

Dumfries and Galloway Education Services

St. Ninian's R C Primary School Handbook

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1. Letter from Head Of Education

Dear Parents,

Dumfries and Galloway Education Services is committed to delivering a high quality education for your child/ren. As part of Dumfries and Galloway Council's overall vision we aim to provide all children and young people with a good start in life and prepare them for adulthood and employment. Education Services cannot deliver this alone for children and young people but work together with others and, as parents, you are one of our key partners. The research tells us that when parents are involved in their child's education the child will do better. The school handbook is one of the ways in which we inform parents, not just about how the school works, but also about how you can help us help your children to succeed in school and life.

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

Yours sincerely
Gillian Brydson
Head Of Education



2. Welcome from Head Teacher



Welcome to St. Ninian's R.C. Primary,

Dear Parent, Guardian, Carer,

I would like to extend a warm welcome to all our new parents, guardians, carers and new pupils of Saint Ninians R.C.Primary School.

Saint Ninians R.C. Primary School is situated within the picturesque Machars area of Dumfries and Galloway. Saint Ninian's Primary School is an inclusive school with high expectations and ambitions. It strives to meet the needs of all learners. The school is the heart of the community and enjoys support from parents and the wider community. It became a partner school with Penninghame Primary in 2015. We have developed this partnership with a team of dedicated staff who work towards a shared vision of providing the best possible opportunities and experiences for our pupils ensuring children develop a broad range of skills and capacities, whilst supporting them to thrive providing excellence and equity following: Dumfries and Galloway Education Authority Annual Plan – August 2018 to July 2019

http://www.dumgal.gov.uk/media/20367/Education-Annual-Plan/pdf/Dumfries_and_Galloway_Annual_Education_Plan_2018.pdf which is aligned to the guidelines of the: National Improvement Framework

<https://www.gov.scot/publications/2018-national-improvement-framework-improvement-plan/pages/1/> and the aspirations and recommendations of the Education Bill:

<https://news.gov.scot/speeches-and-briefings/scotlands-education-reforms>

The education of your child is a partnership between home and school which is fostered during the early years in nursery and continues throughout the primary and secondary stages. This partnership can only function through a mutual trust and understanding which open communication brings.

The purpose of this handbook is to explain to you the policies and procedures of our school. Many questions you may have about the day to day running of the school will be answered but this does not replace personal contact between the school and parents. There may be some points that you wish clarified or require further information on. In either case please do not hesitate to contact us.

My staff and I look forward to meeting you at the various school occasions that go on throughout each session and we hope you will contribute and become actively involved in the life of the school.

Darren Andrews

Acting 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. School Aims

Our Vision

The purpose of Catholic Education in Dumfries and Galloway is to provide the highest quality of education and support Catholic families in the faith formation of our Catholic young people. The Network of Catholic Schools will promote the values and virtues fundamental to Catholic Christian living.

Faith formation and religious education is experienced within the home, parish and schools. The Network of Catholic Schools within Dumfries and Galloway will be involved in strategic planning for Catholic education in partnership with parents. The Church and Scottish Catholic Education Service and the Education Authority. The Network of Catholic Schools aspires to develop as a community of faith and learning, providing the highest quality education, and offering formation through the promotion of Gospel values, through celebration and worship, and through service to the common good. The Network will celebrate diversity and recognise equality to ensure that we stand for the greatest of all gifts - love

Our Qualities Honour

Love of God and Neighbour
The life, dignity and voice of each person
Public witness to Catholic belief and practice
Respect for different cultures
Self – fulfilment
Service to others

Subsumed within these values are wisdom, justice, compassion and integrity, Scotland's National Values.

The Distinctiveness of Catholic Education

Our Catholic schools work to foster the Christian understanding of the human person as made in the image and likeness of God. We nurture the human wholeness of each pupil in order to play a full role in society - fully human and fully alive - for self and for others, providing a community in which faith, culture and life are brought into harmony.

Religious Dimension of Education in a Catholic School

In our Catholic schools there is a unique commitment to providing experiences and outcomes which help children and young people to develop a relationship with God and to come to understand how they can realise God's plan for their lives. This is evident in our programmes of religious education which help pupils to learn about Jesus Christ as well as in regular religious observance which is rooted in the Catholic liturgical calendar. This includes celebrating Feast Days and the prayer life of the school. Catholic values such as the Love of God and Neighbour are brought to all working relationships within the school and contribute to the overall ethos of the school. This ethos fosters relationships which are sustainable and affirmative.

Our Aims

We aim to enable all our children and young people to become successful learners, confident individuals, effective contributors, responsible citizens and faithful disciples who reflect Gospel values in the way in which they lead their lives and serve the community.

Our Vision

We developed a shared vision by including all learners (pupils, staff, parents and the community) in choosing adjectives to describe the type learning we want to develop in our school.



Successful Learners

thoughtful, knowledgeable,
numerate, successful, literate,
enthusiastic, creative, computer
literate, determined, interesting,
capable, hard workers, excellent,
good learners, positive, flexible,
inquisitive, playful



Effective Contributors

team workers, co-operative,
listeners, leaders, communicators,
enterprising, problem solvers,
responsive



Confident Individuals

aware, happy, independent,
confident, honest, fun, energetic,
ambitious, resilient, sincere,
courageous, persistent, willing

We Are Lifelong Learners



Responsible Citizens

polite, responsible, respectful,
caring, helpful, eco-friendly, kind,
friendly, considerate, healthy,
forgiving, spiritual, thoughtful,
honest, trustworthy, thankful,
understanding, open-minded,
supportive, careful

“The curriculum reflects what we value as a nation and what we seek for our young people. It is designed to convey knowledge which is considered to be important and to promote the development of values,



St Ninian's RC Primary School Curriculum Rationale

**We are
Lifelong
Learners**

The Big Picture...

The 'Curriculum for Excellence' was introduced in 2004 in response to the National Debate on Education in 2002 which highlighted that learners needed to learn differently to cope with learning, life and work in the 21st Century. Since then the 'Building the Curriculum' series has been published which identifies the knowledge, skills and attributes needed for our children to thrive in society and in the economy.

"The world has changed considerably in recent times, and it is essential that education not only keeps up with change but anticipates the future as far as possible. If Scotland's children and young people are to gain the knowledge, skills and attributes needed for life in the 21st century we need a forward-looking, coherent curriculum that will inspire them to achieve at the highest levels."

- <http://www.ltscotland.org.uk/curriculumforexcellence/background/caseforchange/why.asp>

What this means for St Ninian's RC Primary School...

Our curriculum has been developed to provide clarity on what we consider is important for our learners. This is built on the foundation of our vision, values and aims. It takes into account global, national and local trends and encourages learners to develop their knowledge, skills and attributes to thrive in the future and to become 'Lifelong Learners'.

Our curriculum aims for learners to develop their knowledge, skills and attributes within the four capacities to encourage:

- successful learners
- effective contributors
- confident individuals
- responsible citizens.

Our curriculum is designed around the seven principles of the Curriculum for Excellence:

- Challenge and enjoyment
- Personalisation and choice
- Progression
- Depth
- Breadth
- Coherence
- Relevance

Our curriculum is child-centred and based on the philosophy that all learners (adults and children) have the capacity to develop and improve.

We have a 'growth mindset' at St Ninian's RC Primary School!



Our Aims

- We aim to enable all our children and young people to become successful learners, confident individuals, effective contributors, responsible citizens and faithful disciples who reflect Gospel values in the way in which they lead their lives and serve the community.
- We aim for all learners to be enthusiastic and motivated to learn with determination to reach high standards in all aspects of learning with a particular focus on literacy and numeracy.
- We aim for all learners to respect themselves and other people and to develop an awareness of Scottish culture and the wider world.
- We aim for all children to be self-aware, resilient and confident in their beliefs and ability to manage themselves.
- We aim for all learners to develop their abilities to work together in a team, to be critically aware and to communicate effectively.

Our Curriculum Structure at St. Ninian's Primary School

Independent Learners and Self-Evaluation

- Assessment is for Learning strategies
- My Personal Learning Logs

Responsibilities of All

- Literacy
- Numeracy
- Health and Wellbeing

Skills for Learning, Life and Work

- Transferrable skills for life, learning and work
- Local community involvement
- Celebrating successes out with school

Eco-Schools and Global Citizenship

- Eco-schools Committee
- Links with an African school
- Fund raising for S.C.I.A.F.

Lifelong Learners



Our Local Community and Partnerships

- Church
- Local Businesses
- Burns' Club
- Lions' Club
- Parent Council

Curricular Areas

- Literacy and Language
- Numeracy and Mathematics
- Health and Wellbeing
- Religious and Moral Education
- Social subjects
- Science
- Technologies
- Expressive Arts

Getting It Right For Every Child (GIRFEC)

- safe
- healthy
- achieving
- nurtured
- active
- respected
- responsible
- included
- Multi-agency involvement

Leadership for Learning

- Pupil Council
- Buddies
- Eco-Schools Committee

Interdisciplinary Learning

- learning in context
- application of skills
- enterprising approaches to learning

Getting It Right For Every Child

All pupils will have their individual learning needs met and will be suitably challenged within their learning. If we identify any child who is not reaching their full potential we will work together to support him/ her in school and keep parents informed. If we feel that an individual would benefit from support from another agency then we will discuss with parents and make appropriate referrals.

5. School Ethos

School Statement:

At St. Ninian's R.C. Primary, we will provide a welcoming and secure learning environment in which all children are supported to fully realise their potential and are valued, confident and eager to learn.

We are committed to ensuring that St. Ninian's is a parish community which

- Upholds the moral teaching, faith tradition and sacramental life of the Catholic Church
- Promotes social justice and opportunities for all through nurturing positive attitudes and values and encouraging self-respect and respect for others
- Engages children, parents, staff and the wider community in the development of the school through effective communication and professional dialogue
- Fosters commitment to education as a life-long experience

1. **Curriculum.** We aim to offer a broad and balanced curriculum that provides pupils with the best possible learning opportunities and experiences.
2. **Attainment.** We aim to ensure pupils maximise their levels of attainment through promoting and recognising achievement and excellence.
3. **Learning and Teaching.** We aim to provide a learning environment which stimulates and motivates pupils and enable them to develop positive attitude towards learning.
4. **Support For Pupils.** We aim to provide a caring, supportive environment, in which the educational, intellectual, emotional, physical and social needs of individual children are met.
5. **Ethos.** We aim to provide a welcoming, safe and caring environment in which each pupil is valued and supported.
6. **Resources.** We aim to improve the quality of learning and teaching through the effective organisation and management of the schools resources.
7. **Management and Leadership.** The Head Teacher will provide high quality leadership and ensure that all staff share a vision for the school.
8. **Professional Development.** We aim to improve the quality of educational experiences for pupils through a programme of continuing professional development for all staff.
9. **Partnership.** We aim to build and maintain the strong links between Home, School and Parish and maintain effective partnerships with external support agencies and the wider community.
10. **Learning For Life.** We aim to equip all pupils with the foundation skills, attitudes and expectations required to prosper in a changing society and to encourage creativity and ambition.
11. **Learning Environment.** We aim to provide a safe learning environment that promotes good behaviour, self discipline and respect for others.
12. **Values and Citizenship.** We aim to prepare pupils for responsible citizenship by developing a growing awareness of love for all and respect for beliefs, customs and cultures of others.
13. **Social Inclusion.** We aim to ensure that every pupil enjoys equality of access to educational opportunities.
14. **Health Promotion.** We aim to ensure good health in all pupils through strategies which promote physical and mental well being and self-esteem.

A CHARTER for CATHOLIC SCHOOLS in SCOTLAND

All teaching staff appointed to Roman Catholic schools in Dumfries and Galloway are required to have the approval of the Roman Catholic Church with regard to religious belief and character.

Within our Catholic Schools in Dumfries and Galloway all staff are expected to support and promote the aims, mission, values and ethos of the school, as illustrated in 'A Charter for Catholic Schools in Scotland'. These are also the aims, mission, values and ethos we promote in a wider sense as a Catholic learning community in Dumfries and Galloway. All Catholic schools in Dumfries and Galloway, in honouring Jesus Christ as the Way, the Truth and the Life, will feature the following characteristics:

- A commitment to the integrated education and formation of the whole person, in close partnership with parents as the first educators of their children;
- An inclusive ethos which aims to honour the life, dignity and voice of each person, made in the image of God;
- A commitment to the search for wisdom in life and to the pursuit of excellence, through the development of each person's unique God-given talents;
- A commitment to the spiritual formation of the school community, through the shared experience of prayer and liturgy, and in partnership with local parishes;
- The promotion of religious education programmes which will enable young people to develop their understanding of Gospel values and how to apply them to life;
- A commitment to uphold the moral teaching, faith tradition and sacramental life of the Catholic Church;
- A commitment to communicate Catholic social teaching and thereby promote social justice and opportunity for all;
- A commitment to ecumenical action and the unity of Christians;
- The promotion of respect for different beliefs and cultures and for inter-faith dialogue;
- A commitment to support the continuing professional spiritual development of staff.

6. School Information

6.1 St. Ninian's R C Primary School, Church Lane, Newton Stewart DG8 6ER

Tel : 01671 402210

E mail: gw08officest5@ea.dumgal.sch.uk

Office hours: 8.30 – 4 p.m.

Parental involvement <http://www.dumgal.gov.uk/schools>

Parentzone Scotland <https://education.gov.scot/parentzone>



6.2 Headteacher: Mrs Gillian Dickson

Acting Headteacher: Mr D Andrews

6.3 St.Ninian's is a Roman Catholic School

Roll: 28

P1 -4 = 14 pupils

P5 – 7 = 14 pupils

Gaelic is not currently taught at St. Ninian's

6.4 There are two full time teaching staff (one is a Principal Teacher). The Head Teacher is a partner head teacher of St. Ninian's and Penninghame.

Teaching Staff

Mrs J Plunkett P1 – 4 (Principal Teacher)

Miss Y Da Prato P5 – 7 Support Staff

Mrs. J. Gibson (Clerical Assistant / Janitor)

Mrs. S. Murray (EAFL)

Mrs. L. Kiltie (Learning Assistant)

Mrs H. Kennedy (Learning Assistant)

Mrs J. McColm (Learning Assistant)

Peripatetic Specialists

Mrs. F. Finlay (Additional Support For Learning)

School Chaplain

Father William McFadden

6.5 Terms and Holidays

Staff Return

Friday 17th August 2018

Pupils Return

Tuesday 21st August 2018

Autumn Holiday

Monday 15th October – Friday 26th October 2018

School Re-opens

Monday 29th October 2018

Christmas Holiday

Monday 24th December – Friday 4th January 2019

School Re-opens

Monday 7th January 2019

Teachers INSET

Thursday 21st February and Friday 22nd February

Teachers INSET

Monday 8th April 2019

Spring Holiday

Tuesday 9th April – Monday 22nd April 2019

School Re-opens

Tuesday 23rd April 2019

May Day Holiday

Monday 6th May 2019

Schools Close

Friday 28th June 2019

Summer Holiday Monday 1st July – Friday 16th August 2019

6.6 There is no Nursery Provision at St. Ninian's. Children from Penninghame Nursery and Minnigaff Community Playgroup attend St. Ninian's.

7. Contact Us

7.1 If you need to find out something or have a concern

Routine enquiries relating to the operation of the school or matters affecting your child which are causing you concern should normally be made to the class teacher or failing this through the school office. An appropriate member of school staff will then aim to respond to your enquiry directly.

We aim to keep families up-to-date about what is happening in the school. We have a school App which includes diary dates and general school news. Monthly newsletters are posted on the App and all families also receive a paper copy. Mrs Gibson is in the school office from 9am – 3.30 pm should you need to contact the school.

Telephone: 01671 402210

E-mail: gw08officest5@ea.dumgal.sch.uk

7.1 If you need to find out about something please telephone the above number or e- mail the office.

7.2 If you have concerns please do not hesitate to contact the school to speak to the Headteacher in the first instance or the class teacher.

7.2 If you have complaint

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. Complaints received directly by Education Services will, where possible, be dealt with at as local a level as possible, i.e. at individual school level.

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

8. How the School Works?

Enrolment –

Parents may opt for a place in any school they wish, at any time, but priority for a place will be granted to children from the recognised or 'delineated' catchment area. Information regarding catchment areas can be found on the Council's website by accessing "Find My Nearest" <http://www.dumgal.gov.uk/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>

Information as to date and hours for enrolment of children starting school for the first time is advertised in the local press in January each year.

Notices of dates and times of Registration are displayed within the school, nursery and church notice boards.

Parents of non Roman Catholic children who wish their child to attend St. Ninian's, should register in the school of their catchment area where they will be advised of placing request procedures.

Parents and children are invited to visit the school on several occasions. They are invited to visit the infant room. Children will have the opportunity to meet their new teacher and to familiarise themselves with their new surroundings. Parents will be shown the books and equipment to be used by the pupils, and the type of homework that will be required. An indication will be given as to how parents can best support and reinforce, at home, the work being done at school. Infant induction handbooks for pupils and parents are available.

Parents wishing to enrol pupils during the session are welcome to arrange to visit the school by telephoning the Head Teacher.

Moving from Nursery

Primary teachers work closely with nursery staff and parents to ensure that information about each child's learning and achievements is passed on. This will help ensure that their learning and development continues without interruption. Staff will also share other information which will help the teacher to support each child's learning – for example relevant health issues, friendship groups and preferred ways of working.

8.1 School Day

School begins at 9.00 a.m.

Morning Interval 10.35 – 10.50am

Lunch 12.30 – 1.20 p.m.

School closes at 3pm

Breakfast Club – A Breakfast Club is offered to pupils at St. Ninian's. This is located at Penninghame Primary every morning from 8.15 – 8.45 a.m. It is available for P1 – 7 pupils and costs 65p per day. Children have their breakfast and children join in sports activities.

8.2 School Uniform/Dress Policy

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

Clothing which is unacceptable in school under any circumstances would include items which:

- Could potentially encourage factions (eg football colours).
- Could cause offence (e.g anti-religious or political slogans).
- Could cause health and safety difficulties such as loose fitting clothing, 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.

Parents in receipt of a grant for footwear and clothing from the authority will be encouraged to purchase items which are in accordance with the school dress code. Guidance and more information is available at <http://www.dumgal.gov.uk/article/15246/School-clothing-grants>

While it would not normally be the policy of the authority to exclude a pupil from school solely on the basis of his/her dress, persistent refusal to respond to a reasonable dress code could be deemed to be a challenge to the Headteacher'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.

It would be helpful to pupils and staff if parents could ensure that all uniform is named.

Pupils should have a pair of soft soled shoes or trainers in school at all times to wear indoors.

At St. Ninian's we encourage children to wear school uniform and school sweatshirts, polo shirts, P.E. kits and jackets are available through school and to order online. Order forms and prices are available at the school office. Clothing grant forms are also available on request from the school office.

8.3 School Meals

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

By following these guidelines Facilities Management – Catering Services:

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

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

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

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

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>

School Meals are provided at Penninghame Primary School. Children can have a standard meal or Take Four Option £1.85. Free meals are available for children in P1 – 3 commencing. Application forms for free meals are available on request from the school office.

8.4 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.
- 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 the Parent/Pupil Support Unit. If your child is eligible, details of the transport arrangements will be communicated to you in time for the new academic year. You can check whether your child is entitled to school transport using ‘ Find My Nearest’ on the Council’s website <http://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.

8.5 Class organisation

There are two composite classes at St. Ninian’s, P1 - 4 and P5 -7. Classes are formed before the start of a new school year so that pupils and parents know what is happening when they begin the new session. In exceptional circumstances class restructuring may have to take place during the summer break or during the school year. Classes will not be changed during term time. However, if required, classes may be re-organised at the beginning of a new term to accommodate a new pupil.

Headteachers have an option to place a child in a different class due to their individual need. This would happen on a very few occasions and decisions would be made in the best interest of the child. In these circumstances there will be consultation with all relevant parties prior to this taking place. Education Services will support any decision made by the Headteacher.

Children are supervised at break times and lunch times. When it is particularly cold or wet we would kindly ask that children who live nearby arrive as close to the start time as possible. During the morning and lunch breaks, a designated adult will supervise children in the playground. Pupils are encouraged to seek adult help if a difficulty occurs in the playground. Pupils organise and maintain their own stock of playground games. Pupils have their morning and afternoon break with Penninghame Pupils on Tuesdays and Thursdays.

8.6 Positive Behaviour and Celebrating Success

St. Ninian's has a whole school behaviour policy supported and followed by the whole school community, parents, teachers and children based on a sense of community and shared values. The aim of this is to create a caring atmosphere in which teaching and learning can take place in a safe and happy environment. We teach, through the school curriculum, values and attitudes as well as knowledge and skills. (This will promote responsible behaviour, encourage self-discipline and mutual self-respect amongst the children and respect for other people's property). The staff encourage good behaviour rather than simply punish bad behaviour, making clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow. Problems are dealt with when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour.

We find that one of the most effective ways to encourage children to learn and to behave well in school is through praise and the celebration of their successes. Children's successes and achievements are recognised in many ways at St. Ninian's and children are encouraged to share their good work with other teachers and the Headteacher. Assemblies are held each week and cover a variety of topics. Once a month, parents are invited to a special assembly where children show what they have been learning in school and their wider achievements. At this assembly, a pupil from each class is awarded a certificate for showing excellence in learning. We also have a display where photographs and information about the children's wider experiences are displayed.

8.7 School Trips

Throughout their time at St. Ninian's School children will have the opportunity to take part in a wide range of school excursions. These will be, for the most part, planned by the class teacher and will support and enhance learning within the class. A 2 or 3 day residential excursion is planned each year for pupils in Pr 4-7, either through Dumfries & Galloway's Outdoor Education or at Barcaple Outdoor Education Centre. Children are given the opportunity to take part in a wide range of outdoor activities like hillwalking, mountain-biking and kayaking. The P7s are being offered an extended residential to Kingswood Activity Centre in Hexham. They will go with P7s from Penninghame Primary School.

Off-Site safety Procedures for Schools have been revised requiring schools to upload OS forms to the GLOW school Trips site. In addition, national guidance can be sought from Going Out There- Scottish Framework for Safe Practice in Off-site visits with examples are, planning visits, risk assessments, transport, overseas trips etc. <https://www.goingoutthere.co.uk/>.

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? Curriculum for Excellence includes four contexts for learning:

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

Curriculum levels and stages

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

Broad General Education Children and young people work their way through Experiences and Outcomes in each of the five Curriculum Levels (Early, First, Second, Third, Fourth) and in each of the eight Curricular Areas. The five Curricular Levels span pre-school to the end of S3. This is the Broad General Education. Pupils progress at their own pace, working through the Experiences and Outcomes of the most appropriate level for them. Pupils will be supported in collecting evidence of their achievements, with a profile of these being produced in P7 and S3.

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

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

The information above is based on National Guidance issued by Education Scotland and the National Parent Forum.

Curriculum for Excellence - Bringing **learning to life** and **life to learning**

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

Curriculum for Excellence enables professionals to teach subjects creatively, to **work together** across the school and with other schools, to share **best practice** and explore learning together. Glow, Scotland's unique, world-leading, online network supports learners and teachers in this and plans are already in place for parents across the country to have access to Glow.

Teachers and practitioners will share information to plan a child's 'learning journey' from 3-18, helping their progression from nursery to primary, primary to secondary and beyond, ensuring the change is smooth. They'll ensure children continue to work at a pace they can cope with and with challenge they can thrive on.

Curriculum for Excellence balances the importance of **knowledge** and **skills**.

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

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

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

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

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

9.2 Subject Information

Our curriculum consists of eight subject areas:

- Literacy & English
- Expressive Arts
- Health and Wellbeing
- Numeracy & Mathematics

- Religious Education In Roman Catholic Schools
- Sciences
- Social Studies
- Technologies

As well as the eight subjects we also recognise that the development of skills in Literacy, Numeracy and Health and Well Being permeate across all areas of the curriculum and school life. Pupils are taught specific skills during blocks of core learning or discrete subject lessons, but are given opportunity to practise and further develop their skills through Inter Disciplinary Projects. There are also regular learning opportunities through Enterprise Education and opportunities for personal achievement through school, inter school and national competitions, representing the school at different events and activities and through participation in extra-curricular activities. Pupils also learn French from P1 – P7.

9.3 Health and Well Being Education

The following are a list of the skills and abilities that we aim to develop in pupils at St. Ninian's R. C. Primary School through our Health and Wellbeing programme.

Developing Successful Learners

- ❖ understand facts that influence Health
- ❖ acquire a range of physical skills and abilities
- ❖ learn social and emotional skills
- ❖ develop resilience in dealing with competitive and challenging situations

Developing Confident Individuals

- ❖ resilience
- ❖ fitness
- ❖ confidence
- ❖ mastery and control of self
- ❖ optimism and hope
- ❖ sustain personal relationships
- ❖ recognise and deal with pressures in life
- ❖ find appropriate information
- ❖ make informed choices

Developing Responsible Children

- ❖ respect and value others
- ❖ develop an understanding of beliefs and feelings
- ❖ understand how their actions and decisions are affected by and affect others

Developing Effective Contributors

- ❖ engage positively in a range of experiences
- ❖ make positive contributions to wider life and health of school

10. Wider Achievement and Participation

10.1 Extra Curricular Activities

.Children from both St. Ninian's and Penninghame Primary School join together each Friday for 'Wider Experiences' Award Time. Children choose from a variety of activities including tennis, animation, K-nex construction, Forensic Science, cooking, singing rhymes and games with Active Schools. Wider achievement assemblies are held termly to celebrate children's success and achievements out with school.

10.2 Pupil Council

Our Pupil Council meet once a month to discuss issues raised by pupils. These can be issues identified by pupils and those that relate to our School Improvement Plan.

10.3 School Trips

Throughout their time at St. Ninian's School children will have the opportunity to take part in a wide range of school excursions. These will be, for the most part, planned by the class teacher and will support and enhance learning within the class. A 2 or 3 day residential excursion is planned each year for pupils in Pr 4-7, either through Dumfries & Galloway's Outdoor Education or at Barcaple Outdoor Education Centre. Children are given the opportunity to take part in a wide range of outdoor activities like hillwalking, mountain-biking and kayaking. The P7s are being offered an extended residential to Kingswood Activity Centre in Hexham. They will go with P7s from Penninghame Primary School. They participate in Community projects like the Hatchery – looking at the life cycle of the salmon with P5 at Penninghame.

10.4 The Community

The parish community is closely associated with the catholic school - at the heart of the parish is the school. St. Ninian's Primary School serves the educational and spiritual needs of our pupils and works in partnership with the parish to achieve this. In the celebration of the Sacraments, the parish and the school community come together in a very special way.

Parents have a prominent and influential role to play in Catholic education. They are recognised as the primary educators of their children. St. Ninian's welcomes parents and aims to engage in meaningful dialogue with them throughout their child's time at school.

St. Ninian's Primary School has a good reputation within the community and works closely with local groups and organisations, who in turn give wonderful support to the school.

10.5 Developing Young Workforce

St. Ninian's plan to engage in Eco Schools work in the near future.

11. Home / School Partnership / Parental Involvement and Engagement:

11.1 Parent Council and Parent Forum

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

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

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

The 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; and
- Being involved in the appointment of senior promoted staff.

Parent Council Committee: We currently do not have a Chairperson or Committee but are actively encouraging parents to join

11.2 Communicating with Home

Positive lines of communication between home and school is an essential element of the work of all schools. Effective communication enables pupils to receive continuity of education, care, support and management within home and school settings. For the majority of primary schools this communication takes place mainly through the frequent verbal interactions between parents and staff, as children are brought to and from school. We also communicate in the following ways:

- Newsletter
- Personal letter
- Termly Curriculum News

- Text Messenger to main contact
- By personal phone call
- E-Mail
- Parents Evenings
- Pupil Reports
- Open door policy
- Monthly 'Sharing of Work' Assemblies
- School App

Personal Contact details: Home Address, Telephone Numbers, Email

The school holds emergency contact details for all pupils, and parents are contacted on an annual basis to ensure that these are updated. Families are encouraged to alert the school immediately in the event that contact information needs to be revised. Depending on the nature of the communication, the school will use the most practicable means to contact a parent/carer.

Parent Information Letter

Each term parents receive a curriculum overview from their child's class teacher. The overview clearly identifies the focus of the work taking place with the class during the term/half term, and identifies how parents can support their child's work at home. Staff are available to discuss this further with parents if needed. A monthly newsletter is also sent out detailing various events and up -coming dates.

Parents' Evenings

All parents are invited to a Parents' Evening three times per year in October, February and June. The meetings give parents and class staff the opportunity to talk through each child's progress, and time to look at work completed by the child during the term. Parents are allocated a 10 minute time slot; if more time is necessary, staff will be happy to arrange another meeting. All parents will also have the opportunity to come to various 'Open Afternoons' throughout the year where the children will share their learning and their achievements.

Open Door Policy

Parents are welcome to visit the school at any time to discuss their child's progress, ask questions, gain support or to have the opportunity to talk about their child/home issues with either the child's class teacher, Principal Teacher or the Headteacher. Parents can also phone the school to make an appointment to see the Headteacher if necessary.

Telephone Calls

Telephone calls will be made where immediate contact with a family member is required i.e. for pupil injury or pupil incident. A member of staff will call the first named emergency contact as listed. Other messages will be sent by Text.

11.3 Attendance

It is your responsibility as parents to ensure that your child/children attends school regularly. For the safety of all children it is important for you to telephone the school office prior to/at the beginning of the absence. Absences are recorded in class registers and frequent or irregular absences not supported by a reasonable excuse, will be notified to parents and the matter may be referred to the Attendance Officer. If possible please try to make dental/medical appointments out with school hours. However if this is not possible please inform us in writing or by telephone of the appointment and arrange to collect your child from class. Further information is available in the [Attendance at School Policy](#)

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.

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 Headteacher is not in a position to refuse permission to parents for such holidays but it is the view of Education Services that these holidays should be officially recognised as "unauthorised".

Education Services recognises that some parents have difficulties in arranging their own holidays to suit school holiday periods and parents remain free, within reason, to remove their children for holidays during term time. They should, however, appreciate that prolonged absence from school at any stage is harmful to a child's education and it is not possible – nor 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.

11.4 Homework

Our aims in giving homework are partly to familiarise parents with the work their children are doing in school, partly to consolidate what has been taught and partly to give the children the opportunity to work independently out-with the classroom. Sometimes misunderstandings may arise between parents and children concerning methods used in the classroom – "that's not the way we used to do it". If you are in any doubt, please contact school and we will be happy to assist. A leaflet providing parents with information will be issued .

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 parents nights, profiles and reports. In secondary school children will also have the opportunity to be assessed through a range of qualifications.

The Assessment process is at the heart of the curriculum and the process of learning and teaching. This is followed by evaluating and recording what has been taught and what success the pupils have enjoyed. This enables teachers and pupils to make to make future planning decisions, provides feedback to pupils and parents on progress and provides information about class attainments.

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 discussions with teachers, looking at their child's work and also formally through parents nights, profiles and reports.

The school practises continuous formative assessment and summative assessment is used particularly in reading and maths. The levels within Curriculum For Excellence are:

Curriculum Level	Stage
Early	Nursery to P1
First	P2 to end P4
Second	P5 to end P7
Third	S1 – S3
Fourth	Forth level aligns to National 4 Qualification
Senior Phase	S4 to S6 in school, college, workplace or communities

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.

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

11.7 Helping the School

We welcome parent helpers to assist with after school clubs, class outings and sharing any valuable skills you may have. The assistance of parents on outings to help accompany pupils and staff is valuable to the School. However in accordance with legal requirements any parent who assists in the School itself requires to be school specifically Disclosure checked and would be expected to observe strict confidentiality requirements at all times during and after helping in School in any capacity. We are happy to fund the costs incurred with the Disclosure check and would encourage any parents who are willing to help to approach the School Office for more information. Please let us know if you have a special talent or interest you can share with us. You may be able to assist with an extra-curricular activity. If you have sewing skills you may be interested in helping with costumes or outfits for drama activities. Or you may have some local knowledge which would be useful for project work being carried out by a class. Our wide and varied curriculum relies on our local community to help.

11.8 Helping your child

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

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

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 . For local information please visit <https://www.dumgal.gov.uk/schools>

12. Support for All

12.1 Pupil Support

Dumfries and Galloway Council is committed to the well-being and educational development of all learners. The process of inclusion requires all involved in the business of learning and teaching to demonstrate commitment, innovation and flexibility in order to ensure that all children and young people have access to quality learning opportunities and experiences. The Authority attempts to meet the needs of all children with additional support needs through a range of provision from mainstream classes (with or without support) to part-time or full-time provision in a school with a learning centre or base.

It is generally recognised that approximately 20% of children may have additional support needs at some time, which are likely to range from mild and intermittent difficulties through to those which are more complex or they may have multiple factors proving to be barriers to their learning.

Children and young people may require additional support for a variety of reasons and may include those who:

- Have motor or sensory impairments
- Are being bullied
- Are particularly able or talented
- Are looked after
- Have a learning difficulty
- Are living with parents who are abusing substances
- Are living with parents who have mental health problems
- Have English as an additional language
- Are not attending school regularly
- Have emotional or social difficulties
- Are on the child protection register
- Are young carers

The Education (Additional Support for Learning) (Scotland) Act 2004, replaced the law relating to Special Educational Needs in November 2005. This new law introduced a single structure for meeting the needs of children who require additional support to ensure they can make the most of their education. Any child who needs more or different support to what is normally provided in schools or pre-school 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 difficulty, 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 Co-ordinated Support Plan which sets out annual targets that 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.

The Education (Additional Support for Learning) (Scotland) Act 2004 introduced a new framework for providing support for children and young people who need some additional help with their learning. This Act has now been amended further by the Educational (Additional Support for Learning) (Scotland) Act 2009. The Act aims to ensure that all children and young people are provided with the necessary support to help them work towards achieving their full potential. It also encourages all those supporting children and young people to work together.

The Authority has a range of information from Enquire – the Scottish advice service for additional support for learning. Operated by Children in Scotland. Enquire provide a range of clear and easy-to read guides and factsheets explaining everything from 'additional support in the early years' to 'what planning should take place for moving on from school'. These are available in school. They also offer independent, confidential advice and information on additional support for learning through:

Telephone helpline	0845 123 2303
E mail enquiry service	infor@enquire.org.uk
Online enquiry service	www.enquire.org.uk (for parents / carers and practitioners)

12.2 Pastoral Care

At St. Ninian's RC Primary School, we have a responsibility for the care, welfare, safety and the learning environment of all our pupils. The school's ethos provides the basis for this - the promotion of our agreed values and beliefs means a pupil centred approach.

Teachers, non-teaching staff and other adults are all part of a team, who want to ensure pupils are happy and secure in whatever activity they are taking part in, whether social, spiritual, mental, emotional or physical. We have a caring commitment to guide and advise our pupils, equipping them with the skills needed to face the wider world.

We aim to create and maintain an atmosphere where pupils feel they are well known, safe, valued, respected and happy, whilst maintaining the highest standards of learning and teaching.

We will respond in a sympathetic way to the concerns, fears and worries of our pupils building a relationship of trust and mutual respect. Children will also be encouraged to develop and value a respect for themselves;

we believe that self-esteem and respect are central to the development of the whole child and promotes learning.

We will also make children aware of potential dangers through the teaching of Health & Wellbeing and related subjects e.g. road and water safety, care in the sun, and internet safety.

We will encourage children to be responsible for their own personal safety and help them to acquire skills to be able to do this so that they will be able to make the correct decisions and know where to get help if or when they are confronted with danger. The whole school community will be made aware of the designated teacher who will be responsible for dealing with cases of child protection issues which come to light. In our school the Headteacher should act as designated teacher. Mrs Plunkett is the designated First Aider at St. Ninian's. Children are be able to speak to any adult in the school if they need help or are concerned.

Parents are always welcome and are encouraged to contact their child's teacher or the Headteacher if they have any concerns and worries. Urgent concerns will be given immediate attention. We also encourage parents to share concerns about home circumstances or medical matters which may affect their child's work or behaviour in school.

The school is currently developing their anti-bullying and positive behaviour policy and guidelines.

Education Services Respect for All Guidelines (2018) for Schools incorporates revised national anti-bullying guidelines (Scottish Government 2017) that underpins our Schools Policy.

We also acknowledge The United Nations Convention on the Rights of the Child

•Children's rights are now embedded in Scottish legislation with the promotion and upholding of the rights of children and young people and states that all education should develop each child's personality and talents to the full. Children's voices should be heard, and their wishes respected without discrimination of any kind.
AND

The Equality Act 2010 that places a duty on schools to:

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

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

- Age
- Disability
- Sex (Gender)
- Gender reassignment (Transgender)
- Marriage and civil partnership
- Pregnancy and maternity

- Race
- Religion or belief
- Sexual orientation

Dumfries and Galloway Council's priorities also place every child's wellbeing at the centre. In schools we do this by adhering to the principles of GIRFEC (see 12.4)

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

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

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

What is Additional Support for Learning (ASL)?

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

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

If you have any concerns about your child you should speak to a member of staff in the school in the first instance. There are a number of ways in which concerns can be followed up. This may involve the input of other educational professionals such as Specialist teachers (Additional Support for Learning teacher, Educational Visitor, Sensory Impairment Specialists) and Educational Psychologists. It may also involve your child being referred onto staff in external agencies such as health staff (Speech and Language

therapist, Occupational Therapist, Physiotherapist etc.) . As a parent you will be closely involved in the whole process and your views sought throughout. If, after discussion with all concerned, it is felt appropriate your child may have an educational or child's plan agreed which will identify how they are to be supported.

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

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

Further information on all of the above is available from the school or on the Council website

<http://www.dumgal.gov.uk/index.aspx?articleid=10757> or from the following sources:

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

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

12.4 Getting it Right for Every Child (GIRFEC)

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

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

The Named Person for St. Ninian's Is Mrs Gillian Dickson Head Teacher.
For more information on *getting it right for every child* email GIRFEC@dumgal.gov.uk.

12.5 Child Protection

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

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, Early Level Family Support Officers

Early Level Family Support (ELFSO) officers work in the Early Learning and Childcare and Primary Schools as part of the Supporting Learners Service to foster positive and productive links between home, school and community.

Opportunity for All Officers work with children and young people (upper primary and secondary) as part of the Supporting Learners Service to help build positive relationships to reduce levels of exclusion and disengagement to enable pupils to achieve successful outcomes and positive destinations. They also undertake attendance officer duties.

13. (PRIMARY) Enrolment in Schools and Moving to Secondary School - TRANSITIONS

13.1 Enrolment in School and Catchment Secondary School

The school year starts in August and children enrol in the January before they start.

Children turning 5 before the end of February 2020 will enrol in January 2019 to start school in August 2019. Children born between 1 September and the last day of February can [choose to start primary school later](#). Children born between the first day of March and the last day of August can also apply for deferred entry.

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 the Douglas Ewart 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=6293>.

13.2 Transition Activities / Induction Days

P7 Transition Arrangements

During the latter stages of primary, pupils will be looking forward to moving from Primary to Secondary School. During this time we aim to help our pupils to further develop their existing skills so that they can plan for choices and changes in their future lives. The new Curriculum for Excellence has a key message within it for schools to facilitate experiences to develop skills for lifelong learning. The Douglas Ewart High School and the Machars Primary Schools have developed a set of unique activities and experiences to help ensure that the transition from Primary to Secondary for our pupils is as smooth as possible. Unlike some other transition initiatives our arrangements go beyond pastoral arrangements and look at the transition of learning and teaching. During their final year in Primary, our pupils take part in a series of activities at the Douglas Ewart High School and within their own Primary Schools over the course of the session. They undertake activities in groups. Often with other pupils from other Primary Schools in the cluster, which cover a wide range of curriculum areas. The curriculum areas include: Literacy and English; Expressive Arts; Health and Well Being; Sciences; Technologies and Social Studies. P7 pupils will have the experience of meeting new adults and young people. They are also able to establish friendships with pupils from other schools

Induction Days

In June there is a three day visit to the High School when pupils follow their first year timetable for part of the time.

For some pupils enhanced transition may be necessary. This might include additional visits to the DEHS. Where a pupil requires additional input at transition, this will be discussed with parents

If you require further information, please contact the school office :-

Douglas Ewart High School

Corsbie Road

Newton Stewart Tel: 01671 403773

Head Teacher – Mr. A. Cowie

13.3 Skills Development in Scotland in Primary Schools

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

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

14. School Improvements

14.1 Improvement plan and priorities

In June 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. With this, we publish a School Improvement Plan which outlines the key priorities for the school during the year ahead, following some consultation with staff, pupils and parents. The plan indicates the expected impact of priorities on pupil learning, as well as providing brief information about the key tasks to be taken forward. Both the report and the plan are published on the council's web-site and are also available in hard copy, on request.

Improvement plan and priorities

School Improvement Plan summary for 2018/19

St. Ninian's

'We are Lifelong Learners'

- Develop Outdoor Learning curriculum and delivery: 1) Carry out D&G audit 2) Develop outdoor learning space.
- Use new RERC subject trackers.
- Create digital literacy/computer science progression
- Develop Science planning and delivery using SSERC inputs/training
- Work placed learning for P6 and P7 pupils to be researched/supported by Family Learning Officer
- Deliver updated Wider Experiences programme using the Employability Skills framework and new passports. Career Education standard to be researched and audit carried out.
- Class Teachers to record Wider Achievements and encourage all pupils to share their experiences. Parents to be invited to assemblies?
- Continued delivery of French from P1 onwards.
- Evidence to be gathered according to new annual timetable and use new folders (get rid of individual pupil folders) – support 'Achievement of a Level' agenda.
- Promote and encourage AifL strategies.
- 3 tracking meetings per year – PT to monitor impact of interventions (monthly).
- Engage with and explore Anti-Poverty/ Closing the Gap/ SIMD information.
- Use new literacy and numeracy resources to deliver curriculum.
- Introduce 'Edinburgh Literacy Rich' programme

- Use 'Developing in Faith' document to evaluate the theme 'Developing as a Community of Faith and Learning.'
- Positive Behaviour policy to continue – extend to attendance certificates?
- Parent Council to be consulted on parental involvement – homework guidance to be created and introduced.
- Create Literacy and Numeracy strategy.
- Principal Teacher to plan curriculum sessions to share literacy and numeracy strategies with parents.
- A Citizenship Policy to be created.
- Pupils to be more aware/able to talk about SHANARRI indicators.

CLUSTER

- 1+2 delivery to be continued and secondary input to create a learning pathway.
- SSERC input to all primary cluster colleagues – funding to be spent on resources for both schools.
- HTs to share learning and teaching approaches and agree process for assessing literacy and numeracy learning statements.
- Reciprocal visits between English and Maths Second Level teachers. HTs to undertake Learning Walks.

14.2 Achievements

Extra- curricular activities are arranged when adult help is available to organise and / or help supervise activities. Some activities are offered with our partnership school of Penninghame e.g. football and netball.

14.3 More information

15. Health and Safety

15.3 Emergency Procedures

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

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

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 policy [The Nursery and School Policy on Health Care Procedures Sep 2012](#) which is available from the school or on the Council website.

Parental/ Guardian Responsibilities and Administration of Medication

- Parents / guardians should keep children at home when they are actually unwell.
- Parents / guardians must provide the school with an emergency contact.
- Parents / guardians are responsible for their child's medication. If a child requires medication during school hours, wherever possible parents / guardians should come into school and dispense it or make arrangements for pupils to return home at lunchtime.
- Parents / guardians should request from their GP that dosage schedules for any medication prescribed should not include school hours wherever possible.
- Where there is a need for the administration of medication during school hours and there are no volunteers in school to do this, parents / guardians should approach the health authority through their GP.
- Medication must only be given by authorised persons on receipt of a completed parental / guardian request form – copy attached. This will also form a record of the medication administered.
- Any medication to be administered in school should be clearly marked with the pupil's name, should be brought to school by the parent / guardian and should be delivered together with the request to the Head Teacher.
- It is the responsibility of the parent / guardian to check that the medication is not out-of-date, that there is a sufficient quantity in school, that it is renewed as necessary and that any unused supplies are uplifted for disposal.
- All information regarding medication will expire at the end of each school year. If the administration of medication is to continue, all relevant information must be supplied on a new request form at the commencement of the next session.
- If a parent / guardian consider their child to be responsible enough to carry and administer their own medication, they should be allowed to do so. In this event, the school must be informed what the medication is and what condition / illness the child is suffering from.
- A student over the age of 16 has full legal capacity to consent to or to refuse to consent to medical treatment.

Please contact the school if you would like more information.

15.4 Data Protection

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

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

15.5 ICT in Schools 2015

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.

Digital Citizenship, Pupil Safe and Responsible Use of Technology

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.

Digital Images Policy

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 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.

16. Useful Links and Policies - GLOW – DG Education Policies & Procedures

16.1 Useful Links

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

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

APPENDIX 1: KEY STRATEGIES AND POLICIES

Additional information is held on Dumfries and Galloway Schools Intranet System known as GLOW.

Reference	Location	Name of Policy and Guidance
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 Acceptable Use Policy for D&G Council’s IT and Mobile Facilities
12.5	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		http://www.dumgal.gov.uk/article/15138/Equality-and-diversity
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	<u>GLOW</u>	<u>Health Care in Schools 3-18 2013</u>
8.4	GLOW	School Transport Policy 2015
10.4/11.7	GLOW	Volunteer Policy 2015

12.5	DGC	http://www.dumgal.gov.uk/article/16640/Support-for-children-and-families
2	SG	www.gov.scot/Topics/Education/Schools/NationalImprovementFramework
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 https://www.parentsinclusionnetwork.org.uk/ Parents working together to share information/advice on disability issues
6.1	Web	Further information on all aspects of education is available on www.educationscotland.gov.uk/parentzone .
6.1	facebook	Dumfries and Galloway Parent Carer Forum dandgparentforum@gmail.com
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 http://bit.ly/educationscotland_framework gives background information on assessment in Curriculum for Excellence.
7.3	Web	Dumfries and Galloway Advocacy Service https://www.dgadvocacy.co.uk/
7.3	DGC	DGC complaints: http://www.dumgal.gov.uk/article/15382/Complaints-procedure
3	DGC	Dumfries and Galloway Children's services plan http://www.dumgal.gov.uk/article/16748/Children-s-Services-Plan
6	Web	Parent Council Support CONNECT formally Scottish Parent Teacher Council Insurance Cover and Training Opportunities https://connect.scot/

