

HOWDENBURN PRIMARY SCHOOL

# HOWDENBURN Primary School

*'We are strong together'*



## School Handbook 2018-19

Howdenburn Primary School  
Lothian Road  
JEDBURGH TD8 6LA  
Tel: 01835 862542

[www.howdenburn.co.uk](http://www.howdenburn.co.uk)

Email: [howdenburnps@scotborders.gov.uk](mailto:howdenburnps@scotborders.gov.uk)  
Interim Headteacher: Mrs Morag McCreadie

## HOWDENBURN PRIMARY SCHOOL

### OUR VISION, VALUES AND AIMS

Our vision, values and aims are set in the context of the Education and Lifelong Learning Improvement Plan and 'How Good is our School 3?'

#### Vision

Through offering a safe, supportive environment in which to learn we encourage and empower our pupils to become **successful learners, effective contributors, confident individuals and responsible citizens.**

This vision is embodied in our aims to

- Seek excellence in attainment and achievement through continuous improvement and sharing of best practice
- Develop partnerships with parents and other stakeholders, working closely to share a common purpose
- Ensure fairness and justice through the promotion of restorative practices
- Promote confident individuals through inclusive opportunities for pupil voice and participation

#### Values

We are committed to creating and fostering an ethos of care, respect, participation, responsibility and fairness for all. Our values guide the way we work. Together we will:

- Value ourselves through being responsible, respecting our own rights, our health and always doing our best
- Value others through respecting their rights, being friendly and caring and working together
- Value wisdom, honesty, justice, wonder and hope

The school recognises that the vision and values of the school require to be reviewed and updated. While these noted are still relevant, these will be reviewed in session 2018-19, where joint working across the Jedburgh cluster will enhance the joint vision, ahead of a move to the new multi-generational campus in March 2020.

# HOWDENBURN PRIMARY SCHOOL

## The School in Context

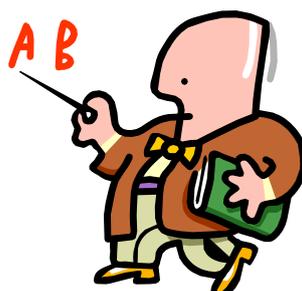


**Howdenburn Primary School** was opened in 1974 and overlooks the hills and town of Jedburgh. It is surrounded by large open spaces which include two school playing fields, a fenced tar pitch and a choice of both hard and grass surfaces on which to play. The teaching areas are made up of several linking classrooms as well as some individual class spaces.

We have a dedicated ICT suite as well as a large gymnasium, well-stocked library, greenhouse, resource room and accommodation for visiting teachers. Two enclosed quadrangles provide pupils with a general outdoor environment, opportunities for gardening, eco studies such as bio-diversity and mini-beasts and picnic area for packed lunches in the summer. Our Nursery is integral to the School and shares our generous resources.



We are fortunate to have spacious grounds in which the children can play and learn and also fabulous views over the town and surrounding countryside



## HOWDENBURN PRIMARY SCHOOL

### **The School and its Staffing**

The School is part of the Cheviot Learning Community which consists of all primary and secondary schools in the Jedburgh and Kelso area. The Learning Community Board meet regularly to plan and implement improvements in teaching and learning and support each other in new developments.

In August 2017, the school became a Partner school, in that the Headteacher is not only Head of Howdenburn, but also of Denholm Primary School. Denholm is approximately 6 miles from Jedburgh, and is part of the Hawick Learning Community. The Headteacher and Depute Headteacher divide their time between the two schools, and the Principal Teacher is based here in Howdenburn. The joint school roll of the partnership is 300 including ELC pupils.

In August 2018, the school roll was 146, with a further 50 (approximately) in the ELC. Howdenburn is arranged in 7 classes - P1, P2, P3/4, P4, P5, P6 and P7. There are three ELC classes; who have access to two rooms (Rainbow and Sunflower) and a substantial corridor area. The pupils benefit from a visiting specialist teacher in Physical Education, and our Learning Support teacher is with us 2 days each week.

### **THE SCHOOL DAY**



Start	8.50 am
Break	10.50 am - 11.05 am
Lunch	12.25pm - 1.15 pm
End	3.25 pm

Fridays	Start	8.50am
	Break	10.50am-11.50am
	End	12.50pm

There is adult supervision in the playground from 8.30 am and during each break. The children are encouraged to play outside during their breaks, however, in adverse conditions they are permitted to remain indoors.

## THE PUPILS

Staff work hard to offer a broad curriculum. The children are encouraged to take responsibility for their actions and to work together to maintain high standards throughout the school. The children are put into a 'house', either Hoolit, Tod or Brock, siblings are also put in the same house. The children are awarded house points throughout the week for good effort, positive attitude, high standard of work or for doing something which was considered particularly good and helpful to the school. There are regular meetings to provide the children with opportunities to voice their opinions, raise issues, agree solutions and make recommendations for changes.

### **Enrolling in Howdenburn Primary School**

Scottish Borders Council enrolment week is in November each year, and details are included in the local press prior to that time. We can provide the necessary forms from school, or you can access them through the SBC website [www.scotborders.gov.uk/info/878/schools?evacid=mp](http://www.scotborders.gov.uk/info/878/schools?evacid=mp) If you would like to visit the school with a view to enrolment, this can be done at any time in the year. Please contact the school office to arrange an appointment. If you would prefer to enrol your child in a school outwith the local catchment area, you must fill in a placement request. These are available from your local school office or SBC. All placement requests are looked at by SBC and they will contact you to tell you whether your request is accepted or denied.

# HOWDENBURN PRIMARY SCHOOL

## THE STAFF

Headteacher	Mrs McCreadie
Depute Headteacher (Acting)	Mr Brown
Principal Teacher	Mrs Findlay
Primary 1	Mrs Hey
Primary 2	Mrs Findlay and Ms Gulliver
Primary 3/4	Ms Leckie
Primary 4	Mr Strother
Primary 5	Mrs Reid and Ms Gulliver
Primary 6	Mrs Scott
Primary 7	Mr Woof
Senior Nursery Nurse	Mrs Fowler
Nursery Nurses	Mrs Fisher
	Mrs Richardson
	Miss Yeung
	Miss Yourston
Primary Curriculum Support Teacher	Miss Gordon
Curriculum Support (Expressive Arts)	Ms Gulliver
Support for Learning Teacher	Mrs Ozwell
Curriculum Support Teachers:	P.E. - Mr Thomson
Instrumental Instructor:	Brass - Mr Hume

### Non-Teaching Support Team

Janitor	Mr Degnan
Primary School Administrator	Mrs Donachie
Classroom Assistant	Mrs Kidd
Additional Needs Assistants	Mrs W Scott
	Mrs M Scott
	Mrs Dixon
	Mrs Coburn
Cook	Mrs Hendry
Assistant Lunchtime Supervisor	Mrs McLachlan
School assistant	Mrs Dixon
Crossing Patrol	Mrs Rae
School Chaplain	Rev Nicol
School Nurse	Nurse Mackay

## THE CURRICULUM

Curriculum for Excellence provides a broad spectrum for learning that is continuous from ante-pre school right through into secondary education. The stages of learning within Primary school are divided into Early Level (nursery - P1), First Level (P2 - P4), and Second Level (P5-P7) All our children are encouraged to learn the skills and gain the knowledge and understanding to allow them to develop into not only successful learners, but also confident individuals, responsible citizens and effective contributors (known as the 4 capacities). To achieve this, engaging in breadth, depth and challenge, the curriculum is divided into 8 curricular areas:

### Languages and Literacy

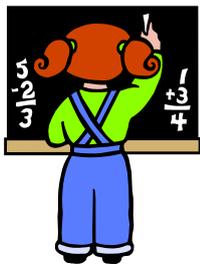
Language is covered in 4 main areas: Reading, Writing, Listening and Talking. The main reading schemes we use include Oxford Reading Tree, Songbirds and Project X and we also have a large number of novels which the children access either as individuals or as part of a group. Our youngest pupils learn using Read, Write, Inc, beginning to sound out words very quickly after starting school.



French is taught in all classes from Early years, increasing skills as pupils go through the school. As part of the Scottish Government's Languages 1+2 programme, all pupils will begin to be taught French in P1 and a 3<sup>rd</sup> language will begin in P5. The timescale is that this will be in place by 2020.

### Mathematics

The children are taught skills to work with Numbers, Money and Measurement. They apply these skills in Problem Solving activities. They also learn Information Handling, Shape, Position and Movement through a variety of context and approaches, including the use of computers. Mental Agility strategies are taught, and enhanced using a method known as Numbertalks, our pupils are encouraged to share their understanding and strategies with their peers. Mathematics skills can be reinforced through homework activities.



### Health and Well-being

Health and well-being permeates all areas of our curriculum ensuring that the children in our school develop the knowledge and understanding, the skills and capabilities which they need for mental, emotional, social and physical well-being. Physical Education forms a major part of this education, alongside other curricular areas which assist in establishing a pattern of health that can be sustained past the primary school years. Included within Health and Wellbeing are elements of Drug education and Sexual health education which begins in the early years.

Educating our young people about substance misuse begins for younger children by establishing how to keep themselves safe and that there are bottles and items they should not touch, what is a medicine and who should be in charge of that medicine. This develops through the stages of the school to educating older pupils regarding the accuracy of what they may think they already know or have heard through popular media regarding substance related issues. This also deals with peer pressure and the impact of substances on people's behaviour.

Education in sexual health and relationships begins with friendships and progresses into educating pupils about changes in their bodies through puberty in the more senior stages of the school. The school Nurse service provide support in these discussions with older pupils and parents are informed prior to them beginning.

Throughout the year, Health Education permeates all learning as one of the core subjects within Curriculum for Excellence. This includes encouragement to make healthy food choices regarding snacks and lunches and we will endeavour to encourage pupils to eat well at school.

### Social Subjects and Sciences

This area of the curriculum allows the children to acquire knowledge and understanding of social subjects, science and technology. It also provides a context in order to interpret experiences. By investigations and practical work the children learn facts about the world around them and it encourages pupils to adopt values and attitudes towards the environment and society. The children will develop skills to help them in preparing for tasks, carrying out tasks and reviewing and reporting on tasks. Children will learn about human achievements and how to make

sense of changes in society, of conflicts and of environmental issues. The children are encouraged to share ideas and thoughts to guide the direction of the learning, as well as given opportunities to choose how they demonstrate their understanding - in the style that best suits their learning.

### Expressive Arts



Through music, art and drama, children are given the opportunity to stimulate their imagination and express themselves creatively. They will be taught a variety of skills, including communication skills, and they will be encouraged to express and interpret personal experiences. Through Expressive Arts children will develop qualities such as co-operation, responsibility, leadership and enterprise.

### Religious and Moral Education With Personal & Social Development

Children will learn about Christianity, its origins and its place in our society. They will also be encouraged to develop understanding and respect for the faiths and views of others. We also celebrate and mark festivals from other world religions in our assemblies and through class work.

Religious Observance contributes to pupils' spiritual development and promotes the ethos of the school, reflecting on spiritual and moral concerns. Our School Chaplain visits the school regularly, takes a lead role in Assemblies and we visit church for our End of Term services.

Parents who wish to exercise their right to withdraw their child from religious instruction and/or religious observance should contact the Headteacher to arrange a meeting to discuss alternative arrangements for your child.

### Technologies

In today's society, the need to have knowledge and skills in technological subjects is more and more necessary. We teach our young people to develop an awareness of the impact that changing technologies have on our environment and future working lives, as well as build their skills and confidence to embrace those changes. This includes learning to use

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computers for word processing and for graphic design and manipulation, as well as using technologies to support learning in other curricular areas. The GLOW network (schools intranet service) is established in school, and pupils learn how to access this, and learn how to use the internet as a tool for learning.

The school website supports parents with diary dates etc to ensure swift and up to date communication, as well as being an up to date learning tool for our pupils, which is developing to share pupils' work and experiences. Additional information on Curriculum for Excellence is available from:

<http://www.educationscotland.gov.uk/parentzone/index.asp>

<http://www.educationscotland.gov.uk>

<http://www.skillsdevelopmentscotland.co.uk>

### OUTINGS

We are fortunate that our Parent Council contribute financially towards school outings, which usually takes the form of subsidising transport. Class outings can take place throughout the year, not always in the summer term. These outings are linked to the curricular work of the class, hence the reason for them taking place at the most appropriate time in the year. In the younger classes, outings tend to be more local, avoiding the need for long journeys. Further up the school outings are more extended, with longer travelling time where required.

### ASSESSMENT AND REPORTING

Each child's progress is monitored and recorded and their level of attainment is measured against their own potential. Each child is an individual with their own strengths and interests. Children mature at different rates, as does their level of achievement. Throughout the year the progress of pupils is monitored with ongoing assessments, including Writing, Reading, Listening and Talking and Mathematics. As part of this monitoring process, assessments in Spelling and Reading are undertaken annually. Regular consultations between the Headteacher and class teachers ensure that any pupils who are in need of additional support in their learning either to challenge and enhance, or to support a difficulty

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are identified early on and next steps agreed. Parents are always made aware of these planned ways forward.

We are currently working on planning individual support using technology. These include an individualised literacy programme for all pupils in P3 up, and an individually tailored reading programme for certain pupils for whom the regular reading resources do not give the greatest impact. Further information is available at:

<http://www.scotborders.gov.uk/info/886/additionalsupportneeds>

At any point in their lives children or young people may need extra help with their education. This may be for any reason and at any time. This is often referred to as additional support for learning or having additional support needs.

Some examples of why a child/young person may require extra help with their education are:

- Bereavement or family illness
- Problems at home
- Bullying
- Being particularly gifted or able
- An illness, disability or sensory impairment
- Having English as an Additional Language

A child/young person's needs may last for a short time, and the problem may be resolved easily. Or their needs might be very complex, and they may require additional support for a number of years.

If you feel that your child needs additional support for learning, the first person to speak to is your child's teacher. You have the right to request an assessment of your child. Within our school we operate a model of staged intervention where support is provided in varied ways to meet individual needs. Our approach to assessment ensures that the needs of children and young people are recognised and appropriate support can be provided. Further enquiries can be made to the local Children and Family Support office on 01450 364777.

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Parents/carers are always involved in making decisions about their child's education and we will always ask your permission before any specific referrals are made. While your child is receiving support, we will regularly review your child's progress.

At times, parents/carers and schools may come into dispute. While we would always hope that difficulties could be resolved at the school level we recognise that parents or young people may wish to formalise their concerns. To assist with this we have a complaints procedure and also offer independent mediation and adjudication. It is also possible under certain circumstances to refer the case to the Additional Support Needs Tribunal for Scotland.

For more information you can contact:

- (a) Enquire, the Scottish advice service for Additional Support for Learning. They have a wealth of information, including practical guides and fact sheets for both parents/carers and your people. You can find the website at [www.enquire.org.uk](http://www.enquire.org.uk) or ring them on 0845 123 2303
- (b) Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576; [www.siaa.org.uk](http://www.siaa.org.uk)
- (c) Scottish Child Law Centre, a charitable body registered in Scotland under registration number SC012741. [www.sclc.org.uk](http://www.sclc.org.uk)

**Statement by Scottish Borders Council Educational Psychology Service  
(SBC EPS)**

As part of the VSE follow up for the Educational Psychology Service the strategic Head Teacher group suggested the service provide a statement for parents to be included in school handbooks. The statement below has been developed by the service for this purpose. The statement has been developed in collaboration with 6 of the parent Council chairs (three East, three West and of these one Secondary chair for each area).

**The Educational Psychology Service.**

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

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

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

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

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

Please see [www.scotborders.gov.uk/EPS](http://www.scotborders.gov.uk/EPS)

## GETTING IT RIGHT

The Getting It Right For Every Child (GIRFEC) is the National approach ensures that anyone providing support puts your child at the centre. Practitioners work together to support you and your child and where appropriate, take early action at the first signs of any difficulty. This means working across organisational boundaries and putting your child and you at the heart of decision making, giving all our children and young people the best possible start in life.

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

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

GIRFEC is part of the Children and Young People (Scotland) Act 2014 and the GIRFEC provisions have to be fully implemented by 1 August 2016. The multi-agency approach of the Scottish Borders is to phase in this implementation. If you would like any further information please ask your child's Headteacher.

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

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

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

*Within Howdenburn, we want our young carers to enjoy school and that it is a positive place to come and they feel included. Please let us know if there are difficulties meeting deadlines with work, arriving on time or any other issues which affect a young person.*

### REPORTING TO PARENTS

- As part of our ongoing improvement work, we have reviewed our methods of reporting to parents and this has been under discussion at Parent council meetings since August 2017.
- Numeracy Morning will be an invitation for parents and carers to come into school and see our pupils 'in action' in numeracy and maths.
- Parents are invited to attend a consultation meeting in November with the class teacher in order to discuss their child's progress.
- Later on in the year, parents are invited to attend an open evening. This is to allow parents the opportunity to consult with the teachers, look at the children's work and to look round the school. Parents are always welcome to come into the school to discuss their child's work, at any time of the year. We would ask that you make these visits after school, so that the teaching of the pupils is not disrupted. It would be beneficial to you to telephone first, just in case the teacher is unavailable.
- In addition, there will be further learning opportunities where the children will showcase to parents throughout the year, as parents are invited to see the learning first hand. This may be an Assembly, a musical performance, or even a come and try session.
- In the final weeks of the year, a prizegiving takes place where parents of P7 pupils as well as those other pupils receiving awards are invited to join with the school community to celebrate the achievements of our pupils.

### Other Communications

The school uses Facebook and the school website regularly, updating parents on recent and upcoming events. There is an electronic diary on the website, and the school Facebook page is available for parents to check dates etc. Letters regarding specific events come directly to parents in school bags.

We try wherever possible to send correspondence by email, in order to save on paper and printing. Please give your details to the school office to be included in the school distribution list. We also use Groupcall messaging to contact parents, and occasionally use this as an opportunity to get a quick response from parents. It is crucial that contact details are always kept up to date with the school office.

### ATTENDANCE

Good attendance is important in our school. It allows your child to make the most of their education and social development, and gives them better choices in the future. It is your responsibility, by law, as parents/carers to ensure that your child attends school regularly.

We actively monitor attendance. If your child's attendance drops below 90%, we will contact you by letter to alert you of this.

If you have difficulty getting your child to school, please contact us as soon as possible to discuss how we can support you. Please note that late arrival to school is also recorded and if any parent feels they need support with this, they should contact the school.

### PUPIL ABSENCE AND MEDICAL CARE

Parents are asked to supply the school with the name, address and telephone number of someone who may be contacted in the event of illness or accident, and an emergency contact if parents cannot be contacted. In the event of illness at school, parents may be asked to take their children home. In an emergency a child may have to be taken to a doctor and parents will be informed as soon as possible. Emergency first aid treatment will be given at school for accidents. Parents should notify the school if their child is going to be absent. If the school has not received any information you will be sent a Group Call automated message asking you to contact the school.

### Medication in school

Staff in school are unable to administer medicines to pupils unless it is prescribed by a doctor. Medicine prescribed through Minor Ailments is included as it will have a Pharmacy label. Any such medicine requires to have the necessary forms completed and sent in to school with the medication. Upon receipt of this, staff are then able to administer medication, although it is not an expectation that they will. Any medications requiring to be kept in a fridge will be kept in the school. All medications are given by a staff member, and the form signed on a daily basis. A copy of the required form is available for the school office.

### HOMWORK

Staff and parents have discussed the value of homework, through the Parent Council. From that discussion, it became apparent that parents value homework, if it is purposeful, relevant and has a realistic timescale. This varies as pupils move through the school, and also varies depending on the work of the class at certain times in the year.

Throughout the school the children will be expected to practise reading in the relaxed atmosphere at home. They may also be asked to practise multiplication tables, learn spellings or to bring an item of interest into the school, relating to a theme being covered in school.

The older children may be given a variety of activities in language and maths, or an assignment which may take several days to complete.

If children have an assignment which requires more time, then they should spread the work over a number of days. It is hoped that the children will enjoy the activities they are given but if a child has difficulty with a task or needs to spend longer on an activity, then they need only return the work and explain the difficulty.

Homework is also an opportunity for parents to see the work the children are doing and for parents to spend time with their child, listening to reading or testing spelling or tables. We would appreciate your support by ensuring that the children do homework and return it to school on the stated day. If you find that your child is struggling with



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the task, or that there is an issue developing over the completion of a task at home, please don't worry. Teachers would prefer to know there was an issue and the homework task returned incomplete, rather than it be completed after a stressful night at home!

If homework is not returned to school, or has not been completed over a number of occasions with no information shared by parents, then the class teacher will contact home in the first instance. This raising of awareness is often enough to help a child to manage their time better regarding homework completion.

Homework is not necessarily a daily occurrence, as it depends on the ongoing work of the class. There may be times when your child has no formal homework. Website links are available in your child's Personal learning plan, which is part of their learning journey. Good options are also on the BBC bitesize website if you are seeking something extra for your child.

During this year, the school will be producing support leaflets for parents on core areas of learning in Reading, Writing and Maths. These will be available from the school office, or electronically upon request from the school office.

### SCHOOL UNIFORM

The School uniform consists of navy, black or grey trousers, skirt or jogging trousers, a white polo shirt and a royal blue sweatshirt. The sweatshirt, polo shirt and fleece, are available with the school logo, as are a number of other useful items. An online ordering system is available through our suppliers BE SCHOOLWEAR, at [www.beschoolwear.co.uk](http://www.beschoolwear.co.uk). Please note, there is also opportunity to wear non-logo uniform available from local supermarkets and suppliers in our school colours.

P7 pupils wear a dark green sweatshirt, to ensure they are easily recognisable as senior pupils.

The children should have a pair of indoor shoes to change into for in class and especially on wet days. These can be kept in school in the children's shoe boxes. The children should have white or navy shorts and T-shirts for P.E. and Games as well as gym shoes or indoor trainers.

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Application forms for assistance with school clothing are available from the school, and once completed, should be sent to the Director of Young People's Services at Scottish Borders Council. A link is also available on our website.

For particular sports - and especially in the older classes, pupils are encouraged to wear a gum shield, and have trainers that are suitable for outdoor sports. You will be informed of this if it applies to your child.

*The children should be discouraged from wearing items which could cause injury to themselves or others during active periods, such as high shoes or dangly earrings.*

### **TRANSPORT**

Transport to school is provided free for children living a certain distance from the school:

- Children under the age of 8 can be asked to walk up to 2 miles to school or the nearest pick-up point.
- Children over the age of 8 can be asked to walk up to 3 miles to school or the nearest pick-up point.

As a health promoting school we encourage children living in the town to walk or cycle to school. Younger children should be accompanied by an adult.

Any enquiries regarding Transport to school can be directed to SBC Passenger Transport on 01835 824000, or through the SBC website [www.scotborders.gov.uk](http://www.scotborders.gov.uk)

### **EMERGENCY CLOSURE ARRANGEMENTS**

In the event of adverse weather conditions, parents should follow the School Transport in Emergency Conditions Guidelines issued by Scottish Borders Council each year. In the event of bad weather the bus company will decide if conditions are safe for driving. Children should wait at the pick-up point for up to 15 minutes, if transport does not appear on time, then pupils should return home. Parents who then transport pupils to school themselves are responsible for collecting their child at the end of the day. Please inform the school if you decide to keep your child at home

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during adverse weather conditions. Parents will be notified if conditions force early closure of the school but no children will be allowed home unless there is someone to meet them and be responsible for them.

In the event of severe weather across the whole of the Scottish Borders the Chief Executive in consultation with Emergency Planning staff will make the decision to close all schools. This will be communicated through the group call system and where necessary by email.

For localised weather, the Emergency Planning Team will make the decision to close schools in conjunction with the Headteacher. (This decision will be based on the weather forecast, risk assessment and school specific information such as pupil:staff ratios.)

### PARENTS & THE COMMUNITY

We are always happy to hear from parents and members of our community in relation to the school. We have many volunteer parents who help with driving pupils to events, supervise pupils at events alongside staff, and work with specific groups such as clubs and pupil leadership groups, and work with individuals 1:1.

We have volunteers who support readers in a Paired Reading initiative, and also other volunteer helpers who offer more general support in classes, supporting outings, driving to events etc.

If this is something you feel you would like to be involved in, we ask all our volunteers to undergo a PVG check, and if driving then volunteers must also have business insurance on their insurance policy. The necessary papers are available from the school office.

Please speak to the Headteacher of your child's teacher if you would like to be included as one of our volunteers, or if you have an idea for a club which interests you.

### COMMENTS & COMPLAINTS

While we hope that if something goes wrong or you are dissatisfied with our service, please tell us and we will do our best to put things right. We deal with all complaints in accordance with the Scottish Borders Council complaints handling procedure. This can be found on the Council website: [www.scotborder.gov.uk](http://www.scotborder.gov.uk).

## HOWDENBURN PRIMARY SCHOOL

If you do want to make a complaint, you can do it either in person, by phone, in writing or by email. You can do this through a senior member of staff (the Headteacher, Depute headteacher or Principal teacher) or indeed any member of staff. If you would like to do this in person, please contact the school office so that it can be assured that staff are available. You can also make a complaint via the complaints form on the council website [www.scotborders.gov.uk](http://www.scotborders.gov.uk) .

If we are unable to resolve your complaint, or if you believe your complaint requires formal investigation, you may make your complaint directly to the Education and Lifelong Learning Department at Scottish Borders Council. Again this may be done in a variety of ways:

- in person at a Scottish Borders Council customer services office
- by phoning the Council on 01835 824000
- by letter to the Complaints Officer, Education and Lifelong Learning, Scottish Borders Council, Council Headquarters, Newtown St Boswells TD6 0SA
- by email to [schoolsservicesadmin@scotborders.gov.uk](mailto:schoolsservicesadmin@scotborders.gov.uk)
- via the complaints form on the council website [www.scotborders.gov.uk](http://www.scotborders.gov.uk) .

### **PARENT COUNCIL**

Howdenburn Primary School has an active Parent Council, where all parents/carers and teachers are welcome to attend meetings. The Parent Council works in partnership with the school, taking an interest in the general life of the school and helping to organise events and functions. New parents/carers are very welcome and encouraged to be involved. Contact can be made through the school in the first instance. The current Chairperson of the Parent Council is Diana Hickson, and enquiries can be made through the school office.

### **CHILD PROTECTION - RESPONSIBILITIES OF THE SCHOOL**

All SBC schools and their staff are required to follow the Scottish Borders Child Protection Committee's Inter-agency child protection guidelines and procedures.

A key element in the procedures is that if a member of staff in a school is made aware of a concern (usually through a statement made by a child)

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of an issue that could have child protection implications, the member of staff has no option but to refer the concern to child protection officers. The Children (Scotland) Act 1995 states that the welfare of the child is paramount and this must always be the sole consideration for the school.

In making a referral staff will not be making any judgement on the strength or truth of the child's statement but must follow procedures to support pupils and staff. An extensive training programme has been undertaken to ensure that all staff are aware of their responsibilities.

The child's parent or carer will always be informed as soon as possible about such disclosures and any action resulting from this. Keeping parents informed may not always be undertaken by school staff and could involve other organisations, such as social work staff or the police.

If the child protection issue is taken further, school staff will work with families to support children through the process. The school Child Protection Co-ordinator is Mrs McCreadie who can be contacted to discuss any concerns that may arise. In her absence, Mr Brown or Mrs Findlay will be available and will then contact Mrs McCreadie.

A useful website providing information on dealing with child protection issues for children, young people and their parents and carers is [www.childline.org.uk](http://www.childline.org.uk). The site also provides advice on what steps you should take if you have concerns on a child protection issue. SBC child protection website is [www.scotborders.gov.uk/cyppp](http://www.scotborders.gov.uk/cyppp)

### **EARLY LEARNING AND CHILDCARE**

The Early Learning and Childcare provision is based in the school and serves pupils aged 2-5 years. It is run by a team of qualified Nursery Nurses, led by a Senior Nursery Nurse, and the entire team is supported by the Early Years Teacher Team, based at HQ, as well as Mr Brown (DHT) who has overall Early years responsibility. The Nursery is open every day, with both morning and afternoon sessions. Staff liaise with the Early Years teachers to ensure children in their pre-school year are prepared for starting school the following year.

**More detailed information about the Nursery are included in a separate handbook available from the school office.**

## PUPIL OPPORTUNITIES AND ACTIVITIES

We have a number of pupil -led groups in school, which aim to develop leadership skills in our pupils, as well as foster team work, co-operation and good citizenship. Our pupil -led Focus Groups are Community Group, Pupil Council and Eco Group. We also have pupils who are known as Sports Champions group who are leading the school towards a national award this year.

We have senior school responsibilities, where all P7 pupils assist in the smooth running of the day to day things in school with a specific role, and we have House Captains who head up our 3 houses or teams -Tod, Brock and Hoolit. The Captains have responsibility to arrange House events throughout the year, fostering good relationships across all ages, sportsmanship, team spirit and respect for others.

Staff and other agencies provide a range of activities at various times of the year such as Netball, Football, Hockey and Basketball. Class groups also have a block of swimming lessons at the Laidlaw pool and parents are informed when their children are due to attend this. Children have the chance to receive instrumental tuition - currently Brass. An annual residential trip is offered to the children P7.



## SCHOOL MEALS

Pupils sit together in the dining area. The children are supervised in the dining area by members of staff. School meals cost £2.10 and must be ordered and paid for in advance using the parentpay system. Details can be found at [www.parentpay.com](http://www.parentpay.com), and activation letters are given to parents by the school office. Menus can be accessed on this system, and all ordering can be done on any mobile device including tablets, phones and PCs. Some families may be entitled to free meals and may apply to the Service Director, Children and Young People, at SBC Headquarters, Newtown St. Boswells. (Application forms are available from the school, or at [www.scotborders.gov.uk/schools](http://www.scotborders.gov.uk/schools)

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Children who prefer to bring a packed lunch also join the pupils in the dining room. As a Health promoting school we do not allow fizzy drinks, chocolate or sweets in school.

On Fridays, the children have a longer break, incorporating a substantial brunch type lunch before school closes for the day at 12.50pm. There is no option for pupils to come home for lunch on Fridays, as all are dismissed at 12.50pm. If you wish your child to have lunch at home, they can simply play during that longer break and eat when they get home.

### TRANSITIONS

Since we have the Early Learning and childcare provision in our building, we are able to provide very good opportunities for the youngsters in their pre-school year to join with the school in preparation for Primary 1. The ELC staff and the P1 teacher work closely together and pupils visit each setting often, particularly in the final weeks of pre school. Nursery children join the rest of the school for joint assemblies, concerts etc throughout the year, and in particular, we hold a six week block of Stay and Play for our new pupils, usually in the final term of Nursery. Parents can join their child for some together time, learning in the school.

We work closely with the Health Visitors in the town to ensure we have an accurate picture of our youngest pupils as they begin P1. We also have strong links with private providers in the local area should your child be joining Primary 1 from another childcare provisions. We meet with staff from all the other local nurseries (including those from other schools if need be) in the weeks before the summer break to meet the children and arrange visits for them which coincide with the other pre-schoolers coming for visit days.

These days also coincide with the P7 visits to their secondary school, and so all classes move up for a day or part of a day to prepare all the children for the year ahead. The children enjoy the opportunity to meet their new teacher and see what their new room will look like! In addition, there are formal procedures in place between staff for transfer of information regarding pupils learning in preparation for youngsters joining a new class group or new teacher.

At the end of P7, pupils transfer to Jedburgh Grammar School. Should parents decide for any reason that they wish their child to attend a

different Secondary school, they should complete a placing request for their preferred school. Further details are available from:

[www.jedburghgs.co.uk/](http://www.jedburghgs.co.uk/)

We have strong links with the Grammar School, and the transition of our young people is a high priority. Primary staff liaise closely with the departments in the Grammar School to ensure a smooth transition, and where necessary incorporate additional support for youngsters ahead of that move.

### **BEHAVIOUR**

The children are expected to show consideration and respect to their fellow pupils, staff and visitors to the school, as well as to school property. Good behaviour is encouraged through positive recognition, praise and incentives. The children are made aware of the school rules and the sanctions which will be used, if these rules are broken. Parents will be notified and involved if any serious difficulties in behaviour arise, and their co-operation sought in early stages.

We discourage children from bringing toys and expensive electronic equipment, therefore parents are responsible for these items should their child bring them to school. The following rules must be followed:

- Mobiles and other electronic equipment must be switched off during all teaching experiences - classrooms, sports and assemblies etc.
- No photographs can be taken without the express approval of the subject (whether pupils or staff).

Pupils are encouraged to share any concern they have regarding inappropriate behaviour with the nearest member of staff, whether in the playground or in the classroom, in order that prompt action can be taken. When no resolution can be met regarding a situation, then the Principal Teacher, Depute Headteacher or Headteacher will then take the lead to investigate the situation and decide on next steps.

Parents are contacted if there is a serious incident involving their child in school, and will be asked to attend school for a further meeting if any situation does not improve.

Our school operates under the Respectful Relationships policy - a council wide policy which applies to all employees and service users. In line with the expectation of our pupils to be respectful of all others in the school,

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and the expectation that all staff will be equally respectful towards those involved with our school, we respectfully ask that all parents are also polite and courteous towards staff and pupils. Should any parent be aggressive, or behave in a way that is deemed inappropriate towards any member of staff or towards a pupil on school grounds, further action will be taken by the Headteacher. This also includes online discussions regarding the school through social media. A straightforward rule of thumb is that no remark regarding the school should feature on social media communications that cannot be publicly displayed on the school noticeboard. Any individual concern should be directly discussed with the Headteacher, and not expressed on social media.

The council policy on Respectful Communities applies to our school, and can be found online at, [www.scotborders.gov.uk/youth](http://www.scotborders.gov.uk/youth)

Please note that all information contained in this document is accurate at time of publication. However, due to the shifting nature of schools, there may be some alterations throughout the school year, resulting in the need for change.