DENHOLM PRIMARY SCHOOL

SCHOOL INFORMATION

ADDRESS: WestEnd
Denholm
Hawick
TD9 8LZ

TELEPHONE: 01450 870 254

Headteacher - Mrs Morag McCreadie
Acting Depute Headteacher - Mr Stewart Brown
TEVIOT & LIDDESDALE LEARNING COMMUNITY VISION

Teviot & Liddesdale Learning Community will strive to provide a Culture of Achievement for all Children and Young people from the locality.

Denholm Primary School endeavours to give all its pupils these opportunities throughout their primary school career - because in Denholm, **ANYTHING IS POSSIBLE!**

All agencies and their representatives within Teviot and Liddesdale will contribute to this by:

- Ensuring that Children and Young People are encouraged to participate in regular and varied opportunities.  
  *In Denholm we use active learning to make learning fun, and learn in different ways across all subjects. Residencies and other learning out of the classroom make learning varied and exciting.*
- Developing a Culture of Opportunity and Ambition for all our Children and Young People
  *Denholm is one of the smaller schools in the Learning Community, but we make every effort to attend community events, we do all that we can to be successful and always aim high in all that we set out to do*
- Promoting & Celebrating success - at all levels
  *We celebrate successes of our pupils both in and out of school. We celebrate with the whole school as well as with our community*
- Promoting & Celebrating Achievement - at all levels
  *Our new school logo - Anything is possible - says all that we think about our achievements. We celebrate in public and we celebrate in personal achievement journals, as we all achieve in different ways*
- Encouraging a ‘multi-generational’ attitude in the opportunities and experiences on offer.
  *Our pupils all join together for activities and events. We work with members of our community and together we see the best of everyone*
- Embedding a ‘Can dae’ (anything is possible) message across and throughout the Community.
  *In Denholm Primary School - Anything is possible!*
HISTORY OF THE SCHOOL

At one time there were three schools in the Parish of Cavers-Denholm, Kirkton and Cogsmill. The parish school was originally at Cavers Townhead. As Cavers declined and Denholm extended, the school was moved to Little Cavers (half-way). In 1802-03 when Denholm outstripped its neighbour, it was "planted" in the middle of the Green to the west of the monument. Denholm had arrived!

In 1858, the school and schoolhouse were moved from the Green, to what is now the Village Hall. Later, a cookery room was built on (the old library). Classes were large - Senior, Junior and Infants. The strap was much in use.

After the Second World War, Denholm School became a Junior Secondary, with a roll of over 200, drawing pupils from Newtown, Hawick, Jedburgh, Clarilaw, Melrose and as far as the Carter Bar. The Secondary Department closed in 1972 and the older children went to Hawick. Now, Primary 7 children have a choice of going to Hawick High School or Jedburgh Grammar School.

On Wednesday 19th April 2006, Denholm Primary School suffered major damage as a result of a fire which started in the school’s playgroup. The fire quickly spread to the gym hall, then continued its journey of devastation to three of the classrooms before the fire brigade were able to bring it to a halt. The rest of the school suffered from smoke and heat damage. Due to the presence of asbestos all remaining resources were destroyed as a precaution. The local education authority worked quickly to relocate the school to St Margaret’s School in Hawick where we remained until the new school was ready for occupation in the Autumn of 2008.
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The new school opened in October 2008. The building has been beautifully designed with interesting curved walls and an attractive blend of materials to complement the school’s setting in the heart of Denholm.

The school has five classrooms and a playgroup and is packed with environmental features such as carbon-free ground source heating, solar panels and rainwater harvesting.
THE SCHOOL DAY

Start 8.40 am
Break 10.30 am - 10.45 am
Lunch 12.15 - 1 pm
End 3.10 pm

Fridays
Start 8.40 am
Break 10.40 am - 11.30 am
End 12.30 pm

There is adult supervision in the playground from 8.20 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

The current roll stands at 105. There are five mainstream classes. The mainstream classes are split into P1/2, P2/3, P4/5, P5/6 and P6/7. Children are taught according to their needs and ability and it makes no difference that the children are in a composite class.

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 Rule, Teviot, Ruberslaw or Dean. 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. We have a pupil council with representatives for each class. 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 Denholm 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
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.

THE STAFF

Headteacher
Mrs McCreadie
Acting Depute Headteacher
Mr Brown
Primary 6/7
Mrs Patterson
Primary 5/6
Mrs Hill
Primary 4/5
Mr Jeffrey
Primary 2/3
Mrs Nuttall/Mrs Jamieson
Primary 1/2
Mrs Culley

Primary Curriculum Support Teacher - Miss Davidson
Curriculum Support Teachers:
P.E. - Mrs Angus
Music - Mrs Lafferty
Instrumental Instructors:
Brass - Mr Hume

Non-Teaching Support Staff

School Administrator - Mrs Telfer
Classroom Assistant - Mrs Hartop
Additional Needs Assistant - Mrs Scott
Cook - Mrs Smith
Lollipop Lady - Mrs Cook
School Nurse - Nurse Drysdale
Playground Supervisor - Mrs Scott
Cleaning staff - Mrs Cook and Mrs Wilson
**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 are Oxford Reading Tree and New Ginn 360. Infants learn using Jolly Phonics, beginning to sound out words very quickly after starting school.

French is taught in the upper school classes. As part of the Scottish Government’s Languages 1+2 programme, all pupils will begin to be taught French in P1 and a 3rd language will begin in P5. The timescale is that this will be in place by 2020.

**NUMERACY AND 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. Mathematics skills are reinforced through homework activities. The core maths resource is Scottish Heinemann.

**HEALTH AND WELLBEING**

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 Well being 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 in consultation with our parent body, the following guidelines in terms of healthy eating were agreed.

- Pupils are encouraged to eat a piece of fruit as part of their daily break time. All children are encouraged to drink water after each break in the day. Water is provided in the school for additional access to drinking water during classes.
- Chocolate, and sweets are actively discouraged as everyday snacks in school or as part of lunch boxes. Chewing gum and fizzy drinks are not permitted on the school premises or while the children are representing the school.
- Because we recognise that there is no such thing as “bad food”, we teach the children to enjoy treats in moderation. Friday is the one day in the week where children and staff enjoy snacks other than fruit or vegetables. The “treat” should still be relatively healthy and not excessive e.g. a couple of biscuits, a muffin, a scone or a piece of malt loaf. Chocolate bars continue to be discouraged.
- Birthdays, and special events such a Christmas parties in class are also times where food contributes to a sense of celebration and sharing. Staff will remind the children that this is an “occasional” treat and not “every day food”. This would also apply to Bake Sales, although these would be kept to a minimum.
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 AND 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.

Through parental consultation we have agreed a planned approach to the teaching of the main world religions other than Christianity. These were agreed as Buddhism, Islam and Sikhism, and so your child will experience learning about these faiths as they progress through their school career.

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 the village 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 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.

A new website will soon be launched supporting 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. 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.
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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 are identified early on and next steps agreed. Parents are always made aware of these planned ways forward.

We are currently working on projects linked to the national agenda of Raising Attainment for All. The projects are linked to numeracy and literacy (reading) and progress to date is very positive. These approaches are giving teachers more opportunity to work with targeted individuals or groups on key aspects of learning in order to increase attainment.

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.

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 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 and
(c) Scottish Child Law Centre, a charitable body registered in Scotland under registration number SC012741. www.sclc.org.uk

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
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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.

If you would like any further information please ask your child’s Headteacher.

REPORTING TO PARENTS

- Personal Learning Plans are completed 4 times in the year, and evidence of that learning is gathered throughout the year by the pupils in their own individual Learning Journeys.

- Parents will see the Learning Journeys during each term, as children will bring them home to share with their parents. This allows parents to see what has been learned and achieved as well as seeing what is planned for the block ahead. Parents are encouraged to respond in the Journey documents if they wish.

- 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,
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at any time of the year. We would ask though, for you to 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.
- In the final weeks of the year, a prizegiving takes place where parents of P7 pupils as well as those receiving awards are invited to join with the school community to celebrate the achievements of our pupils.

Other Communications
The school sends out regular newsletters, updating parents on recent and upcoming events. There will soon be an electronic diary and Facebook page available on the internet 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. However, due to our location, it is not fully reliable and we may simply contact you by telephone.

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 but members of staff are advised not to give medicine unless parents specifically request this and complete a parental consent form, available from school. Ideally, parents themselves should administer medicine as no obligation rests with the school staff.

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 kitchen. All medications are given by a staff member, and the form signed on a daily basis. A copy of the required form is attached to this booklet for your convenience. Further forms are available for the school office.

**HOMEWORK**

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.

Pupils should not spend longer than 30 minutes a night, working at home. 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 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. 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.

The school has produced support leaflets for parents on core areas of learning in Reading, Writing and Maths. These are available from the school office, or electronically upon request from the school office.

If homework is not returned to school, or has not been completed over a number of occasions, the class teacher will contact parents in the first instance. This raising of awareness is often enough to help a child to manage their time better regarding homework completion. If the homework continues to be incomplete, then parents will be contacted by the Headteacher, and a meeting may be convened to establish if there is a better way to support pupils to complete the given tasks.

**SCHOOL UNIFORM**

The School uniform consists of navy, black or grey trousers, skirt or jogging trousers, a white polo shirt and a choice of coloured sweatshirts, either red or navy blue. The sweatshirt, polo shirt and fleece, with the school logo, may be obtained online from the Border Embroideries website.

We also have a school tie - designed by a pupil in 2010, available from the school office. The children should have a pair of indoor shoes to change into 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.

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.
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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.

In addition to the need for PE kit, all pupils are asked to provide wellies to be kept in school for the purposes of outdoor learning. These are stored in school to allow the class teacher to go out of doors for learning experiences whenever appropriate, rather than timetabling it ahead of schedule.

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 village 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

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 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 read with individuals 1:1.

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 services, 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.scotborders.gov.uk.

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 or Depute Headteacher) 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.

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
- via the complaints form on the council website www.scotborders.gov.uk.

FRIENDS OF DENHOLM PRIMARY SCHOOL

Denholm School has an active Parent Council, where all parents/carers and teachers are welcome to attend meetings. FDPS 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 in FDPS. Contact can be made through the school in the first instance.

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) 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.

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 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

**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 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)

**PLAYGROUP**

The local playgroup is based in the school. It is run by qualified Nursery Nurses, supported by a parent led committee. The playgroup is open every weekday morning. Staff liaise with the Early Years teacher to ensure children in their pre-school year are prepared for starting school the following year. Younger children, in their ante pre-school year are also catered for. The Early Years Manager is Ms Dawn Armstrong and the play leader is Ms Angela Law.

**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, School Grounds Squad and Eco Group. We also have pupils who are known as Junior Active Schools co-ordinators and they lead the Healthy and Active group in school.

The Pupil Council is an elected group who meet monthly with the Headteacher to discuss matters of importance around the school. We have senior school monitors who assist in the smooth running of the day to day things in school, and we have House Captains who head up our four houses or teams - Rule, Ruberslaw, Teviot and Dean. The Captains have responsibility to arrange House events throughout the year, fostering good relationships across all ages, sportsmanship and respect for others.
Staff provide a range of activities at various times of the year such as Netball, Football, Hockey, Golf and Cricket. Parents and the Hawick Rugby Academy run a successful rugby club with training after school and matches in Hawick on Saturday mornings. Children have the chance to receive instrumental tuition. A bi-annual residential trip is offered to the children in P6/7. We also have external providers and volunteers offering a range of activities, including various sports and Scottish country dancing.

**SCHOOL MEALS**

Pupils sit together in the dining room. Due to the large numbers of children who stay in school for their lunch, we have two sittings. Primary 1-3 have their lunch first followed by P4-7. The children are supervised in the dining room by a member of staff. School meals cost £2.10 and must be ordered and paid for the previous week using the parentpay system. All pupils in P1-P3 receive free school meals. 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). 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 12.30pm. There is no option for pupils to come home for lunch on Fridays, as all are dismissed at 12.30pm. 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 Playgroup 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 Playgroup staff and the P1 teachers work closely together and pupils visit each setting often, particularly in the final weeks of pre-school. Playgroup children join the rest of the school for joint assemblies, concerts etc throughout the year.

We also have strong links with private providers in the local area should your child be joining Primary 1 from another nursery provision. 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 primary seven, pupils transfer to either Jedburgh Grammar School or Hawick High School. There is complete freedom of choice in this. Denholm School has formed good liaisons with both of these secondary schools, to ensure a smooth transition to either school.

Further details are available from: www.hawickhighschool.co.uk and www.jedburghgs.co.uk/

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 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, 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 is that no remark regarding the school should feature on social media communications that cannot be publicly displayed on the school noticeboard. 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)
# School term dates for 2018/19

## Autumn term

<table>
<thead>
<tr>
<th>Date</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday 20 August 2018</td>
<td>Staff resume, in service day</td>
</tr>
<tr>
<td>Tuesday 21 August 2018</td>
<td>Pupils resume</td>
</tr>
<tr>
<td>Friday 5 October 2018</td>
<td>All break, mid-term</td>
</tr>
<tr>
<td>Monday 15 October 2018</td>
<td>All resume</td>
</tr>
<tr>
<td>Thursday 8 November 2018</td>
<td>Staff in service day</td>
</tr>
<tr>
<td>Friday 9 November 2018</td>
<td>Staff in service day</td>
</tr>
<tr>
<td>Monday 3 December 2018</td>
<td>St Andrew's Day holiday, school closed</td>
</tr>
<tr>
<td>Friday 21 December 2018</td>
<td>All break, term end</td>
</tr>
</tbody>
</table>

## Winter term

<table>
<thead>
<tr>
<th>Date</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday 7 January 2019</td>
<td>All resume</td>
</tr>
<tr>
<td>Thursday 14 February 2019</td>
<td>Pupils break, February holiday</td>
</tr>
<tr>
<td>Friday 15 February 2019</td>
<td>Staff in service day</td>
</tr>
<tr>
<td>Wednesday 20 February 2019</td>
<td>All resume</td>
</tr>
<tr>
<td>Friday 29 March 2019</td>
<td>All break, term end</td>
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</tbody>
</table>

## Summer term

<table>
<thead>
<tr>
<th>Date</th>
<th>Details</th>
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</thead>
<tbody>
<tr>
<td>Monday 15 April 2019</td>
<td>All resume</td>
</tr>
<tr>
<td>Friday 19 April 2019</td>
<td>Good Friday, School closed</td>
</tr>
<tr>
<td>Friday 3 May 2019</td>
<td>Staff in service day</td>
</tr>
<tr>
<td>Monday 6 May 2018</td>
<td>May Day holiday</td>
</tr>
<tr>
<td>Tuesday 2 July 2019</td>
<td>Last day of term</td>
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</tbody>
</table>

## Casual holidays

Each [learning community](#) allocates 2 casual holidays for pupils and staff which are usually aligned to their local festivals.

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Taking family holidays during the school term is disruptive to your own child’s education as well as having an impact on the other pupils in the class and the teachers. Parents should do everything possible to take their holidays during the designated school holiday dates and only in very exceptional circumstances consider taking holidays during term time. Parents are asked to accommodate this request in the interest of their own children and the smooth running of the school.”
DENHOLM PRIMARY SCHOOL

SCHOOL IMPROVEMENT

The staff at Denholm work extremely hard to help our children achieve the best they can in all their learning. A system of self-evaluation and strategic planning ensures we are constantly striving to improve, take on new initiatives and play a leading role in Local Authority developmental work.

We work closely with the Teviot & Liddesdale Learning Community to develop various areas of the curriculum and to ensure good liaison with Hawick High School. The summary below outlines aspects which the school will be developing this session and the initiatives we are involved in with the Learning Community.

<table>
<thead>
<tr>
<th>Key priorities from the Learning Community Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>• To continue to develop a curriculum rationale which will show why the curriculum we teach is not a ‘one size fits all’, but is unique to Denholm, to our environment and to our children.</td>
</tr>
<tr>
<td>• To further develop self evaluation strategies to ensure impact on our young people and so further enhance our provision for learning.</td>
</tr>
<tr>
<td>• To enhance ‘Visible Learning’ in our classrooms</td>
</tr>
<tr>
<td>• To launch the Rights Respecting Schools programme throughout the learning community</td>
</tr>
</tbody>
</table>

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.