

Dumfries and Galloway Education Services

**Locharbriggs Primary School and Nursery**

**Handbook 2019/20**

Updated 28/01/2020

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# **1. Welcome to Locharbriggs Primary School and Nursery**

## 1.1 Welcome from the Head Teacher Mr McIntyre

Dear Parents,

It gives me great pleasure to welcome you and your family to Locharbriggs Primary and Nursery. This handbook is written to provide you with information that you may find helpful while your child is with us, here at Locharbriggs.

Your child's school years are so important to you as parents and to us as teachers. When we all work together to achieve the best conditions for learning, our children will accept the challenge and reach their potential. At Locharbriggs your child will be encouraged to be himself / herself, to find their talents and awaken interests. It is an exciting time and we aim to enable every young person to become independent, responsible, successful and confident. This is best achieved through positive, open and working partnerships between school and home.

This handbook will be informative but there may well be times when you require more information. We are always willing to discuss any issues affecting your son/daughter's education.

We trust your child will be happy and benefit fully from his/her schooling at Locharbriggs Primary School and Nursery.

Yours sincerely

Mr R Barry McIntyre

Head Teacher

## **1.2. LETTER FROM THE DIRECTOR OF EDUCATION SERVICES, DR. G BRYDSON**

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

More Information on Education Services is available at <http://www.dumgal.gov.uk/schools>  
and in our Annual Report  
<http://www.dumgal.gov.uk/article/17612/Education-Authority-Annual-Plan>

## 2. About our school

I am delighted to welcome you to our school on Wallamhill Road. In this handbook you will find useful information about the school, the staff, the young people and the community which makes up the Locharbriggs family. The information contained within will provide a background and an overview to Locharbriggs Primary and Nursery but by simply stepping into our school, you will become aware of much more than facts and figures. The ethos of mutual respect, care and love of learning is being commented upon by so many visitors and parents. Indeed the welcoming and inclusive atmosphere of this school is something we have been working to develop. It was my priority when I took up post as Head Teacher in February 2018.

Locharbriggs Primary School is a community where all children, staff and parents learn together. Through this learning, we aim to...

1. develop citizens who can contribute fully to our school, community and country by
  - expecting high standards of achievement, especially in numeracy and literacy
  - ensuring equality and fairness for everyone
  - thinking creatively, using individual talents and solving problems individually and together
  - demonstrating enterprise, initiative, ambition and personal success and participation in the political and economic life of the community and country
  - leading a healthy, active lifestyle and assessing risks
2. promote excellent behaviour by
  - developing trusting and positive relationships; participating socially in the community
  - being honest and truthful at all times
  - making wise decisions
  - showing value and respect for oneself and others at all times
  - showing personal responsibility and leadership qualities
  - showing compassion and support for others
  - engaging with Rights Respecting Schools Silver Award
3. stimulate creative thinking, active learning and enquiring minds to produce successful learners in a learning environment that
  - is enthusiastic, motivating, stimulating, happy, nurturing, safe, fun and enjoyable
  - uses technology creatively and is open to new thinking and ideas
  - can link previous and new ideas
  - encourages everyone to evaluate their learning and actions accurately
  - encourages everyone to participate in the cultural life of the community and country
  - provides a broad, balanced and progressive curriculum
  - offers a range of resources and optimizes the facility for our needs
4. developing confident, independent and successful learners, who have
  - a strong self-esteem, good self-awareness and self-reliance
  - good communication skills
  - a clear sense of identity, personal values and beliefs
  - personal resilience and physical, mental and emotional well-being
  - pupil voice through groups like RotaKids, Pupil Council, Rights Respecting Schools Committee, Justice Squad, etc.

We want to ensure children and young people develop a broad range of skills and capacities, whilst supporting them to thrive, regardless of their social circumstances or additional needs.

The [National improvement framework and improvement plan for Scottish education](#) is designed to help deliver the twin aims of excellence and equity in education.

This serves as the single, definitive plan for securing educational improvement. It takes into account the information published in the [National improvement framework 2017 evidence report](#).

#### Drivers of improvement

Six drivers of improvement have been identified in the NIF. The drivers are all equally important. The links and connections across these key areas are essential to enabling continuous improvement and minimizing unintended consequences.

The key drivers of improvement are:

1. school leadership
2. teacher professionalism
3. parental engagement
4. assessment of children's progress
5. school improvement
6. performance information

Find out more: [National improvement framework: drivers of improvement](#)

Further information: [National improvement framework: parent communication plan](#)

The Education (Scotland) Bill aims to create a school and teacher-led education system, centred on the child. It will enable trusted professionals, working with young people, their parents and communities, to take decisions that shape the education of young people in classrooms. Such learner-focused, professional decision making is already a presumption of the Curriculum for Excellence framework and is vital if all individual learners are to be able to achieve their full potential, regardless of their background.

There is a strong and shared commitment to the vision of excellence and equity for all children and young people across Scottish education as set out in the National Improvement Framework. The Bill will include a number of provisions to enable head teachers to make decisions that most affect learning and teaching in their school, working in collaboration with parents, pupils and the wider school community.

I hope that you find this handbook interesting and informative. Please contact the school office if you have further questions and we will be only too happy to welcome you to Locharbriggs Primary and Nursery.

Mr Barry McIntyre, Head Teacher

### **3. 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.



## **4. The Ethos of Locharbriggs Primary**

Our school aims to provide a secure and happy environment in which every pupil can develop talents and grow emotionally, intellectually, physically and socially.

As teachers we value pupils as unique individuals and encourage them to the utmost in their development of their own personal gifts and creative qualities. We, therefore, concern ourselves not only with the imparting of knowledge and acquisition of skills but in drawing out what is already within each child.

Since "the heart and the human spirit have needs as well as the mind and body" we are also concerned with the development of our pupils' personal growth, their ability to form relationships and to be part of a living and loving community.

Our school has a role to play within the community of Locharbriggs. We involve parents, carers, local business and partner agencies as much as we can. This includes links with the baby and toddler group which is held on Mondays, Wednesdays and Fridays in the village hall. RotaKids exemplifies our drive to affect change within the community. We benefit from a supportive community and our school has eleven volunteers from within this community, helping and supporting the pupils and staff.

We believe that this can be achieved by developing the school as a lively, stimulating and caring community in which there is mutual concern and respect among pupils, teachers and parents and for the environment in which we live. Since parents play a crucial role in the education of their children, we feel it is essential that the partnership between home and school is fostered so that our children can develop to their full potential and achieve personal wholeness.

## 5. School Aims

### 5.1 School Aims

We aim to provide every child with the opportunities to develop their talents and express themselves through creativity, critical thinking and achievement.

Our curriculum aims to encourage our children to:

- \*acquire the basic tools for learning - literacy, oracy, numeracy
- \*apply, as well as absorb, information
- \*think critically and communicate effectively
- \*develop the capacity to reason and act independently
- \*develop lively, enquiring and imaginative minds
- \*develop personal gifts and inspire creativity
- \*appreciate the arts
- \*develop physical skills and an understanding of healthy lifestyles
- \*become more aware of and reflect upon their experience of living in a world with others, acknowledging shared responsibilities for communities, cultures and our environment
- \*empower our children as independent learners

The Scottish Government's lifelong learning strategy aims to ensure that everyone develops the attributes, knowledge and skills they will need for life, learning and work. Our curriculum is all the experiences that are planned for learners to support the development of these skills.

Curriculum for Excellence aims to achieve a transformation in education in Scotland by providing a coherent, more flexible and enriched curriculum from 2 to 18.

## 5.2 Nursery Aims

Our Nursery shares the above aims. Nursery staff also seek to develop learning how to learn skills through pedagogical approaches which promote independent play and creativity. The new adventure garden is a welcome addition to the outdoor spaces available to our nursery children.

In our nursery we are able to accommodate thirty two children. Children in our nursery class are aged three to five years. We are moving to 1140 hours in August 2020. In line with council plans, we are replacing our teacher in the nursery with a Nursery Manager.

We aim to provide a friendly, clean, healthy, comfortable and safe environment which the children find stimulating and challenging, and where enjoyment, fun and achievement are linked with discovery and learning. All staff are sensitive and responsive to the individual needs of each child and their family, helping all to make a positive contribution to a child's development and future.

To meet these aims we are committed to:

- Delivering a high standard of service to develop and improve each child's experiences. We do this in light of advice from Education Scotland and The Care Inspectorate. Inspections were carried out in May 2018.
- Respecting each child as an individual taking into account their own needs.
- Ensuring that our staff are recruited, trained and supervised to meet the needs of the children in their care.
- Providing a safe, healthy and friendly environment for the children to play and learn.
- Ensuring that our service operates in accordance with the latest standards of care.
- Valuing partnerships with parents/guardians/carers and outside agencies.

### **Our Nursery Mission Statement is:**

"To produce social beings by helping children to learn through play and putting fun first"

Parent comment from 2018

"Staff provide a warm, welcoming and caring atmosphere which leads to all children and families and visitors feeling welcome. The sufficient range of resources and experiences offered provides all children with the opportunity to make progress in their learning and development."

Parent of N5 child in session 2018/19

### 5.3 Nursery Action Plan

## Locharbriggs Nursery Action Plan 2019/20

### **Leadership and management: *How good is our leadership and approach to improvement?***

#### 1.1 Self-evaluation for self-improvement

We plan to evaluate areas within our nursery and the children's experiences using ECER-S, HGIOELC, Care Standards and the D&G Audit Tool.

#### 1.5 Management of resources to promote equity

We plan to develop our provision of experiences which enliven children, stimulate curiosity and extend play-based learning by reflecting upon our current setting and examples of good practice nationally so that what we add to our nursery is targeted and specific to the needs of our children.

### **Learning provision: *How good is the quality of the care and learning we offer?***

#### 2.2 Curriculum

We plan to create a clear rationale for play as pedagogy, observations of play and interacting with play (the role of the adult).

#### 2.7 Partnerships

We plan to further develop our ways to engage parents and carers in the life of our setting and to reach out within our community, forging better links with local partners, professionals, industry and significant organisations/groups.

### **Successes and achievements: *How good are we at ensuring the best outcomes for all our children?***

#### 3.2 Securing children's progress

We plan to have a communication champion in our setting to further develop early language, improved communication and achievement for all.

We plan to ready ourselves for the introduction of 1140 hours next session by visiting other settings and engaging with professional reading. We will consider a number of questions around impact of 1140 hours at Locharbriggs Nursery.

### 5.4 Nursery Action Plan (Plain Speaking Version)

## Locharbriggs Nursery Action Plan 2019/20

### Plain speaking version

- We will judge how good our play areas are by using evaluation tools like HGIOELC and ECER-S.
- We will bring new things into nursery which are specifically for our current children. This will develop their interests.
- How we plan for and support the play in our nursery is carefully considered. We will write down our approaches and why we believe these to be right for our nursery.
- We plan to have more trips out to see our local community. We also want to involve parents and carers more.
- We plan to improve the talking and listening for all our children. To do this we will have a Communication Champion and some useful guidelines to help us get better.

We want to get ready to offer families 1140 hours per year. This doubles the amount of time children are able to attend nursery and we want to make sure that we have everything in place so that children experience the very best out of this extra time.

## **6. School Information**

### **6.1 Name/Address/Telephone number/Email/Website**

Locharbriggs Primary School, 51 Wallamhill Road, Locharbriggs, Dumfries, DG1 1UW

Telephone 01387 710241

Email [gw08officelocharbrig@ea.dumgal.sch.uk](mailto:gw08officelocharbrig@ea.dumgal.sch.uk)

Our school has a Facebook page - <https://www.facebook.com/locharbriggs/>

### **6.2 Head Teacher Details**

Head Teacher - Mr R Barry McIntyre

### **6.3 Roll of School / Denominational Status (if any) / Status of Gaelic**

The current school roll is 120 students. Locharbriggs is a non-denominational primary school.

### **6.4 Nursery (if any)**

Nursery provision caters for 17 children. Nursery capacity is 32.

### **6.5 School Staff**

Teaching staff – Miss Haley (P1), Mrs Lawrie (P2 and PT), Mrs Klose (P3), Mrs Hogg (P4), Mrs Jardine and Mrs Gordon (P5), Miss Dawson (P6), Mr McNay (P7), Miss Dixon (Music and RICCT), Mr Sharp (PE)

Nursery staff - Mrs McMath (Teacher), Mrs Kerr (Nursery Nurse), Miss Black (Early Years Practitioner)

Support staff – Mr Cummings, Mrs Gowan, Mrs Edgar, Mrs Robson, Mrs Masterton, Miss Malone and Mr McGeary.

### **6.6 Terms and Holidays**

**Term dates available on the council website**

## 7. Contact Us

### 7.1 If you need information

You may contact school staff in a number of ways. In the first instance you can call the school office and speak with Mrs Robson, Mrs Gowan or Mrs Edgar. The school office also has a separate email address which parents are welcome to use. If you wish to speak with Mr McIntyre (Head Teacher) then you can arrange a meeting or a call back through the school office. Teaching staff are usually available for a chat at the end of the school day. If you wish to speak with staff in a more private setting then please request an appointment through the school office or directly with the member of teaching staff. We firmly believe that the education of your child is a partnership and we welcome discussions with parents. While we provide set times throughout the year for parental consultations, we have an open door policy and regularly meet informally to discuss the needs of children and families. In some cases we arrange a meeting called the Child's Plan Meeting.

### 7.2 If you have concerns

If you have a specific concern this should be directed to the Head Teacher in the first instance.

### 7.3 If you have a complaint

In Locharbriggs we have a clear complaints procedure and all complaints should be directed to the Head Teacher. We record any complaints and make clear our planned next steps in response to a complaint.

Complaints to Care Commission can be made to

Compass House  
11 Riverside Drive  
Dundee  
DD1 4NY

Tel: [0345 600 9527](tel:03456009527)

**The Head Teacher is also the Nursery Manager (until August 2020) and therefore all complaints should be directed to the Head Teacher in the first instance when concerns arise within our early years setting.**

Remember you can also access Dumfries and Galloway Have Your Say at <http://www.dumgal.gov.uk/article/17349/Have-your-say>

Education Services aims for enquiries, concerns and complaints to be dealt with at as local a level as possible, where possible at individual school level. Individual schools are supported to ensure that matters of complaint are recorded, acknowledged and responded to within normal complaints handling timescales, normally response within 10 working days. 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 Headteachers as appropriate. Further support and advice can be provided to individual complainants or teaching staff through contacting either the complaints handler within Education Services or to the Councils Corporate Complaints Unit.

## 8. How the School Works

### 8.1 Enrolment

In the first instance parents seeking a place in Locharbriggs Primary or nursery should speak with the Head Teacher.

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://apps.dumgal.gov.uk/findnearest?q>

Full details on how to enrol or move school are available from the school or on the Council's website <http://www.dumgal.gov.uk/article/15241/School-places>

If you have any queries about enrolment please come and speak with the Head Teacher.

### 8.2 Moving from Nursery

Primary teachers work closely with nursery staff and parents to ensure that information about each child's learning and achievements are 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. Our nursery children experience transition visits into primary one on a regular basis throughout the school year.

Children in our nursery experience transition activities throughout their entire pre-school year. Weekly visits are arranged and even when arriving in Primary 1, staff continue to liaise and support each child. The introduction of free-flow play in our infant classes is an example of how we are able to smooth the transition and blur the lines between nursery and primary one.

### 8.3 School Day

Our school welcomes pupils into class at 9.00am. Playground supervision is available from 8:50am. Morning interval begins at 10:30am and classes resume at 10:50am.

Lunch begins at 12:20pm and all meals are prepared and cooked on site. We have a very high uptake for school meals and the feedback from pupils is consistently high. Classes resume at 1:00pm. We have two sittings for lunch where half the school dine at 12.20pm and the other half dine at 12.40pm. The school day finishes at 3:00pm and class teachers dismiss into the playground where parents can collect their children. This is always a good chance to share information with your child's teacher or the Head Teacher.

### School Hours

Starts: 9.00am  
Interval: 10.30am -10.50am  
Lunch: 12.20pm – 1.00pm  
Day ends: 3.00 pm

### Nursery Hours

Morning Session: 8.45am – 11.55am  
Afternoon Session: 12.15pm – 3.25pm

When our nursery moves to 1140 hours in August 2020 our nursery day will be 8.30am to 3.30pm.

## 8.4 School Uniform/Dress Policy

Our school colours are red and black. The school uniform is fully supported by all our parents and pupils. Uniform Orders can be made at [www.border-embroideries.co.uk](http://www.border-embroideries.co.uk) and enter the name of the school.

All Dumfries and Galloway schools must have a dress code which encourages pupils to dress in a way appropriate to attendance at school. Clothing which is unacceptable in school under any circumstances would include items which:

- Could cause offence (eg anti-religious or political slogans).
- Could cause health and safety difficulties such as loose fitting clothing or dangling 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.

We have a new school uniform guide for 2019/20. This is available upon request from our school office.

### 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>

### Jewellery

As children are all at an age when their spare time is spent in robust play, all jewellery is potentially dangerous when worn at school, both to the wearer and other children. Therefore, children must not come to school wearing jewellery. The obvious exception would be in the case of children with pierced ears, who **must** wear studs and **not** hoops at school and these should be taken out for Physical Education lessons. Any child who comes to school wearing jewellery will be asked to remove it.

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 headteacher could justify the use of the school disciplinary procedures.



## 8.5 School Meals

Our school lunches are very popular and Mrs Shona McDougal prepares and cooks all meals on site. We have a high uptake for school lunches.

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/> that provides supplementary information

### **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.

For more information call 030 33 33 3000 and ask for Facilities Management – Catering Services.

**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. From August 2020 Nursery children will be entitled to Free Lunches which are served within our nursery.

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.

For more information visit <http://www.dumgal.gov.uk/schoolmeals>

## **8.6 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>

### **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>

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.

## **8.7 Class organisation**

This year we have seven classes and two nursery sessions daily.

Primary 1 is taught by Miss Haley, Primary 2 is taught by Mrs Lawrie, Primary 3 is taught by Mrs Klose, Primary 4 is taught by Mrs Hogg, Primary 5 is taught by Mrs Jardine and Mrs Gordon, Primary 6 is taught by Miss Dawson and Primary 7 is taught by Mr McNay.

Mrs McMath is our teacher in the nursery classes and Mrs Kerr is our nursery nurse. Mrs Black also works in our nursery as an early years practitioner.

## **8.8 Playground Supervision**

Morning interval and playtime after lunch are supervised by Mr. McGeary. Playground supervision is also available from 8:50am every morning by Learning Assistants and when possible the head teacher. Children in Primaries 5, 6 and 7 are permitted to play on the field before school.

Children are expected to arrive at school **no more than 15 minutes before** school begins and leave no more than 15 minutes after school finishes. Please note that school cannot accept responsibility for children who arrive at school before 8.45a.m. and leave after 3.15p.m. The exception to this is those children attending our breakfast club which opens at 8.25am.

Weather permitting, children are expected to spend most of their intervals out-of- doors. Parents must ensure that pupils come to school suitably clad for the prevailing weather conditions. At the discretion of teachers, pupils may occasionally be allowed to remain in the teaching areas during intervals where they must be supervised by the teacher. In inclement weather alternative arrangements are usually implemented within the school.

A member of school staff is generally present in the dining area during most of lunch time.

## **8.9 Positive Behaviour and Celebrating Success**

Good behaviour and effort is rewarded and we use a House Points system which reflects the school values. On a regular basis we hold celebration of learning events like class assemblies and family challenge afternoons. This is to mark the achievement and success for all pupils. Head Teacher's Afternoon Tea is a termly event which celebrates the hard work and positive attitude to school of two children selected from each class. Assembly also provides a time to celebrate success and the wider achievement of pupils. Pupils are encouraged to bring in awards, medals and certificates gained outside school to celebrate their success. We do stress to all pupils that effort is celebrated and awards are not simply granted for being good at something - it is about the effort put in. Our school has a relentless focus on Kindness.

Displayed in all classrooms is the Head Teacher's Expectations Card.

### **HEAD TEACHER'S EXPECTATIONS**

Fantastic Walking as we move around school  
Homework to be completed on time  
Be ready for school - PE kit, pencil, coat, indoor shoes  
Use kind words - swearing is not allowed here  
Play respectfully - no rough play  
Have your say - tell adults when you need help  
Make mistakes - never worry about getting things wrong, this is part of learning process  
Take responsibility - we are a team, don't blame others or wait for others to do the right thing  
Have fun - school should be a happy place, if at times it is not please tell your Head Teacher or teacher  
Do your best - we want the best for you so work hard and never give up! Positive Mental Attitude  
Be yourself - there is only one you, amazing!

At Locharbriggs Primary we expect a high standard of behaviour from our children. Our agreed expectations include:

1. No fighting or bullying
2. Children must not leave school at any time without permission
3. Children should look after themselves and each other.
4. Children should respect property.

Our children are encouraged to play safely at all times. In running games they must look after themselves and the safety of others. Football is allowed only on the field.

This year we updated our Positive Behaviour Policy and we created an Inappropriate Language Policy.

Children struggling to meet our expectations will be supported to reflect and try again. In some circumstances a child may be issued with a verbal warning. If there is concern about a child regularly displaying distressed behaviour, the child is referred to the Head Teacher. Regular and serious breaches of discipline will result in a letter home and parents' co-operation sought. In very serious situations exclusion procedures will be used. We use Restorative Conversations to support children's reflection upon behaviours.

## **9. The Curriculum**

### **9.1 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. Thinking skills are of particular relevance this year as teachers use questions to promote higher order thinking.
- There are changes to assessment and how progress is reported to give learners, parents and employers better information on potential and achievement. We use a range of assessments to gauge a child's next steps in learning and progress information is tracked and shared with parents at key points in the calendar. Our nursery and infant classes are trialling an approach to personal learning planning called Learning Journals this year

## 9.2 Subject Information

### Locharbriggs Primary School - High Level Curriculum Map

Mathematics & Languages	The learning and teaching of the progression of core literacy and numeracy skills. Wherever appropriate these skills will be contextualised in interdisciplinary learning. However at times the necessary progression of skills may need to be taught as stand alone subjects. In P5 - P7 this would also include the programme of Modern Languages in Primary Schools. Spanish is introduced at these stages. French is taught at all stages including nursery.
Health & Wellbeing	This will include two hours of PE for all pupils. The approaches to these learning experiences will need to be differentiated dependent on the age and stage of pupils. It may include specific areas of Health & Wellbeing such as Sex Education, Drug & Alcohol Awareness or Stranger Danger, or may be part of a health & wellbeing based context for learning. It may be at class or whole school level. A progressive framework has been created by staff.
Subject Specific Learning Experiences	This would include any curriculum subject areas that are not being covered at any given time in a context for learning, or may even be an in-depth study of one particular subject area from a context for learning. For example a P4 class studying Scotland – Inventors & Inventions may want to look in-depth at one particular aspect of Technologies. This will be very fluid and the subjects will change/evolve to complement other aspects of learning.
Citizenship	This would relate directly to teaching school behaviour routines, respect for self, others and our community. It would give time to discuss and developed informed views, opinions and values regarding and current personal, local, national or international issues. It would have strong links to the Curriculum for Excellence four capacities. <i>Effective Contributors, Successful Learners, Responsible Citizens, Confident Individuals</i>
Interdisciplinary Learning	This is our 'Contexts for Learning' which will be referred to as organisers of learning – bundles of Es and Os from across areas Opportunities for pupils to contextualise their subject specific learning & use/develop their skills & attitudes. These contexts can be as short as a few days – up to 4-6 weeks maximum (research shows after this interest & learning tails off). A class should not be limited to studying one context for learning at a time. It is very possible and appropriate for a P3 class to be studying a health & wellbeing context around things we eat as well as a RME based context on Islam. They would both be independent of each other, developing different focused outcomes.
Self Evaluation / Personalised Learning Planning / Reflection	As we work towards meaningful Personalised Learning Planning through ePortfolios and Learning Journals and as pupils take greater responsibility for the planning & evaluation of their own learning, time will be given to teach the skills required and for pupils to develop their ability to undertake this independently. Family Conferences (Parents' Night) will develop and incorporate target setting opportunities as well as provide a useful source of information for parents. P7 profiles will support self-reflection and evaluation. Time to discuss strengths and needs should be timetabled with class teacher. We are aware that pupils may need to develop vocabulary and phrases around the area of self-evaluation. The introduction of Family Conferences this year will support children in speaking about their learning.
Celebration Days Whole School Assemblies	As part of our Promoting Positive Behaviour and Putting Values into practice we organise Celebration of Learning Days in consultation with our pupils. Family Challenge Afternoons and Head Teacher's Afternoon Tea are similar events. Classes also present assemblies to parents and pupils. At present we have weekly whole school assemblies (Mondays 11am)
Development of the Life &	All pupils and staff have the responsibility to contribute effectively to the life

Ethos of the School	and ethos of the school. Some examples of this may be in the form of undertaking school committee work, preparing to present at an assembly, planning whole school events or community involvement. We have an Eco Group and RotaKids as well as a Pupil Council and a Broadcast Team.
Opportunities for Personalised Learning & Achievement	Many valuable learning experiences happen out with school. This time is for pupils to develop their knowledge, understanding, skills & attitudes towards an area of study or interest from out with school of their own choice. Wider Achievement is celebrated regularly and hobbies and interests are tracked and can feed into planning for teaching and learning. Opportunities for outdoor learning are being developed and these can be included in planning. We have an outdoor classroom and a fire pit. Staff received training on how to use Kelly Kettles.

Free-flow in primaries one and two is a feature of our early years provision. Staff members have developed a play-based curriculum in conjunction with Play Scotland and advice from Education Scotland. Currently, this is supported by Mrs Carson our Early Years Support Assistant.

### 9.3 Health and Wellbeing Education

There are specific aspects of personal safety and healthy living which classes will cover over a three year cycle. These are deemed important and planned for independent of class topics. Other aspects of health and wellbeing are incorporated into class themes or contexts for learning which link to current world events, for example the London Olympics provided useful opportunities to discuss with pupils the benefits of exercise, sleep and healthy eating.

Wellbeing and an awareness of one's wellbeing is taught through SHANARRI groups. The SHANARRI wellbeing indicators are SAFE, HEALTHY, ACTIVE, NURTURED, ACHIEVING, RESPONSIBLE, RESPECTED and INCLUDED. On Friday afternoons our pupils are mixed into vertical groups and work with a particular teacher on one particular Wellbeing Indicator.

## 10. The Wider Curriculum

### 10.1 Extra-Curricular Activities

We offer a wide range of after-school clubs throughout the academic year. These include Drama, Coding, Gardening, Badminton, Netball, Football, Art, Lacrosse, Gymnastics and Dance. There is no charge for pupils attending extra-curricular activities provided by school staff and we seek to ensure a balance for all ages and interests.

### 10.2 Pupil Council

The Locharbriggs Primary Pupil Council makes a valuable contribution to school improvement planning and the school life in general. Members are voted in by classes and representatives attend monthly meetings. We currently have twelve pupil councillors. Minutes of meetings are displayed in school. The main focus for our Pupil Council this year is to become a Rights Respecting School. Mrs Jardine oversees this initiative.

### **10.3 School Trips**

In the upper school pupils have the opportunity to attend a residential outdoor learning experience. Outdoor activities are provided by fully trained council staff and include rock climbing, mountain biking, kayaking, sailing, orienteering and hill walking.

Primary 7 have the opportunity to visit the historic city of York in May each year.

Classes regularly arrange topic related trips to local places of interest. Operation Safety and Secondary School visits are important excursions which our older pupils look forward to every year.

Parental permission is always sought prior to school trips and information evenings are arranged as appropriate.

### **10.4 The Community**

Locharbriggs Primary values partnership working and forging positive links with the community. We work closely with our cluster schools to offer our pupils chances to mix and compete in quizzes and sporting events. Our school benefits from links with local businesses and the Police. Every year we visit residents in our local Care Home to entertain and share our Christmas cheer. Community events are planned throughout the year and these are always well attended.

If groups wish to use the school building for events they should access

[www.dumgal.gov.uk/schoollets](http://www.dumgal.gov.uk/schoollets)

### **10.5 Eco Schools**

Our school Eco Group has looked at safer routes to school as well as been influential in the creation of an Eco Garden within the grounds of the school. As we work towards the Green Flag for Locharbriggs we embraced the WOW (Walk to School) initiative and are developing various recycling projects like rag bag, crisp packet recycling and pen recycling.

## **11. Home/ School Partnership**

### **11.1 Parent Council**

Parent Council meetings are open to all parents and are welcoming and informal. To find out more or to become a member of the Parent Council you should contact Mrs Lisa Fleming, Parent Council Chairperson. 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. A Fundraising Committee has been established as part of the Parent Council. There are opportunities for parents to volunteer at events throughout the year.

Every parent who has a child at our school can become a member of the Parent Council. 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;
- 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;
- Enjoy taking part in school life in whatever way possible

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

- Supporting the work of the school;
- Gathering and representing parents' views to the Headteacher, 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;
- Being involved in the appointment of senior promoted staff.

### **11.2 Communicating with Home**

A monthly newsletter is designed to keep parents up-to-date with school developments and upcoming events. Newsletters are sent home in school bags and we operate a Facebook Page to share information.

It is important that parents keep their contact details up-to-date with our school office as we use mobile numbers to send GroupCall messages i.e. text messages. Parental consultation meetings are arranged twice a year. School reports are sent home once a year. When barriers to learning are identified or particular concerns arise, staff will arrange a meeting with parents over and above these set meetings. Likewise, parents can request a meeting with teaching staff as and when the need arises.

### **Our Reporting Calendar for 2019/20**

September	meet the teacher
October/November	parents night (the stretched format over three weeks)
February	parent night (the stretched format over three weeks)
March	the report
May	open afternoon



### **11.3 Attendance, Holidays and Absence from School**

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 Support Officer. Attendance below 85% is a cause for concern. 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 light of the tragic case in West Lothian in 2005 we have been advised to put procedures in place to ensure the safety of all the children in our care. 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.

**Inform our school of your child's absence using the school text number 07860 029410.**

#### **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 The Education Service that these holidays should be officially recognised as "unauthorised".

The Education Service 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.

## **Absence from School**

Pupils who need to leave school during the school day i.e. doctor /dentist appointments, must be collected by a named contact confirmed with the school office. They must also report to the school office on their return to school. We have a sign-in and sign-out book for such appointments.

### **11.4 Homework**

The purpose of homework is to

- Practise and consolidate class work and skills
- Encourage positive work habits
- Develop research skills
- Involve and inform parents as their children progress

The amount and type of homework will vary throughout the year. There may be research projects, preparation for presentations and finishing-off tasks.

There will however be a core homework programme which will continue throughout the year. Parents and pupils will be informed of the homework timetable during the term. Homework tasks may include reading, spelling, handwriting, times tables and topic related worksheets.

A record of homework received from each pupil will be kept and staff may bring to the attention of the Head Teacher any concerns regarding completion of homework tasks. Homework Heroes will be celebrated at assemblies and certificates awarded for good effort with homework.

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

'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. In senior school children will also be assessed through a range of qualifications.

#### **Children's progress is continually assessed in a number of ways:**

- Day to day activities like talking, writing, questions, drawings, behaviour, making things.
- Set tasks where the teacher will observe, listen as children explain and note children's scores in specific end of topic activities.

Primary one pupils are assessed using the Scottish National Standardised Assessments. This computer based test is known as SNSA. Primary 4 and Primary 7 pupils are also assessed using SNSA. Formal writing assessments will take place three times a year and using a criterion scale every child will be awarded a grade and given next steps to improve. From Primary two upwards children will be assessed for spelling using the Single Word Spelling Test. A standardised score as well as an individual spelling programme for each pupil will be prepared. This allows teachers to track progress accurately.

Assessment is necessary to ensure progress and to identify any area where a child may need extra help. Although reports are issued twice a year, you are welcome to discuss your child's progress at any time.

**Learning Journals in our Nursery and infant classes is being trialled this year.**

## 11.6 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. The Dumfries High School Cluster has introduced electronic versions of profiling. These are known as the P7 blogs.

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 Nursery, your child will have a Personal Learning Plan (PLP) or 'Special Book'. 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. Your child will be involved in creating their PLP and talking about their learning. We would like parents/carers to add items and comments to the PLP and to contribute to planning for your child.

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. Parents can be involved in supporting their child/children in this process.

## 11.7 Helping your child (Information provided by Education Scotland – Parentzone)

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

## **11.8 Helping the School**

There are many ways in which parents and grandparents can be of help to the school. The Parent Council plays an important role in the life of the school. If however, commitment to meet regularly proves difficult you may wish to offer your help at Parent Council events like school discos or trips. Parents also show support by attending Christmas shows, and end of term events. There are opportunities within the school website for parents to offer comments and respond to online polls. We also welcome volunteers to work in classes and support staff and pupils.

## **11.9 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)

# **12. Support for All**

## **12.1 Pupil Support**

When staff or parents feel there is a barrier to a child's learning, an initial record of concern is completed and the matter is discussed with Mrs Robertson our Additional Support for Learning teacher. Parents are involved in discussions at this stage. An outcome of this meeting may be a short term programme of work to support a child in a particular area. If there is a need for ongoing support then an Individual Education Programme will be set up, IEP. In some cases the additional support may be minimal and advice from Mrs Robertson may suffice, with a pupil completing extra tasks in normal classroom settings. A Child's Plan may be opened if the support for a child involves other professionals. This Plan involves parents and carers and copies of the plan are shared after each meeting. This is a solutions-focussed approach to helping young people which is used effectively at Locharbriggs Primary.

## **12.2 Pastoral Care**

Locharbriggs wants to become a Rights Respecting school and pupils are encouraged to share concerns with teachers and support staff. At all times, pupils and staff should conduct themselves with respect for others' feelings and property. This year we are working towards Silver Award within the Rights Respecting Schools programme from UNICEF. We have clear guidelines for behaviour and an updated Anti-bullying policy is displayed in our school noticeboard. These documents are available on our website and are displayed in the school's main entrance. Further development of our school's Respect Policy is required to include the latest advice on supporting transgender young people.

**The school is a community which relies on each member playing his/her part.**

### Pupils

Pupils have a vital role in creating a pleasant atmosphere and a good working environment. It is expected that pupils will:

- Show respect and care for school buildings, property and grounds
- Show courtesy and respect for each other
- Show courtesy and respect for teachers and visitors to our school
- Come to school in appropriate school wear
- Come to school with the appropriate equipment for the day's lessons
- Work quietly without distracting others
- Contribute to group tasks with enthusiasm and sensitivity to others
- Arrive in school on time
- Only leave the school grounds with permission
- Always complete homework tasks
- Walk when moving around the school (Fantastic Walking)
- Only enter the school building at break times with permission from playground supervisors or a class teacher
- Place coats, bags and shoes tidily in the areas provided
- Make our school welcoming and inclusive

### Teachers

Teachers:

- Treat pupils with courtesy and respect
- Set simple, positive class rules
- Praise appropriate behaviour and effort
- Be consistent
- Document incidents and problems
- Have high expectations of all pupils
- Communicate regularly with parents, children and colleagues

Teachers attend a daily staff meeting at 8.30am.

### Parents

The school recognises the vital part to be played by full cooperation between parents and school as each can:

- Reinforce the good work and behaviour habits
- Build up responsible attitudes and self-discipline in children.

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 (see 12.4)

**A copy of our school's anti-bullying policy is available upon request.**

### **12.3 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.

The Authority aims to remove barriers to learning for all children with additional 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 on the requirements of the Education (Additional Support for Learning) (Scotland) Act 2004 amended in 2009.

#### **What is Additional Support for Learning (ASL)?**

If your child has a barrier to learning 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

- Having English as an additional language
- A learning disability
- Autism Spectrum Disorder
- Attention Deficit Hyperactivity Disorder
- Health Problems
- Long-term absence
- Dyslexia/Dyscalculia
- Fine or gross motor problems

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 several ways in which concerns can be followed up. This may involve the input of other educational professionals such as Specialist teachers, 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 agreed. As a parent you will be closely involved in any review process.

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 overseen by the Supporting Learners Service with responsibility for Additional Support for Learning.

Any child who needs more or different support to what is normally provided in schools or pre-schools is said to have 'additional support needs'. This includes a larger group of children who may need extra help with their education for a wider variety of reasons. These reasons include issues arising from e.g. social and emotional difficulties, bullying, a physical disability, having English as an additional language, a sensory impairment or communication difficulty.

Support therefore may need to come from health professionals and/or social work as well as from within education. Your child's needs may last for a short time or they may be complex and need additional support for a number of years. For some children it may be appropriate to have a Child's Plan which sets out targets and actions that may require input from other agencies, e.g. speech and language therapist.

The level of support needed will vary from child to child and allocation of support is organised equitably across all schools in the Authority in consultation and agreement with the schools themselves.

Further information on 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>
- 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/>





## **12.6 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.

## **12.7 Supporting Learners Service**

Schools can make referrals to the Supporting Learners Service. There are three teams which provide support and / or interventions.

**Autism Team**

**Attendance Team**

**Looked After Children Team**

School management are able to complete a Request for Assistance to the teams following a recommendation from a Child's Plan Meeting.

## **13. Moving to Secondary School**

### **13.1 Catchment Secondary School**

The school year starts in August and children enrol in the January before they start. Parents of children who attain the age of five years by the last day of February 2021 are asked to enrol their child(ren) at their catchment primary school on Monday 13 January or Tuesday 14 January 2020 between the hours of 9.00am and 3.30pm.

Exact enrolment dates and instructions will be advertised online and in local papers once they're confirmed. Visit <http://www.dumgal.gov.uk/article/15241/School-places> for more information. 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/index.aspx?articleid=>

### **13.2 Transition Activities**

Our catchment secondary school is:

Dumfries High School

Marchmount

Dumfries

DG1 1PX

Tel. (01387) 263061

Head Teacher : Mr P Cubbon

In the summer term primary seven pupils will have opportunities to mix with pupils from other schools and transition activities include inter-school quizzes and meetings with staff from Dumfries High School.

We recognise the importance of building good relationships between primary and secondary so that a child's transition is as smooth as possible. Throughout the P6 and P7 years, children have opportunities to visit Dumfries High School.

It may be necessary to provide some pupils with additional support during the transition to secondary and extended transition programmes are available following consultation with parents and secondary support staff.

### **13.3 Induction Days**

Primary seven pupils will have consecutive days at Dumfries High School in June.

### **13.4 Support Available**

Enhanced transition is the term used to describe special arrangements put in place to support pupils who we might expect to find the move to secondary difficult. The nature of that support depends upon the individual and is very much a joint decision following discussion with parents, primary staff, secondary staff, outside agencies if applicable and of course the pupil.

## **14. School Improvements**

### **14.1 Improvement plan and priorities**

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. 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 available in hard copy, on request.

In May 2018 our nursery and school was inspected by Education Scotland and the Care Inspectorate. Findings from these inspections are available on the Education Scotland website. Our improvement work this year centres on the guidance provided by inspectors.

### **14.2 Achievements**

Our school is proud of so many achievements. Trophies are displayed in our main entrance.

At the end of every academic year special awards are presented to children who have shown outstanding commitment and achievement. The categories for these awards are:

Player of the Year  
Sports Day House Champions  
Overall Winning House  
Citizenship Award  
Citizenship Award  
Sportsmanship Award  
Endeavour Award  
Sports Champions  
Mathematics Award  
Literacy Award  
Art and Design Award  
Music Award  
Computing Award

We also have a Kindness Award which is presented on a regular basis.

**As stated, we celebrate and reward effort rather than natural ability thus providing an equal playing field for everyone to meet our high expectations.**

## **15. Health and Safety**

### **15.1 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.

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

### **15.2 Severe Weather and School Closure Arrangements**

Headteachers 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.

### **15.3 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 school or on the Council website.

### **15.4 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.

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 Headteacher 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](mailto: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.

#### More Information or Concerns

For more information on how the Council uses personal data, and to know more about your information rights including who to contact if you have a concern please follow this link <http://www.dumgal.gov.uk/article/15129/>

#### Data protection

If you have any concerns about data sharing you can discuss this with the school office, or data protection officer at the Council via [dataprotection@dumgal.gov.uk](mailto:dataprotection@dumgal.gov.uk)

## 15.5 Images of Pupils

Schools take images of pupils for various reasons e.g. the prospectus; ceremonies (recognition of achievement, Prize giving, Sports Day etc.); functions (discos, charity events etc.); curricular activities (Communication Passports, performance in sport/dance, field trips etc.); extra-curricular activities (school sports fixtures, school excursions, class outings etc.). Images are also used to create a record of an event to show to participants, other pupils and parents/carers. To do this, photographs are displayed throughout the school; videos and photographs are shown to parents/carers, staff and others; media coverage arranged; prospectuses are published and distributed.

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 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.

## 15.6 ICT in Schools / Digital Citizenship, Pupil Safe and Responsible Use of Technology / Mobile Phone Agreement / Digital Images Policy

The Authority has an overall Policy and Procedure for the use and application of ICT in Schools. We recognise that social media and mobile phone technology has potential benefits for learning and teaching. It is unreasonable and impractical to attempt to impose a ban on mobile devices in schools therefore the authority has produced guidelines for Digital Citizenship, Use of Technology, Mobile Phones, Digital Images and Use of Social Media.

## 15.7 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.

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

# 16. Other Useful Information

## 16.1 Useful links and policies

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.

Youth Democracy:

<http://www.dumgal.gov.uk/article/17522/Youth-Democracy-and-Youth-Participation>

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](http://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](http://www.ruralwellbeing.org)

Skills Development Scotland My World of Work <https://www.myworldofwork.co.uk/>

## 16.2 Policies

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)
- 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)
- 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)

**APPENDIX 1: KEY STRATEGIES AND POLICIES** Additional information is held on Dumfries and Galloway Schools Intranet System known as GLOW.

<b>Reference</b>	<b>Location</b>	<b>Name of Policy and Guidance</b>
8	GLOW	Enrolling in Schools Procedure Note for Headteachers
8	GLOW	Transition Policy for Home-Pre-School- Primary 1
8.5	GLOW	Devolved School Management Scheme Primary Schools 18/19
15.5	GLOW	ICT in Schools – Policy and Procedure Overview 2017
12.5	GLOW	Acceptable Use Policy for D&G Council’s IT and Mobile Facilities
11.3	GLOW	Child Protection Policy for Schools and Early Learning and Child Care Settings 2016
11.3	GLOW	Attendance at School Policy 2012
11.3	GLOW	Flexi Schooling Guidance 2018
8	GLOW	Curriculum Swimming Policy 2016
15.6	GLOW	Digital Image Policy 2016 Using Images of Pupils
8.2	DGC	Equality and diversity
9.3		<a href="http://www.dumgal.gov.uk/article/15138/Equality-and-diversity">http://www.dumgal.gov.uk/article/15138/Equality-and-diversity</a>
13	GLOW	School Admission – Policy and Procedure 2017
11.3	GLOW	Preventing and Managing School Exclusions – Procedures and Guidelines for Headteachers and other delegated School Manager 2018
15.7	GLOW	DGC Social Media Policy (ICT in Schools – Policy & Procedure Overview)
11.4 to 11.8		Parental Involvement and Engagement Strategy 2018 DRAFT on public site:
8.5	GLOW	Primary School Class Organisation Leaflet 2017
11:12	GLOW	Protection of Vulnerable Groups (PVG) Scheme, Guidance for Schools 2015
15.3	GLOW	Providing Intimate Care for Children Guidelines for Schools and Nurseries
15.3	GLOW	Health Care in Schools 3-18 2013
8.4	GLOW	School Transport Policy 2015
10.4/11.7	GLOW	Volunteer Policy 2015
12.5	DGC	<a href="http://www.dumgal.gov.uk/article/16640/Support-for-children-and-families">http://www.dumgal.gov.uk/article/16640/Support-for-children-and-families</a>
2	SG	<a href="http://www.gov.scot/Topics/Education/Schools/NationalImprovementFramework">www.gov.scot/Topics/Education/Schools/NationalImprovementFramework</a>



12 Web CALL Scotland  
www.callscotland.org.uk

8.4 Web <https://www.transport.gov.scot/media/42287/seat-belts-on-school-transport-scotland-act-2017-guidance.pdf>

## Parental Involvement and Engagement

6.1 /12.3	Web	PIN Parental Involvement Network <a href="https://www.parentsinclusionnetwork.org.uk/">https://www.parentsinclusionnetwork.org.uk/</a> Parents working together to share information/advice on disability issues
6.1	Web	Further information on all aspects of education is available on <a href="http://www.educationscotland.gov.uk/parentzone">www.educationscotland.gov.uk/parentzone</a> .
6.1	facebook	Dumfries and Galloway Parent Carer Forum <a href="mailto:dandgparentforum@gmail.com">dandgparentforum@gmail.com</a>
6.1	Web	The National Parent Forum of Scotland's Curriculum for Excellence in a Nutshell series: Free Downloads for parents/carers  These guides explain important aspects of Curriculum for Excellence (CfE).
6.1	Web	Education Scotland <a href="http://bit.ly/educationscotland_framework">http://bit.ly/educationscotland_framework</a> gives background information on assessment in Curriculum for Excellence.
7.3	Web	Dumfries and Galloway Advocacy Service <a href="https://www.dgadvocacy.co.uk/">https://www.dgadvocacy.co.uk/</a>
7.3	DGC	DGC complaints: <a href="http://www.dumgal.gov.uk/article/15382/Complaints-procedure">http://www.dumgal.gov.uk/article/15382/Complaints-procedure</a>
3	DGC	Dumfries and Galloway Children's services plan <a href="http://www.dumgal.gov.uk/article/16748/Children-s-Services-Plan">http://www.dumgal.gov.uk/article/16748/Children-s-Services-Plan</a>
6	Web	Parent Council Support CONNECT formally Scottish Parent Teacher Council Insurance Cover and Training Opportunities <a href="https://connect.scot/">https://connect.scot/</a>