one year to the next.

A ‘Moving On Up’ is timetabled towards the end of each academic year. Children will spend the afternoon with their new class and class teacher (if circumstances allow).
Transfer from Primary to Secondary School

Pupils are normally transferred from Primary to Secondary Education between the ages of 11yrs and 12yrs so that they will have the opportunity to complete at least 4 years of secondary education.

Pupils from Earlston Primary School normally transfer from this school to:-

**Earlston High School**
**Head Teacher: Justin Sinclair**
**Telephone Number: 01896 849282**

Earlston High School is also a part of the Eildon East Learning Community which brings together a wide range of services to benefit young people. The principal purpose of the learning community is to ensure that services are better co-ordinated in order to meet the needs of young people and raise attainment. Learning Communities support the government’s approach to GIRFEC (Getting it Right for Every Child). This means that if a child/young person needs support then, where possible, there will be one co-ordinated assessment and one plan for that child/young person.

Earlston Primary School has close links with Earlston High School. There are regular Primary/Secondary Liaison meetings for staff. Throughout their Primary 7 year guidance staff visit the school and meet the children to discuss any concerns they may have, and also gather information from the class teachers to ensure a smooth transfer to secondary. There is a programme of multi-school learning experiences and festivals allowing pupils from the Eildon East Learning Community to meet each other and become acquainted prior to starting the High School.

All children in P7 at Earlston Primary visit the High School for a two day High School Transition visit in June.

An ‘enhanced transition’ can be arranged if there are any concerns raised by either parents or school staff. This would result in extra visits to the High School- meeting key staff and becoming familiar with the layout of the building.

Further information and advice regarding transition can be obtained from the following national organisations:

Enquire: [www.enquire.org.uk](http://www.enquire.org.uk)

Parenting Across Scotland: [www.parentingacrossscotland.org](http://www.parentingacrossscotland.org)
The best thing about our school is that we use lots of technology in our lessons.

- Meadow
Support for Learning

GIRFEC Guidance

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

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

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

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

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

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

Systems at Earlston Primary School

Earlston Primary School and Nursery have a variety of procedures to assist in the early identification of children and young people that may require additional support for a particular area of learning. Identification and support planning will take place at the earliest possible stage.
The progress of all children is continuously monitored by staff in consultation with the school management team. Through applying our thorough tracking and monitoring systems at Earlston Primary school we aim to meet the needs of every single learner—whether these take the form of mental, social, emotional or physical needs.

It is likely that your child will receive some form of additional support throughout their primary education. Challenges that children experience may only be short term, or be confined to one aspect of learning. This can often be resolved by a little extra help from the class teacher or the Support for Learning teacher.

A few children experience long-term difficulties throughout school. In this case, the class teacher and Support for Learning Teacher will plan an Individual Education Programme for the child to follow within the class setting. If it is felt to be of benefit, a child may be withdrawn from class to receive individual support, although in most cases children will be supported within the class setting. Some children, who require help from a variety of supporting agencies, are officially designated as having a ‘Co-ordinated Support Plan’. Examples of agencies include Speech Therapist, Educational Psychologist, Behaviour Support or Occupational Therapist.

If you believe your child has additional support needs, Scottish Borders Council publishes a range of informative advice. Visit the following webpage for further details. 
www.scotborders.gov.uk/info/886/additional_support_needs

Mediation

‘Enquire’ - the Scottish advice service for additional support for learning.

Operated by Children in Scotland, ‘Enquire’ offer independent, confidential advice and information on additional support for learning through:

- a telephone helpline - 0845 123 2303
- an email enquiry service - info@enquire.org.uk
- an online enquiry service
- two websites - www.enquire.org.uk (for parents/carers and practitioners) and www.enquire.org.uk/yp (for children and young people)

Looked After and Accommodated Young People

Some children and young people are unable to live at home with their parent(s) and the local authority has a legal responsibility to care for them.

This care can be provided in foster families, residential houses or residential schools depending on their individual needs.

Wherever possible, children and young people are expected to attend their original pre-five resource or school to minimise disruption to their lives. Where this is not possible the next preferred option would be to attend mainstream school with support if necessary.
Each school has a designated staff member, usually in a senior management position, who has responsibility to know of any child or young person who attends their school and who is looked after and accommodated away from home. Within Earlston Primary School the designated person for this role is the Depute Head Teacher.

We will ensure that any issues or concerns around the child or young person is addressed and communicated to the social worker responsible for the child or young person.

Foster carers and residential care staff act in place of the birth parents of the child or young person on everyday matters and should be provided with the support and advice of school staff which would be given to birth parents.

If there are any issues or concerns relating to a child or young person who is looked after and accommodated within the school, the child’s teacher should be informed about these in the first instance and further advice can then be pursued as appropriate with school management staff and social work staff.

The overall aspiration for children and young people who are looked after and accommodated is that they are supported, included and treated no differently in school than their peers.
The Educational Psychology Service.

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

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

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

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

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

Please see www.scotborders.gov.uk/EPS
New Carer’s Act for Scotland launched on 1 April 2018

The new Carers (Scotland) Act was launched by the Scottish Government on April 2018 and brings with it a number of important changes.

The Act applies to both adult and young carers and aims to support carers’ health and wellbeing and help make caring more sustainable. Overall, the goal is to deliver improved:

- carer engagement and involvement
- carer health and well-being
- early intervention
- personal outcomes for carers
- information and advice
- emergency care planning
- discharge planning with reduced delays and readmission.

The definition of a carer is being broadened to mean any individual who provides or intends to provide care for another individual. This will include anyone who provides unpaid support to family or friends who could not manage without this help e.g. caring for a relative, partner or friend who is ill, frail, disabled or has mental health or substance misuse problems.

The current carer assessment is being replaced with carer support plans for adults and a young carers statement for young carers. These will act as a gateway to various types of support, including statutory services, emotional support, training, advice, information, access to short breaks and respite, benefits advice and signposting to other services.

New eligibility criteria are being introduced that will identify the carers that the Council will be required to support. The carer support plan will identify other ways that carers can be enabled to carrying out their caring role.

Carers will also have the right to be involved in the development of local strategies and services that affect their caring role.

Dr Stephen Mather, Chair of the Scottish Borders Integration Joint Board, said: “The contribution that carers make not only to the lives of the people they care for but also to their local communities and the Borders as a whole should not be underestimated. This Act aims to make sure that the vital role they play is recognised, with the Council, NHS Borders and other members of the Health and Social Care Partnership fully committed
to taking their views into account as an equal partner when, for example, carrying out assessments or undertaking hospital discharges or care planning.

“Improving support for unpaid carers is also one of the key priorities of the recently approved Health and Social Care Locality Plans, with each of the five plans setting out our commitment to ensuring that an adult carers support plan, young carers statement and eligibility criteria are in place. A short breaks statement containing both local and national information is also being developed and we are working towards having a Carers Strategy in place by April 2019.”

Lynn Gallacher, Borders Carers Centre Manager, welcomed the new Act, saying: “This is a key piece of legislation that promises to promote, defend and extend the rights of adult and young carers across Scotland. The challenge now is to implement the Act to ensure these benefits are realised for our local carers.”

For more information, contact the Borders Carers Centre on 01896 752431, at: admin@borderscarers.co.uk or: www.borderscarerscentre.co.uk. They provide a confidential and comprehensive carers’ advice and support service and can help with any queries people may have, including developing a carers support plan.

Young carers under 18 should contact the Scottish Borders Young Carers Service provided by Action for Children on 01896 750173. Young adult carers from around the age of 16 who are beginning to use adult services should contact the Borders Carers Centre.

Notes to editors

- Detailed information about the Act is available on the Scottish Government website
- More information about the Scottish Borders Young Carers Service is available from the Action for Children website
- The Partnership’s Locality Plans are available at: www.scotborders.gov.uk/HSCPLocalityPlans

For more information, contact the Communications and Marketing team on 01835 826632 or communications@scotborders.gov.uk
Young Carers

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

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

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

Within Earlston Primary School we want our young carers to enjoy school and that it is a positive place to come and they feel included.

Please let us know if there are difficulties for your child in participating in learning, arriving on time, or any other issues which may affect their well being at school. It is the intention of Earlston Staff to offer all support they can to your child.

- Detailed information about the Carers Act 1.4.18 is available on the Scottish Government website
- More information about the Scottish Borders Young Carers Service is available from the Action for Children website
- The Partnership’s Locality Plans are available at: www.scotborders.gov.uk/HSCPLocalityPlans

For more information, contact the Communications and Marketing team on 01835826632 or communications@scotborders.gov.uk
Promoting Positive Behaviour

‘A large playground, sports clubs, PE and sports festivals all help us to stay fit and active’.

- Isaac
Promoting Positive Behaviour

It is our aim at all times to support and improve the behaviour of all the children under our care. To do so we acknowledge the important part that parents play in supporting the school to achieve our aim.

Below is a copy of our current behaviour policy, although pupils, parents and staff are currently working together to review and enhance our existing practice with regards to promoting positive behaviour.

We aim

- To maintain and develop a safe, friendly secure environment
- To encourage good attitudes to learning and co-operation
- To promote respect and consideration for others
- To encourage and guide children make the right choices
- To promote responsibility when dealing with school and personal property
- To ensure that everyone in the school shares responsibility for making Earlston Primary School a happy place to work in

With these aims, we believe we will raise the self-esteem of all involved.

How can we achieve our aims?

Everyone in the school community working together;

- with a positive approach to behaviour
- using praise and recognition for good behaviour
- with a focus on raising self-esteem
- and treating each other with respect in a fair and just manner
- while helping children realise they are responsible for their choice of behaviour
- and dealing with problems in a sensitive and caring manner
- with high expectations of each other

Learning and Teaching

There is a very strong relationship between behaviour and learning, children learn better in an ordered and positive environment. Equally, children who are stimulated and engaged in their learning through high quality, effective teaching, and children who have their progress and achievements recognised will feel valued and motivated to achieve more.

Within our learning programmes and in class activities, including circle time, we teach children:
• responsible behaviour and that their feelings and reactions can be affected by what is happening within and around individuals
• relationships with others and that friendships, caring and respect for self and others are important in maintaining positive relationships
• responsible citizenship, including opportunities to discuss issues and views and influence positive change in the school.

Rules

A key element in promoting positive behaviour is the formation of a small number of positively worded rules which are explicitly taught and consistently applied and reinforced both routinely and in response to specific behaviours.

The following rules are set out around the school.

In my school, we treat each other with RESPECT:
• Do as you are asked first time
• Use kind words and actions
• Be polite and use good manners
• Ask permission to leave the room or playground
• Look after people, property and the school environment

To support children in following the rules, we have taught procedures for moving around the school, lining up, organising of belongings etc. This gives children a clear understanding of what is expected of them.

Rewards

In order for this to work most effectively, teachers place a strong emphasis on positive behaviour by consistently giving praise and recognition when pupils follow the rules and routines. Where a child is not following the rules, the most effective redirection comes from the teacher highlighting the example of those children who are behaving well appropriately.

If pupils follow the rules, as well as being given verbal praise, each class will have a wide range of rewards to focus on positive behaviours which will be agreed and chosen with the children and will include:

• stickers and stamps
• awards and certificates
• positive notes home
• recognition at assembly
• school displays
Children are also encouraged to work as a group or table to gain points or tokens which are “banked” towards a progressive set of group or class rewards. For example, the table gaining the most points in a week may be awarded a particular privilege such as extra break, using special cushions etc.

Likewise a class may agree on targets and rewards for all the children to work together to achieve. This may be linked to a topic or theme and result in a trip out or a particular activity in school for the class.

Further rewards will also be given for effort in work and personal organisation, separately from the above.

**Consequences**

We recognise that there are many reasons why children may experience difficulties behaving in an appropriate way. If a child is experiencing difficulties, we will always speak to the child and parents to find out if there is a problem and to identify how we can work together to support and guide the child.

Usually this is enough to help the child back on track; however, if a child chooses not to follow the rules, there is a need for a clear set of sanctions which will reinforce to pupils that there is a consequence to their behaviour.

In the Early Years, the focus is always on teaching appropriate behaviours and any consequence is visual and may involve moving names onto different coloured traffic lights.

For older children the consequences are:

1. The pupil is given a reminder to keep the rules.
2. If the pupil does not heed the reminder, he/she is given a warning which is recorded on the class tracking sheet *.
3. If the pupil continues with the behaviour, he/she will be removed from an activity for 5 minutes.
4. If the pupil continues to ignore the rules, parents will be informed prior to the end of the school day that their child has behaved this way and will be invited in to discuss this with the teacher and child at the close of school.
5. If after all of the above have occurred, a child breaks the rule further, then management (Head Teacher, Depute Head Teacher or Principal Teacher) will be involved and an individual incident log will be completed. At this point individual measures may be invoked and exclusion could be an option.

Any violent incidents will immediately be dealt with by sanction 3 - 5.

*The tracking sheet is not a sanction, but is a recording tool which helps teachers to identify patterns of behaviour and low level disruption to support the overall good order.
The Playground

In order to ensure the children’s safety and to help with any difficulties, Scottish Borders Council employs a playground supervisor during all breaks.

The playground supervisor is in the playground from 8:40am to 8.50am. Children should not be in the playground before 08:40 as there is no supervision prior to this time.

The same school rules apply during break. The playground supervisors deal with minor incidents in an appropriate manner and any major incidents will be reported to and dealt with appropriately by the management team.

These breaks can be influential and important in the child’s school day. It is a time to play with others, to form friendships, to work in teams, to exert self-discipline and be responsible towards others. The children can always share any suggestions, stresses and concerns about the playground to a member of staff, during circle time in class, or to the Pupil Council.

Complaints Procedure

We realise that we won’t always get things right and we welcome feedback to help us to improve. If you are unhappy about something, this guidance is intended to support you in dealing with it:

The Starting Point

What are you unhappy about? What do you believe is wrong? What do you think can be done to put it right?

Please take time to think about what you are complaining about specifically.

It is important to remember that co-operation between school and home will help.

Sharing the problem

You may first wish to write or telephone outlining your complaint.

This will allow the classroom teacher or a member of the management team time to investigate the complaint.

Solving the problem
Once the investigation has taken place, the member of staff dealing with the complaint will contact you to arrange an appointment to discuss the complaint. A solution may be suggested with agreement to review the situation after a set time.

**Dissatisfaction with the solution**

If you are totally dissatisfied with the school’s response, please make it clear to the member of staff dealing with the complaint. The next step is to write to the Director of Lifelong Learning and ask for a meeting.

**The Final Step**

If you are still dissatisfied with the response, please make it clear. The next step is to approach your councillor and ask for their help, they will be able to guide you through The Local Authority Complaint procedure.

**Things not to do;**

Do not raise the complaint through the Parent Council in the first instance. They will recommend you use the Complaint’s procedure and contact the school directly to have the issue dealt with.

Do not allow your problem or complaint to become a community issue with a wide audience; you and your child deserve better than that; remember if we don’t know about something we can’t help.

**Out of School Incidents**

The school has no authority to deal directly with out of school incidents. However, we may explore incidents and implement support procedures if required to minimise the negative impact on learning within school.
“Pupil Committee groups let us plan and organise how our school develops.”
- Jorja
Consultation with pupils about their views on their school environment and their learning play an important part in our drive to continually improve. At Earlston Primary we believe that giving young people a ‘voice’ as partners in the process of school improvement, leads to a more effective learning organisation.

**Planning & Evaluation**

In order to ensure that all learning builds upon previously learned skills, knowledge and understanding, children play a key role in the planning stage. Teachers will use planners and recording sheets in order to identify next steps in regards to areas of learning. Discussion then takes place with children to identify…

- Retention of previous knowledge, understanding and skills
- Preferred contexts for learning
- Possible activities
- Key questions
- Resources that may support their learning

Similarly, throughout the learning process children are encouraged to evaluate teaching and learning by answering questions such as…

- What went well?
- What skills, knowledge and understanding did you learn?
- Was there anything that you found challenging?
- Would you alter anything next time?
- What are your next steps?

This process ensures that all children have ownership of the learning process from planning right through to evaluation.

**Primary 7 Monitors / Role Models**

Primary 7 pupils take on a variety of leadership roles assisting the smooth running of our school. ‘Playground Leaders’ is an example of such leadership responsibilities. Following training within Primary 6, the Primary 7 pupils are encouraged to befriend and play games with the younger pupils at break and lunchtimes, making sure they can access the school building should they need the toilet or will alert an adult playground supervisor if a child is hurt or upset.

Primary 7 also act as lunchtime helpers by setting out tables and chairs prior to lunch, carrying lunch trays for Primary 1 children and tidying up when lunches are finished.
Pupil Committee Groups

All children are members of a Pupil Committee Group. Children are allocated to a group based on their preference. These committee groups provide children with an opportunity to plan, organise and implement positive changes to the school while developing pupil leadership.

We are planning to enhance these committee groups by involving parents, carers and wider community. If you would like to be involved in any of the committee groups then please get in contact with the school.

House Captains

The children are placed in one of the three houses: Tweed, Teviot & Leader. A House captain and Vice-Captain are elected for each house. The House Captains have the following responsibilities:

- Encourage good behaviour.
- Count up house points
- Form part of Pupil Learning Board
- Help to organise house events throughout the year, such as House Quiz and Sports Day.

JRSOs

Earlston Primary has 2 Junior Road Safety Officers from Primary 7. The JRSOs work hard to organise competitions and awareness raising events to inform pupils about road safety.

JASCs

Another role within Primary 7 is the role of Junior Active Schools Coordinator. Four children from Primary 7 are selected each year to fulfil this post. The role of the Junior Active Schools Coordinator is to work alongside our Active Schools Coordinator to organise, promote and evaluate sporting events throughout the year.

Questionnaires

We continually strive towards excellent teaching for excellent learning. To help support the strategic decisions we make, pupils from Primary 3 to Primary 7 are encouraged to complete a questionnaire each year to gather their views on a variety of topics. Data from these questionnaires, combined with evaluations from parent and staff enable us to recognise good practice and identify next steps within our School Improvement Plan.
Parents as Partners

What I like about our school is that all teachers make our learning fun.’
- Kayden
Parents as Partners

We treat parents as genuine partners in supporting and enhancing children's learning. It is important that we all have a clear understanding of viewpoints and attempt to manage a system which takes these into account. We aim to be accessible to parents and to be open minded, with attitudes and beliefs being shared and discussed.

Parent Helpers

There are many ways in which parents can help at home and in school with children's learning. In school, parent helpers will not be asked to take on the role of a teacher, but may support the school in a wide variety of ways such as making toast, creating wall displays or participating in working parties. If you would like to be involved, please let us know.

Parent Forum and the Parent Council

In 2006 the Scottish Government brought in legislation to encourage and enable parents to be involved in the education of their own children. It also replaced School Boards with Parent Councils, which are intended to help parents become more involved.

Since the Parental Involvement Act 2006, every parent, carer and guardian of a child at a school is automatically a member of that school’s ‘Parent Forum’.

The Parent Forum can choose to set up a Parent Council, which can represent the views of parents and work with the school to increase the ways in which parents can be involved with their own children's education and with the life of the school generally.

The legislation sets out four areas of responsibility for a Parent Council, which are:

1. Support the school in its work with pupils and parents
2. Represent the views of parents
3. Promote contact and communication between the school, parents, the community, nursery and other providers
4. Report to the Parent Forum

Earlston Primary School Parent Council & Fundraising Committee

Earlston Primary School currently have a fantastic parent council who work in partnership with the school to aid communication and support pupil learning. New members are always welcomed into the Parent Council.

In addition to the Parent Council, Earlston Primary School also have an active Fundraising Committee that work very hard to raise money for the school. Keep up to date on their current events by visiting the school website.

If you would like to view the Constitution of Earlston Primary School Parent Council then this can also be found on our School Website: www.earlstonps.co.uk.
Why get involved and how can I help?

Parents and family members are by far the most important influences on their children's lives. By becoming involved in the life of Earlston Primary School you can show your child that their education is important to you.

How do children benefit?

When children see their parents and other family members getting involved in the school it:

- Shows you are interested in what the school is doing
- Let’s them see you value what they are learning
- Gives younger children a sense of security
- Helps them learn about the wider community
- Helps them learn from their parent’s example

How do parents benefit?

Parents like to be involved because they:

- Get to know the teachers and other parents
- Gain a better understanding of how the school works and how children learn
- Can see how their own child relates to other children and teachers
- Have the satisfaction of knowing they are making a useful contribution to the school and to children’s learning
- Can be a positive role model to young people

How does the school benefit?

Schools benefit because:

- They have a wider range of experience and skills to draw on
- They develop closer links with the parents and the school community
- Teachers are grateful for extra help
Message from Earlston Primary School Parent Council

The Parent Council is where the parents, carers, teachers and local community come together to discuss what is happening within our school. We meet every two months and encourage any parent/carer to join us without commitment to any role within the Council. We feel that a strong bond should be made between Parents/Carers and all school staff to encourage continuous improvement within our children’s education.

We promote contact and communication between the school, parents/carers, the community, nursery and any other providers. We continually try to include every child’s needs within the school. We encourage teachers to communicate with us so that we can achieve excellent results with all our children.

We work with the Head Teacher on policy reviews and provide a parents’ viewpoint on ideas for reporting on children’s achievements. The Parent Council strive to help within the school in ways that will encourage outstanding attainment results.

The Chairperson also attends meetings with the Education Department at the Scottish Borders Council. This works in much the same way as the Parent Council as we are informed as to what is happening within the schools in The Borders and allow us to speak on behalf of all parents about issues that concern us.

Most of all we are a diverse, friendly group of people who enjoy getting together and share our concern for our children.

Anyone that wishes to come along is more than welcome, even if it’s just once a year.

An AGM is held annually to review progress from the year and appoint office bearers’.

Minutes of Parent Council meetings are available on the school app.
Message from Earlston Primary School Fundraising Committee

“The fundraising committee is a group of parents and carers who come together to discuss, organise, set up and run all the events that are held at school.”

We raise funds that help the children of Earlston Primary school have extra facilities within school and attend events out with school. Over the years we have raised money that has used for the following: Library refurbishment, Life skill room (kitchen), ICT equipment, Christmas parties P1-P3 and school trips.

We hold informal meetings a few times a year and every parent or carer is welcome to attend. All we are looking for are a few hours per year to either attend the meetings or be a helper at one of the events. No long term commitment required.

We’re a friendly group of Mums, Dads and Carers with children of all ages at Earlston Primary School and we are always happy to welcome new members. If you’re interested please give your name and contact number to school reception and we will contact you.”
Communication and Access

At Earlston Primary, we use a range of methods to communicate with parents. These include:

- face-to-face communications and open approach (e.g. meetings with teachers or member of management; showcase afternoons; parent information evenings; assemblies; drop-in sessions; school events/activities)
- letters
- newsletters
- phone calls
- texts
- school website
- school app
- Facebook
- Email
- Group-call
- handbook
- homework diaries/jotters
- notice-boards
- radio announcement (e.g. emergency school closures)
- local media (to showcase areas of good work and events)
- surveys
School Policies

‘Our school is great because the food is really yummy.’
- Amy
School Policies and Useful Information

Respectful Relationships Policy

Scottish Borders Council Education Committee has approved a new anti-bullying policy entitled 'Respectful Relationships' which was developed on the back of a range of evidence based recommendations from local young people.

The policy provides guidance, to staff, parents, and children and young people on the prevention and management of bullying behaviour to make all learning settings safe, respectful, and positive environments where bullying behaviour is never acceptable. The Policy will be implemented on 20 August 2013.

Advice for parents is available from Scotland's national anti-bullying service – 'respectme', including the 'Pointers for Parents’ resource and ‘You Can Make A Difference - A Practical Guide for Parents and Carers’. These are available free from respectme publications.

Please visit the following website for more information: www.respectme.org.uk

Attendance and Absence

All schools in Scotland follow National Policy in regards to Attendance and Absence:

- Section 30 of the Education (Scotland) Act, 1980 lays a duty on every parent of a child of school age to "provide efficient education for him suitable to his age, ability and aptitude, either by causing him to attend a public [that is local authority] school, or by other means". The overwhelming majority of parents choose to meet this duty by enrolling their child at a local authority school and therefore must ensure that their child attends school regularly. Attendance must be recorded by the school twice a day, morning and afternoon.

- If a parent chooses to educate their child by other means than sending that child to school, the parent is still under a duty to ensure that the child is being provided with efficient education. Under Section 37 of the Education (Scotland) Act, 1980, the parent has a duty to ensure that a child educated outwith school is provided with an education suited to age ability and aptitude and the parent must satisfy the Education Authority that the child is receiving efficient education.

Some children and young people are absent from school for long periods of time, or their learning is interrupted frequently due to ill health or hospitalisation. If this is the case, arrangements can be made for home tuition, if supported by medical information. The school can provide information about this.
• 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 that is approved by the authority, or unauthorised that is unexplained by the parent (truancy) or temporarily excluded from school.

• Parents must contact the school by telephone or in person by 0915 hours on the first day of absence, explaining the reason for non-attendance. It is important that the school is notified to prevent unnecessary procedures being followed e.g. in extreme circumstances, there may be a need to involve social services or police. The parent should provide a written note on the child’s return to school, confirming the reason for absence.

• Due to the avoidable disruption to children's education caused by family holidays in term time, the Scottish Government issued a new Circular on attendance and absence in 2003.

• This national circular makes it clear that without the prior agreement of the school, family holidays will be classified as unauthorised absence. Schools will only give such agreement in exceptional circumstances related to the well-being of the family. Within the terms of the national circular reasons which are not acceptable include the availability of cheap holidays, the availability of desired accommodation, poor weather in school holidays, holidays overlapping the end of term, and parental difficulty in obtaining leave (except in specific circumstances).

• The school and Authority seek your fullest co-operation in communicating to all young people the value of their time at school by ensuring that no learning and teaching is lost through unnecessary and avoidable absence.

• Parents may request that their children be permitted to be absent from school to make an extended visit to relatives. Only written requests detailing the destination, the duration and the provision that will be made for their continuing education will be granted and the pupil noted as an authorised absentee in the register.

• Clearly with no explanation from the parent, the absence is unauthorised.

Teachers have been advised not to supply work to be taken on holiday. Any catching up will have to be undertaken by pupils when they return to school and by taking extra work home.

At Earlston Primary School registers are taken twice per day- once first thing in the morning and again after lunch. If your child is marked absent and we have not heard from the parent or carer to explain absence then a text message will be sent out to inform you of your child’s absence. This is to ensure children are safe and have not left home and failed to arrive at school.
CHILD PROTECTION

- Our settings in the Scottish Borders work hard to keep our children and young people safe - all children and young people have a right to feel safe within the setting, home and community.

- Within our setting we strive to provide a safe, secure and nurturing environment for our children and young people, which promote inclusion and achievement.

- All staff in Education have a statutory and professional responsibility to take action if we have reason to believe a child is suffering, or is at risk of abuse.

- Our Scottish Borders Child Protection procedures set out what we will do if we have reason to believe a child is being abused or is at risk of abuse, either within the home or the community. These procedures are designed to ensure that children and young people get the help they need when they need it.

- All staff are aware of their child protection responsibilities and every year all staff in our setting attend a child protection update.

- Many of our staff undertake additional multi-agency child protection training.

- Every setting has a Child Protection co-ordinator who has the responsibility for overseeing child protection concerns as well as those young people who are care experienced within the setting.

- The Child Protection co-ordinator for the setting is……………………………………

What to do if you have a child protection concern?

It's everyone's responsibility to protect children.

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

01896 662787 (Duty Children and Families Social Work Team)

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

Emergency contact

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

Need more information about keeping our children and young people safe?

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

http://onlineborders.org.uk/community/cpc
Class Size Policy

In law, the present maximum number of children in classes in P1 is 25; P2 & P3 is 30; P4-P7 is 33.

The exception to this is a composite class, which has a maximum size of 25. The Council allocates its staffing to primary schools to ensure that the maximum class sizes outlined above can be adhered to at all times.

Your child may be placed in a composite class during their primary education. Composite classes are formed to make efficient use of teaching staff in a school. Composite classes occur where children from two or more year stages are grouped together e.g. P2/3 or, in the case of some small schools, P1/2/3.

The number of teachers in a primary school is based on the number of children on the total school roll, not on the number in any single year group. The Head Teacher decides on the best possible structure of classes based on the number of pupils enrolled.

Further information on composite classes is available online at: www.scotborders.gov.uk/info/878/schools/367/composite_classes

Customer Care Procedure

A Customer Care Procedure operates within the school to ensure that all stakeholders have opportunities to raise issues with the confident expectation that their views will be considered in a positive and caring context.

We are committed to providing high quality customer services. We value complaints and use information from them to help us improve our services.

Should you wish to comment on or make a complaint about any aspect of provision made by the school, you should write in the first instance to the Head Teacher whose address is given towards the end of this handbook. Once the Head Teacher has responded, and if you are still dissatisfied you should use the procedure set out in the Scottish Borders Council leaflet “Complaints Procedure”. This leaflet is available online at the following address.

www.scotborders.gov.uk/downloads/file/5740/a_guide_to_scottishBordersCouncil_complaints_procedure
DATA PROTECTION
Scottish Borders Council is a local authority established under the Local Government etc. (Scotland) Act 1994 and its headquarters is based at Newtown St Boswells, Melrose TD6 0SA. You can contact our data protection officer by post at this address, or by email at: dataprotection@scotborders.gov.uk, or by telephone – 0300 100 1800.

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

We need to collect, use and store personal information about you and your child/ren to enable us to provide your child/ren with an appropriate education. We provide these services to you as part of our statutory function as your local authority under:
- The Education (Scotland) Act 1980, Education (Scotland) Act 1980
- The Education (Placing in Schools etc. Deemed Decisions) (Scotland) Regulations 1982
- The Standard in Scotland’s Schools Act 2000
- Education (Scotland) Act 2016

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

Who we will share information with
We will share information with health and wellbeing services and may share information with other external agencies and organisations who provide or assist with educational provision and with online payment solution providers.
- The Scottish Government for examination, career guidance and monitoring purposes.
- ParentPay, ESP Systems and CRB to allow the school to offer cashless catering and to receive payment for school trips and events;
- Groupcall to allow the school to communicate with you;
- The NHS for health monitoring;
- Netmedia to enable the online arrangement of parents evenings;
- Internal Scottish Borders Council departments to allow the provision of catering and transport.

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

We are also legally obliged to share certain data with other public and regulatory bodies such as Education Scotland, Police and NHS will do so where the law requires this.
Your information may also be shared and analysed internally in order to provide management information, inform service delivery reform and similar purposes to meet our duty to achieve best value and continuous service improvement. We are legally obliged to safeguard public funds so we are required to verify and check your details internally for fraud prevention. We may share this information with other public bodies (and also receive information from these other bodies) for fraud checking purposes.
How long do we keep your information for?
We only keep your personal information for the minimum period amount of time necessary. Sometimes this time period is set out in the law, but in most cases it is based on the business need. We will retain a copy of your child/ren’s educational record up until they reach the age of 25.

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

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

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

For more information on your rights please visit our website http://www.scotborders.gov.uk/DPYourRights or if you would like a hard copy of this information, please contact us using the contact details provided above.

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

However, you also have the right to lodge a complaint about data protection matters with the Information Commissioner's Office, who can be contacted by post at:
Information Commissioner's Office
Wycliffe House
Water Lane
Wilmslow
Cheshire
SK9 5AF
You can visit their website for more information https://ico.org.uk/make-a-complaint/.

If your complaint is not about a data protection matter you can find details on how to make a complaint on our website:
https://www.scotborders.gov.uk/info/20016/have_your_say/155/make_a_complaint/1
Emergencies

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, temporary interruption of power, provision of transport or fuel supply.

In such cases we shall do all we can to let you know about the details of closure, temporary arrangements or re-opening. We shall keep you in touch by using methods of communication such as letters, groupcall (text messaging service), emails, school website and the local radio station- ‘Radio Borders’.

Equal Opportunities

Scottish Borders Council views the Scottish Borders as a place where everyone matters, where everyone should have equal opportunities and where everyone should be treated with dignity and respect.

In Earlston Primary we support Scottish Borders Council’s Equal Opportunities policy. We endeavour to provide equal access for all children to a curriculum that is appropriate, promotes equal opportunities and social inclusion and meets their needs regardless of gender, race, religion or colour.
Homework

A key partnership is the one that we have with the parents and carers of our pupils. We take every opportunity to encourage parents and carers to be involved in their children’s education in as many different ways as possible. Support with homework is one very important way of doing this.

Ideas for enhancing learning and allowing your child to find out more about a particular aspect of a topic are suggested by class teachers every term and shared via letter. Some specific skills e.g. reading, number bonds (learn its) are sent home for your child to practice and a more formal task specific approach to homework is adopted at P6 and P7. We would ask that parents support this aspect of their child’s education by being actively involved and sharing this interest with their child. Tasks may include reading, phonics, spelling, simple research, maths and a variety of other activities depending on the child’s age, ability and interest.

Parents should note that their encouragement and help at home does much to improve children’s work and motivation. If there are any difficulties with homework we encourage parents to contact the school and we will be happy to meet with parents to discuss.

For further advice and support with homework the following websites may be of use:

- **BBC schools online** ([www.bbc.co.uk/schools](http://www.bbc.co.uk/schools)) - offers homework help for all ages, with exam revision help in their Bitesize section as well as live webcasts from authors and even learning games
- **Homework High** ([www.channel4learning.com/apps/homeworkhigh](http://www.channel4learning.com/apps/homeworkhigh)) - covers lots of different subjects in fun, colourful websites, for use by teachers and students in the classroom or at home
- **Homework Elephant** ([www.homeworkelephant.co.uk](http://www.homeworkelephant.co.uk)) - all your homework resources in one place. Includes a Subject Help area for if you know what you are looking, post a question in Agony Elephant with experts in Maths, Physics, English, Music, Biology and Geography, History and General questions and Hints and Tips section where you can learn how best to study and how to deal with homework worries.

Outings

Details of individual excursions are sent home as they occur.
Medical and Health Care

Please note that Earlston Primary School is a ‘NUT FREE ZONE!’ No child is permitted to bring snacks of nuts or snacks with nuts in them.

All Primary 1 pupils are given a medical by a local doctor or school nurse as required.

Eye-tests are carried out on all children in Primaries 1.

Audiometric tests, to detect hearing defects, are carried out following referral from ourselves or your GP. The school can also refer any child for a test, if a parent or teacher expresses any doubt about hearing. The school would naturally consult with parents before starting this procedure.

The Schools Dental Service carries out dental inspections as part of a survey in P1 and P7.

The school nurse will occasionally visit the school and may issue leaflets to promote health education and offer advice to pupils and parents. Parents can contact the school nurse at any time to discuss a concern. Contact details can be found near the end of this handbook.

Please note, no medical examinations will be carried out without permission.

If a child takes ill in school or has an accident the parent or person to be contacted in an emergency will be informed if the condition is such that the child would be better going home or for treatment. It is therefore essential that the school has on record information as to where parents or emergency contacts can be located at all times of the school day. In cases of injury to a child where hospital attention may be necessary, the child may have to be taken there without delay. This would be done under the care of the school staff and parents contacted as soon as possible.

Medication to Pupils

**Non-prescribed medication** (including Paracetamol) will **not** be given to pupils by staff.

Individual members of staff may or may not be willing to administer **prescribed medicines**. Parents are asked to plan the giving of medicines in out-of-school hours where at all possible i.e. the child may return home at lunch time. Where this is not possible, parents must fill in and sign the form MED P (prescribed) before a volunteer member of staff administers the medicine. These forms are kept at the School Office. All medicines will be stored at the Office and pupils will have to come there at the appropriate time(s) i.e. when the medicine must be taken. You are advised to bring only a small quantity of the medicine to school.
Where a pupil is on complex medication for an on-going condition, arrangements will be made for that individual to receive medicine. Procedures will be agreed by parents, school and medical staff.

Children with ongoing or severe medical concerns will have a medical action plan created. The school will check these plans annually to ensure that all information is up to date and that all relevant staff are aware of needs. If there are any changes to your child’s medical condition then please inform the school immediately.

**Headlice**

Headlice are a recurring problem and we would appreciate if parents could notify us if they find any in their child's hair so we can follow Health Board Guidelines ensuring confidentiality. The Chemist or Health Centre can advise on treatment. Research shows that the most effective way to eliminate headlice is to fine comb on (conditioned) hair every week.

If in doubt about treatment, please contact the School Nurse, Mary Carryer at Melrose Health Centre (01896 822161)
Communicable Disease

Recommended minimum periods of exclusion from school of children who are cases or contacts of infectious diseases:

<table>
<thead>
<tr>
<th>Diseases</th>
<th>Periods of Exclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whooping Cough</td>
<td>21 days from onset</td>
</tr>
<tr>
<td>Influenza</td>
<td>Exclusion until clinically well</td>
</tr>
<tr>
<td>Measles</td>
<td>Until at least 5 days after the rash appears or clinically well, whichever is longer.</td>
</tr>
<tr>
<td>Chickenpox / Scarlet Fever</td>
<td>5 days from onset of rash or until spots become dry – whichever is longer.</td>
</tr>
<tr>
<td>German Measles (Rubella)</td>
<td>5 days from onset of rash.</td>
</tr>
<tr>
<td>Mumps</td>
<td>Until swelling subsides</td>
</tr>
<tr>
<td>Polio/diphtheria/typhoid/dysentery/foodpoisoning/salmonella</td>
<td>Until certified as fit to return by Community Medicine Specialist (minimum 48 hours)</td>
</tr>
<tr>
<td>Salmonellosis</td>
<td>Minimum of 48 hours after clinically well.</td>
</tr>
<tr>
<td>Erysipelas/scabies/ringworm</td>
<td>Until treatment is initiated by a GP/Nurse.</td>
</tr>
<tr>
<td>Viral Hepatitis</td>
<td>7 days from onset of jaundice.</td>
</tr>
<tr>
<td>Hand, Foot and Mouth</td>
<td>Exclusion whilst clinically unwell and until spots are healing.</td>
</tr>
<tr>
<td>Impetigo</td>
<td>Exclusion until the sores are healed (not weeping) or given effective antibiotics for a minimum of 48 hours.</td>
</tr>
<tr>
<td>Roseola Infantum (exanthema subitum) – viral infection</td>
<td>Exclusion until clinically well.</td>
</tr>
<tr>
<td>Scarlet Fever</td>
<td>Exclusion until clinically recovered, or 48 hours after appropriate antibiotics have started.</td>
</tr>
<tr>
<td>Conjunctivitis</td>
<td>Exclusion until symptoms are resolved or as directed by GP.</td>
</tr>
<tr>
<td>Herpes (Zoster)</td>
<td>No exclusion if blisters can be covered; otherwise, for 5 days after onset.</td>
</tr>
<tr>
<td>‘Slap Cheek’ (Fifth disease)</td>
<td>Exclusion until clinically well</td>
</tr>
<tr>
<td>Vomiting, Diarrhoea and Fever</td>
<td><strong>May return to school after 48 hours free from last bout of vomiting and diarrhoea.</strong></td>
</tr>
</tbody>
</table>
**School Meals Service**

The Schools Health Promotion and Nutrition Scotland Act 2007 requires all local authorities to ensure that food and drink provided comply with nutritional requirements.

School meals are very much part of a whole school approach and part of the daily learning experience for children in school.

At Earlston Primary we believe that school meals should be an interesting and enjoyable time. Our philosophy is to help children toward a good diet by providing an attractive and interesting range of wholesome cooked food made from excellent fresh quality ingredients, and there is virtually no processed food offered or used at any stage in the process. Many of the foods used are sourced from local food providers in Scottish Borders.

Your child will have a choice of:

- soup with a sandwich or
- one of two main course options
- school packed lunch

These all come with the choice of either the daily dessert, fresh fruit or yoghurt and the choice of water, fruit juice or milk. The current price of a school lunch is £2.10.

Menus are issued online throughout the year and are based on a four week menu cycle. A pre-ordering system (ParentPay) is in place which allows you to spend time discussing your child's weekly choices in advance.

ParentPay is a truly cashless catering system, making schools safer and giving you peace of mind. Paying for your child’s school meals online gives you more control and greater visibility over the food choices they are making. There’s no need for children to take cash into school - you can top up your balance using any one of the payment methods accepted. Your balance will be updated daily based on the meals your child selects. View meal choices online in schools using compatible cashless till systems.

Space is provided for pupils to take packed lunches in the school dining room.

Online Menus can be found at: [www.scotborders.gov.uk/downloads/download/742/school_meal_menus](http://www.scotborders.gov.uk/downloads/download/742/school_meal_menus) or via ParentPay.

It is the parent or carers responsibility to apply for free school meals and application forms can be downloaded from Scottish Borders council website.
P1-P3 Free School Meals

All Scottish P1-P3 pupils will get free school meals from January 2015.

Free School Meal Entitlement

The government provides assistance to families on low income to access school meals through The Education (School Meals) (Scotland) Regulations 2003 and the Education (School Lunches) (Scotland) Regulations 2009.

To qualify for free school meals, you must meet one of the following criteria.

- receive Income Support, Job Seekers Allowance (Income Based) or Employment and Support Allowance (Income Related)
- Child Tax Credit (but not Working Tax Credit) with an annual income less than £15,910
- maximum Working Tax Credit and maximum Child Tax Credit with Income below £6,420
- Support under part vi of Immigration and Asylum Act 1999.

It is the parent or carers responsibility to apply for free school meals and application forms can be downloaded from Scottish Borders council website.

Clothing Grants

The Government provides assistance to families on low income to access school clothing grant.

To qualify for school clothing and footwear grant, you must meet one of the following criteria:

- receive Income Support, Job Seekers Allowance (Income Based) or Employment and Support Allowance (Income Related)
- Child Tax Credit (but not Working Tax Credit) with an annual income less than £15,910
- maximum Working Tax Credit and maximum Child Tax Credit with Income below £6,420
- support under Part VI of Immigration and Asylum Act 1999
- Child Tax Credit and Working Tax Credit with an income less than £15,910.

The clothing grant is only paid once in a school year between August and the following March, per child.

If you are also making an application for housing and council tax reduction, that form also has a section where you can apply for these benefits.
It is the parent or carers responsibility to apply for clothing grants and application forms can be obtained from your child’s school or by downloading from Scottish Borders council website.

**Transport**

Free school transport and privilege lifts are available for some school children in the Scottish Borders.

**Free school transport**

Scottish Borders Council offer free school transport to:

- all primary pupils who attend and live more than 2 miles from their catchment school
- all secondary pupils who attend and live more than 3 miles from their catchment school
- on safety grounds if the normal walking route fails to meet certain safety criteria; contact Scottish Borders Council in such circumstances.

Appropriate transport will also be arranged for pupils who have additional support needs.

**Apply for free school transport**

If you feel that your child may be entitled to free school transport then please contact the school office. We will confirm that your child is entitled to attend the school, take appropriate details and pass these to passenger transport staff who will advise you of transport arrangements.

Please note:

- It is the parents’ responsibility to get children safely to and from the transport pick-up and set-down points and to ensure that there is someone at home to receive them.
- Bus passes are issued annually in the summer before the new school session begins.

**Privilege lifts**

Privilege lifts may be available for pupils who do not qualify for free school transport if there are vacant seats on school contract buses. Apply for a privilege lift online at the following address:


Please note:

- Seats are not guaranteed and may be withdrawn at any time if required for an entitled pupil.
• Privilege lifts do not apply for travel on timetabled local bus services. Travel on these services would require payment of a fare.

School transport during bad weather conditions

In times of bad weather please check whether transport is operating:

• on the schools page of the council website
• Scottish Borders Council social media channels
• by listening to Radio Borders on 96.8 FM
• contacting the transport operator.
Useful
Contacts and
Dates

‘I like all the teachers in this school because they are really kind.’
- Louis
Useful Contacts

Susan Graham - Head Teacher
Earlston Primary School
High Street, Earlston
Tel: 01896 848851

Justin Sinclair - Head Teacher
Earlston High School
East End, Earlston
Tel: 01896 849282

Mary Carryer - School Nurse
Melrose Health Centre
St Dunstans Park, Melrose
Tel: 01896 822161

Karen Ballantyne - Community Police Officer
Email: Karen.Ballantyne@scotland.pnn.police.uk

Gemma Ross - Active Schools Coordinator
Email: gross@liveborders.org.uk
Tel: 07887 471 129

Scottish Borders Council
Council Headquarters
Newtown St. Boswells
Tel: 0300 100 1800
Email: enquires@scotborders.gov.uk

Integrated Children Services
Eildon Locality Office
10-12 Gala Park, Galashiels
Tel: 01896 664158
# School Session Dates 2018-2019

<table>
<thead>
<tr>
<th>Date</th>
<th>Info</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Autumn Term</strong></td>
<td></td>
</tr>
<tr>
<td>Monday 20(^{th}) August 2018</td>
<td>Staff In-Service Day</td>
</tr>
<tr>
<td>Tuesday 21(^{st}) August 2018</td>
<td>School Resumes</td>
</tr>
<tr>
<td>Friday 5(^{th}) October 2018</td>
<td>All Break for End of Term</td>
</tr>
<tr>
<td><strong>Winter Term</strong></td>
<td></td>
</tr>
<tr>
<td>Monday 15(^{th}) October 2018</td>
<td>School Resumes</td>
</tr>
<tr>
<td>Thursday 8(^{th}) November 2018</td>
<td>Staff In-Service Day</td>
</tr>
<tr>
<td>Friday 9(^{th}) November 2018</td>
<td>Staff In-Service Day</td>
</tr>
<tr>
<td>Monday 3(^{rd}) December 2018</td>
<td>St Andrew’s Day Holiday</td>
</tr>
<tr>
<td>Friday 21(^{st}) December 2018</td>
<td>All Break for End of Term</td>
</tr>
<tr>
<td><strong>Spring Term</strong></td>
<td></td>
</tr>
<tr>
<td>Monday 7(^{th}) January 2019</td>
<td>School Resumes</td>
</tr>
<tr>
<td>Thursday 14(^{th}) February 2019</td>
<td>All Break for February Holiday</td>
</tr>
<tr>
<td>Friday 15(^{th}) February 2019</td>
<td>Staff In-Service Day</td>
</tr>
<tr>
<td>Thursday 21(^{st}) February 2019</td>
<td>School Resumes</td>
</tr>
<tr>
<td>Friday 29(^{th}) March 2019</td>
<td>All Break for End of Term</td>
</tr>
<tr>
<td><strong>Summer Term</strong></td>
<td></td>
</tr>
<tr>
<td>Monday 15(^{th}) April 2019</td>
<td>School Resumes</td>
</tr>
<tr>
<td>Friday 19(^{th}) April 2019</td>
<td>Good Friday Holiday</td>
</tr>
<tr>
<td>Friday 3(^{rd}) May 2019</td>
<td>Staff In-Service Day</td>
</tr>
<tr>
<td>Monday 6(^{th}) May 2019</td>
<td>May Day Holiday</td>
</tr>
<tr>
<td>Monday 3(^{rd}) June 2019</td>
<td>June Holiday</td>
</tr>
<tr>
<td>Tuesday 2(^{nd}) July 2019</td>
<td>All Break for End of Term</td>
</tr>
</tbody>
</table>

Year planners and termly planners will be distributed and published on our App throughout the session to highlight dates for events such as; fundraisers; open afternoons; sports days; school shows; and Parent Council meetings.
Information we obtain and hold about children and young people educated in, and the workforce of, Scotland’s schools

Privacy Notice

The Scottish Government’s Education Analytical Services, which is part of the Scottish Government’s Learning Directorate, has legal powers to request data with regards children and young people educated in, and the workforce of, Scotland’s schools that schools, local authorities, awarding bodies (such as the Scottish Qualifications Authority) and other public bodies (such as Skills Development Scotland) hold for their own purposes.

For more information on the legislation which allows this to occur, see:

- Education and Training Act 1973
- The Education (Scotland) Act 1980
- The Jordanhill School Grant Regulations 1988
- The Special Schools (Scotland) Grant Regulations 1990
- Education (Scotland) Act 1996
- Standards in Scotland's Schools etc. Act 2000
- Local Government in Scotland Act 2003
- Children and Young People (Scotland) Act 2014

Why do we need your data?
We need this information about children, young people and the workforce in schools in order to:

- plan and deliver better policies for the benefit of all pupils, or specific groups
- better understand some of the factors which influence pupil attainment and achievement
- share good practice
- conduct teacher workforce planning
- target resources better
- enhance the quality of research to improve the lives of people in Scotland
- provide a window on society, the economy and on the work and performance of government by
  - publishing statistical publications and additional tables about School Education
  - providing school level information

Data we collect

The data collected and processed by the Scottish Government will be on both children and young people being educated in Scotland’s schools and staff working within these schools. The majority of the data on children is initially received by the school or local authority from parents/carers of children and young people when registering their child for education in Scotland, and is regularly maintained by the school and the local authority responsible. The workforce data is again initially collected by local authorities, and largely held on local authority management information systems.

Although schools and local authorities require and collect a lot of additional information about the children and young people it is responsible for educating, and for its own workforce, not all of this information is shared with the Scottish Government. For example, we will not receive contact details for pupils that are collected for use within the school when contacting parents, etc. **We also do not collect the names of children or of the school workforce.**

Information on qualifications achieved by young people are shared by awarding bodies (e.g. the Scottish Qualifications Authority (SQA)) and includes details on the level and result of qualifications taken by young people. Information on the destinations of school leavers collected three and nine months after young people leave school are collected and shared with the Scottish Government by Skills Development Scotland.

Information is also collected and held by the Scottish Government on the educational establishments available in Scotland (such as schools), including contact details for those establishments and email addresses.

The information on children and young people that will be shared with, and processed by, the Scottish Government will be:

- Child’s Sex
- Child’s Date of birth
- Unique child identifier – Scottish Candidate Number
- Child’s School Stage
- Student Status
- Child’s National Identity
- Child Ethnicity
- Child’s Asylum status
- Child’s Home Postcode
- Child registered for Free School Meals
- Child’s Home Language
- Level of English as an Additional Language
- Indicator to show if the child receives Gaelic medium education.
- Child’s Additional Support Needs reasons and plan type
- Nature of additional support provided
- Access to physical, curriculum, or communication adaptation required
- Whether the child is a looked after child (e.g. in community/residential care)
- Child’s mode of attendance at school (special schools only)
- Child’s mainstream integration
- Local authority(s) for where the school the child is being educated
- School identifier(s) for which school the child is being educated at
- Details of achievement against Curriculum for Excellence (CfE) levels in literacy and numeracy
- Details of child’s attendance and absence
- Details of child’s exclusions
- Admission date
- Details of qualifications
- School leaver destination

The data shared with, and processed by, the Scottish Government on the school workforce will be:

- Staff Sex
- Staff Date of birth
- Staff’s registration number with governing body (i.e. GTCS)
- Staff teaching through medium of Gaelic
- Staff’s National Identity
- Staff’s Ethnic Background
- Staff undertaking programme for Chartered Teacher Status
- Staff undertaking programme for Headship
- Staff achieved standard for Headship
- Staff able to teach through Gaelic medium
- Staff Grade
- Staff status
- Local authority(s) the staff member is employed with
- School(s) the staff member is employed at
- Working pattern (i.e. Full-Time Equivalent)
- Staff Employment Type (e.g. permanent)
- Staff Roman Catholic Approved
- Staff post Start and End Dates
- Staff’s Entry to Post Category
- Staff’s Reason for Leaving
- Staff’s Subject(s) Taught

A complete list of the data specifications and guidance notes for the Scottish Government’s School Education data collections can be found here:


Who is processing the data for this project?

The source for most of this data is information held on local authority data management systems on children receiving education within Scotland, and its workforce.

The local authority data management system for the majority of this children and young people data is SEEMiS Group who process data for local authorities in Scotland. SEEMiS are not using this data for their own purposes. SEEMiS Group are an education Management Information System provider and may be contacted at letters@seemis.gov.scot.

However, not all of the data transferred to the Scottish Government is held on SEEMiS. Some information will come directly from other local authority management information systems, or from other public bodies, to the Scottish Government.

ScotXed (within the Scottish Government) will securely transfer the data from SEEMiS, local authority systems or other public body’s systems using secure transfer software and processes for collecting and validating data.
How do we collect and store the data

The transferring of individual level data between schools, local authorities and other public bodies with the Scottish Government uses ProcXed, a secure software for collecting and validating data. Some data is transferred directly from awarding bodies and public bodies using secure transfer systems. The storage of this data within Scottish Government, is managed effectively by the ScotXed Unit (within the Scottish Government).

Protecting individuals

The individual data about children and young people educated in, and the workforce of, Scotland’s schools is collected by the Scottish Government’s Education Analytical Services for statistical and research purposes only for the performance of a task carried out for reasons of public interest.

The Scottish Government will not publish or make publicly available any information that allows individual people be identified, nor will data be used by Scottish Government to take any actions in respect of individuals.

Requirements of Others

Schools, local authorities and other public bodies who originally collected the data from individuals are required to provide privacy notices to its staff, parents and its children and young people to explain how their personal data will be collected and used, and who it will be shared with.

Retention of Data

Education data within the Scottish Government is managed effectively by secure systems on secure servers and is exploited as a valuable corporate resource, subject to confidentiality restraints.

Regarding the retention of data, Article 5 of the GDPR “Principles relating to processing of personal data” states:

“personal data may be stored for longer periods insofar as the personal data will be processed solely for archiving purposes in the public interest, scientific or historical research purposes or statistical purposes subject to implementation of the appropriate technical and organisational measures required by the GDPR in order to safeguard the rights and freedoms of individuals”.

The data are processed in line with this legislation. The information collected will be used to inform planning and provision of education, and the linkage of such data to educational outcomes or health data. For example, researchers or charities may be interested in applying for access to education data to meet their own research needs.

Data sharing must meet legal requirements

On occasion, we may share data on individuals when it is lawful and ethical to do so, and after we have considered the following questions:

- is it in the public interest to share the data?
- are we only sharing the minimum amount of data and for the shortest possible time to meet the request?
- does the data sharing comply with the law and have we got the right consent, if needed?
- does the organisation asking for the data have sufficient security standards themselves and are they aware of statistical disclosure controls?
Organisations we may share individual level data with are

- Education Scotland in order for this agency to carry out its functions
- National Records of Scotland to carry out research relating to the national population census
- 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
- Other Public Bodies who require the data in order to carry out their official functions.

How we meet ethical standards

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. Decisions on the sharing or linkage of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government as part of a Data Access Panel. At all times the rights of the individual (children or adults) under the GDPR and other relevant legislation will be ensured.

What are my individual rights?

Article 21 of the GDPR gives individuals the right to object to the processing of their personal data. However, where the processing personal data is for scientific or historical research, or statistical purposes, your right to object is more restricted.

Article 21 (6) states:

“Where personal data are processed for scientific or historical research purposes or statistical purposes pursuant to Article 89(1), the data subject, on grounds relating to his or her personal situation, shall have the right to object to processing of personal data concerning him or her, unless the processing is necessary for the performance of a task carried out for reasons of public interest.”

As the data we process is lawfully gathered and necessary for the performance of a task carried out for reasons of public interest, you do not have a right to object to the processing of your personal data because it is necessary for the performance of a task carried out in the public interest.

Also, as we require this data for the performance of a task carried out in the public interest (and for no other purpose, such as direct marketing), Article 17(3) of the GDPR states that we are also not required to erase any personal data as we need to retain this data for this purpose.

The Data Protection Act received Royal Assent on 23 May 2018. Part 6 of this Act “Derogations etc. based on Article 89 for Research, Statistics and Archiving” states that certain GDPR provisions do not apply to personal data processed for—

(a) scientific or historical research purposes, or

(b) statistical purposes,

to the extent that the application of those provisions would prevent or seriously impair the achievement of the purposes in question. However, these exemptions are only available where:

(a) the personal data is processed in accordance with Article 89(1) of the GDPR (as supplemented by section 19), and

(b) as regards the disapplication of Article 15(1) to (3), the results of the research or any resulting statistics are not made available in a form which identifies a data subject.
Part 6 of this Act “Derogations etc. based on Article 89 for Research, Statistics and Archiving” also states that certain GDPR provisions do not apply to personal data processed for—

(a) archiving purposes in the public interest

to the extent that the application of those provisions would prevent or seriously impair the achievement of those purposes. However, these exemptions are only available where:

(a) the personal data is processed in accordance with Article 89(1) of the GDPR (as supplemented by section 19).

As the data we process is lawfully gathered and processed for Research, Statistics and Archiving in the public interest, in accordance with Article 89(1) of the GDPR, and that any results of the research or resulting statistics are not made available in a form which identifies individual children, young people or adults, you do not have a right to request access to the data we hold.

What if I have concerns?

The Data Protection Officer for this data is the Data Protection & Information Assets team, dpa@gov.scot.

If you have any concerns around this data collection please contact the DPIAT team, or Mick Wilson, Head of Education Analytical Services (Mick.Wilson@gov.scot).

- or by writing to us at: Education Analytical Services, Area 2A-North, Victoria Quay, Leith, Edinburgh, EH6 6QQ.

Alternatively complaints may be raised with the Information Commissioners Office at casework@ico.org.uk.