Useful links
www.scotborders.gov.uk
www.education.gov.scot
www.parentpay.com
www.liveborders.org.uk
www.unicef.org.uk/rights-respecting-schools

Handbook
2018/19
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Contents
The time your child spends here with us will be amongst the most important years of their life, and we hope that this time will lay the foundations for lifelong learning.

At Langlee, we pride ourselves on being a Caring and inclusive school where each child is valued and their contribution to school life is appreciated and that each and every pupil and member of staff is safe, respected and ready to learn.

To help us achieve this aim, we require regular contact with parents and carers – your part is vital in the establishment of good behaviour, positive attitudes and achievement. Education is a co-operative venture between home and school. The staff here are very aware of their responsibility in this partnership and look forward to forging relationships with you and your child in order that, together, we can ensure the best possible education for your child.

If you would like any further details about the school or have any questions about your child’s education or welfare, please do not hesitate to contact us.

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Dear Parent / Carer,

At Scottish Borders Council we recognise that every child is unique and has individual dreams, abilities, talents and needs. The Children & Young People’s Service supports schools to ensure children’s needs are met, ambitions are realised, and that every child reaches their full potential. Schools are committed to providing the very best start by providing a high quality and nurturing experience for your child to thrive in. We are keen to work in partnership with you as research tells us that when parents/carers are involved in their child’s education the child will do better. We hope this school handbook informs parents, not just about how the school works, but also about how you can help us help your children to succeed in school and life.

Yours sincerely

Michelle Strong

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Letter from the Chief Education Officer

 whilst information provided is considered to be correct at the time of printing. It is possible that there may be some inaccuracy by the time the document reaches parents.
AIMS
As a Rights Respecting School our aims are:
• To provide a high quality education for all our learners;
• To provide a safe, secure, nurturing and healthy environment;
• To provide an inclusive environment where everyone is valued and has the right to be heard;
• To enable all children and staff to develop and use their talents and abilities to their full potential;
• To work with all stakeholders to encourage and enable all our learners to develop as successful learners, effective contributors, responsible citizens and confident individuals.

ETHOS
We aim to create a stimulating, safe and secure environment where pupils, parents and staff can work to their full potential, feel valued and respected regardless of race, colour, creed, disability or gender.

VALUES & CITIZENSHIP
We aim to prepare pupils for responsible citizenship by developing values and attitudes compatible with living in a democratic and multi-cultural society. We are a Rights Respecting School.

PARTNERSHIPS
We aim to foster partnership between home, school and the wider community and to actively encourage parental involvement in your child’s education.

MANAGEMENT, LEADERSHIP & QUALITY ASSURANCE
We aim to encourage a culture of supportive management that promotes a team approach and to recognise that all staff have a leadership role within the school.

CONTACTING THE SCHOOL
If you have any queries or concerns please do not hesitate to get in touch with us. If you feel an appointment with a teacher or head teacher is required please telephone the school office and a mutually convenient time will be arranged.

We communicate with parents in a number of ways:
• Daily homework diaries
• Text messages / telephone calls
• Newsletters
• Learning Journeys / reports and parental consultations

In our efforts to be more eco friendly we are trying to send information home electronically where possible. Parents are asked to provide an email address when enrolling their child.
At Langlee PS, we foster an environment where our pupils become active participants in their learning. Education should not be passive but an exciting, fun and challenging time in a child’s life. We aim to give children a breadth of experiences and a hunger for knowledge, equipping our young people with skills they will take to the world of work and life. A Curriculum for Excellence, published in 2004 following the National Debate on Education in Scotland, sets out values, purposes and principles to enable children and young people to reach their full potential. At Langlee PS we have fully embraced the guidance in these documents to improve the quality of learning and teaching as well as increasing attainment and achievement for all children, including those who need additional support in their learning.

Entitlements
- All learners are entitled to experience the highest possible quality of learning and teaching that prepares them effectively for learning, work and life.
- All learners are entitled to experience learning and teaching that supports them in becoming literate, numerate and healthy.
- All learners are entitled to experience learning and teaching that promotes equal opportunity and non-discrimination based on social circumstances, gender, race, religion, cultural beliefs, disability or sexual orientation.
- All learners are entitled to opportunities and encouragement to participate to their maximum potential and to be consulted and involved in decisions affecting their learning.
- All children are entitled to become successful learners, confident individuals, effective contributors and responsible citizens through the values and principles of Curriculum for Excellence.

The Curriculum
Curriculum for Excellence (CFE) is bringing learning to life in the way education is delivered for all 3-18 year olds – in ELCC, primary, secondary, at college, workplace or community learning. It takes a fresh approach to what, how and where young people learn. It aims to raise standards, improve knowledge and develop skills, closing the gap between the lowest and highest performers. Ultimately it aims to nurture young people as successful learners, confident individuals, effective contributors and responsible citizens.

At Langlee PS we aim to:
- Establish a safe, secure and stimulating learning environment where everyone is respected and valued.
- Ensure that pupils are active participants in their own learning and can confidently identify their strengths and what they need to do to improve.
- Use a variety of informed, differentiated teaching approaches which take account of prior learning and are matched closely to individual needs.
- Develop learners’ curiosity, creativity and ability to think critically through well planned tasks which involve solving problems, working collaboratively and independently.
- Enable pupils to understand the purpose of their learning, make connections and apply their skills and knowledge to real life situations.
- Provide opportunities for children to develop confidence and resilience through personal success and achievement in our wider learning environment.
- Reflect upon and share our good practice to ensure inspiring learning and teaching continues to thrive.

How does Curriculum for Excellence work?
The ‘learner journey’ will be joined up from 3-18 to avoid gaps and overlaps in learning and to make the most of achievements outside school.
- Learners will work at a pace that suits, with enough challenge and support to stretch them.
- Lessons will be more engaging, inspiring and relevant to everyday life.

- Teachers will make connections between subjects, helping children make sense of the world.
- Children will develop an understanding of how to learn and how to use their learning, not just memorise information to pass tests. This will help them adapt in an uncertain future with the ability to think for themselves, make sound judgements, challenge, enquire and find solutions.
- There is more focus on knowledge and skills – including vital skills: literacy and numeracy, which underpin all learning and are critical in life.
- There are changes to assessment and how progress is reported to give learners, parents and employers better information on potential and achievement.
Physical Education
- At Langlee PS a PE specialist visits the school weekly to teach all pupils. Class teachers ensure that a further hour of PE is taught so every child has the expected 2 hours of PE a week.
- Children are expected to wear appropriate clothing (See uniform)
- Primary 4-7 pupils have a 6 week block of swimming lessons at Galashiels Pool.

Religious Observance
Weekly assemblies are held in the school on Thursday mornings. Children from the Support Centre join in where appropriate. End-of-term services at Christmas and Easter are traditionally held at St John’s Church, weather permitting.
Parents who wish to exercise their right to withdraw their child from religious instruction and/or religious observance should contact the school to arrange a meeting to discuss alternative arrangements for their child.

Home Learning
Homework is set regularly to help raise attainment, to consolidate class work or give practice in spelling, maths, times tables etc. Homework tasks may be communicated to parents through the use of a Homework Diary and/or a Reading Record and the class curricular overview. It is important to find time to read with your child especially at the early stages. Further up the school it is equally important that the children read at home too.
Please check schoolbags daily!

Assessment
Assessment is a vital part of learning and teaching. It should be an ongoing process and involve the learner making decisions about their next steps. This takes two forms, assessment that happens at the end of a block of learning that checks how much a child has understood (summative) and assessment that is continuous (formative).

Summative Assessment
This is used to check how successful the learner has been at the end of a piece of work. It is one way of gathering evidence for reporting to parents or measuring attainment. It is only valid when used alongside evidence gathered from formative assessment. Standardised assessments are also used when appropriate to gather evidence on a child’s progress in a curricular area. This reflects on their progress in comparison to a cross section of children of a similar age.

Formative Assessment
Pupils know what they are learning, how they will recognise if the learning has taken place and what steps they can take to bridge the gap between what they know and need to learn by this process. It is evident in many guises in the classroom and is an integral part of learning and teaching.

ACTIVE SCHOOLS
Active Schools aims to provide more and higher quality opportunities to take part in sport and physical activity before school, during lunchtime and after school, and to develop effective pathways between schools and sports clubs in the local community. For more information on Active Schools in your area visit www.liveborders.org.uk/active_schools
Some examples are outlined below:

- **Learning Intentions and Success Criteria**
- **Wait Time**
- **Traffic Lights**
- **Thumbs Up**
- **Think, Pair, Share**
- **Share an Answer with the Group/Class**
- **Two Stars and a Wish**
- **Self and peer assessment**

Assessment evidence allows teaching staff to track the progress children are making and to adapt their practice appropriately. Staff can then identify if a child is struggling for whatever reason and needs extra support. By the same token staff identify children making considerable progress and can consider ways to challenge the child and ensure progress is maintained.

It is important that evidence gathered through assessment be used to improve learning and teaching in our school. We are committed to involving learners and their parents in learning and to regularly report on progress they are making.

**Reporting**

Reporting takes many forms. It is used to both give feedback on achievements and next steps and to create an agenda for discussion. Discussions take place between children and their peers, their teacher and their parents. Listed below are examples of reporting procedures in place.

**Parental Consultations**

Parents are invited once a year to discuss their child’s learning with the class teacher. This is normally a 10 minute appointment where the teacher will share progress and next steps and can answer questions. It may be necessary to arrange a further appointment if the discussion requires more time. Pupils who receive additional support will also be offered an appointment with the Support for Learning Teacher. We would encourage parents with concerns or questions to request an appointment at any time in the year. We are always happy to meet.

**Learning Journeys / Reports**

All children in ELCC have a learning journey book - this is a record of their learning and experiences throughout the year.

All children from ELCC3 - P7 receive an end of session report which highlights the child’s strengths and progress to date as well as identifying next steps. These are sent out to parents in the Summer term.

**Feedback**

Pupils will receive feedback from their teachers in a number of ways. Teachers and pupils will engage in learning conversations on a daily basis as they discuss experiences and achievements. Pupils may also receive feedback in the form of written comment in their jotters from their teacher and/or from peers.

Feedback will be constructive, telling the pupil what they have done well and what they should do next to continue improvement. We encourage pupils to take note of feedback and to act on it.
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. 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

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 young people. You can find the website at www.enquire.org.uk, or call them on 0345 123 2303.

(b) Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576; www.siaa.org.uk

(c) Scottish Child Law Centre, a charitable body registered in Scotland under registration number SCO1274. www.sclc.org.uk

www.scotborders.gov.uk/info/886/additional_support_needs

Support for learning

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.

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Please see www.scotborders.gov.uk/EPS

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Getting Right For Every Child (GIRFEC)

Getting It Right For Every Child (GIRFEC) is the national approach in Scotland to improving outcomes and supporting the wellbeing of our children and young people by offering the right help at the right time from the right people.

The GIRFEC approach aims to make it easier for parents, children, young people and the services that support them – such as early years services, schools and the NHS – to work together to get it right.

Practitioners work together to support you and your child, working across organisational boundaries and putting your child and you at the heart of decision making, ensuring we give 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 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 are planned to be fully implemented by August 2017. If you would like any further information please ask your child’s Headteacher.

Promoting Positive Behaviour

We have a duty to provide each pupil with the best possible education suited to their needs and abilities. Teachers have the right to expect and insist upon reasonable standards of behaviour from each pupil so that they can provide the secure and friendly environment which is conducive to learning. We expect all pupils to:

• Be safe
• Be respectful
• Be ready to learn

The school has a policy based on the principles of promoting positive behaviour. Expectations of staff, pupils and parents are detailed. We advocate respect towards each other at all times, respect for school property, that is, the building itself and the materials used within the building. The class teacher will deal appropriately with minor discipline problems in accordance with School Policy, but if a child’s behaviour causes repeated disruption within the class then the Deputy Headteacher / Headteacher will become involved. If the problem continues, the parents will be invited to school to discuss the problem. It is vital that children see that home and school work together and we would hope that parents would support the school in any consequence given. If there is no improvement in the child’s behaviour, then the help of outside agencies will be requested. A copy of the discipline policy will be given to parents on request.

Bullying relies on secrecy to flourish. We ask that you let us know immediately of any concerns you or your child have so that the school can work with you to resolve the problem.

The School follows Scottish Borders Council Respectful Relationships Policy – further information on this can be found at www.scotborders.gov.uk/antibullying
At Langlee we strive to be an ‘open’ school in that we endeavour to be as responsive to calls and requests as is realistic and possible. We use tools for continuous engagement e.g. homework diaries.

The school is always keen to have parents and volunteers who are willing to help out at school, whether it is by working with groups on art projects, assisting with class trips, in the school library or at special school events. If you can help please pass your name to the school office or tell a member of staff.

Parent Council
This association was formed in August 2007 and is known as ‘Friends of Langlee’. It exists to bring together parents and teachers for the mutual welfare of the children. It has raised considerable sums of money for the school and has provided many things which the school would not otherwise have been able to purchase. All parents are automatically members of the parent forum and new committee members are welcome. Each year the AGM is held in September. Please pass on any issues you would like to be discussed to the Parent Council contact.

Our role as a Parent Council is to:
• Act as a voice for all the families of Langlee Primary School
• Work in partnership with the school and community to give our children the best possible education.
• Organise social and fundraising events.

Further information on Parental Involvement can be found:-
www.scotborders.gov.uk/info/859/parentalinvolvement/671/parentalinvolvementpolicy
www.educationscotland.gov.uk/parentzone

Links with Parents
Regular communication with parents is encouraged.
• A ‘Meet the Teacher’ evening is held in September.
• Formal Parents’ Night interviews are held in November.
• An Open Event in May where Parents are invited into school to celebrate their child’s work.
• Curriculum Overviews are sent home to Parents four times per year.
• Each child receives an annual written report on their learning.
• If you wish to discuss an urgent issue out with these times, please contact the school and an appointment will be made.

Information for parents
Newsletters are sent out monthly to parents. These are issued one per family and are normally given to the eldest child to deliver home.

In our Langlee community we work closely with the following agencies and partners:

AGENCIES
• Langlee Residents Association
• St John’s Church
• Community Learning and Development
• Healthy Living Network
• Active Schools
• Children & Young Peoples Services
• NHS Borders
• Early Years Centre
• The Mens Shed

PARTNERS
• School nurse: Mrs Jill Gunter
• Health Visitor: Gillian Robertson
• Locality Integration Officer: PC Gavin Warnock
• CLD workers: Hope Robertson
• Home School Link Worker: Fiona Gentleman
• Active Schools Coordinator: Lesley Kerr
• Partners in the community
• Healthy Living Coordinator: Gordon Elliot
• Early Years Centre Coordinator: Carol Fox

Community Involvement
The school is seen as an integral part of the Community of Langlee. Everyone is welcome to attend end-of-term assemblies, concerts, church services, fund-raising events and sports’ days which occur throughout the school year.

The Community Learning Worker links parents to community activities and adult learning including literacy and numeracy at Langlee as well as providing support for parents and Family Learning within the school.

Contact Hope Robertson or Rebecca Childs for information at Langlee Complex 01896 664160.
How our school works

Enrolment
Enrolment for Primary 1 takes place in November and in January for ELCC. Further information and enrolment forms are available from the School Office.

PLEASE NOTE: Parents living outwith the Langlee PS catchment area should contact the Head Teacher if they wish their child to attend this school to make a placement request. This will then be forwarded to Education and Lifelong Learning for a decision. An admission form should also be completed for the catchment school.

Arriving & departing
There is playground supervision from 8.30 – 8.45, 10.30-10.45 and 12.15-1pm. At lunch and break times, Additional Needs Assistants may also be in the playground thus raising the number of adults. Please inform the school if it is necessary to change your arrangements to collect your child.

Arrival
We ask that pupils are in their lines in the playground at 8.45 when the bell rings and their teachers will bring them in to the building.

Collection
At the end of the school day pupils will be let out from the door beside the bridge in the playground. We ask that parents wait in the playground area to allow the staff to bring the pupils out to meet them. P1 and P2 pupils must be collected by an adult (someone over 16 years of age).

Children Arriving/Collected Late
• Arrival, we ask that pupils are in their lines in the playground at 8.45 when the bell rings and their teachers will bring them in to the building.
• Collection, at the end of the school day pupils will be let out from the door beside the bridge in the playground. We ask that parents wait in the playground area to allow the staff to bring the pupils out to meet them. P1 and P2 pupils must be collected by an adult (someone over 16 years of age).

Visitors
• In the interests of security for all of the children only pupils are permitted to enter the school through the pupil entrances. All parents/visitors should enter the school through the main entrance.

Eco schools
Langlee Primary School has an ECO committee called ‘Green Thumbs’ made up of 2 pupil reps from each class. Together, the Green Thumbs raise ECO awareness and organise events and feedback at assemblies to encourage everyone to be as environmentally aware as possible. Since the first green flag in 2012, we have gone onto achieve level 2 flag then, in Dec 2016, level3 flag was achieved. Our current focus, across the school is on:
  • Litter  • Biodiversity  • Energy and waste reduction

We are also a Fairtrade - FairAware and cycle friendly school

School uniform
A school uniform creates a sense of belonging, a pride in the school that is felt not only by the pupils but also by the staff and the wider community, while contributing to a sense of discipline and good order. It further serves to eliminate the divisiveness created by dress competition whether it is fashion, supporters, ‘gang’ or ‘cult’ wear.

Langlee School encourages the pupils to wear a simple, cost effective uniform. (Order forms detailing all uniform options are available from the school office)

P1 – 7
• Shirt, blouse, polo shirt - Blue or White
• Sweatshirt - Maroon
• Trousers or Skirt - Grey, Navy Blue or Black
• Shoes - Sensible footwear (suitable for all weathers)

Primary 7 pupils have a special sweatshirt which was designed in consultation with the children. IT is a black sweatshirt, with the school logo.

PE KIT
• White t-shirt, dark shorts, socks, gym shoes. Please note, gym shoes are required every day. In the interests of health and hygiene, footwear which has been worn outside the gym should not be worn for PE.
• Please arrange for your child to bring their PE kit home for regular washing.
• We have special sports tops which were designed in consultation with the Pupil Council. They are for upper stages pupils who participate with their classes in sporting events in the community. These tops are maroon and have LANGLEE printed across the back and the school logo on the front.

ART AND CRAFT
• A painting apron or old shirt is required in order to protect clothes during painting and craft lessons.

PLEASE NOTE
The following should not be worn to or in school:
1. Football scarves, tops which display emblems or badges likely to cause offence or rivalry.
2. ‘Hoodies’
3. “Fashion” garments or footwear.
4. Jewellery other than simple ear studs (for safety reasons).

Parents can play a significant part in contributing to the ethos of the school by ensuring that your child comes to school correctly dressed and suitably equipped. Name tabs on clothes are essential.

For details on applying for a school clothing and footwear grant visit: www.scotborders.gov.uk/freeschoolmeals

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School transport
Where possible we actively encourage children to walk to school. In addition to the obvious health and environmental benefits of walking, reducing vehicle numbers in the vicinity of the school improves safety for pedestrians.

School meals
School meals are prepared in our kitchen. The cost of a meal is £2.10 per day. Menus are available on the Parent Pay website: www.parentpay.com
To help reduce food waste, we encourage parents/carers to involve their child in the lunch choices.

School trips
Throughout the school year the children participate in a number of school trips which aim to enhance their knowledge and understanding of the world and bring their learning to life.
These outings are subsidised as much as possible by our school fund or parent council but the pupils may be asked to pay part of the cost. We ask parents to support us in this as all outings are carefully planned and highly relevant to the children’s educational experience.

PLEASE NOTE:
• There is no smoking permitted on the school grounds.
• We do not allow dogs within the school grounds.

Transitions
Teachers share information about your child in order to help their progression from:-
• Home to nursery (ELCC - Early Learning Childcare Centre)
• ELCC to primary one
• Class to class within the school
• Primary to secondary
The aim is to ensure your child continues to work at a pace they can cope with and with challenge they can thrive on.

ELCC - Primary 1
Across the ELCC to Primary 1 stage (Early Level) the ELCC staff meet with the P1 staff to discuss how to progress the pupils across the early level of Curriculum for Excellence.
There are also opportunities for ELCC pupils to visit the P1 class.

Primary 7 - Secondary 1
To help the transition from Primary to Secondary Langlee works closely with Galashiels Academy. Primary 7 children are invited to the Academy on numerous occasions to take part in Literacy, Numeracy and Health and Well-Being activities, as well as many more scheduled events.
A detailed transition programme for P7 pupils transferring to the Academy is available from Miss Davidson.

Parent Council Fund
We recognise that to take part fully in all opportunities offered can be costly to families. For this reason the Parent Council kindly make a donation towards all class trips in order to reduce the cost for individuals.

Car parking
Congestion is a major problem outside the school gates. Taxis and minibuses are arriving and leaving throughout the day.
The gate must be kept clear at all times and parents are asked to park sensibly, paying particular attention to the parking restrictions (only vehicles for the disabled and taxis are allowed to park within the gates) and the yellow lines on the road outside the school which are there to keep the children safe.
Our JRSOs Junior Road Safety Officers keep the classes informed of road safety issues.

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A detailed transition programme for P7 pupils transferring to the Academy is available from Miss Davidson.

Parent Council Fund
We recognise that to take part fully in all opportunities offered can be costly to families. For this reason the Parent Council kindly make a donation towards all class trips in order to reduce the cost for individuals.
Terms & Attendance

Terms and Holidays 2018/2019

**Autumn term**
- Monday 20 Aug 2018
  - Staff resume (in service day)
- Tuesday 21 Aug 2018
  - Pupils resume
- Friday 05 Oct 2018
  - MID TERM HOLIDAY
    - Last day for pupils and staff
- Monday 15 Oct 2018
  - All resume
- Thursday 08 Nov 2018
  - Staff in service day
- Friday 09 Nov 2018
  - Staff in service day
- Monday 03 Dec 2018
  - St Andrew’s Day holiday, school closed

**Winter term**
- Friday 21 Dec 2018
  - Last day of term for pupils and staff
- Monday 07 Jan 2019
  - All resume
- Thursday 14 Feb 2019
  - FEBRUARY HOLIDAY
    - Last day for pupils
- Friday 15 Feb 2019
  - Staff in service day
- Thursday 21 Feb 2019
  - All resume
- Friday 29 Mar 2019
  - Last day of term for pupils and staff

**Summer term**
- Monday 15 Apr 2019
  - All resume
- Friday 03 May 2019
  - Staff in service day
- Monday 06 May 2019
  - May Day holiday, school closed
- Tuesday 02 July 2019
  - Last day of term for pupils and staff

**Casual holidays**
- Eildon West (Galashiels)
- Wednesday 20 Feb 2019
- Monday 03 Jun 2019

**Holiday Absences**

When a child is to be absent from school a letter should be sent to the Head Teacher to explain the reason for absence. It is also acceptable for a parent to telephone the school to say why the child is absent.

Only in exceptional circumstances where it is “important to the well-being and cohesion of the family following serious or terminal illness, bereavement or other traumatic events” or where a parent’s employment is of the nature where school holiday-leave cannot be accommodated (for example emergency or armed services) may holidays in term time be authorised.

Family holidays where the school does not agree that there is a satisfactory reason for absence will be classified as unauthorised.

The school will generally not provide work in advance of teaching, children will be required to catch up on work missed (where appropriate) on their return to school.

The Scottish Office has informed schools that any unexplained absence should be treated as an unauthorised absence that is truancy.

Attendance

Good attendance is vital to the success of our young people’s education. Statistical evidence suggests that there are links between attendance levels and pupils’ attainment. Society in general, and parents and schools in particular, have central roles to play in encouraging positive attitudes to education in young people.

Absence or Other Change in Circumstance

If your child is absent or there is any change in your personal circumstances (e.g. change of address) please inform the Primary School Administrator. It is important to let us know why a child is absent so that school records can be kept up to date. Children arriving late are recorded as such. A phone call or Group call message will be sent to parents if a child does not arrive in school and there is no explanation.
Medical Care

Minor injuries are treated by school staff with basic first aid training. Where professional medical treatment is considered necessary, parents will be informed by telephone and offered the opportunity to accompany their child to the doctor or hospital. If neither parent nor emergency contact can be reached, the Head Teacher/Principal Teacher will see that the child is taken for medical help; parents will be advised as soon as possible. When a child becomes unwell at school and is unable to complete his/her studies, parents will be informed and asked to collect the child from school.

Medical Examinations
Each school has a named School Nurse. The roles and responsibilities of the service revolve around the health needs of school age children and their families.

The school nursing service is involved in areas of health promotion and improvement for individuals, groups and their school communities. This may include class room activities and lessons, small group work, presentations and 1:1 work as well as working with education staff and families. Topics delivered include, drugs and alcohol, sexual health, nutrition, promoting good mental health, hygiene and infection control.

Children and young people are seen as part of the National Child Health Surveillance programme which currently involves growth and selective vision screening for School Entrants and health promotion work with Primary 7 children to facilitate transition to secondary school.

Working with medical colleagues in Child Health, the nursing service takes referrals and reviews school aged children for differing health problems from mental health issues to obesity.

The Education staff use the service for training for the administration of complex medicines and help and advice on general health issues.

Medicines
Occasionally children may need to take medicine during the school day. The only medicine that can be administered by school staff must be prescribed by a doctor and can only be administered on completion of the ‘Parental Request for Medicine to be Administered’ by a parent/carer. This is to safeguard the interests of both staff and pupils. It is the parent/carer’s responsibility to hand in and collect the medication to and from the school office.

The Primary School Administrator will keep any medicine in the office.

In some cases, where children have complex medical needs, an Individual Health Care plan will be devised in collaboration with relevant health professionals, staff and parents. Inhalers are often used and instructions regarding usage must be made clear to us and to your child. Staff are not responsible for the administration of these but will help and support when needed.

In summer time we strongly advise that you send your child to school with a hat and sun cream already applied. Please note school staff are not permitted to put sunscreen onto children.

Head lice: Please ensure that children are checked routinely for this and treat using appropriate chemical and mechanical (nit comb) preparation.

Communicable diseases
Recommended minimum periods of exclusion from school of children who are cases or contacts of infectious diseases:

<table>
<thead>
<tr>
<th>DISEASES</th>
<th>PERIODS OF EXCLUSION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whooping Cough</td>
<td>21 days from outset</td>
</tr>
<tr>
<td>Influenza</td>
<td>Exclusion until clinically well</td>
</tr>
<tr>
<td>Measles</td>
<td>Until at least 5 days after the rash appears or clinically well, whichever is longer.</td>
</tr>
<tr>
<td>Chickenpox / Scarlet Fever</td>
<td>5 days from onset of rash or until spots become dry – whichever is longer.</td>
</tr>
<tr>
<td>German Measles (Rubella)</td>
<td>5 days from onset of rash.</td>
</tr>
<tr>
<td>Mumps</td>
<td>Until swelling subsides</td>
</tr>
<tr>
<td>Polio/diphtheria/typhoid/dysentery/food poisoning/salmonella</td>
<td>Until certified as fit to return by Community Medicine Specialist (minimum 48 hours)</td>
</tr>
<tr>
<td>Salmonellosis</td>
<td>Minimum of 48 hours after clinically well.</td>
</tr>
<tr>
<td>Erysipelas/scabies/ringworm</td>
<td>Until treatment is initiated by a GP/Nurse.</td>
</tr>
<tr>
<td>Viral Hepatitis</td>
<td>7 days from onset of jaundice.</td>
</tr>
<tr>
<td>Hand, Foot and Mouth</td>
<td>Exclusion whilst clinically unwell and until spots are healing.</td>
</tr>
<tr>
<td>Impetigo</td>
<td>Exclusion until the sores are healed (not weeping) or given effective antibiotics for a minimum of 48 hours.</td>
</tr>
<tr>
<td>Roseola Infantum (exanthema subitum) – viral infection</td>
<td>Exclusion until clinically well.</td>
</tr>
<tr>
<td>Scarlet Fever</td>
<td>Exclusion until clinically recovered or 48 hours after appropriate antibiotics have started.</td>
</tr>
<tr>
<td>Conjunctivitis</td>
<td>Exclusion until symptoms are resolved or as directed by GP.</td>
</tr>
<tr>
<td>Herpes (Zoster)</td>
<td>No exclusion if blisters can be covered; otherwise, for 5 days after onset.</td>
</tr>
<tr>
<td>‘Slap Cheek’ (Fifth disease)</td>
<td>Exclusion until clinically well</td>
</tr>
<tr>
<td>Vomiting, Diarrhoea and Fever</td>
<td>May return to school after 48 hours free from last bout of vomiting and diarrhoea.</td>
</tr>
</tbody>
</table>

Please could parents ensure that children do not return to school after a period of illness until they are fully recovered.
Health and Safety

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

We will request such information at the beginning of each new school year.

Emergency closure of the school/ adverse weather

In the event of an emergency arising whereby it is necessary to close the school, you will be contacted by ‘Group Call’ which is a text message to your mobile phone. It is the parents’ responsibility to inform the school of any changes to your contact details. If you know that your mobile phone does not have a signal, or you do not have a mobile phone, please inform the Primary School Administrator so that she can record an alternative landline number to contact you on.

Pupils will not be allowed to leave the school unaccompanied unless school staff are satisfied that there is someone at home to receive them.

Severe Weather

In the event of severe weather we will make every effort to keep the school open and continue as normal. However, there may be situations where this is not possible and it is therefore important that you follow the points below in terms of transport arrangements.

During adverse weather, school transport may be subject to cancelled services, amended routes, longer journey times or alternative bus stops used. In extreme cases there may be the need to cancel all school services.

Morning Journeys

1. School bus drivers and operators have complete discretion to cancel or vary school transport given any local weather conditions.
2. In the case of morning journeys to the school, the driver may decide that he/she either cannot undertake the journey or complete the trip to school. The driver would then return the children home. In the event of adverse weather conditions, parents should ensure that some arrangement has been made at home to cover this possibility.
3. Should the school transport for your child not operate in the morning because of adverse weather conditions but you decide to take your child to school yourself then you are expected to collect your child either at the end of the school day or at the time of early closure. Do not bring your child to school when buses do not run unless you are certain of being able to collect them at the end of the school day – even if the weather worsens.
4. School transportation may well be delayed due to adverse weather so pupils will have to wait longer and be exposed to the cold.
5. Parents must ensure that their children are warmly dressed just in case the journey to school is very slow or even halted in bad weather. In normal circumstances, pupils should not wait more than 15 minutes if the bus is late. In severely cold weather, this 15 minute rule need not apply.
6. If your child travels to school on connecting services, drivers will be told to wait for each other and not to leave any children standing in adverse weather conditions. Should the second bus not arrive children will be returned home. If the second bus does arrive but cannot complete the journey to school that driver will return children to their homes.

What will happen if pupils are sent home early due to bad weather or other emergency?

7. The Head Teacher with knowledge of local weather conditions will work with the Education Department to make decisions regarding a school closure or to send children home early should severe weather conditions threaten.
8. Where pupils use school transportation a set of emergency instructions are used to contact transport operators and other schools using the same transport, and parents whose children
1. have a long way to walk home from the drop-off points. Parents must ensure that some arrangement has been made to cover the possibility of pupils being sent home early.

2. Schools routinely communicate with parents or groups of parents using Groupcall text messaging service. Once the decision has been made then Group call will be used to send updated information regarding sending pupils home early.

3. Parents are asked to ensure that the school that their child attends has an up to date and accurate mobile telephone number on record for these purposes. It is further suggested that parents who may find it difficult or not possible to have their mobile telephone switched on throughout the day ensure that they check their phone on a regular basis for any Groupcall messages from the school when bad weather has been forecast or where they see deterioration in the weather.

4. If school transport is in operation and you collect your own child from school during severe weather then the school office must be informed so that transport is not delayed while staff look for a missing child.

Additional information to ensure the safe travel of pupils to/from school

5. The ultimate responsibility for the safety of children walking to and from bus pick-up/drop-off points rests with the parents. Parents must decide whether or not children can make their way to meet transport in low temperatures.

6. If you feel that your child should not walk home alone in bad weather from the drop-off point it will be your responsibility to meet him/her. Drivers will not normally set children down at any point significantly different from the usual one. The driver will use his/her judgment in deciding whether to leave the child or to keep him/her on the bus. In the latter case, your child would be taken to a nearby school or place of safety. Children must follow any instructions given to them by the driver in any emergency and should not leave the bus to make their own way home.

7. Where transport is unable to operate to take children home as a result of extreme weather conditions The Emergency Planning Team will work alongside our partners to provide alternative and safe transport home.

Arrangements have been made with Radio Borders to relay information about the cancellation of school transportation and Group call and Scottish Borders Website will be used to inform parents of any important information.

Photographs/videos

Photographs and videos may be taken by staff in the school, media and other parents for a variety of reasons for example Sports Day, celebrations of achievement, charity events, excursions etc. The school your child attends may wish to display or show photographs or videos taken by themselves, in print, in various locations or by electronic means such as a website. Likewise the media or other parents may wish to use the images of pupils in various ways. We ask you at the time your child enrols at one of our schools if you are happy for images of your child to be used in this way and we try to ensure you are aware of, and understand, such possible use of your child’s image and that you have consented. Any permission given will remain in force during your child’s primary and secondary schooling until you indicate that you wish to withdraw your consent. You can do this by contacting the head teacher of your school as soon as possible.

Use of the Internet

As part of the process of learning we allow our children supervised access to the Internet and email. The authority runs its own filter system to ensure that young people are not at risk from exposure to inappropriate material.

This filtering system is regularly being upgraded. We have a policy for use of the Internet and a contract for responsible use, which we ask parents and young people to sign up to.

Security

In the interests of school security external doors are kept locked while pupils are in class. Parents requiring access to the school should press the entry button at the Main School Entrance or Nursery Entrance. All visitors must report to the office to sign in the visitors book and collect a visitors badge, which should be returned at the end of the visit.

Policies

There are a number of National, Education Services and school policies which will provide information on a range of issues. Further details of all of these are available from your school or on the Scottish Borders Council website [www.scotborders.gov.uk](http://www.scotborders.gov.uk)
Keeping our children and young people safe in the Scottish Borders

- Our settings in the Scottish Borders work hard to keep our children and young people safe - all children and young people have a right to feel safe within the setting, home and community.
- Within our setting we strive to provide a safe, secure and nurturing environment for our children and young people, which promote inclusion and achievement.
- All staff in Education have a statutory and professional responsibility to take action if we have reason to believe a child is suffering, or is at risk of abuse.
- Our Scottish Borders Child Protection procedures (http://onlineborders.org.uk/community/cpc) set out what we will do if we have reason to believe a child is being abused or is at risk of abuse, either within the home or the community. These procedures are designed to ensure that children and young people get the help they need when they need it.
- All staff are aware of their child protection responsibilities and every year all staff in our setting attend a child protection update.
- Many of our staff undertake additional multi-agency child protection training.
- Every setting has a Child Protection co-ordinator who has the responsibility for overseeing child protection concerns as well as those young people who are care experienced within the setting.

- The Child Protection co-ordinator for the setting is: Janet Cass

What to do if you have a child protection concern? (https://www.scotborders.gov.uk/childprotection/)

It’s everyone’s responsibility to protect children.
If you have any concerns that a child is being harmed or is at risk of harm, please call without delay
• 01896 662787 (Duty Children and Families Social Work Team)
• 01896 752111 (Out of office hours that covers all areas)

Emergency contact
If you consider a child or young person is in immediate danger, call the Police on 999 immediately

Need more information about keeping our children and young people safe?
This link (http://onlineborders.org.uk/community/cpc) takes you to the Scottish Borders Child Protection Committee online website where you can find some suggested links to websites to better inform you about safety issues such as Internet safety and Child Sexual Exploitation as well as letting you know about opportunities for training in Child Protection. You can also find the Scottish Borders Child Protection Procedures on this website.

http://onlineborders.org.uk/community/cpc

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.

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 brother 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 school activities therefore missing out on the social aspects of school or their local community.

Within Langlee Primary School 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 for your child in meeting homework deadlines, arriving on time or any other issues which may affect their well being at school. It is the intention of Langlee Primary School staff to offer all support they can to your child.

For more information, contact the Communications and Marketing team on 01835 826632 or communications@scotborders.gov.uk

Detailed information about the Carers Act 1.4.18 is available on the Scottish Government website (https://www2.gov.scot/Topics/Health/Support-Social-Care/Unpaid-Carers/Implementation/Carers-scotland-act-2016)

More information about the Scottish Borders Young Carers Service is available from the Action for Children website (www.actionforchildren.org.uk/what-we-do/our-work-in-scotland)

The Partnership’s Locality Plans are available at: www.scotborders.gov.uk/HSCPLocalityPlans
Why we need your information
Every child of school age has the right to be educated. A child is of school age if he/she has attained the age of 5 but has not attained the age of 16 years. The term “young person” applies to a pupil over school age, but who has not attained 18 years. The education authority has a duty to provide education to any young person who is still a school pupil. We need to collect, use and store personal information about you and your child/ren to enable us to provide your child/ren with an appropriate education. We provide these services to you as part of our statutory function as your local authority under:

• The Education (Scotland) Act 1980,
• The Education (Placing in Schools etc. Deemed Decisions) (Scotland) Regulations 1982,
• The Standard in Scotland’s Schools Act 2000,
• Education (Scotland) Act 2016

We also use your information to verify your identity where required, contact you by post, email or telephone to maintain our records.

Who we will share information with
We will share information with health and wellbeing agencies and organisations who provide or assist with educational provision and with online payment solution providers.

• ParentPay, ESP Systems and CRB to allow the school to offer cashless catering and to receive payment for school trips and events;
• Groupcall to allow the school to communicate with you;
• The NHS for health monitoring;
• Netmedia to enable the online arrangement of parents evenings;
• Internal Scottish Borders Council departments to allow the provision of catering and transport.

On each occasion, the recipients are bound to the terms of a Data Sharing Agreement and accordingly will only use your child’s data for the specified purpose. This data sharing is in accordance with our Information Use and Privacy Policy and covered in our full privacy statement (https://www.scotborders.gov.uk/info/20060/access_to_information/877/privacy_statement/9) on our website. We are also legally obliged to share certain data with other public and regulatory bodies such as Education Scotland, Police and NHS will do so where the law requires this. Your information may also be shared and analysed internally in order to provide management information, inform service delivery reform and similar purposes to meet our duty to achieve best value and continuous service improvement. We are legally obliged to safeguard public funds so we are required to verify and check your details internally for fraud prevention. We may share this information with other public bodies (and also receive information from these other bodies) for fraud checking purposes.

How long do we keep your information for?
We only keep your personal information for the minimum period amount of time necessary. Sometimes this time period is set out in the law, but in most cases it is based on the business need. We will retain a copy of your child/ren’s educational record up until they reach the age of 25.

Your Rights
You have the right to request access to any personal data held about you by the Council. You can also request that we restrict the use of your information or even object to any further processing. You can do this by contacting the Data Protection Officer using the contact details provided above. We will respond to your request within thirty calendar days. For more information on your rights please visit our website http://www.scotborders.gov.uk/DYP/YourRights or if you would like a hard copy of this information, please contact us using the contact details provided above.

Complaints
We aim to directly resolve all complaints about how we handle personal information. If your complaint is about how we have handled your personal information, you can contact our Data Protection Officer by email at dataprotection@scotborders.gov.uk or by telephone on 0300 100 1800.

However, you also have the right to lodge a complaint about data protection matters with the Information Commissioner’s Office, who can be contacted by post at: Information Commissioner’s Office, Wycliffe House, Water Lane, Wilsom, Cheshire, SK9 5AF.

You can visit their website for more information https://ico.org.uk/make-a-complaint

If your complaint is not about a data protection matter you can find details on how to make a complaint on our website: https://www.scotborders.gov.uk/info/20016/have_your_say/155/make_a_complaint/1