Message from Head of Education

Dear Parent/Carer,

Our schools across Dumfries and Galloway have high expectations and high aspirations for pupils and staff. Like you, we want the best possible future for your child. We know that children do better at school and go on to achieve more in life when families and schools work together. We want to make sure that you, as parents and carers, feel involved in your child’s learning, feel welcome and listened to in our schools. We have a shared interest in your child being happy, confident and successful in school.

Parents, pupils and staff are partners in the education process and we all have a role to play. The information in this handbook should reflect information that is important to you and your family to support your involvement and engagement in your child’s learning. Working with your Parent Council and your Headteacher we can make sure you have the information about your school, the Education Service and our partners to give your child the best start in life.

Yours sincerely
Gillian Brydson
Head of Education

WELCOME
The staff and children of Cargenbridge Primary School extend a warm welcome to all parents, friends and visitors to our school. We want our school to be a happy, caring and stimulating place for everyone and we welcome your assistance and co-operation in achieving this.

Here are our Our Vision, Values and Aims

Motto Working Together Learning Together

Vision
At Cargenbridge we want learning to be fun, enjoyable and for everyone to have success. We want our pupils to have a thirst for learning and have high aspirations for the future.

Aims
To provide opportunities to develop confidence in our pupils.
To provide a nurturing, safe, kind and caring ethos.
To provide stimulating opportunities to make learning fun and interesting.
To ensure our pupils learn skills for life, learning and work.
To ensure our children are happy.
To provide a range of opportunities to create strong friendships and Relationships.

Our important values are….
Resilience
Honesty
Respect
Kindness
Teamwork
Confidence
Pupil Voice
Ambition

Our Vision, values and aims links in with the National Improvement Framework (NIF) and Education Annual Services Plan and the Education Bill.

In line with the Education Bill (2015) and the National Improvement Framework the school aims is to ensure that all children are able to reach their full potential through:

• Raising attainment particularly in literacy and numeracy and weakening the link between attainment and socio-economic disadvantage.
• Ensuring early intervention.
• Supporting children to be healthy and active.
• Using data gathered from school, the local authority, children, parents and national organisations to find out what makes a positive difference to children’s learning and health and wellbeing.

ELAINE WATSON
Head Teacher
Dumfries and Galloway Education Services Aims

Priorities and Commitments

Education Services continues to have high expectations and high aspirations for pupils and staff. We aim to provide a good start in life for all and are committed to giving all our children and young people an equal chance to make the most of their potential. We believe in the benefits of working in partnerships within a culture of collaboration and trust.

We believe that the most important decisions are made in the classroom and we expect professional excellence in our staff; we support this by building confidence and capacity in school leadership at all levels, by listening to parents and pupils, by empowering Head teachers to make local decisions and by trusting professional judgements. This has been the basis for our approach to delivering Curriculum for Excellence, Getting it Right for Every Child (GIRFEC) and Developing the Young Workforce (DYW).

Our Council’s Priorities and Commitments are to:
1 Build the local economy;
2 Provide the best start in life for all our children;
3 Protect our most vulnerable people and
4 Be an inclusive Council.

Our schools have a role in delivering all four priorities, but we make the greatest contribution to Priority 2 where the Council aims to ‘provide the best start in life for all our children’.

Our commitment is to:

Ensure early intervention, to keep our region's most vulnerable children safe.
Invest in creating schools fit for the 21st century, which are at the heart of our communities.
Raise ambition and attainment, to address inequalities
Support children to be healthy and active
Section One: School Information

Cargenbridge Primary School
Waterside Road
Cargenbridge Dumfries DG2 8LL
Tel. No. (01387 273550)
e-mail: gw08officecargenbrid@ea.dumgal.sch.uk
Blog: https://blogs.glowscotland.org.uk/dg/CargenbridgeCascade/
Facebook: Cargenbridge School (official)

Primary 1-7
Co-educational; we have capacity to take 125 pupils
Present Roll – 96 (primary) – 37 (nursery)

Head of Education
Dr Gillian Brydson
122-124 Irish Street
Dumfries DG1 2PB
030 33 33 3000

Local Authority:
Dumfries and Galloway Council
Children, Young People and Lifelong Learning
122-124 Irish Street
Dumfries DG1 2PB
Tel No 030 33 33 3000

Dumfries & Galloway Council
Council Offices
English Street
Dumfries
Tel. No. 030 33 33 3000 Website: www.dumgal.gov.uk

Other Primary Schools in the Area: Burgh Secondary Schools:

Laurieknowe Tel. No. (01387) 252459 St. Joseph’s College Tel No.(01387) 252893
Lochrutton Tel. No. (01387) 730248 Dumfries Academy Tel No. (01387) 252846
Troqueer Tel. No. (01387) 252615 Dumfries High School Tel No. (01387) 263061
North West Community Campus Tel.No. (01387) 245100

Cluster Schools: Cargenbridge is one of the North West Community Campus, Cluster Schools along with Holywood Primary, Shawhead Primary, and Lincluden Primary.

Parent Council (CPA) Chair person Fiona Martin feemartin42@yahoo.co.uk
• Parental Involvement information http://www.dumgal.gov.uk/schools / Parentzone Scotland https://education.gov.scot/parentzone
The School Building and Ground

Situated a mile and a half from Dumfries town centre Cargenbridge Primary is built on ground in the heart of the suburbs of Cargenbridge and from the site there are beautiful panoramic views of Dumfries and the surrounding farmlands.

The original school opened in 1959 and our current building was opened in 2009. All class bases and nursery have the newest technology with double exit doors to the play area. There is a library/community room, GP room/classroom and Multi Use Games Area. The nursery has their own external play area. A sensory garden has also been included in the landscaped outdoor area. All meals are cooked on the premises in the new state of the art kitchen.

The catchment area stretches from Mabie forest on the New Abbey Road to Lochanhead on the Dalbeattie Road with those children who live in outlying areas being transported via the school taxi service.

Although classed as a rural school, being situated on the outskirts of the town means that we enjoy ‘the best of both worlds’. We can maintain small classes in an intimate friendly environment but we have all the facilities of the town on our doorstep.

Community use of the school is positively encouraged and anyone wishing a ‘Let’ should apply to:

SchoolLets@dumgal.gov.uk
**SCHOOL ORGANISATION**

**Staff**

**Head Teacher:**
Mrs. Elaine Watson

**Teaching Staff:**
- Mrs. Louise Campbell P2/3 4 days
- Miss Nadine Mawer P7
- Mrs. Aimee Boardman P1/2
- Mrs Jamie Elliott P5/6
- Mr Daniel Nordkil P4/5
- Miss Claire Marchbank P2/3 one day and RICCT and Recovery work
- Miss Rebecca Little (Nursery Manager)
- Mrs. Pam Porter (Nursery Nurse)
- Miss Mandy Milroy (Nursery Nurse)
- Mrs Leanne Scott (Nursery Nurse)
- Miss Jennifer Weir (Nursery Nurse)
- Miss Stephanie Little (Early years Support Assistant and Nursery Nurse Fridays)
- Mrs. Julie Patrick (Learning Assistant)
- Mrs. Julie Garside (Learning Assistant)
- Ms Heather Hay (Learning Assistant)
- Ms Sue Smith (Learning Assistant)

**We have visiting specialist teachers in the following:**

- **PE**  
  Mrs. Jen Law

- **Active School Coordinator**  
  Mrs. Jacqui Byers

- **Additional Support for Learning**  
  Mrs. Liz Gorard (Tuesday and Thursday)

**Non-Teaching Staff:**

- **Secretary**  
  Mrs. Fiona Denholm (W,T,F) / Mrs. Fiona Byar (M,T)
- **Facilities Asst/Playground Supervisor**  
  Mrs. Emma Currie
- **School Chaplain**  
  Rev John Notman
- **School Nurse**  
  School Nurse Service
- **School Doctor**  
  Dr Ben Rayan
- **Educational Psychologist**  
  Ms. Anne Marie Walker
- **Cleaners**  
  Ms Lynn Deans
- **Cook-in-charge**  
  Mrs. Kirsty Rogerson
- **Assistant**  
  Mrs. Claire Jardine
- **Assistant**  
  Ms Emma Dougan

**Supply Staff**

From time to time it will be necessary to bring in staff to cover sickness and staff training. Over the years we have built up a bank of reliable supply colleagues who are familiar to the children. Unless we need emergency cover for sickness your child will always be told when a supply teacher has been booked to take your child’s class.

**Term dates** can be found at: [http://www.dumgal.gov.uk/article/15239/School-term-and-holiday-dates](http://www.dumgal.gov.uk/article/15239/School-term-and-holiday-dates)

*School Term dates have been agreed to August 2022.*

*Process to review will start in March 2021 for 2022-2025*
Section Two: Contact Us

Anyone wishing to visit the school or speak to the staff is advised where possible to make an appointment, so that appropriate arrangements can be made. Naturally, important or urgent concerns will be dealt with immediately by either the Head Teacher or the Class Teacher.

Routine enquiries relating to the operation of the school or matters affecting your child which are causing you uncertainty or concern should be made via the school office. An appropriate member of school staff will then aim to respond to your enquiry directly. Sometimes you can catch your child’s teacher in the morning or at the end of the day for a quick chat.

It is always best to pass a concern/view straight to the school so that we can take any necessary action. You may be suggesting an improvement to what we do or a change to how we operate. If you have something you would like to raise, we would always ask you to discuss any concerns / issues you have initially with your

• Nursery/Primary Class teacher if the enquiry relates to classroom practice.
• Head Teacher if the enquiry relates to whole school matters or you require an unresolved classroom issue to be discussed further.
• Parent Council and/or Connect (the membership organisation to support your Parent Council) If your enquiry relates to whole school matters linked to Parental Involvement.
• If you have a comment or concern
  A comment might be some brief feedback about how we have handled a situation or delivered a service. It is best to pass a comment straight to the school so that we can take any necessary action. If you are not happy with the response you receive or a decision that has been made, you can Ask us to Look Again. You can do this by contacting Educationsupport@dumgal.gov.uk. At this point an Officer will contact you and discuss the issue and share directly with you the outcome of this work. Remember you can also access Dumfries & Galloway Have Your Say at http://www.dumgal.gov.uk/article/17349/Have-your-say

Section Three: How the School Works

The School Day

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.00am</td>
<td>School starts</td>
</tr>
<tr>
<td>10.40am – 11.00am</td>
<td>Morning Interval</td>
</tr>
<tr>
<td>12.30pm – 1.10pm</td>
<td>Lunch</td>
</tr>
<tr>
<td>3.00pm</td>
<td>School ends</td>
</tr>
<tr>
<td>2.30pm</td>
<td>Assembly</td>
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Assembly takes place every Friday afternoon at 2.30pm. We also have visiting specialists as follows:

Monday PE
School Meals

In Dumfries & Galloway Council, Economy, Environment and Infrastructure, Facilities Management – Catering Services, are bound by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007, which means they create a balanced nutritious menu over any one week.

By following these guidelines Facilities Management – Catering Services:

- Places health promotion at the heart of school activities
- Ensures that food and drink served in schools meets nutritional requirements
- Ensures their local authority promote the uptake and benefits of paid and free school meals

The NaturallyD&G brand promoting by Facilities Management ensures that:

- Meals are freshly prepared, with seasonal ingredients
- Eggs are from free-range hens and our meat is from animals farmed to British welfare standards
- They don’t serve any endangered fish
- Their menu is free from undesirable additives and GM ingredients

In addition to the menus handed out in school, Facilities Management – Catering Services has a NaturallyD&G website [http://www.dumfriesandgalloway.scottishschoolmeals.co.uk/](http://www.dumfriesandgalloway.scottishschoolmeals.co.uk/) that provides supplementary information

For more information on free school meal entitlement visit [http://www.dumgal.gov.uk/schoolmeals](http://www.dumgal.gov.uk/schoolmeals) or contact Education Support Services on 01387 260 493

Special Dietary Requirements

Facilities Management – Catering Services provide special dietary requirements for food allergy and intolerances; medically prescribed diets; or diets for religious or cultural reasons specific meals for children of different ethnic origin. Simply ask the school for a registration form to allow us to inform the catering team who will discuss your child’s requirements in full.

Free school meals are provided for all pupils in Primary 1, 2 and 3. Younger pupils at nursery or older pupils at primary and secondary school may also be eligible for free school meals in certain situations as well as those families on qualifying benefits.

Free school meals can lead to a large saving each year, nursery and primary school pupils can save £351 and secondary pupils can save £370. You’ll also be helping your child’s school if you qualify for free school meals. Some Scottish Government funding provided directly to schools is linked to the numbers of pupils who are entitled to free school meals.

Payment

Meals are ordered on a 3 week cycle and valuable time is saved if

(1) children pay for their week’s meals and milk on the first day of the new 3 week block
(2) whenever possible, each family member brings his/her own money independently.

For further information regarding menus and special dietary requirements please go to [http://www.dumgal.gov.uk/schoolmeals](http://www.dumgal.gov.uk/schoolmeals)


**Packed Lunches**

For safety reasons children should not bring glass containers in their lunch boxes. We also recommend the use of ice packs to keep packed lunches cool. Fizzy drinks and highly coloured sweets are not conducive to learning and should be discouraged. Water, fresh juice or diluted juice is best.

Any child who stays at school for lunch is not allowed to leave the school premises during lunch break unless a written request is received and sanctioned by the Head Teacher.

Pupils sit in house tables to eat their dinner apart from a Friday when we have “Free Sit Friday”. Children are allowed to sit with their friends at whichever table they want. What the children eat and drink can affect their behavior, motivation and learning so we ask as we are a health promoting school that treats.

**School Transport**

Free school transport is available for some school children attending primary or secondary school if they live within the school catchment area and if they meet certain criteria. For more information and guidance visit [http://www.dumgal.gov.uk/article/15245/Free-school-transport](http://www.dumgal.gov.uk/article/15245/Free-school-transport)

**Who is entitled to school transport?**
- Pupils who live 2 miles away from their catchment school if they are under 8 years old
- Pupils who live 3 miles away from their catchment school if they are 8 years and over
- Roman Catholic children attending the denominational school for their address and live the above statutory distances from that school.

**Who is entitled to school transport?**
- Pupils who live 2 miles away from their catchment school if they are under 8 years old
- Pupils who live 3 miles away from their catchment school if they are 8 years and over
- Roman Catholic children attending the denominational school for their address and live the above statutory distances from that school.

However, it is the Parents responsibility to ensure that that their child reaches the designated pick-up point or the school safely. With respect to the safety of any route to a designated pick-up, the Transport Policy states that “All routes are assessed on the assumption that the child is accompanied by a responsible person.”

**How do I find out if my child will receive school transport?**
When school transport is required for a pupil, the school will contact Education Services. If your child is eligible, details of the transport arrangements will be communicated to you in time for the new academic year. You can check whether your child is entitled to school transport using 'Find My Nearest' on the Council's website [http://apps.dumgal.gov.uk/findnearest?q](http://apps.dumgal.gov.uk/findnearest?q)

Your child is not entitled to transport if they attend an alternative school by parental choice. It is the responsibility of the parent/guardian to organise transport to the school.

Any alterations to transport arrangements that occur during the school year will be communicated prior to any changes being made. If school bus passes are required these are issued at school.

There is a new Act on the use of Seat Belts on School Transport (Scotland) 2017. The purpose of the Act is to improve road safety for school children by imposing a duty upon school authorities to ensure that each motor vehicle which the authority provides or arranges to be provided for a dedicated school transport service has a seat belt fitted to each passenger seat, i.e. one seat belt per pupil. See Seat Belts on School Transport: [https://www.transport.gov.scot/media/42287/seat-belts-on-school-transport-scotland-act-2017-guidance.pdf](https://www.transport.gov.scot/media/42287/seat-belts-on-school-transport-scotland-act-2017-guidance.pdf). For the purposes of the Act two kinds of transport service are dedicated school transport services, namely a “home-to-school transport service” and a “school trip transport service”. Schools should note however that registered local bus services even if used for the transport of pupils are excluded.
SCHOOL UNIFORM

All Dumfries and Galloway schools must have a dress code which encourages pupils to dress in a way appropriate to attendance at school. This code must not lead to direct or indirect discrimination on the grounds of race, religion, gender, disability or poverty. Prior to drawing up the dress code, parents, pupils and staff should be fully consulted, and it is the expectation of Education Services that parents will be supportive of the dress code. Clothing which is unacceptable in school under any circumstances would include items which:

- Could potentially encourage factions (eg football colours).
- Could cause offence (eg anti-religious or political slogans).
- Could cause health and safety difficulties (loose-fitting clothing, dangling earrings)
- Are of flammable materials which may be a danger in certain classes.
- Could cause damage to floors.
- Carry advertising, (such as alcohol or tobacco)
- Could be used to inflict damage on other pupils.

Parents in receipt of a grant for footwear and clothing from the authority will be encouraged to purchase items which are in accordance with the school dress code.

School Clothing grants. The award of clothing grants is to assist with the cost of school clothing for families who are on a qualifying benefit or on low income. The current award is £100 per child. Guidance and more information is available at [http://www.dumgal.gov.uk/article/15246/School-clothing-grants](http://www.dumgal.gov.uk/article/15246/School-clothing-grants)

While it would not normally be the policy of the authority to exclude a pupil from school solely based on his/her dress, persistent refusal to respond to a reasonable dress code could be deemed to be a challenge to the Head Teacher's authority and thus be detrimental to the well-being of the whole school community. In such circumstances, Head Teacher could justify the use of the school disciplinary procedures

We have school uniform handed in and if parents wish they can access this if required.

We have a very smart basic uniform, which consists of:

- Black/grey skirt/pinafore/trousers (no jeans/black jeans)
- Yellow/white polo shirt
- School sweatshirt black/gold (no labels on polo shirts/sweatshirts, other than school badge) or plain black sweatshirt
- White shirt/blouse
- School tie for formal occasions
- Yellow gingham dress (summer)
Wearing a school uniform can encourage a sense of belonging and pride in our school and eliminates the competition which often arises with ‘fashion clothes’.

For everyday wear most of our children opt to wear a polo shirt and sweatshirt. This is comfortable for both classroom and outdoor activities. However for formal occasions e.g. end of term assemblies we ask that the children wear white shirts and ties. In the better weather children may wear shorts (dark coloured, no motifs please). Many of the girls choose to wear yellow gingham dresses, which can be purchased, from local stores.  
We hold a small stock of ties, polo shirts and sweatshirts in school (which parents can purchase as required from the school office). Throughout the year parents can order school uniform via the following website www.schooltrends.co.uk.

On entering school children are asked to change their shoes. This keeps the interior of the school cleaner and reduces wear and tear. A pair of black plimsolls is recommended as these can then double up as indoor PE shoes. PE shoes should be non marking.

For physical education every child should wear shorts, T-shirt and gym shoes, preferably of the non-lacing type. (Please note that football strips are not acceptable because they inevitably cause arguments between children.) PE kit should be kept in a bag in school.

The children in P1-P7 play in the MUGA (Multi Use Games Area) at intervals and all classes, weather permitting use the MUGA during PE sessions. An outdoor PE kit is required for these sessions. This should contain
- Long trackie trousers
- T Shirt/Zippy
- Outdoor Trainers – not football studded boots.

Please remember that if your child has outgrown his/her school shoes then it is more than likely he/she will require new gym shoes also.

In the interests of safety, the children are asked to remove watches, necklaces, bangles and earrings before a PE lesson. Girls should also tie their hair back. Newly pierced ears should be taped.

A long sleeved overall or an old shirt will be provided for artwork in school.

You are strongly advised to put your child’s name on all articles of clothing and shoes.

Positive Behaviour and Celebrating Success

Rationale
The establishment of an effective learning community at school and in the classroom is key to effective learning and teaching. Effective learning and teaching is dependent on positive relationships between all those in school – pupils, staff and parents. The development of a positive ethos within schools is the basis for better learning.

Aims
- To create an atmosphere of mutual respect, trust and joint responsibility.
- To promote a positive school ethos through positive behaviour strategies and to celebrate success.
- To raise and maintain high standards of attainment and behaviour.
- To involve parents, pupils and staff in setting rules/standards of behaviour within school.
- To help children develop a sense of personal, individual responsibility for his/her own behaviour.
- To enable pupils to manage their own behaviour effectively while respecting the rights of others, build relationships and build their own self esteem and that of all people in their classroom.
- To work together positively with parents to support their child’s behaviour.

Restorative Approaches are used throughout the school where possible when harm has been caused by inappropriate, sometimes thoughtless, negative behaviour. All sides need
- a chance to tell their side of the story and feel heard
- to understand better how the situation happened
- to understand how it can be avoided another time
- to feel understood by the others involved
- to find a way to move on and feel better about themselves

Using this approach children feel fairly treated and respected, since they have been trusted to find solutions for themselves and put things right in their own way. Because they have been listened to, people in conflict are more ready to listen to others’ perspectives and emotional responses, and so empathy is developed. This can change the choices made in future situations, as mutual respect and consideration develop.

**School Expectations and Responsibilities**

At all times our expectations are high and consistent and we expect the children through their relationships with all staff to meet these expectations.

**Strategies we use**
- Restorative Approaches
- Awarding of certificates for positive behaviour and achievement in areas across the curriculum and out with the school.
- The use of circle time as appropriate to discuss aspects of personal and social development including positive behaviour.
- Nomination of Student of the Week, Well Done Stickers, Maths Magicians and Star Writer Awards at Assemblies.
- Achievements are celebrated at the school assembly and displayed throughout the school, included in our weekly newsletter and on our blog.
- We discuss whole school behaviour issues at our Pupil Voice Groups
- School assemblies include discussions on social and moral issues.
- Allocation of Golden Time as a reward for positive behaviour and achievement.
- Use of “Buddying” System within the school.
- Regular Playground Staff meetings are held with the Head Teacher
- Individual and class approaches are used as necessary and agreed in relation to the particular needs of the children in each class
- Staff use praise and respond promptly to positive behaviour or achievement.
- Setting of personal targets for improving work and/or behaviour as necessary.
- House Points
- Attendance at Posh Tea

**Golden Time**

Golden time is used in every class to celebrate their smart choices, effort and maintaining expectations and each child has the opportunity to earn 30 minutes each week. Children discuss Golden Time with their class teacher and choose how to spend their time. On a Friday children spend time doing special, enjoyable activities. During Golden Time if a children has not earned all their time they will use some of their time to reflect on why they did not earn all their Golden Time. Parents will be notified of any Golden Time which is not earned.
Celebrating Success

Positive Behaviour in the classroom

Research shows that the best way of helping pupils to behave well is to reward appropriate behaviour as soon as it occurs.

- All children and staff are invited to celebrate success at weekly assemblies where Student of the Week, Well Done Stickers, Maths Magicians and Star Writer will be awarded.
- Parents and children are encouraged to inform us of achievements so these can be celebrated. This information is used to meet the needs of that particular pupil.
- Photographs are used on the school notice board to celebrate the student of the week for each class and other achievements.
- Children in our Pupil Voice Groups who have been given extra responsibility will be acknowledged on the school notice board.
- House points are gathered in at the end of the week. The winning house will be celebrated at assembly.
- At the end of the year all points are added together for an overall house winner and they receive a trophy.
- At least twice a term the HT holds a Posh Tea party and children are chosen to attend. The children are told why they have been chosen to attend.

Consequences for Negative Behaviour may be used

All incidents are dealt with on an individual basis and in relation to the context and the needs and circumstances of the individuals concerned. Staff will use their discretion and take on board all the background information when dealing with issues.

How we deal with this?

In the playground we operate a three step system.

**Step One**
A discussion will take place about the situation/behaviour, using restorative approaches.

**Step Two**
A warning is issued and a discussion will take place using the restorative approach about the incident and around the next step.

**Step Three**
Loss of playtime/lunchtime and the children will complete a playground reflection sheet, which will be sent home to parents to discuss with their child and to sign then return to school.
Here is the set of guidelines we follow in all behaviour situations

1. Reinforcement of expectations through the use of restorative approaches as necessary.
2. Issue a warning as necessary
3. For repeated behaviour there will be an appropriate consequence in agreement with those involved.
4. If there is no improvement then there will be a Pupil discussion with the Head Teacher
5. Record incident/concern in the behaviour log
6. For ongoing or more serious behaviour, parents will be notified in person, by phone or by text asking them to make an appointment to come into school to discuss the concern. A solution focussed approach will be followed and next steps will be discussed with parents, pupil and staff.
7. If necessary create an individual target behaviour programme.
8. If there are still concerns advice will be sought from outside agencies.
9. If the behaviour in question causes a real concern to the safety and wellbeing and the learning of others of themselves then the Authority Exclusion Guidelines can be followed

All school staff have responsibility for

- Supporting and encouraging children to meet the school expectations
- Make professional judgements, taking into account the needs of the individual.
- Being consistent when implementing the system and giving regular feedback and opportunities for reflection
- Modelling behaviour and explaining expectations
- Communicating with all parties regarding a child’s behaviour i.e. pupil, parent, teaching and non teaching staff.

Parents have the responsibility for

- Discussing the school policy with their children
- Supporting the staff when dealing with their child’s behaviour
- Communicating with the school any information which they feel would affect their child’s behaviour.
Pastoral Care/Bullying

Pupils have responsibility for

- Understanding the expectations of behaviour, rewards and sanctions
- Making smart choices about their own behaviour
- Being honest
- Being aware of the impact of their behaviour on others
- Reporting any concerns they have
- Being aware of the impact of their behaviour on others

Education Services Respect for All Guidelines (2018) for Schools incorporates revised national anti-bullying guidelines (Scottish Government 2017) that underpins our Schools Policy. We also acknowledge The United Nations Convention on the Rights of the Child. Children’s rights are now embedded in Scottish legislation with the promotion and upholding of the rights of children and young people and states that all education should develop each child’s personality and talents to the full. Children’s voices should be heard, and their wishes respected without discrimination of any kind. AND The Equality Act 2010 that places a duty on schools to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations between people who share a protected characteristic and people who do not share it.

The Equality Act 2010 put legislation in place to prevent direct or indirect discrimination against persons due to their:

- Age
- Disability
- Sex (Gender)
- Gender reassignment (Transgender)
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sexual orientation

Dumfries and Galloway Council’s priorities also place every child’s wellbeing at the centre. In schools we do this by adhering to the principles of GIRFEC.

The school has an anti bullying approach across the whole school in which children and adults work together to create an environment where bullying in not tolerated based on Respect for Me Anti Bullying Guidelines. We have recently completed KIVA training and this will begin to reflect our work on anti bullying.

The overarching ethos of our school makes it clear that bullying is never acceptable and that all adults, children and young people understand the role that they play in addressing bullying. Establishing the right culture is at the heart of what we do to create an environment where bullying cannot thrive. Bullying incidents are reviewed individually and a number of different practices are adopted to find the most effective response. There isn’t one, single practice that will work in every situation. We use a range of approaches and resources – KIVA, Restorative and solution focused approaches, effective communication, visual reminders, peer mediation, discussions, building positive relationships and resilience and role modelling.
Organisation of Teaching Groups

At the end of each school year parents will be advised of the classes and the class teachers for the following session. Since this is a rural school it is likely that during the seven years at primary school your child will be placed in a composite class, i.e. P1/2 or P5/6 etc. where the same teacher teaches two or three age groups. These classes are capped at a maximum of 25, which is usually smaller than one-stage classes. Since all our teachers are experienced in dealing with children of all ages and abilities your child's education is in no way disadvantaged. When it is necessary to split a stage, e.g. P3 to form a P2/3 and a P3/4 it is important for all parents to understand that the P3 pupils in P2/3 have not been 'kept back' but will in fact follow the same programme of work as the P3 pupils in the P3/4 class. Allocation to composite classes can be based on age, working groups or particular social and educational reasons. There is further guidance on the council website about class organisation.

If you have any concerns about this please discuss the matter with the Head Teacher. Or more information can be found on The Primary Organisation Guidance for Parents for PS leaflet. We have a playground Supervisor and she is in the playground before school starts at 8.45, playtimes and lunchtimes. For further information please see Council guidance at: https://www.dumgal.gov.uk/article/16646/School-class-sizes-and-groupings

Transition through each class

Your child will as they progress through the school have transitions from one class to another. In order to ensure continuity of learning, class teachers have pre transition meetings and hand over records and assessments undertaken to the next teacher.

At the start of a new year the class focus on their learning community for the first couple of weeks which will build up a positive learning environment and creating positive relationships. This then sets the standard for the rest of the school year

Section Four: The Curriculum

School Improvement Planning

In May/June each year, the school publishes a Standards & Quality Report which is comprehensive summary of the school's work and learners' achievements over the last year. The first part of this report provides an overview of the school's progress in addressing its key priorities, while the second part gives information about, for example, how well pupils are learning and achieving; how well the school is supporting children/young people to develop and learn. In June, we publish a School Improvement Plan which outlines the key priorities for the school during the year ahead, following due consultation with staff, pupils and parents. The plan indicates the expected impact of priorities on pupil learning, as well as providing brief information about the key tasks to be taken forward. Both the report and the plan are published on the school’s blog and are also on display in school and parents will receive a copy. If required, parents can find the most recent HMIE (Education Scotland) Inspection Report at www.educationscotland.gov.uk. Or on the council website.

Our Educational Aims

The first educational influence on a child’s development is his or her family so at Cargenbridge we aim to work together with parents and guardians: -

- To provide our children with appropriate learning opportunities and effective teaching in a stimulating, caring, supportive and safe environment.
- To provide equal opportunities for all children to develop their emotional, social, physical and intellectual skills and knowledge
- To provide opportunities for children to develop their talents in an atmosphere of mutual respect
- To develop the children’s independence by encouraging them to take an increasing responsibility for their own learning and behaviour
- To encourage our children to always give of their best and to respond positively to a challenge
- To promote the development of respect for self, others and our environment
- To develop the knowledge, skills and attitudes which children require for the world beyond school
The Curriculum

Since it is widely accepted that:

“I hear and I forget
I see and I remember
I do and I understand”

The pupils at Cargenbridge are encouraged to learn by activity and investigation

Individual talents in all areas of the curriculum as well as extra-curricular talents are positively encouraged. Computers are used as an aid to learning in all classes and technology will pervade all areas of the curriculum.

During their seven years here, the children will have a variety of experiences and be taken on visits related to their class-work, e.g. to local industries, the seashore, a castle, a farm, a museum, places of interest in Dumfries and further afield to e.g. Glasgow, Edinburgh and Carlisle.

Whenever possible we invite people with a special talent/knowledge to come into the classroom to talk to the children and to answer their questions. This makes the curriculum more meaningful, and gives our pupils first-hand experience, thus helping them to become more confident and caring young people. We encourage parents to be involved too, so if you have any talents and background knowledge which you think will enhance the children’s learning then please let us know.

Curriculum for Excellence
Bringing learning to life and life to learning

Curriculum for Excellence (CfE) is bringing learning to life in the way education is delivered for all 3-18 year olds – in nursery, primary, secondary, at college, workplace or community learning. It aims to raise standards, improve knowledge and develop skills, closing the gap between the lowest and highest performers. Ultimately it aims to nurture children and young people as successful learners, confident individuals, effective contributors and responsible citizens.

How does Curriculum for Excellence work? Curriculum for Excellence includes four contexts for learning:

- Curriculum areas and subjects
- Interdisciplinary learning
- Ethos and life of the school
- Opportunities for personal achievement

Curriculum levels and stages

- The curriculum has two stages: the broad general education (from the early years to the end of S3) and the senior phase (S4 to S6).
- The broad general education has five levels (early, first, second, third and fourth). The senior phase is designed to build on the experiences and outcomes of the broad general education, and to allow young people to take qualifications and courses that suit their abilities and interests

Broad General Education  Children and young people work their way through Experiences and Outcomes in each of the five Curriculum Levels (Early, First, Second, Third, Fourth) and in each of the eight Curricular Areas. The five Curricular Levels span pre-school to the end of S3. This is the Broad General Education. Pupils progress at their own pace, working through the Experiences and Outcomes of the most appropriate level for them. Pupils will be supported in collecting evidence of their achievements, with a profile of these being produced in P7 and S3.
Curriculum for Excellence provides us with learning Outcomes which we can assess in a variety of ways. These outcomes are organised into 5 levels:

**Early** – pre school years, P1 and later for some  
**First** – to the end of P4 earlier or later for some  
**Second** – to the end of P7, earlier or later for some  
**Third and Fourth** – S1 to S3 but earlier for some  
**Senior Phase** – S4 to S6 and college or other means of study

**Experiences and Outcomes** are what the learner will be able to explain or do. There are detailed Experiences and Outcomes for all subjects available on the Education Scotland website; teachers work to deliver these, and the progress of learners is measured in the achievement of Outcomes. Reporting to parents is likely to include information about children’s Experiences and Outcomes and about the Levels at which they are working.

**Senior Phase** learners work towards qualifications in the Senior Phase. Available qualifications and awards include National 1, National 2, National 3, National 4, National 5, Higher, Advanced Higher, Skills for Work, Progression Awards. Learners may also gain awards such as the John Muir Award, the Duke of Edinburgh Award and Youth Achievement Awards. When young people leave school aged 16+, they are entitled to a positive and sustained destination. This may be college, university, work, apprenticeships or training.

There’s 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.

The curriculum is designed on the basis of the following principles:
- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and choice (Children are given a range of opportunities to choose areas for learning, ways to learn and ways to display their work)
- Coherence
- Relevance

The principles must be taken into account for all children and young people. They apply to the curriculum both at an organisational level and in the classroom and in any setting where children and young people are learners. The principles will assist teachers and schools in their practice and as a basis for continuing review, evaluation and improvement. They apply to the curriculum at national, education authority, school and individual levels and must be taken into account for all children and young people. 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.

**Resources**

Our school is well resourced with a variety of books, materials and equipment and there are computers in every classroom. Each class base has a promethean board. The children get access to outdoor learning and use their wider community as much as possible to help with their learning.
**Curricular Areas**

The school offers a broad, balanced and varied curriculum encompassing these eight areas:

- **Language/Literacy** (French & English) (Listening, Talking, Reading, Writing)
- **Mathematics/Numeracy** (Number Money Measure.; Shape, Position, Movement, Information Handling, Problem Solving)
- **Health and well being** (including PE)
- **Science**
- **Social Studies**
- **Religious and Moral Education**
- **Expressive Arts** (Music, Art, Drama and Dance)
- **Technologies**
- **French** (P1 to P7) From P1 from 2010

**Numeracy, literacy and health and well being are our foundation stones.**

**Language/Literacy**

We aim to equip our pupils with skills and knowledge to be able to read, write, listen and talk confidently in order to access all other curricular areas and develop skills for life, learning and work. Our pupils are encouraged to use books as sources of information and pleasure. Children of all ages enjoy being read to and a regular feature in our classes is the ongoing class novel or storybook read by the teacher.

Each classroom has its own library of books, which is augmented each term by books from the environmental studies topic boxes. Each class is timetabled to visit our school library once a week under the supervision of staff or parent helper. Our reference library is available to children as required.

Pupils across the school learn French in a fun and interactive way.

**Mathematics/Numeracy**

We aim to equip our pupils with the mathematical knowledge, skills and understanding to meet the needs of everyday life. We believe that children require competence in basic skills to enable them to process information quickly and efficiently. To this end we regularly reinforce knowledge and understanding of the four number operations, +, -, x, and divide. Children are expected to learn multiplication tables and competence and speed in mental calculations and we believe these activities will furnish children with the tools to confidently attack investigations and problem solving. Our mathematical curriculum encompasses number, shape, measurement, information handling and problem solving.

Children experience a variety of working situations and many tasks set are open ended to encourage children to think independently and to appreciate the flexibility and fun of maths. Cross-curricular links and practical activities are encouraged, as they are an excellent way of reinforcing skills and promoting real understanding.

**Social Subjects & Science**

As part of this programme it is very likely that the children will be out of school at times on educational visits. We may also invite specialists in to school to talk to the children. Outdoor Learning opportunities can bring learning to life for the children.

At the beginning of each new term parents will receive a class overview of the work being studied for that term. We appreciate any input children and parents can make to topic work. If you have some interesting artefacts, photographs, tapes, etc do send them in – they will be received with enthusiasm. At times the school will take part in whole school contexts, where all classes learn the same context. During this context the children may work in mixed age groups. This is very successful.
Health and Well Being

We aim to provide children with the experiences and information to make informed choices in their lives. The curriculum explores mental, emotional, social and physical wellbeing, physical education, food and health and relationships, sexual health and parenthood. We aim to provide all our children with equal opportunities to keep fit and we value individual and team efforts to do so. Children experience gymnastics, dance, athletics and a variety of team games by where the rules state teams must be made up of both boys and girls.

Parents are notified prior to children being introduced to sensitive aspects of Health and Well Being such as, relationships, sexual health and parenthood. Parents can have access to resources used by the teachers prior to the input.

Expressive Arts

Expressive Arts crosses all curricular areas but in order to ensure continuity in the development of skills and knowledge the authority employs specialist teachers for art, music and dance. In line with Curriculum for Excellence we aim to provide a wide range of experience in these areas and we encourage children to develop their own creative talents.

In the field of art we ensure the children are introduced to a wide variety of techniques and range of media. We value everyone's attempt to express themselves and we take great delight in displaying our children's efforts around the school.

We are well resourced for musical instruments so that all children can enjoy the opportunity of playing something during a lesson. We hold class and special end of term assemblies where the children delight in entertaining their families through music, song, poetry and drama.

Outdoor Education

As well as indoor physical education in the gym hall pupils have the use of MUGA and the rest of the extensive school grounds.

P6/7 attend a Regional Accredited Outdoor Centre for a two night stay tackling a wide range of outdoor activities. Before taking part in any activity out with the school, pupils will be issued with a permission/emergency letter which must be completed and returned to the school before any pupil is allowed to leave the school premises. Pupils from P4 also have swimming lessons and P6/7 have cycling proficiency training. In addition opportunities to sample other sports such as table tennis and curling are taken up.

Pupils may experience cycling skills under the direction of our Active School Coordinator. We work closely with our Active Schools Coordinator to provide a variety of sporting activities.

Dumfries burgh boasts a number of sports clubs should pupils wish to develop a particular skill in their leisure time.
Staff provide the pupils with opportunities to learn outdoors and this helps pupils of all ages to explore, enjoy and understand the outdoors, while learning from the experience. Children learn about different areas of the curriculum while being outdoors e.g. writing, numeracy, art and design. Outdoor Learning can provide a dramatic contrast to the indoor classroom. It gives the pupils direct outdoor experience in a motivating way. In the Outdoor Learning experience the pupils will learn through what they do, through what they encounter and through what they discover. They will learn about the outdoors, themselves and each other, while also learning outdoor skills. It will give them the opportunity to take part in active learning, which will readily develop the learning skills of enquiry, experiment, feedback, reflection, review and cooperative learning. Outdoor Learning will help to bring many school subjects alive.

Religious and Moral Education

Although our school is non-denominational it is quietly Christian in ethic and the main Christian festivals are observed and celebrated. We also raise pupil awareness of the main festivals associated with other world religions.

We try to influence our pupils to be honest, caring, questioning and tolerant so that they will eventually become valuable members of society.

We have a strong partnership with Troqueer Church (Church of Scotland) and our school chaplain Mr. Notman, who attends regular school assemblies and visits classes on a rota basis.

We offer Religious and Moral Education as a curricular area in its own right but it is very likely that aspects of the programme will occur from time to time in other areas of the curriculum.

Our religious and moral education programme aims to help our pupils to:

- develop a knowledge and understanding of Christianity and other world religions
- recognise religion as an important expression of human experience
- investigate and understand the questions and answers that religion can offer about nature and the meaning of life
- appreciate moral values such as honesty, liberty, fairness and concern for others

As part of our programme we have a weekly assembly for the whole school. This may have a religious/moral theme or it may be a time for sharing knowledge, feelings and experiences. Rev Notman our school chaplain attends assemblies on a regular basis. Before the assembly he spends time in individual classes.

If you do not wish your child to participate in aspects of either religious education or religious observance please let me know so that appropriate alternative arrangements can be made.
Section Five: The Wider Curriculum

Extra Curricular Activities

We are keen to provide as many after-school leisure activities as possible. However, this depends on the talents and goodwill of staff and parents/friends who are prepared to give up their valuable time to organise clubs for children.

Example of School Clubs

- Football: P1-3 & P4-7
- Scottish Country Dancing: P2-7
- Active Schools Club (Active Games): Various age groups
- Netball: P4-7
- Construction: P1-7
- Computer: P4-7
- Maths ICT Morning Club: P1-7

We also have a range of activities for shorter periods and certain stages throughout the school year, such as mini scientists, badminton, Let’s get Sporty and P1 Activity Club.

We are very fortunate to have facilities, which could accommodate clubs such as table-tennis, volley-ball, snooker, chess etc. All we need are volunteers! If you could help in any way, please let me know.

Fundraising and Charity Work

At Cargenbridge we fundraise for the following:

- To help fund social events for the children such as parties.
- To help fund educational visits e.g. transport.
- To help purchase additional resources e.g. playground games.
- To give donations to charity.

The main fundraising is done through social activities such as our Coffee Evening/Summer Fete but occasionally we do sponsored events e.g. helping at home, keep fit. Classes may carry out enterprises within the class in order to raise money for a certain cause.

Over the years we have contributed to a wide variety of charities such as those listed below:

- Children in Need
- Comic Relief and many more.
- Each year the Pupil Council discuss which charities to support.
- Sports Relief
- Macmillan Cancer Coffee Morning
- Xmas Jumper Day Cash for Kids

We are very grateful to all parents and friends who support us in our fund raising and charity work. The children learn a great deal by taking part in this charity work.
Pupil Involvement and Responsibility

Pupil Council

The school has an active pupil council, which is representative of all the children from P1-7. They have regular meetings with the Head Teacher, where items of concern/suggestions can be made. Each class has frequent class meetings to provide information to each councillor. A constitution is in place as guidance to pupils and staff. The Pupil Council decide which charities to support each year and give their views and make decisions to help improve the school.

Eco Group

The Eco Group is run differently from year to year. A particular group is created from staff, pupils and parents who meet on a regular basis. This group plans ways to ensure our school and pupils work towards looking after our environment. An environmental audit is undertaken to highlight areas for the Eco School Action Plan. We have recently achieved our Green Flag as recognition of all the work we have done.

House/Vice Captains

Are nominated, voted for and elected by all school pupils. These children lead their houses and act as mentors and role models. They hold house meetings and discuss with their members how to do well in the school. Throughout the year they are giving other roles to carry out.

Junior Road Safety Officers

Are chosen by the Head Teacher. They apply for this post and help promote walking to school and other Road Safety Initiatives.

School Bloggers and Photographers

These children take photographs and write reports about school events for the blog.

Play Leaders

Our Play Leaders help to encourage children to play a variety of games in the playground. They receive training from our Active Schools Team.

Values Group

The children in this group help plan our Religious Observance and Times for Reflection. They work alongside our School Minister Rev John Notman.
Digital Leaders

These are some of our older pupils who attend our Computer ASC and help teach the other children in the school computer and technology skills.

School Trips

Throughout the year the children will participate in school trips locally and further away. At the beginning of the year parents are asked to complete a generic permission slip for their child to take part in trips within walking distance of the school. Parents are notified about school trips via letter in the weekly mail drop issued on a Friday. If there is a cost to the trip then parents are given as much notice as possible No child will miss a trip due to not being able to pay the cost. If parents need help with the cost towards a trip then they should speak with the Head Teacher. Parents if necessary are communicated during the day of the trip to give updated information on the time of return. School trips are enjoyable and fun and enhance our learning.

Working with Partners

Pupils and staff have a good working relationship with Kilnford Barns and Goldielea Care Home. Annually the children and staff also work with Dupont Teijin Films taking part in World Quality Day challenges and a Careers Project. Community-based activities help to build the confidence and motivation of young people and allow them to develop skills for learning, life and work, preparing them for future roles in society. We are keen to work with different groups as it takes “A whole Community to Educate a Child”

Dupont Teijin Films help us to develop our young workforce helping all learners to see the link between the skills they develop across the curriculum and how these are used in the world of work can open up new possibilities for learning. Schools are encouraged to create strong partnerships with a range of organisations to deliver a personalised learning experience for every child and young person. Collaboration with a partner in industry such as DTF can also help all learners to see the link between the skills they develop across the curriculum and how these are used in the world of work thus opening up new possibilities for learning.

At Cargenbridge, we are very lucky to have a partnership with Dupont Teijin Films which enhances their pupil’s learning in many ways. It provides their pupils with the opportunity to develop a range of skills for life, learning and work including their teamwork skills, critical thinking, problem solving, communication and leadership and personal development. The partnership also provides the pupils with a real life experience to develop and enhance their career aspirations.

Dupont Teijin Films is on the doorstep of the school and the partnership benefits both school and the company. It provides the staff at Dupont with opportunities to enhance their skills and develop their career further. This joint working has promoted Dupont Teijin Films in the local community and promoted possible careers within the company. Another aspect of the partnership is the P7 Careers Project. As we know career education can support learning and the important decisions that young people make about subjects, pathways, future learning and job opportunities. Teachers and practitioners working with children and young people play an important role in career education as it supports the development of skills for learning, skills for life and skills for work. The project gives the P7 pupils at an early stage, an opportunity to learn about the different career opportunities in the company. Their employees talk to pupils in school about their job role, what the job involves, qualifications needed, how people got into their job and likes/dislikes about the job. Pupils then visit the factory for an afternoon to learn about security and safety in the workplace, work alongside job holders, undertake real work activities, get a real time experience of a chosen career. This great opportunity gives the pupils an opportunity to see first hand the world of work and the skills needed in the workplace.
Staff, pupils and parents all value the support from the Staff at Dupont Teijin Films and constant evaluation of the partnership and collaborative working takes place to ensure both parties benefit from the process.

**Skills Development in Scotland in Primary Schools**

**Skills Development Scotland My World of Work** [https://www.myworldofwork.co.uk/](https://www.myworldofwork.co.uk/)

Through MY WOW, Skills Development Scotland work with children from P5-7 through online resources and support the transition of young

**SECTION 6: Home/School Partnership**

Every parent who has a child at our school is a member of the Parent Forum. Our parent council (CPA) is a group of parents who have chosen to represent the parent forum. As a member of the Parent Forum, each parent can expect to:

- Receive information about the school and its activities;
- Hear about what partnership with parents means in our school;
- Be invited to be involved in ways and times that suit you;
- Identify issues you want the parent council to work on with the school;
- Be asked your opinion by the parent council on issues relating to the school and education it provides;
- Work in partnership with staff; and
- Enjoy taking part in school life in whatever way possible

The types of things the parent council may get involved in include:

- Supporting the work of the school;
- Gathering and representing parents’ views to the Head Teacher, Education Authority and Education Scotland;
- Promoting contact between the school, parents, pupils and the local community;
- Fundraising and organising events;
- Reporting to the parent forum; and
- Being involved in the appointment of senior promoted staff.

Parents can be directed to [http://www.dumgal.gov.uk/article/17608/Parental-Involvement](http://www.dumgal.gov.uk/article/17608/Parental-Involvement) for further information on Parental Involvement and Engagement and support information for Parent Councils. In addition, ALL parent Councils in Dumfries and Galloway have membership to CONNECT (formallySPTC) Membership includes insurance cover and training opportunities. For more information visit: [https://connect.scot/](https://connect.scot/)

**CPA (Cargenbridge Primary School)**

For a copy of the constitution and for current members please ask at the school, look at the school notice board or look on the school blog. This group of parents work along with the staff to ensure that all parents are involved in their child’s education and that parents views are collected and collated as part of the self evaluation process. Contact the CPA through cargenbridgecpa@gmail.com
The Association can also raise money and in the past, parents and staff have worked very hard fund-raising and organising social events for both pupils and parents.

**What kind of events?**

1. Summer Fete/Christmas fete  
2. Bingo  
3. Beetle Drive  
4. Family Quiz  
5. Pupil discos  
6. Christmas Movie night

**What is the money spent on?**

1. Extra equipment for school, e.g. computers, play equipment, school resources, transport costs,  
2. Curriculum Resources  
3. Donations towards the cost of school trips and parties, and many more.

**What can I do?**

1. Support all functions by coming along or by helping out at them  
2. Give help whenever possible  
3. Suggest new ideas  
4. Offer to serve on our committee  
5. Come along to our Annual General Meeting  
   *(Date will be sent to you in a newsletter)*  
6. Sign up to be on the distribution list to receive minutes

Since every child in the school benefits from this work please give it the support it deserves.

Further information on how you can help your child at school can be found on PARENTZONE at [www.parentzonescotland.gov.uk](http://www.parentzonescotland.gov.uk) and in the Parents magazine called FIRSTLINK which is issued to you through the school every quarter.
There are many things you can do to support your child’s learning in school.

- Parents can support their child by Listening, talking, and encouraging – this can have a big influence on children’s learning
- Encourage your child to talk to you about their learning, what learning is happening at school and do what you can at home to build on that
- Talk to your child about their strengths/interests and how they are progressing
- Encourage your child to talk to you about their next steps in learning and find out how you can work with the school to support this
- Ask for help if you think your child needs it for any reason.
- Praise your child if he/she is working hard at something or has achieved something within or out of school
- Look for opportunities at home to develop literacy and numeracy skills: money, number problems, time, measuring, matching, size, encouraging reading, writing, understanding instructions, questioning information
- Encourage your child to take part in activities e.g. hobbies, clubs which will provide opportunities to develop a range of skills
- Help them work on tasks on their own and then talk about it with you afterwards
- Do things together where appropriate – learn together e.g. if your child has a project or task to do, take an interest and discuss with them what he/she is doing or offer support if this is needed.
- Help prepare for change particularly at key transitions – talk together.
- Talk to them about how they are feeling
- Work together with the school by taking part in discussions about your child’s learning and progress e.g. at parent’s nights,

For more information on parental involvement or to find out more about parents as partners in their child’s learning, please contact the school or visit the Education Scotland website – www.educationscotland.gov.uk/parentzone. For local information, please visit http://www.dumgal.gov.uk/schools

Communication with all parents is vital and we do so in a variety of ways:

- Our weekly newsletter which can be accessed via email, by our school blog or facebook group. We send home a mail drop on a Friday. Please ensure you check your child’s bag for this, don’t rely on your child always giving it to you!!
- Our school notice board displays information about our school
- We use text messaging as a simple and quick way to communicate messages to parents
- Letters
- Opportunities to meet individually or together at various parent events
- Parent “drop ins” are held on a regular basis. Parents can come in and chat to the Head Teacher over a cup of tea
- School Blog Cargenbridge Cascade
- Brew and Blether on a Friday from 9am – 10am

More information is available at http://www.dumgal.gov.uk/article/17608/Parental-Involvement

More information and support for Parents/ Parent Councils is available at https://connect.scot/
How can you help your Child?

How can parents help in the School?
Parents can help in school in a variety of ways

- Be a classroom helper
- Help out on school trips
- Attend school events
- Support the school by working together and communicating with the school
- Come along to Learning Conversations, Open Evenings, Assemblies and Curricular events
Attendance
It is your responsibility as parents to ensure that your child/children attend school regularly. For the safety of all children it is important for you to telephone the school office prior to/at the beginning of the absence. Absences are recorded in class registers and frequent or irregular absences not supported by a reasonable excuse, will be notified to parents and the matter may be referred to the Opportunities for All Service. If possible please, try to make dental/medical appointments outwith school hours. However, if this is not possible please inform us in writing or by telephone of the appointment and arrange to collect your child from class.

Unexplained Absences / Lateness. Parents are asked to ensure that:

1. The school is informed if the family is running late.
2. Any legitimate absence is notified to the school by telephone before 9am on the first day of the absence without fail, and that further calls, before 9am, are made on every subsequent day of the absence. Schools will contact you in writing with any concerns.
3. Contact telephone numbers, whether for home, for parents at work or for other emergency contacts, are kept up to date and are genuinely numbers where a response will be received. This is particularly important with mobile phone numbers.
4. The school is kept informed of the absence and the likely return date.
5. Any planned absences are officially notified to the school, in writing, in advance.
6. School would be informed before 1.15pm if a child was not returning to school after lunch because of becoming unwell over that period.
7. Latecomers report to the school office on arrival at school.

Staff will ensure that absences are checked every day and follow up the whereabouts of any child for whom we have no explanation. Due to the amount of extra work involved and necessity of having the correct information we would ask you to make note of the above requirements and ensure that you follow through the procedures to ensure the safety of all our children.

Holidays
The Government has highlighted the importance of school attendance to a child’s development and has required schools to set targets for improved attendance. Against this background, there is considerable concern at the increasing number of term-time holidays being taken by children at the request of their parents. The Head Teacher is not able to refuse permission to parents for such holidays but it is the position of Education Services that these holidays are officially recorded as “unauthorised”.

Education Services recognises that some parents have difficulties in arranging their own holidays to suit school holiday periods and whilst parents remain free, within reason, to remove their children for holidays during term time. They should, however, appreciate that prolonged absence from school at any stage is harmful to a child’s education and it is not possible and not fair to other children — to direct teaching time to assist a child who has been on holiday to catch up on what they have missed. Parents should always inform the school, in writing, of any such holiday plans.

The exception to this is when a family holiday is judged to be important to the well-being and cohesion of the family following serious or terminal illness, bereavement or other traumatic events.

A parent may be asked to come into school to explain the reason for their child’s absence in line with the Education Authority’s legal duty under the [Education (Scotland) Act 1980, Section 36].

Pupils who need to leave school during the school day, ie doctor/dentist appointments must be collected by a named contact confirmed with the school office and sign the pupil out. They must also report to the school office on their return and sign them back in.

Punctuality
To avoid disrupting teaching time please try to make sure that your child arrives at school on time for 9am. Children who are late should report to the school office.

For further information see Education Authority Handbook
Homework
At Cargenbridge Primary School we view and value homework as an important and integral part of each child’s education. We recognise that homework tasks help to foster the partnership between home and school and we realise fully the important role parents play with us as co-educators of their children. Here at Cargenbridge, homework reinforces classroom learning, encourages the child to develop self discipline, encourages a conscientious attitude to work, helps fulfill individual needs and develops personal interest.

Role of Parent/Carer in homework

- Support and encourage but don’t do

It is likely that your child will need some support with their homework tasks however an important part of the learning process is to overcome challenges. Supporting your child and helping them find their own solutions will help them develop important independent learning skills.

- No pressure just guidance

A positive attitude to homework helps children develop a positive attitude to learning. By encouraging and praising successful work children become more confident in their learning.

- Check what the task is before your child starts.

Homework tasks will have been explained to your child at school or for younger children to you, via their Working Together Learning Together books but inevitably children sometimes can become unsure of the task. If further clarification is required please contact the teacher and they will be able to give further guidance.

- Check once completed and sign

A final check from parents and carers encourages the child to do their best and is also a good opportunity to place the homework in the schoolbag ready for handing in on time. Should there be a reason why it was not possible for the task to be completed at home this should be communicated to the teacher by letter or by a comment in the Working Together Learning Books. All homework should be signed.

Types and frequency of homework

As children progress through the school there will be variation in the types of homework. In the early years there is a focus on regular and frequent practicing of core skills. As children move through the school there will be an additional focus on using these skills to tackle more complex tasks. At Cargenbridge, we are aware that our pupils and parents are very busy after school attending various after school and evening activities and clubs. We will take this into account when planning and issuing homework. Homework should be a positive experience for everyone and not a battle!!

Each class teacher will share with you information about the type of homework to expect during the school year and when this will be issued and expected to be returned.
Each class will always issue homework in relation to the following areas:-

- Reading
- phonics/spelling
- number bonds and or times tables as appropriate to stage of development. There may be additional maths/numeracy homework issued to reinforce classroom learning.
- At least once a year each pupil will be given an extended research homework task and this will be linked to their class context at the time. Clear guidance will be given on this task. At home, parents/carers should always encourage reading for enjoyment. Please encourage your child to talk about school and their learning. In school we use the following learning stars to guide these discussions. Please feel free to use these questions at home to engage in discussion with your child about their learning:-

- What are you learning? What have you been learning today?
- Where are you with your learning? How well are you doing with your learning?
- What will you need to do to get better/improve your learning?
- Why are you learning this?
- How can this learning help you in other areas of your learning?”

All children in P1 – P7 are given a homework diary which lists what tasks are to be done and when it is to be submitted.

What is assessment, and when and how does it take place?

‘Assessment’ is the word used to describe all the things which schools do to see how your child is getting on, what they are learning and what they know and understand. It is important to know how each child is getting on so that schools can make sure that each child is progressing and developing according to their abilities. Assessment happens all the time in schools and your child’s progress will not just be based on ‘tests’ but also on how they learn both in class and in other settings. Written work will be used to assess your child but so will their ability to take part in class discussions, make presentations, be in a production or team, produce drawings or projects etc. Parents will be involved both informally in discussion with teachers, looking at their child’s work and also formally through parent’s nights, profiles and reports.

Gathering evidence

Evidence of progress and achievement can be gathered by:
- children and young people through self-assessment. They will be encouraged and supported to look at and revisit their own work, to develop a better understanding of what they have learned, and what they need to work on
- fellow pupils (peers) through peer assessment. Children and young people will be encouraged and supported to work together with others to assess what is good about their work and what needs to be worked on
- teachers, parents and others who can help identify and support their next steps in learning.

When does assessment happen?

Assessment takes place as part of ongoing learning and teaching, periodically and at key transitions.

As part of ongoing learning

Children and young people’s progress, strengths and needs are assessed as part of day-to-day learning and teaching. Teachers and others do this by, for example, watching and listening to learners carrying out tasks, by looking at what they write or make and by considering how they answer questions. Children and young people will be involved in planning their next steps in learning.
**Time to time (periodically)**
From time to time, teachers will assess children and young people’s progress and achievements in order to be able to plan ahead and to record and report on progress. This will help to ensure that their progress is on track and that any necessary action is taken to support their learning.

**At key points, transitions**
Transitions are the moves children and young people make, from home to early learning and childcare settings, from stage to stage (and through Curriculum for Excellence levels), from primary to secondary, to further or higher education and employment. Sharing of assessment information with parents is important to ensure all learners are supported and have a positive experience. Information about a learner's progress and achievements will be passed on to make sure that their broad general education and senior phase continue uninterrupted at the correct level and at an appropriate pace for them.

We undertake Scottish National Standardised Assessments with pupils at P1, P4, P7 and this means they complete online standardised assessments in literacy and numeracy as part of everyday learning and teaching.

The assessments help to identify children’s progress, providing diagnostic information to support teachers’ professional judgement.

There’s 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.

The curriculum is designed on the basis of the following principles:

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and choice (Children are given a range of opportunities to choose areas for learning, ways to learn and ways to display their work)
- Coherence
- Relevance

The principles must be taken into account for all children and young people. They apply to the curriculum both at an organisational level and in the classroom and in any setting where children and young people are learners. The principles will assist teachers and schools in their practice and as a basis for continuing review, evaluation and improvement. They apply to the curriculum at national, education authority, school and individual levels and must be taken into account for all children and young people. 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.
### We Report to Parents in different ways

#### Reporting and Celebrating Pupil Progress Parents Overview 2019/20

<table>
<thead>
<tr>
<th>Month</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>September</strong></td>
<td>There will be an <strong>Open Evening on 3rd October</strong> where you can meet the teacher and discuss how your child is settling into their new class. You can also look at their class work. There will be individual appointments available if you wish to discuss something in more detail.</td>
</tr>
</tbody>
</table>
| **November/December** | **World Quality Day Celebration/Half Past Two Event.** Date to be confirmed.  
Learning Conversations on 4th and 5th December with teachers, parents and pupils. On this evening you will also be able to look through your child’s work |
| **February**   | Parents can come in to school with their child to see their child work  
from 2.30-3.15 on 12th February then the following morning from 8.30-9.00 on 13th February. These times will hopefully ensure that every parent has a suitable time to come in. |
| **March**      | **School Written Report Issued to parents on 27th March**                                                                                                                                                  |
| **May**        | Parents can come in to school with their child to see their child work  
from 2.30-3.15 on 13th May then the following morning from 8.30-9.00 on 14th May.                                                                                                                                 |
| **June**       | There will be an **Open Evening on 18th June** where you can meet your child’s teacher and discuss their progress.  
You can also look at their class work. There will be individual appointments available if necessary if you wish to discuss anything in more detail. |

Parents are also invited to Class Assemblies and the ‘Half past Two’ Parent Events and curriculum workshops. These all give parents an opportunity to find out about their child’s progress in learning.
Raising Attainment / Tracking Pupil’s Progress

All schools are being encouraged to raise attainment levels in Numeracy/Maths, Reading, listening and talking and Writing. At Cargenbridge we do this by:

- Regular consultation between the class teacher and the head teacher.
- Discussion at these meetings about the progress of individual children.
- Interventions and support for identified children
- Comparison of baseline assessments with current pupil progress.
- Setting targets for children
- Valuing all pupil achievements however small and in whatever field.
- Exploring a variety of teaching methods to appeal to different learning styles

Pupil Profiles

A profile is a snapshot of a child's or young person's best achievements at a given point in time. Profiles are primarily aimed at learners and their parents and draw together a range of information about a child or young person’s learning. It is one of the ways in which a learner’s achievements can be recognised. The process of profiling is ongoing and progressive for all learners throughout their school years (2-18yrs). It is important that profiling is seen within the context of career education.

In Primary Schools, nationally it has been agreed that profiles will be produced at the P7 although working towards profiles may start earlier than this. Describe the approach your school uses. Parents are involved in supporting their child/children in this process. In Nursery, your child will have an e learning journal This will be a record of your child’s progress and achievements throughout their time in nursery and will include photographs, samples of work and staff comments. Parents can access this through their phones, laptops and computers. Your child will be involved in creating their learning journey and talking about their learning. We would like parents/carers to add items and comments to the learning journey and to contribute to planning for your child.

Section Seven: Support For All
CHILD PROTECTION

All children have the right to be protected from harm, abuse and neglect. Every adult in Scotland has a role in ensuring all our children and young people live safely and have the opportunity to reach their full potential. The vision for all children and young people in Dumfries and Galloway is that they should be: safe, nurtured, healthy, achieving, active, respected and responsible and included. Schools and front-line education and child care services will play an important role in ensuring all children and young people are safe and well. Further information can be found at http://www.dumgal.gov.uk/article/16640/Support-for-children-and-families

Parents, carers and pupils have a key role in keeping the school community safe. We would therefore urge parents to share any information which would keep everyone safe, and to support and encourage their child(ren) to do the same.

There is an expectation that drug, substance and weapons will not be brought onto the school environment. In responding to drug/substance or weapons related incidents, schools will follow education authority guidelines. In all such circumstances, parents/carers will be contacted, and their cooperation expected. The police will be involved if drug use is suspected or discovered or, if there are concerns regarding the possession, threat or use of weapons.

All schools and early child care and education settings in Dumfries and Galloway are expected to record any unusual incidents or concerns they may have about a child. Normally this information will be shared with parents or carers when issues of concern arise.

Designated member of staff and Named Person for P1-7 Mrs. Elaine Watson, Head Teacher

Deputy member of staff - Miss Nadine Mawer, Class Teacher, Miss Becky Little ELCC

LINK TO Authority Handbook for more information about Child Protection


Additional Support for Learning

Additional Support for Learning Dumfries and Galloway Council is committed to the well-being and educational development of all learners. The process of inclusion requires all involved in the business of learning and teaching to demonstrate commitment, innovation and flexibility to ensure that all children and young people have access to quality learning opportunities and experiences. More information is available at https://www.dumgal.gov.uk/article/16163/Additional-support-for-learning

Getting It Right For Every Child (GIRFEC)
You are the expert on your child and what you think matters. Getting it right for every child (GIRFEC) means that the School will always seek to involve you, to listen to your opinions and take them seriously.
More information is available atwww.dumgal.gov.uk/girfec
Section Eight: Enrolments in Schools and Moving to Secondary School and Leaving School

Enrolment

Catchment

According to the Education (Scotland) Act 1981, parents have the right to choose the school at which they wish their child to be educated. Dumfries and Galloway Council Education Dept. have a basic information booklet for parents which summarises and outlines educational provision within the region. A copy of this booklet can be obtained from the Education Services. All of our schools cover areas known as catchment areas. You can apply to any school but children living in the catchment area get priority when allocating places. To find out the catchment school/s for your home address you can contact the school or go to http://www.dumgal.gov.uk/article/15086/Find-my-nearest on the Council’s website or phone (01387) 260493. Parents need to contact the Education Services if they are seeking a place at a school out with their catchment area. Parents must also contact Parent/Pupil Support if they wish to continue with a place after the have moved out with their catchment area. Forms PP1 and PP2 are issued for completion to parents of new entrants and children transferring to secondary education. Full details on how to enrol or move school are available from the school or on the Council’s website.

Transport is provided by the authority for pupils from the catchment area: -

a. If they are under 8 and live 2 miles from the school.

b. If they are over 8 and live 3 miles from the school

Parents seeking a place at a school outwith the child’s catchment area are normally responsible for the cost of transport.

Enrolling your Child in Schools Policy 2016

Enrolment in Schools and Moving to Secondary School - TRANSITIONS

Information on enrolment in school and catchment areas is available at http://www.dumgal.gov.uk/article/15241/School-places Information regarding catchment areas can be found on the Council’s website by accessing “Find My Nearest” http://www.dumgal.gov.uk/index. aspx?articleid=6293
Transfer from primary to secondary

Our catchment secondary school North West Community Campus. Information regarding catchment areas can be found on the Council's website by accessing “Find My Nearest” http://www.dumgal.gov.uk/index.aspx?articleid=6293. Parents will be asked to indicate in December which Secondary School they would like their child to attend. They will be notified around Easter time.

In November Parents and children are invited to a P7 Transition Evening to find out about what it is like in S1 across the Dumfries Learning Town Schools. In June your child will spend three induction days in the secondary school to which they are transferring.

We recognise the importance of building good relationships between primary and secondary so that your child’s move from P7 to S1 is as smooth as possible with all relevant information being passed to the Secondary School.

Normally pupils from Cargenbridge will transfer to North West Community Campus, but under the ‘Parents’ Charter’ arrangements, you can request a place at any of the region’s secondary schools. Local secondaries are:

North West Community Campus
Alloway Road
Lochside
Dumfries
DG2 9DG
Tel. (01387) 245100
Headteacher: TBC

In November Parents and children are invited to a P7 Transition Evening to find out about what it is like in S1 across the Dumfries Learning Town Schools. In June your child will spend three induction days in the secondary school to which they are transferring.

Transition Activities with North West Community Campus
We work closely with North West Community Campus staff to provide a variety of exciting transitional activities for pupils from mainly Primary 5 upwards. On occasions our children visit and undertake activities at North West Community Campus as well as our secondary colleagues coming into our school and working with our teachers to organise learning activities within our school. Increasingly strong curricular links with North West Community Campus are being developed as part of the CfE guidelines and Framework and these are to be welcomed. The staff at Cargenbridge are actively involved in promoting Primary/Secondary liaison.

Support Available - Enhanced Transition from Primary to Secondary. If your child requires it, the ASL team may be able to organise some enhanced transition activities from Primary to Secondary. Staff from both schools will work together to promote a positive transition for your child.
Section Nine: School Improvement and Priorities

In May/June of each year, the school publishes a Standards & Quality Report providing all stakeholders with a comprehensive summary of the school’s work and learners’ achievements over the last year. The first part of this report provides an overview of the school’s progress in addressing its key priorities, while the second part gives information about, for example, how well pupils are learning and achieving; how well the school is supporting children/young people to develop and learn. In June, we publish a School Improvement Plan which outlines the key priorities for the school during the year ahead, following engagement with staff, pupils and parents.

What is School Improvement Planning?

A school improvement plan is a method of identifying and agreeing specific areas to be improved during the school year. Parents are invited to be part of this process.

Progress is monitored and successes and next steps are identified and reported back to parents during the year and at the end of the year.

A copy of the full school improvement plan is available on request.

You can be involved by giving us your views and feedback, by taking part in school activities, attending meetings and by giving us ideas how to share information with you.
To raise attainment in numeracy.

<table>
<thead>
<tr>
<th>What have we done and how well have we done?</th>
<th>Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy Bricks Intervention was introduced using Pupil Equity Funding and targeted children received this intervention. It has shown increased confidence in the children and it is reported by the teacher that they seem to be much more able to transfer skills into new contexts and they seem to “get” number better. The children themselves report that that they feel they are more confident in their numeracy skills and they are enjoying numeracy more.</td>
<td>Continue with this intervention and track the children’s progress</td>
</tr>
<tr>
<td>Working Memory and Numeracy with Nurture was introduced. This games based intervention to improve working memory is in its early stages but the children have reported great enjoyment of this and they say it has helped their confidence and made their numbers “pop”. Children who worked on both of these interventions made great gains.</td>
<td>Continue with this intervention and track the children’s progress</td>
</tr>
<tr>
<td>We reviewed our Maths and Numeracy programme across the school. We divided numeracy and maths to help with pace of learning. Introduce “Developing Number Knowledge programme” in P1/2 next session to ensure firm number knowledge and skills are strong.</td>
<td></td>
</tr>
<tr>
<td>Growth Mindset work was carried out with teachers, pupils, parents and learners across the school. This is being incorporated into our whole school ethos. Our Growth Mindset group met to evaluate and promoted it in the school and their project was completed. Their aim was to teach all pupils across the school about Growth vs Fixed Mindsets and help them to understand what having a Growth Mindset looks like, sounds like and feels like in their day to day learning and how it can impact on both their achievement and their well being.</td>
<td>Continue to imbed as part of our school ethos and learning and teaching.</td>
</tr>
</tbody>
</table>
What have we done and how well have we done? | Next Steps
--- | ---
Our Partnership with Dupont continues to develop STEM. Children are challenged and are given the opportunity to apply skills and previous knowledge through their work. | Continue to develop STEM opportunities through partnership with DTF and our World of Work.

- We were visited by people from out with the region to find out more about our partnership working and they highlighted our excellent practice. | 

- We worked with Royal Highland Educational Trust to plan and implement a Food and farming Day and Farmer’s Market. This enhanced pupil learning in food science linked with Science, Health and Well Being and literacy. | Continue to work with a range of new partner agencies to develop STEM opportunities. Be involved in a pilot to develop Scottish STEM Quality Mark in schools.

- We now have a whole school Digital Literacy Programme to develop all aspects of Technologies.  
- Staff received training on equality, gender imbalance and unconscious bias. This raised awareness of how to review our resources, language used and opportunities given across the school. | Implement across the whole school next session  
Share this information with parents and reflect on current practice in the school.

Priority – To further develop STEM (Science, Technology, Engineering and Maths) across the School and to provide our children with meaningful stimulating STEM (Science, Technologies, Engineering and Maths) opportunities.
**Priority - To develop PLAY/Enquiry Learning/Discovery Learning opportunities across the school.**

<table>
<thead>
<tr>
<th>What have we done and how well have we done?</th>
<th>Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Developed play areas in P1/2, P2/3 and P4 and children have more opportunities to learn through play. Skills based learning has been evident - problem solving, leadership skills, creativity and leading their own learning. The children are able to talk about their play and what they have been learning and skills being developed. During their play the children are observed to be motivated, engaged and challenging themselves.</td>
<td>Continu to develop PLAY opportunities across the school. Staff to attend further training to enhance what we have already. Revisit contexts for learning to give the children more opportunity to lead their own learning and learn through enquiry and investigation and creativity.</td>
</tr>
<tr>
<td>• Introduction of working memory games in the senior classes have shown the children to be very motivated by these games and enjoy the challenges they bring.</td>
<td></td>
</tr>
</tbody>
</table>
### Look Forward to 2019/20 Priorities

<table>
<thead>
<tr>
<th>Priority</th>
<th>To continue to raise attainment in Numeracy,</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Priority</th>
<th>To review our current contexts for learning (topics) and create new ones.</th>
</tr>
</thead>
</table>
| What we aim to do | • Undertake Self evaluation of our current context for learning (topics) – what is working well?, What do we need to improve? Relate to creativity, investigation, enquiry, play, pupil lead, **skills** and choice.  
• Create new opportunities for contexts for learning (topics) with staff, pupils and parents |
<table>
<thead>
<tr>
<th>Priority</th>
<th>To establish support systems in school to improve the wellbeing of our pupils. (Pupil Equity Funding)</th>
</tr>
</thead>
</table>
| **What we aim to do** | • Introduce Emotion Works to encourage children to be able to talk about how they feel and their emotions.  
• To further develop an ethos of nurturing approaches across the whole school.  
• Further develop and enhance KiVA (bullying programme with a focus on relationships) with staff, pupils and parents.  
• Review Authority Bullying Policy in line with our procedures and update our bullying policy and procedures.  
• Work with parents around “better relationships better learning” (nurture, bullying, Respect for All, Restorative Approaches, inclusion so they have a better understanding of these approaches and how they can be involved to truly work in partnership to support their children. |
Section Ten: Health and Safety

The Authority has a policy on the use of images of pupils. You will be asked to read this when your child enrols and to clarify your consent about the publication of images of your child, but you can amend your permission at any time by contacting the school office. Please ask at the School Office to see a copy.

Use of the Internet, Social Networking Sites

As part of the process of learning we allow our children supervised access to the Internet and e-mail. The authority runs its own filter system to ensure that young people are not at risk from exposure to inappropriate material. This filtering system is regularly being upgraded. We have a policy for use of the Internet and a contract for responsible use, which we ask parents and young people to sign up to.

Schools may also wish to review the national HSE website:
www.hse.gov.uk/services/education/index.htm

Health Care

Education Services is committed to ensuring that all children can fully participate in the life of the school. Many children will require their health care needs to be met at sometime within the nursery/school environment, for most children this will be for short periods of time only, but for some children this may require more long-term planning and support. If your child has any health care needs, please contact the school to discuss arrangements. Full details of the support available and your role as a parent and the role of your child are contained within Health Care in Schools 3-18 (NHS and Dumfries and Galloway Council) which is available from the school.

We have staff with responsibility for first aid with appropriate training that includes administering first aid, reporting in line with the Accident and Incident Reporting procedures and keeping a record of first aid administered. Parents will be notified of any first aid which has to be done on their child. If a child has a bang to the head we always phone parents to notify them and give them the opportunity to come and see their child.

Medical Care

In the course of your child’s primary school career, considerations of health and welfare are always in evidence. Regular contact is maintained with the school nurse and the school doctor, who will, with the consent of parents, review regularly, any children with health problems that might affect schoolwork. Any difficulties found as a result of examinations will be reported to you so that you can take appropriate action.

Health Promotion Specialists visits the school regularly as part of our Health Promotion Work. She also has input to our Health Education Programme if necessary.

Medical examinations take place throughout your child’s primary school life in particular at P1 and P7. Please tell us about any allergies or condition, which might cause problems for your child whilst in school. If we possess such information we will be able to act promptly and correctly in the instance of need.

Medication

If it is necessary for your child to take prescribed medicine during school hours, you must notify us in writing, giving clear instructions regarding the dosage. There is a template to fill in and this is available on the school blog or from the office. Similarly, we should be informed if your child has to keep an inhaler in school. An asthma care plan also has to be in place. A member of staff will supervise the taking of medication by a child in school. On educational outings this will be undertaken by the class teacher. In both instances it will only be done at the request of parents and on the understanding that staff are not medically trained – merely acting ‘in loco parentis’.

45
Children who have been absent from school because of vomiting or diarrhoea should remain at home until **48hrs has past from their last bout of vomiting/diarrhoea.** Cargenbridge is a "nut free school".

**Head Lice**

Time to time your child may contract head lice. We have information on how to prevent this and how to treat an infestation. Please contact the Head teacher or School Nurse for more information. The most important thing to remember is that **you should not use any chemical treatment unless you actually find a live louse on your child's hair.** Please inform your network of close family and friends to stop the spread. **Please check your child’s hair frequently using conditioner and a head lice comb.**

**Emergency Procedures**

If your child feels ill during the school day and we feel that he/she would be better at home, we will telephone you or your emergency contact. Minor accidents, e.g. cuts, bruises, are dealt with by the school staff. Serious accidents are few, but should one occur your child will be immediately taken either to your doctor or to hospital, if necessary, and you or your emergency contact will be notified. We cannot stress enough the importance of supplying the school with the relevant information we require in such a situation, i.e. your own home and work number and a telephone number of an emergency contact. **Please remember that if your child stays in more than one home setting contact details should take account of this.**

We will request such information at the beginning of each new school year. Please update this as necessary.

In some emergency situations, when the circumstances near the school could endanger the safety of the school community, pupils and staff must stay within the school to be safe. Schools should also reference Education Services Safer Together Inside guidance and procedures and make this available to parents on request.

**Severe Weather and Emergency School Closure**

If the school has to close down in an emergency, e.g. the water supply fails, electricity is cut off, the heating system breaks down or there is a severe weather, obviously it is not possible to notify you in advance.

Head Teachers are authorised to make an emergency closure when the state of the weather or any other exceptional circumstance make it absolutely necessary in the best interests of the pupils. In these circumstances parents will be communicated with, in a variety of ways including text messages/phone calls and emergency contact arrangements. All school closures will be notified on the Council Website.

- An **Emergency Closure Protocol** is now in place where West Sound Radio is notified of any school closures. Please ‘tune in’ if in doubt or look at the council web site as this also carries notification of any school closures.

- In the event of heavy overnight snow, listen to the local weather reports and if in doubt about deterioration in the weather conditions do **not** send your child to school. This is most important for children who come by taxi or mini-bus.

- If your child sets off, tell your child **not** to wait for lengthy periods at road ends should the taxi not turn up, but to return home immediately.

The school telephone lines **must** be kept open to allow us to make outgoing calls, to contact taxi firms and to the homes of children who live a distance away.
Parents can help the school by planning for any potential school closure by monitoring weather reports and checking on the Council Website: http://www.dumgal.gov.uk/article/15240/Emergency-school-closures

Having to close the school is a decision not taken lightly. The health and safety of everyone who has to travel to or work in the school is paramount. Your continued support and patience is much appreciated should the protocol have to be carried out.

Supervision during Intervals

During the morning interval and at lunchtime, the Playground Supervisor and two other members of staff supervise the pupils in the playground. If it is wet, the children stay in their classrooms and the older pupils help to supervise P1-6 while the Playground Supervisor patrols all the classes. Since there is no supervision in the morning, and the staff’s preparation time is from 8.30-9.00am, you are respectfully requested not to send your child to school before 8.45am, especially on wet mornings. We monitor the weather very carefully so it is important always to send you child to school with a waterproof with a hood. It is good to let the children have fresh air but if it becomes very wet and windy they will be supervised within the classrooms. First thing on a wet morning children are allowed access to the school and meet in the school hall. This allows staff to carry out their preparation time in the class bases.

Road Safety

The safety of the pupils is of utmost importance to us. We monitor the children leaving the school premises at night, especially when crossing the road. We do however remind parents who are drivers of their responsibility when driving/parking at or near the school.

The children receive annually by our Community Police Officer, on how to keep safe on the roads. Please remind your child about the Green Cross Code.

Parent Parking

Car parking spaces are clearly marked with white lines at either side – these are the only places that cars should be parked and left within the car park.

Disabled parking spaces are for the use of vehicles with a disabled parking permit clearly displayed in the windscreen and carrying disabled passenger(s).

Drop off/pick up point is for doing exactly that and is not for parking and leaving cars, this area is clearly marked, if it is full, cars should proceed round the roundabout into a parking space or leave the car park.

Roundabout is for driving around, not for waiting on or parking your vehicle on.

Can you please also speak to any friends/relatives who drop off and pick up children on your behalf to ensure that we are all clear on this. There are also some parking spaces at the Woodley Court entrance for those who wish to park there.

Personal Safety

Personal Accident Insurance Cover for School Children

It is in your interest to ensure that your son or daughter is adequately insured against accidents, not only in school but also at all times.

Dumfries and Galloway Council provides insurance cover for pupils relative to its liability for any acts of negligence.
However, there are certain occasions when pupils may be more ‘at risk’ than others. These occasions arise not from ‘negligence’ on the part of the Authority but from non-attributable personal accidents, e.g. during curricular or extra curricular sport or physical activities. The council’s insurance cover does not extend to awards of compensation for damage as a result of such accidents (unless negligence can be proved) and it is essential that parents are aware of this. Insurance cover for pupils to guarantee compensation for non-attributable personal accidents is a matter for parental decision and arrangements. Parents may wish to seek further advice on the availability of such insurance cover from their personal insurance agent/broker.

Fire Drills and Lockdowns

From nursery to P7 children are taught what to do in the event of a fire and drills are practised once a term. We also practice “Lockdown (Stay safe inside together)” which teaches the children to come back into the school and into the safety of their classroom if there is a danger in the playground, such as an escaped cow from a field next to the school. It also teaches them where to go in their classroom if they need to stay safe.

Care and Welfare of Pupils

Dumfries and Galloway Authority promotes an Inclusive Approach to Education in all our schools and has provided Guidelines and Policy Information to assist schools on implementing this approach to education.

School Trips

Throughout the year the children will participate in school trips locally and further away. At the beginning of the year parents are asked to complete a generic permission slip for their child to take part in trips within walking distance of the school. Parents are notified about school trips via letter in the weekly mail drop issued on a Friday. If there is a cost to the trip then parents are given as much notice as possible. No child will miss a trip due to not being able to pay the cost. If parents need help with the cost towards a trip then they should speak with the Head Teacher. Parents if necessary are communicated during the day of the trip to give updated information on the time of return. School trips are enjoyable and fun and enhance our learning.
Data Protection

Each year, your child/young person’s school will send home a copy of the personal data we hold about your child/young person as part of our annual update process. If at any other time you would like to review information held as part of your child’s Educational record, you can do so as part of the Access to Educational Record legislation. In the first instance you should contact the Head Teacher of your school to make this request.

What personal information do we collect from you and why do we need it?

Data about pupils includes, name, date of birth, gender, and address, racial or ethnic origin, religion. It will also include information about any additional support needs and any relevant medical conditions.

Data about the pupils’ family will include names, addresses, email, phone number, emergency contact details and family situation.

Data held will also include pupil progress, assessments and exam results. It will also include records of attendance, absence and any exclusions.

We will hold data about when and where the pupil goes after they leave Early Learning and Childcare Centre (ELCC)/School. This includes information about their next setting, career paths or intended destinations.

If your child is accessing school transport and school meals, data will be shared with School Mainstream Transport Team/Contractors and Enterprising DG.

When we record and use personal data, we will only collect and use what we need. We will keep it securely, and it will only be accessed by those that have legitimate reason to. We will not keep personal data for longer than is necessary and will follow the Council’s Record Retention Schedule and archival procedures.

Sharing Pupil data

If a child/young person moves Early Learning and Childcare Centre (ELCC)/School, we have a legal obligation to pass on information to their new ELCC/School/education authority. Sometimes we also receive information about child/young person from other organisations, such as, NHS, Police Scotland, Social Work, Additional Support Services and sometimes other organisations or groups connected to the pupil’s education.

We also need to share pupil information with other organisations. Law requires us to pass certain information about our pupils to the Scottish Government and the Council. This data is for statistical purposes.

We share your data with third parties who process it on our behalf, including the operator of our Education Management Information System, our schools’ intranet GLOW, and our text messaging provider Groupcall. For more details about this processing please contact miss@dumgal.gov.uk.

The Council take the security of your data seriously and access to SEEMiS is restricted to approved staff and by username and password only. The Council Data Protection Policies and Procedures make clear that all staff have a responsibility to ensure that they handle personal data appropriately and that suitable organisational security measures are in place. To prevent unauthorised disclosure, hard copies of data are stored securely at your child’s nursery or school.

The Council need to ensure you and your child’s personal data remains accurate, to assist with this, please ensure you keep your nursery and school up-to-date with any changes. For example, if you do not inform the school that you have moved to a new house, this may result in your personal data being sent to an incorrect address.

If you would like to access any information we hold, then you can do so under the Pupils’ Educational Records (Scotland) Regulations 2003, by making a Request to your child’s school in the first instance.

Data Protection

Information on how the Council uses personal data is available at http://www.dumgal.gov.uk/article/15129/Data-protection
Useful Links for Parents

Staff, Parents and Pupils can access key Policies for the Authority at
http://www.dumgal.gov.uk/article/16350/Strategies-plans-and-policies

Parents can access more information by visiting Dumfries and Galloway Home page and clicking on schools or clicking http://www.dumgal.gov.uk/schools. From this one page you can access information on schools, school meals, transport and Parental involvement. We would also suggest that parents are aware of the following local and national websites to support parents/carers and young people on their journey through school life.

DGvoice: http://www.dgvoice.co.uk/index.php/youth
Cool to talk: http://www.nhsdg.scot.nhs.uk/News/Cool2talk
My World of Work: https://www.myworldofwork.co.uk/
Youthlink Scotland: www.youthlinkscotland.org
Citizens Advice Dumfries and Galloway: https://www.cas.org.uk/bureaux/dumfries-and-galloway-citizens-advice-service-dagcas
Support in Mind, Scotland, National Rural Mental Health Forum www.ruralwellbeing.org

More information can be found in the Education Authority handbook at

Whilst this information provided in the handbook is considered correct at the time of printing, it is possible that there may be some inaccuracy by the time the document reaches you the parent.

If you wish to discuss any of the information detailed in the handbook please contact the school for clarification. We hope it communicates the ethos of the school and it provides you with the information you need.