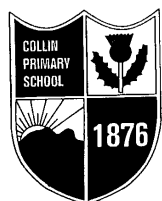


# Collin Primary School Handbook



**Moving Forward Together**

# Dumfries and Galloway Education Services Collin Primary School Handbook

## Contents

1. Letter from Head of Education	4
2. Welcome from the Head Teacher	5
3. Education Services Aims	6
4. School Vision, Values and Aims	7
5. School Information	8
6.1 Name/Address/Telephone No/Website ( if any) / Email Address	
6.2 Head Teacher details	
6.3 Roll of School / denominational status (if any)/ Status of Gaelic	
6.4 Nursery (if any)	
6.5 School Staff	
6.6 Terms and Holidays	
7. Contact Us	10
7.1 If you need to find out something	
7.2 If you have concerns	
7.3 If you have a complaint	
8. How the School Works?	11
8.1 Enrolment	
8.2 Moving from Nursery	
8.3 School Day	
8.4 School Uniform/Dress Policy	
8.5 School Meals	
8.6 School Transport	
8.7 Class organisation	
8.8 Playground Supervision	
8.9 Positive Behaviour and Celebrating Success	
9. The Curriculum	15
9.1 Curriculum for Excellence	
9.2 Subject Information	
9.3 Health and Well Being Education	
10. The Wider Curriculum	16
10.1 Extra Curricular Activities	
10.2 Pupil Council	
10.3 School Trips	
11. Home/ School Partnership	17
11.1 Parent Forum and Parent Council	
11.2 Communicating with Home	
11.3 Attendance	
11.4 Homework	
11.5 How is my child doing? (Assessment and Reporting)	
11.6 Pupil Profiles	
11.7 Helping your child	
11.8 Helping the School	
11.9 Useful Information	

12. Support for All	22
12.1 Additional Support for Learning	
12.2 Getting it Right for Every Child (GIRFEC)	
12.3 Child Protection	
12.4 Anti -Bullying	
12.5 Educational Psychology Service	
12.6 Home School Link Worker Service	
13. Moving to Secondary School	24
13.1 Catchment Secondary School	
13.2 Transition Activities	
13.3 Induction Days	
13.4 Support Available	
14. School Improvements	24
14.1 Improvement plan and priorities	
15. Health and Safety	25
15.1 Emergency Arrangements	
15.2 Severe Weather and School Closure Arrangements	
15.3 Health Care	
15.4 Data Protection	
15.5 Images of Pupils	
15.6 Use of the Internet	
16. Other Useful Information	26
16.1 Pupil/Parent Support Unit	
16.2 Policies	

## LETTER FROM THE HEAD OF EDUCATION

**Ms Gillian Brydson**  
**Head of Education**  
Woodbank,  
30 Edinburgh Road,  
Dumfries

DG1 1NW

01387 260427

[www.dumgal.gov.uk](http://www.dumgal.gov.uk) or [www.dgcommunity.net](http://www.dgcommunity.net)

Dear Parents,

Dumfries and Galloway Education Services is committed to delivering a high quality education for your child/children. As part of Dumfries and Galloway Council's overall vision we aim to provide all children and young people with a good start in life and prepare them for adulthood and employment.

Education Services cannot deliver this alone for children and young people but work together with others and, as parents, you are one of our key partners. The research tells us that when parents are involved in their child's education the child will do better. The school handbook is one of the ways in which we inform parents, not just about how the school works, but also about how you can help us help your children to succeed in school and life.

It gives me pleasure as Head of Education to commend this handbook to you as an invaluable source of information about your school and Education Services.

Yours sincerely

Gillian Brydson  
**Head of Education**



# WELCOME FROM THE HEAD TEACHER



## Collin Primary School

2 Main Road

Collin

DUMFRIES

DG1 4JE

**Moving Forward Together**

Any enquiries please contact  
**Ms Jennifer Irvine, Acting Head Teacher**  
Telephone: (01387) 750227  
E-mail: gw08officecollin@ea.dumgal.sch.uk

## WELCOME

The staff and children of Collin Primary School welcome all parents/carers, families and friends to our school.

The purpose of this handbook is to give you information about Collin Primary School which we hope you will find useful while your child is a pupil here.

We aim to provide a secure and friendly atmosphere in which each child can develop to full potential educationally, socially and emotionally. We believe that your support and understanding is vital to this aim.

This handbook will provide general reference to the main areas. We still prefer personal contact. If you have a problem however trivial it may seem – don't hesitate to contact the school in the first instance, where arrangements will be made to discuss the matter. It is hoped that any queries or anxieties can be resolved at school level by parent/carer and the Head Teacher. We need your co-operation so that your child settles in easily with us. We also want to establish a link with you – a valuable link throughout your child's stay with us.

Our school is a happy, caring and stimulating environment for everyone and we sincerely hope that you enjoy Collin Primary. We want you to have lasting memories of our school for the rest of your life. Together, I am sure we can make your child's primary education both successful and enjoyable.

I hope you find this handbook useful and would welcome your comments.

*Jennifer Irvine*

Acting Head Teacher

## EDUCATION SERVICES AIMS

To raise attainment in all children and young people to improve their life chances through collaboration and innovation.

### Our Objectives

1. We will ensure that children and young people will be at the centre of our plans.

This means planning by schools and support from Education Services will be focussed on delivering to all our children and young people the entitlements embedded in Curriculum for Excellence and Getting It Right for Every Child.

2. We will improve our partnership working

This means an emphasis on Cluster working, training on Getting It Right For Every Child themes, parental involvement, multi-agency working, partnership with Community Learning and Development (CLD); Professional Learning Communities and collaboration with Education Scotland, the Care Inspectorate and Further Education colleges.

3. We will encourage innovation, creativity, collaboration and a culture of sharing and learning in all our staff

This means a focus on transformational leadership, professional autonomy and local solutions and building capacity in all our staff.

4. We will streamline our business processes

This means empowering our schools and staff to find better ways of working, with an emphasis on professional autonomy, local solutions, developing leadership, capacity building, effective Continuing Professional Development and implementing Getting It Right for Every Child processes.

# Collin Primary Vision Aims and Values



## Our School Vision

*We will provide every child with a safe, caring environment in which to learn and develop the skills they need to reach their full potential in life.*

## Our Aims

- To create a welcoming, safe, caring and happy environment where all achievement is celebrated*
- To listen and consider all points of view from all members of our school community*
- To provide stimulating opportunities and experiences to ensure all learners are prepared for life, learning and work.*
  - To promote equal opportunities, respect, and diversity and value the contributions everyone can make to our school.*
  - To ensure teaching, learning and assessment is of the highest quality.*

## Our Values

*Respect Friendship Honesty Responsibility*

*Pride Confidence Self-belief*

*Kindness Trust*

*Working together*

## **SCHOOL INFORMATION**

School Name, Address & Telephone Number	Collin Primary School Collin DUMFRIES DG1 4JE 01387 750227
School E-mail	gw08officecollin@ea.dumgal.sch.uk
Website (Blog)	<a href="https://blogs.glowscotland.org.uk/dg/collinprimary/">https://blogs.glowscotland.org.uk/dg/collinprimary/</a>
Head Teacher	Ms J Irvine
School Roll	26
Nursery	8
Teacher P1-4	Ms Ammie Patterson
Teacher P5-7	Mrs Fiona Thomson
Nursery Officer	Mrs Allyson Bell
Nursery Nurse	Ms Dawn Paterson
We have visiting specialists in the following areas:	
Art and Design	Mrs Julie Stephen
Support for Learning Teacher	
Traveller Support (when required)	Mrs Mhairi Naismith (Teacher) Mrs Lisa Muir (Traveller Support Assistant)
Learning Assistants	Mrs Iona Webster (Mon-Fri)
Clerical Assistants	Mrs Lisa McBurnie (Mon-Wed am) Mrs Yvonne Smith (Thur & Fri)
Janitor	Mrs Rhoda Hundertmark
Catering	Mrs Rhoda Hundertmark
Cleaner	Mrs Maggie Russell
School Chaplain	Rev M Wallace
School Nurse	Mrs Sarah Dillon



## School Terms and Holidays

The term dates for the academic year 2017/2018 are as follows:

**Term 1 (Monday 21<sup>st</sup> August - Friday 13<sup>th</sup> October 2017)**

Autumn Holiday - Monday 16<sup>th</sup> October to Friday 27<sup>th</sup> October 2017

**Term 2 (Monday 30<sup>th</sup> October to Thursday 21<sup>st</sup> December 2017)**

Christmas Holiday - Friday 22<sup>nd</sup> December 2017 to Wednesday 3<sup>rd</sup> January 2018

**Term 3 (Thursday 4<sup>th</sup> January to Thursday 29<sup>th</sup> March 2018)**

Mid-Term Holiday - Monday 13<sup>th</sup> February 2018

Inset\* - Tuesday 13<sup>th</sup> February and Wednesday 14<sup>th</sup> February 2018

Spring Holiday – Friday 3<sup>0th</sup> March – Friday 13<sup>th</sup> April 2018

**Term 4 (Monday 16<sup>th</sup> April to Friday 29<sup>th</sup> June 2018)**

May Day Holiday - Monday 7<sup>th</sup> May 2018

Inset\* - Friday 1<sup>st</sup> June 2018

**Summer Holiday – Monday 2<sup>nd</sup> July – Monday 20<sup>th</sup> August 2018**

Staff return - Friday 17<sup>th</sup> August 2018

Pupils return – Tuesday 21<sup>st</sup> August 2018

\*Inset days are Professional learning days

## CONTACT US

### **Visitation to the School**

Collin Primary operates an open door policy and welcomes all parents/carers into school. There are many ways you can use to contact the school including by telephone, email and face to face.

Parents/carers may visit the school at any time during school hours, however, if they wish to meet with either the Head Teacher or the class teacher then an appointment should be made beforehand, wherever possible, and the purpose of the visit intimated.

In the case of new entrants, in school and nursery, time is set aside each year for children to visit prior to commencement of their new session for part of the day.

### **Complaints**

Normally issues arising at a school level should be brought to the attention of the class teacher and senior school staff, such as Head or Depute Head Teachers as appropriate. Complaints received directly by Education Services will, where possible, be dealt with at as local a level as possible, i.e. at individual school level.

Education Services operate within the complaints handling procedures for Dumfries and Galloway Council. Information on this can be found at <http://www.dumgal.gov.uk/article/15382/Complaints-procedure>. Further support and advice can be provided to individual complainants through contacting either the complaints handler within Education Services or to the Council's Corporate Complaints Unit.

## How the school works?

### Enrolment

Parents may opt for a place in any school they wish, at any time, but priority for a place will be granted to children from the recognised or 'delineated' catchment area. Information regarding catchment areas can be found on the Council's website by accessing "Find My Nearest" <http://www.dumgal.gov.uk/article/15086/Find-my-nearest>. Full details on how to enrol or move school are available from the school or on the Council's website (see Section 16).

### Nursery Entrants

Children are entitled to a place in nursery from the beginning of the term following their third birthday. Both 3 and 4 year old children are entitled to a maximum of 5 sessions a week. Please note that we have a separate nursery handbook for prospective nursery entrants. If the circumstance arises that there are no places or limited places a ballot will take place. Priority will be given to

- Children with Special Needs
- Children accepted for a deferred year
- Catchment with siblings
- Catchment with no siblings
- Non catchment with siblings
- Non catchment

### Primary Entrants

Children are entitled to start their formal education at the beginning of a new session (i.e. August) provided they will become 5 years of age by the end of February in Primary 1.

Enrolment takes place in school in January and the dates and times are published in the local press.

Parents should bring along their child's birth certificate.

In the terms leading up to P1 entry nursery staff will begin to prepare your child for his/her move into primary. New entrants are invited to spend some time in their P1 class. Parents are invited to a meeting with the Head Teacher who will provide helpful hints about how to prepare the children for school as well as providing information relevant to the first few weeks in primary and a brief outline of the P1 curriculum.

Information will also be provided on assessment, reporting and parents' evenings.

### Transition from Nursery

There is a robust transition programme from nursery to primary in the school which carries on informally through the school year with joint events between nursery and primary one pupils. Primary teachers work closely with nursery staff and parents to ensure that information about each child's learning and development is passed on. This will help ensure that their learning and development continues without interruption. Staff will also share other information which will help the teacher to support each child's learning – for example relevant health issues, friendship groups and preferred ways of working.

### Entrants from Other Schools

Parents should telephone the school so that a mutually suitable time may be arranged for parents and entrants to visit the school. After enrolment pupils are placed by the Head Teacher according to their dates of birth.

Full details of how to enrol or move school are available from the school or from the Council's website

### The School Day

Our school day is organised according to the following schedule:

	<b>Primarys 1 to 7</b>	<b>Nursery</b>
Starts	9.00am	8.45am
Morning Interval	10.30am to 10.45am	
Lunch	12.30pm to 1.15 pm	
Closes	3.00pm	11.55am

## School Uniform/Dress Policy

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, or disability. 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 (e.g. football colours).
- Could cause offence (e.g. anti-religious or political slogans).
- Could cause health and safety difficulties such as loose fitting clothing, dangly earrings
- Are of flammable materials which may be a danger in certain classes.
- Could cause damage to floors.
- Carry advertising, in particular for 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. Guidance is available on Clothing Grants from Pupil / Parent Support Unit on <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 on the basis of 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, a head teacher could justify the use of the school disciplinary procedures.

Please make sure that items of clothing and footwear are **clearly marked** – all Wellington boots and gym shoes have a habit of looking alike!!

The school uniform is a jade green sweatshirt with a school crest, a red polo shirt with school crest, and dark trousers/skirt/pinafore. A small supply of school sweatshirts, school tee-shirts and school sports shirts are held in the School Office. Enquiries should be made to the School Secretary.

“Lost property” is kept in the School and unclaimed items are cleared at the end of each term.

Sweatshirts	£8.00 (ages 3 – 12)	£9.80 (sizes XS and small adult)
Polo Shirts	£7.20 (ages 3 – 12)	£9.00 (sizes XS and small adult)
T-Shirts	£4.45 (ages 3 – 12)	£5.05 (sizes XS and small adult)
Shorts	£3.50 (ages 3 – 12)	£4.00 (sizes XS and small adult)
Fleece Jacket	£18.00 (ages 3 – XS)	(All prices correct at date of printing)

**Please note** any uniform ordered out with the usual time of May/June will incur Postage and Packaging costs to be met by the Parent/Carer.

## School Meals

### What is provided?

For the past 8 years Dumfries and Galloway Council's school meal service has taken steps to improve the nutritional quality of school meals.

This has been influenced by the introduction of both “Hungry for Success” and “The Schools (Health Promotion and Nutrition) (Scotland) Act 2007” which:

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

This has resulted in a service which provides and promotes healthy food choices with a restriction of certain foods high in fat, salt and sugar.

Dumfries and Galloway Councils current uptake of school meals is at a six year high, we would like to thank you for your continued support in encouraging your child to have a school lunch.

For more information call on 030 33 33 3000 and ask for DGFirst, Facilities Management (catering).

Free school meals are available to support families who live and attend a school in Dumfries and Galloway and who are in receipt of qualifying benefits. All Primary 1 pupils currently receive free school meals and as of January 2015 all Primary 1 to 3 pupils will receive free school meals.. Any questions about Free School Meals can be directed to the Pupil/Parent Support Unit (See Section 16) or <http://www.dumgal.gov.uk/schoolmeal>.

## 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.

### How do I find out if my child will receive school transport?

When school transport is required for a pupil, the school will contact the Parent/Pupil Support Unit. 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://www.dumgal.gov.uk/article/15086/Find-my-nearest>

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 Policy on School Transport and a Guide for Parents, and also Guidance for transport of children and young people with Additional Support Needs. These are available from your school or on the Council's website or from the Pupil/Parent Support Unit (see Section 16) <http://www.dumgal.gov.uk/article/15245/Free-school-transport>

## Class organisation

All classes within the school are composite. Wherever possible we try not to split any year group. Currently the composition is Primaries 1-4 and 5-7, but this varies from year to year. The Nursery class takes three and four year olds, all children being accommodated in the same class room.

## Playground Supervision

Dumfries and Galloway policy states that schools with a roll of 50 or more are entitled to playground supervision. Our roll is currently 26, therefore Collin Primary School has no playground supervision during the morning interval and at lunchtime provided by the authority, however we have a Learning Assistant who undertakes this roll at break and lunchtime.

If it is wet, the children stay in the large classroom. Since there is limited supervision in the morning, and the staff's preparation time is from 8.30-9.00 am, you are respectfully requested not to send your child to school before 8.45 am especially on wet mornings. We monitor the weather very carefully so it is important always to send your 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 from 8.45am. This allows staff to carry out their preparation time in the classroom.

## Positive Behaviour and Celebrating Success

All children have a right to feel happy and secure in our school. We aim to promote a caring and co-operative atmosphere in the school and playground. Our staff are fair and polite to children and we provide a quiet, calm environment in which children can work and play. Our children are supervised throughout the day and there is always an adult available should children want to discuss any concerns or worries.

It is our aim to co-operate with parents in helping our pupils to exercise self-discipline, to be tolerant and caring and to work happily with others. Therefore parents and pupils are encouraged to bring concerns to the attention of staff and likewise staff will seek support from parents and pupils.

From an early age our children are encouraged to respect other people, their belongings and the environment in which they live and work. The majority of our pupils behave well and recognise that our school rules are necessary (a) for their well being and (b) for the efficient running of the school.

In order to endorse good behaviour and promote teamwork we operate a house system. Each child belongs to a house: Criffel, Lochar and Solway and can win points for their house by working hard, displaying good manners, empathising with and helping their peers.

The House Points system has proved very successful in promoting positive behaviour but we know from experience that behavioural difficulties will still crop up from time to time. We recognise the importance of full co-operation between parent and school especially where cause for concern arises. An early referral is made to parents and we would expect their full co-operation in ensuring that the pupils conform to the high standards set by the school.

### **Celebrating Success**

Any pupil achievement in or out of school is celebrated at weekly assembly, certificates can be awarded for any deserving recipient by any member of staff. We have a 'book' for any newspaper cuttings and therein are even past pupils or relatives' pictures or articles – these are looked at and celebrated by all our children. There are photos of our 'superstars' on view for all to see on our Success wall and this is updated to reflect current achievements.

At Collin we aim to prepare children to become life long learners, an aspect of this is building individual resilience (preparing children to cope with challenge and failure). We do this by providing pupils with many avenues which they can choose to pursue their interest/skill.

We try to achieve a balance with the opportunities that are provided. They allow our children to fulfil their potential whatever their strengths or interests while also providing activities which build resilience.

### **Promoting Positive Behaviour**

We have a comprehensive behaviour policy to augment the above general information and each child that enrolls in Collin Primary School. This available on the parent notice board and a copy from the office if required.

The whole School Behaviour Policy is available on our school website [www.collinprimaryschool.ik.org](http://www.collinprimaryschool.ik.org) under Documents.

# The Curriculum

## Curriculum for Excellence

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 takes a fresh approach to what, how and where young people learn. It aims to raise standards, improve knowledge and develop skills, closing the gap between the lowest and highest performers. Ultimately it aims to nurture young people as successful learners, confident individuals, effective contributors and responsible citizens.

### How does Curriculum for Excellence work?

- The 'learner journey' will be joined up from 3-18 to avoid gaps and overlaps in learning and to make the most of achievements outside school.
- Learners will work at a pace that suits, with enough challenge and support to stretch them.
- Lessons will be more engaging, inspiring and relevant to everyday life.
- Teachers will make connections between subjects, helping children make sense of the world.
- Children will learn *how* to learn and how to use their learning, not just memorise information to pass tests. This will help them adapt in an uncertain future with the ability to think for themselves, make sound judgements, challenge, enquire and find solutions.
- There's more focus on knowledge *and* skills – including vital skills: literacy and numeracy, which underpin all learning and are critical in life.
- There are changes to assessment and how progress is reported to give learners, parents and employers better information on potential and achievement.

There will be new ways of assessing progress and ensuring children achieve their potential. There will be new qualifications for literacy and numeracy from 2012/13, and new National 4 and 5 qualifications from 2013/14. Our well regarded Access, Highers and Advanced Highers will be updated to take account of and support the new approaches to learning and teaching.

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.

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. Staff are kept up-to-date with educational changes by:-

- a. meeting together to discuss new initiatives and resources
- b. attending in-services courses
- c. help and advice from other schools, in particular our small schools' cluster and authority development officers

## Planning

At Collin we believe that children should have ownership of their learning. We do this by first finding out what they know about a subject then ask all the pupils what they would like to find out. From this the teacher plans experiences (lessons) based around finding the answer. All the different steps are recorded in our planning format. The children file evidence of their experiences in their own individual Record of Achievement. Learning plans are sent home at the beginning of each new topic to make you aware of your child's long term targets and Learning journeys are sent home each week in which children set and reflect upon their personal short term targets.

## Resources

Our school is very well resourced with a selection and variety of books including a reference library, stationery, games, materials and equipment and there is a good pupil ratio of computers in every classroom.

## Curricular Areas Nursery and Primary

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)
- Health and well being (including PE)
- Science
- Social Studies
- Religious and Moral Education
- Expressive Arts (Music, Art, Drama and Dance)
- Technologies

## Health and Wellbeing Education

Health and wellbeing is the 'responsibility of all' for all. Collin School aims 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.

## The Wider Curriculum

### Extra Curricular Activities

There is a wide and varied programme of activities which are made available to the pupils outwith the formal curriculum. Sporting events, musical performances and local speech-making competitions all provide for the development of interests and talents in an informal setting, which enhances and reinforces much of the curricular work.

This enhancement of the curriculum provides the pupils with an excellent opportunity, under guidance to develop personal and social qualities, through their exposure to a wide range of different and challenging experiences.

The school currently works closely with "Active Schools" and a wide range of after school and lunchtime activities are planned and organised. Children can take part in, and improve upon, the many games skills they have experienced during school time. Blocks of football, rugby, floorball, tennis, lacrosse, curling, circuit training and tri-golf are on offer.

### Pupil Council

The school has an active pupil council, which is representative of all the children. 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 councillors. The purpose of the Council is to ensure that all children have an active involvement in the planning and progress of the school. They represent all children in the school and help to promote their views and suggestions.

### School Trips

Since it is widely accepted that

*"I hear and I forget  
I see and I remember  
I do and I understand"*

the pupils at Collin are encouraged to learn by activity and investigation.

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

A bi-annual feature within the school's calendar is a residential course at one of the Outdoor Education Centres. Pupils have a valuable opportunity to participate in some of the more specialist outdoor activities e.g. canoeing and these have proved to be very successful.



## Home/ School Partnership

### Parent Council

In 2006 the Scottish Schools (Parental Involvement) Act was established. The act has clear purposes. It aims to help all parents be

- involved with their child's education and learning
  - welcomed as active participants in the life of the school
  - encouraged to express their views on the school education generally and work in partnership with the school
- The act also included reformation of parental groups within the school.

By law schools have a duty to promote parents' involvement in children's education. We are very keen that parents feel able to be involved in their child's education and learning that they are active participants in the life of the school and they feel able to express their views on school education generally.

Every parent who has a child at our school is a member of the **Parent Council**

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 items 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 Parent Council is a group of parents who have chosen to represent the parent forum.

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.

### Parent Council

'Collin Primary Parent Council is the bridge between the home and school, it provides the families of the pupils with an up to date view of the schools current policies and allows all of us to have a say in what happens in our school.

The bridge is there as a support to enable the children to get the most from school experiences and through sub committees allows further activities to be possible.

The bridge is also there to allow families that don't find it possible to attend the Parent Council to approach the members with any items they would like addressed.

Every parent who has a child at our school is a member of the Parent Forum. The Parent Council 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;
- Be invited to be involved in ways and times that suit you;
- Identify items you want the parent council to work on with the school;
- Be asked your opinion by the parent council on items relating to the school and education it provides;
- Work in partnership with staff; and
- Enjoy taking part in school life in whatever way possible

Currently our focus for this session is:

- Reviewing and updating School Behaviour Policy
- Fundraising for the Pantomime and other events across the year
- Representing Parents views with Education Scotland through the follow up Inspections
- Parental Representation at the National Forums
- Promoting contact between the school, parents, pupils and the local community
- Supporting Curriculum developments
- Reviewing our current procedures as to how we can keep parents informed.

The Parent Council is a group of Parents who meet with the Head Teacher throughout the year. They are there to work in partnership with the school and to take it forward.

Parent Council Members are:

- |                      |                      |
|----------------------|----------------------|
| • Mrs Janice Handley | Chairperson          |
| • Mrs Sam, Rae       | Vice Chairperson     |
| • Mrs Janice Watret  | Treasurer            |
| • Mrs Shirley Graham | Clerk to the Council |

We appreciate that not all parents can attend meetings however if we work together we can ensure that your child benefits from a positive school / home partnership.

#### **What can you do?**

- ❖ Support all functions
- ❖ Give help whenever possible
- ❖ Suggest new ideas
- ❖ Come along to our Annual General Meeting (the date will be sent to you in advance)

**Since every child benefits from the work of the Parent Council please give the support it deserves.'**

<h2>Attendance</h2>
---------------------

It is your responsibility as parents to ensure that your child/children attends 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 Attendance Officer. If possible please try to make dental/medical appointments out with 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**

In order that our procedures work efficiently and effectively we require your cooperation in the following matters:

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.
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 as a result 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 I 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 in a position to refuse permission to parents for such holidays but it is the view of Education Services that these holidays should be officially recognised as "unauthorised".

Education Services recognises that some parents have difficulties in arranging their own holidays to suit school holiday periods and 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 – 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. This means that, whilst parents are at liberty to remove children from school for the purposes of family holidays, such absences will be recorded as 'unauthorised'. Parents should continue to 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.

## **Homework**

This is an important area of education where home and school can work together. Homework reinforces the work done in class and pupils should be aware of the need to consolidate their classwork. Homework also gives parents the chance to take an active interest in their children's work and to support them as they research or being to work more independently. Type and frequency of homework varies from week to week and class to class and parents who consider their child should have any further homework should consult with the Head Teacher.

In Collin Primary School, it is customary, in the early stages of learning to read, to set some small pieces of reading for the child to do each night at home and parents are asked to co-operate in listening to and watching their child read, or help and support them or talk to and discuss a book – depending on the task given, and as the child's reading ability grows, it is important to maintain this habit of regular reading at home.

Other homework is also set regularly – either as part of an ongoing project in school, to gather specific information or as spelling, in the form of word families and sentence making incorporating these words.

Parents are asked to co-operate and assist with homework by providing appropriate conditions in which homework can be done effectively with few distractions, by encouraging the child to do the homework conscientiously and by signing completed, written homework if and when asked.

## How is my child doing? (Assessment and Reporting)

**Assessment** is crucial to tracking progress, planning next steps, **reporting** and involving parents and learners in learning. Evidence of progress can be gathered by learners themselves, and by fellow pupils (peers), parents, teachers and other professionals,

- Self assessment – learners 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
- Peer assessment – learners will be encouraged and supported to work together to help others assess what is good about their work and what needs to be worked on
- Personal learning portfolios – pupils, teachers and parents will work together to develop planning for next steps in learning
- Profiles – a record or statement of learning and achievements both within and out with school, introduced at P7 and S3 , and possibly at other stages at a later date. A range of formats can be used, including portfolios.

Reporting to parents is an integral part of Curriculum for Excellence and Collin Primary School would wish that the school curriculum should not be a closed book to parents and we endeavour to communicate what is happening via formal and informal methods. We have two Pupil, Parent Teacher learning conversations at which we discuss progress and achievement with you and your child. These are held within term two and three, the information is then used to an end of year report in June.

Separate arrangements exist for consultation for the Additional Support for Learning Teacher with parents.

Parents are encouraged to approach the school at any early stage, if and when concerns arise.

### 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 children 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 child's achievements can be recognised. Nationally it has been agreed that profiles will be produced at the P7 and S3 stage. The profiling process gives your child the opportunity to talk about their learning and achievements with yourself and others and can challenge, motivate and support all learners. The intention is to give a rounded picture of your child, their achievements and progress in learning to date.

There is a Guidance note for parents on profiling which is available from our school.

### Helping your child

There are many things which as a parent you can do to support your child's learning in school:-

- **Listen, talk, and encourage** – 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 and 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

- **Encourage any reading**
- **Look for opportunities at home** to develop literacy and numeracy skills: money, number problems, time, measuring, matching, size, 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 about the change 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 parents nights, reviews

Information provided by Education Scotland – [Parentzone](#)

### **Helping the School**

There are many opportunities to get involved in our school. We already have regular helpers who support children's learning in various areas, for example, in the library, in the nursery, with sports clubs, supervising swimming, transporting pupils to events and activities and in craft work. Volunteers are asked to read our 'Advice for Helpers' booklet and sign the authority's form. There is also a policy document available.

### **Useful Information**

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](http://www.educationscotland.gov.uk/parentzone) .

# Support for All

## **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 in order to ensure that all children and young people have access to quality learning opportunities and experiences.

The Authority aims to meet the needs of all children with additional support needs through a range of provision from mainstream classes (with or without support) to part-time or full-time provision in a school with a learning centre or base.

This commitment to meeting the needs of all children is based upon the requirements of the Education (Additional Support for Learning) (Scotland) Act 2004 amended in 2009 and is translated into procedure and practice by Dumfries and Galloway Education Services' Support Manual. This Support Manual is available on line for all staff within schools and is able to be updated and kept live.

What is Additional Support for Learning (ASL)?

If your child needs extra help or support in addition to that which is usually provided in school they can be said to have 'Additional Support Needs'. Children may need additional support for short or long periods of time and for a variety of reasons. The reasons can include:

- Social or emotional difficulties
- Problems at home
- Being particularly able
- A physical disability
- Moving home frequently
- Behavioural difficulties
- Bullying
- A sensory impairment
- Communication problems
- Being a young carer
- Being a young parent
- Having English as a second language
- A learning disability
- Autism
- Attention Deficit Hyperactivity Disorder

If you have any concerns about your child you should speak to a member of staff in the school in the first instance. There are a number of ways in which concerns can be followed up. This may involve the input of other educational professionals such as Specialist teachers (Additional Support for Learning Teacher, Educational Visitor, and Sensory Impairment Specialists) and Educational Psychologists. It may also involve your child being referred onto staff in external agencies such as health staff (Speech and Language therapist, Occupational Therapist, Physiotherapist etc.). As a parent you will be closely involved in the whole process and your views sought throughout. If, after discussion with all concerned, it is felt appropriate, your child will have an educational plan agreed which will identify how they are to be supported.

Your child's progress will be kept under review and any plans and support will be changed as necessary. As a parent you will be closely involved in any review process. There will be several opportunities for you to discuss your child's progress. This may be through informal discussion with the teacher or at Parents' Nights or it may also be through more formal, focussed meetings with all agencies involved. You should discuss and agree with the school how you would like to be involved.

At the moment a small number of children will require a more detailed planning process which co-ordinates the input of education and other agencies to fully support the child. This plan is called a Co-ordinated Support Plan. The Co-ordinated Support Plan process is managed by Education Officers with responsibility for Additional Support for Learning.

Further information on all of the above is available from the school or on the Council website <http://www.dumgal.gov.uk/article/16163/Additional-support-for-learning> or from the following sources:

- Enquire – the Scottish advice and information service for additional support for learning, a charitable body registered in Scotland under registration number SC003527 <http://enquire.org.uk/>
- Scottish Independence Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576 <http://www.google.co.uk/search?hl=en&source=hp&q=Scottish%20Independent%20Advocacy%20alliance>; or
- Scottish Child Law Centre, a charitable body registered in Scotland under registration number SC012741 <http://www.sclc.org.uk/>

Parents may also access further support through mediation services provided by Common Ground Mediation <http://www.commongroundmediation.co.uk/> or advocacy support through People's Advocacy Support Service (P.A.S.S. Direct ) or Parents Inclusion Network (PIN) <http://www.parentsinclusionnetwork.org.uk/>

## Getting it Right for Every Child (GIRFEC)

Getting it right for every child (GIRFEC) is an approach from The Scottish Government that sets out how schools and other services should work with children and their families. GIRFEC is all about ensuring that children get the help they need when they need it – the right help at the right time. For you and your child, GIRFEC means that:

- You are the expert on your child and what you think matters. Getting it right for every child means that the School will always seek to involve you, to listen to your opinions and take them seriously.
- If you or your child need any advice or any support, the Named Person is your first point of contact and will make sure you get the help or advice that you need. The named person for the school is the Head Teacher. Having a Named Person means that if there is anything that could affect your child's wellbeing, he or she will receive support as quickly as possible so that problems do not develop.
- If your child has complex needs and needs help from several different services, GIRFEC means that all these services must work together for you and your child. You should never have to keep telling your story to lots of different staff in the School or the Education Department or the NHS. Your child will have a single plan that everyone works to and everyone is clear about what they are doing. When your child moves to secondary school there will be a Transition Plan in place for them in good time.

For more information on *getting it right for every child* email [GIRFEC@dumgal.gov.uk](mailto:GIRFEC@dumgal.gov.uk).

## 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.

At Collin School the Head Teacher is the designated person for Child Protection.

Further information is contained within the [Child Protection Policy for Schools, Pre-School and Child Care Services](#) which is available from the school and the on the Council website.

## Anti Bullying

The Collin Primary School policy on behaviour endorses the views of the Authority in promoting positive behaviour and our aims are to promote a secure and happy environment free from threat, harassment and any type of bullying behaviour, to take positive action to prevent bullying from occurring through a clear school policy on emotional and social health and wellbeing, to show commitment to overcoming bullying by practising zero tolerance and to inform parents and pupils of the school's expectations. All staff are aware of their role in fostering the knowledge and attitudes which will be required to achieve the above aims.

## **Educational Psychology Service**

Educational Psychologists aim to improve the life chances of all children and young people. Working in partnership with families and other services, we use applied psychology and knowledge of child development to address inequalities, support vulnerability and enhance inclusion. We seek to ensure that young people realise their potential to become successful learners, confident individuals, effective contributors and responsible citizens.

We do this by:

- Working with others in a consultative way to help them make sense of difficulties and make informed choices and decisions
- Sharing knowledge about 'what works' and promoting evidence informed approaches to develop the policy and practice of literacy, numeracy and health and wellbeing in our educational establishments and communities
- Raising awareness of the crucial role of communication, relationships and nurture in children's lives
- Training and developing the skills of other professionals to improve children's attainment and achievement
- Highlighting the interactive nature of assessment, teaching and learning
- Designing and implementing interventions in partnership with others which support individuals and communities to develop resilience and ensure that children are safe, healthy, active, nurtured, achieving, respected, responsible and included.
- Supporting effective transitions (early years into primary, primary to secondary and secondary to post school) to improve the life chances of young people

The Psychological Service is based in offices in Newton Stewart, Dumfries and Annan, and each school has an identified Educational Psychologist. Further information about the service is available from the school.

## **Home School Link Worker Service**

A Home Link Worker can meet with parents/carers, children or young people to offer advice or help with the sorts of things that can affect a child's learning. These could be connected to a child or young person's home or school life. The service aims to provide help and advice early and prevent something small from growing into a problem. A Head teacher can ask for this support on a parent's/carer's behalf.

# **Moving to Secondary School**

## **Catchment Secondary School**

Transfer from primary to secondary school will be dealt with by direct approach to parents from individual primary schools. Our catchment secondary school is Dumfries High School. Information regarding catchment areas can be found on the Council's website by accessing "Find My Nearest" <http://www.dumgal.gov.uk/article/15086&id/Find-my-nearest>. Parents can opt for any secondary school and full details on how to enrol or move school are available from the school or on the Council's website.

## **Transition Activities**

Primary/Secondary liaison is very good with Dumfries High School and several transition activities have been established and actually begin when pupils are in P6.

## **Induction Days**

Currently there are three induction days for the Nithsdale schools. These are always in the month of June and pupils have the opportunity to work through a sample timetable for the three days and meet their classmates.

## **Support Available**

From time to time an enhanced transition programme in agreement with parents/carers can be put in place for any P7 pupil requiring extra support to move to their chosen Secondary School. In the past Collin School has involved the Home Link Worker and YPSS.



## School Improvements

In May 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. We then publish a School Improvement Plan which outlines the key priorities for the school during the year ahead. Having been involved with Her Majesty's Inspectors, Collin Primary School and Nursery have specific areas to address in taking the school forward. These were outlined in the communication with stakeholders. The Improvement 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 a report on progress and the plan are published on the school's web-site and are also available in hard copy, upon request.

This session Collin's key areas for development are Raising Attainment, Leadership, Management and Quality Assurance Arrangements, Tracking and moderation.

## Health and Safety

### 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

### Severe Weather and School Closure Arrangements

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.

### Health Care

Education Services is committed to ensuring that all children are able to 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 [The Nursery and School Policy on Health Care Procedures Sept 2012](#) which is available from the Council website.

## **Data Protection**

Your child's personal data will be held by the school. All personal data is held on our secure school management information system. We will ensure that the information we hold is accurate and up to date and each year you will be sent an Update Form detailing the information held by the school for you to check and update as required.

Access to the school management information system is by individual user and is password protected. Furthermore, access to confidential data is restricted to staff in school as appropriate.

All schools 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 concerns arise. This information may also be shared with other agencies, such as Social Work, if schools are asked for it. This allows agencies who come into contact with children to make the best decisions for each individual child and to make sure they get the help they need when they need it.

If the school feels that any child may benefit from assessment or support from another agency and do not have child protection concerns they will always talk to parents or carers about this first.

## **Images of Pupils**

We keep a photographic record of events at the school and this is used for a number of purposes. From time to time we also feature in the local press. The authority has a policy on the use of images of pupils. You will be asked to read this when your child enrolls and to clarify your consent with regard to the publication of images of your child. This permission will be obtained when your child starts school or at a new school, but you can amend your permission at any time by contacting the school office.

## **Use of the Internet**

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.

## Other Useful Information

### Pupil / Parent Support Unit

The Pupil /Parent Support Unit is there to help parents and pupils and can be contacted on the numbers shown below regarding any aspect of Free School Meals/Clothing Grants, Education Maintenance Allowance, School Transport, Home Education, Parent Council administration, school transfers and enrolment, school catchment areas, performance licences, insurance matters and financial support for those pupils entering higher education.

(01387) 260437                      (01387) 260498

(01387) 260433                      (01387) 260493

### Policies

There are a number of National, Education Services and school policies which will provide information on a range of issues. Further details of all of these are available from your school or on the Council website. The following is a list of the policies which may be most relevant to you and your child/ren although this is not an exhaustive list:-

- Acceptable Use of Dumfries and Galloway Council's ICT Facilities In Schools (2009)
- Attendance at School Policy (2012)
- Child Protection Policy for Schools, Pre-Schools and Childcare Services -
- Children Absent from School through Ill Health – Guidance (2011)
- Curriculum Swimming Policy ( 2012)
- Digital Images Policy (2012 )– Taking and Using Images of Pupils
- Dumfries and Galloway Equal Opportunities Policy and related Equality Schemes
- Enrolling in Schools – Placement Policy( 2012)
- Exclusion from Schools – Policy and Procedures (2010)
- Inappropriate Use of Social Networking Sites (2011)
- Parental Involvement Strategy (2006) – *this is under review*
- Primary School Class Organisation (2011)
- Protection of Vulnerable Groups (PVG) Scheme (2011)
- Providing Intimate Care for Children and Young People with Disabilities – National Guidelines for Schools
- Providing Intimate Care for Children – Procedures for Schools and Nurseries (2011)
- Health Care in Schools 3-18 (2013)
- Nursery and Schools Policy on Health Care Procedures (2012)
- Respect for All – Anti-Bullying Procedures (2011)
- School Transport Policy
- Use of Mobile Phones and/or Internet Bullying – Procedures for Schools when drawing up policies ( 2007)
- Volunteer Policy and Procedures for Schools (2012)

Further information on all aspects of education is available on [www.educationscotland.gov.uk/parentzone](http://www.educationscotland.gov.uk/parentzone) .