

Lilliesleaf Primary School



School Handbook 2023-24



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Dear Parents/Carers,

I would like to thank you for choosing Lilliesleaf Primary School for your child's education and extend a very warm welcome to our school. I hope you find the information in our handbook both helpful and interesting.

Our handbook highlights the vision, values and aims of Lilliesleaf Primary School, gives you information about the curriculum and identifies some of the activities which take place in the school. As a school, we fully appreciate the importance of parental partnership and by working together we can develop a partnership that will enhance not only your child's education but will also give him/her a sense of belonging and commitment to the community to which he/she has joined.

When your child joins us in Lilliesleaf, our mission is to provide an educational experience which is of the highest quality.

To the parents of the children who are joining us for the first time this session, I hope the information in our handbook will be of value and answers most of your questions.

Please do not hesitate to contact me if you would like to discuss anything regarding your child's schooling, as I firmly believe that between us we can provide the best possible learning experiences for your child.

Similarly, please feel free to contact me with any ideas or suggestions you may have. Everyone at Lilliesleaf Primary is very proud and appreciative of the continuing, invaluable support we receive from you and the wider community.

Yours sincerely,

Robbie Oliver-Devlin



Vision

We play, we learn, we achieve.

Our Aims

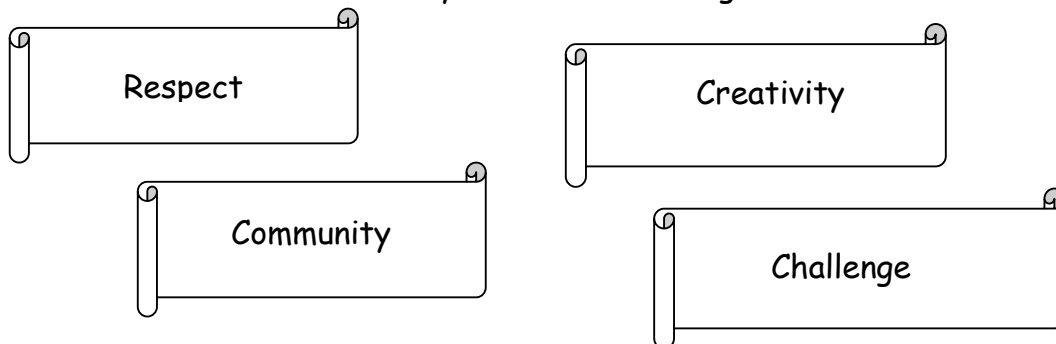
At Lilliesleaf Primary School and Nursery we aim to provide optimum learning and achievement through creativity, community and challenge. High but attainable standards of work and behaviour are expected and by showing concern for the well-being of the individual, we aim to foster a happy and safe environment. We value positive, inclusive attitudes, praise and encouragement. We seek to maintain a partnership with pupils, parents and the wider community through effective communication

Our Values

Lilliesleaf School and Nursery

- promotes mutual respect
- encourages teamwork to enable us to meet new challenges together
- inspires staff and pupils to achieve in a supportive, stimulating and innovative environment to be life long - **Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors**

Lilliesleaf School and Nursery have the following core values:



Our Expectations

Our expectations are applied throughout the school; in classrooms, in the dining hall and in the playground. They apply, at all times, to everyone:

Be Ready - be prepared, listen to instructions, to engage well in learning

Be Respectful - show respect for others and for property

Be Safe - keep hands, feet, objects and unkind words to yourself.

General School Information

Contact details

📄: Lilliesleaf Primary School
Lilliesleaf
Melrose
TD6 9HX
☎: 01835 870251

Email: Lilliesleafps@scotborders.gov.uk

School Roll and Stages

Present Roll: 53 (46 school pupils and 7 nursery learners)

School Staff

| | |
|--|---|
| Head Teacher | Mr Robbie Devlin |
| Class Teachers | |
| P1/2/3 | Miss Donella McCann |
| P4/5 | Mr Andrew Zimmerman |
| P6/7 | Ms Jennie Newbery |
| Nursery Staff | |
| Early Years Officer | Mrs Claire Webb/ Mrs Fiona Donaldson |
| Early Years Practitioner | Miss Stephanie Beuken |
| Early Years Support Worker | Miss Carly Cuthbert |
| Curriculum Support Staff | |
| Support for Learning | Mrs Helen Ireland |
| PE | Mrs Denise Fairbairn |
| Ancillary Staff | |
| Office Administrator/Playground Supervisor | Mrs Elaine Rowe |
| Classroom Assistant/Playground Supervisor | Ms Jackie Stewart Mrs Karen Brandon |
| Cook in Charge | Mrs April Whittet |
| Janitor | Mr Alan Currie |
| Cleaner | Lorraine |
| Home School Partnership | |
| Chair | |
| Treasurer | Emma Lyall |

The School Day

Our school operates an asymmetric week (4 longer days and 1 shorter day) and associated times are listed below:

P1-7 pupils (Monday - Thursday)

| | |
|-------------------------------|-------------------------|
| Playground Supervisor on duty | 8.15 a.m. |
| School begins | 8.35 a.m. |
| Interval | 10.30 a.m. - 10.45 a.m. |
| Lunch | 12.15 p.m. - 1.00pm |
| School finishes | 3.05 p.m. |

P1-7 pupils (Friday)

| | |
|-------------------------------|-------------------------|
| Playground supervisor on duty | 8.15 a.m. |
| School begins | 8.35 a.m. |
| Interval/Brunch | 10.45 a.m. - 11.30 a.m. |
| School finishes | 12.20 p.m. |

Early Learning and Child Care (Nursery) Day

Our ELCC operates different opening times from the school. The associated times are listed below for all nursery learners:

All Early Years Learner

| | |
|-------------------|------------------------|
| Monday - Thursday | 8.30 a.m. - 3 p.m. |
| Friday | 8.30 a.m. - 12.30 p.m. |

Term, Holiday and Closure Dates: 2023-24

An up to date list of holiday dates for this session, and for future years, is available to view on the Scottish Borders Council website:

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



Communication

Communication is very important, if you have any questions or queries, please contact the school office on 01835 870251 where the School Administrator will be happy to help you.

- Contact the Head Teacher by phoning the School Office or by email Lilliesleafps@scotborders.gov.uk
- Contact your child's class teacher regarding learning and teaching by email or by a call to Mrs E Rowe at the School Office (01835 870251) who will pass any message on to the relevant staff member

Parents/carers are informed about events and other aspects of school life through Groupcall Xpressions App. Please ensure that the school has your up-to-date mobile phone number and email address for this system to be effective.

Security

Our school operates a secure entry system. If you wish to come into the school, please ring the buzzer at the main entrance and a member of staff will let you in. All visitors are asked to sign in and wear a visitor's badge so that all staff and children know that they are authorised to be in school. This is also in line with fire regulations.

This accessibility is regulated by Covid Guidance and at time of print no parental access is permitted, unless in exceptional circumstances.

Visits from Prospective Parents / Carers

We aim to invite you and your child to come along and find out about the school and meet the staff and children of Lilliesleaf School and Nursery.

Administration and Enrolment

For your child to attend your nearest primary school (known as your catchment school) you will need to speak to the school's head teacher during enrolment week to ensure a place is available. Enrolment week takes place in November each year, and is widely advertised. Evidence will be required that you live in the catchment area of the school in which you wish to enrol your child. In most cases, a place will be available and you will be given details on start dates, uniforms and a copy of the school's handbook. In the very unlikely event that the school is full you may be directed to the nearest alternative school with places. If you wish your child to attend any school other than your catchment school you will need to make a placement request. A placement request is a written request to place your child at a school which you have requested.

For Primary 1 enrolment, children with their 5th birthday on or before 28 February are eligible to begin school in August of the previous year.

Parents are required to complete our [online form](#) during enrolment week or as soon as possible.

You will need to have electronic copies of your child's birth certificate and proof of address such as a council tax letter or child benefit notice available to upload along with your application.

You will need to have a [MyScotBorders account](#) if you don't have one already. Registering for an account is quick and easy, all you need is an email address and to provide some basic personal details. You are also advised to be logged into your MyScotBorders account before starting to complete the online form.

This form should be used for all enrolments, including all placement or other requests outside of enrolment week.

Once you have completed the form, you should contact the school to confirm the application has been made.

Further information regarding both school and nursery places, transition and enrolment is available on Scottish Borders Council's website, using the link below:

https://www.scotborders.gov.uk/info/20038/school_and_nursery_places

School Uniform

We are really proud of our school and we ask that the children wear their school uniform every day. The uniform is:

- blue or white polo shirt or blouse
- navy sweatshirt (with Lilliesleaf logo)
- black or grey skirt, pinafore or trousers

Forms for assistance towards the purchase of school clothing can be downloaded from Scottish Borders Council website.

School jackets, fleeces, sweatshirts, t-shirts and polo shirts, embroidered with the school logo, are available to purchase on line from Border Embroideries. (Football tops are not allowed to be worn in school) Appropriate footwear should be worn.

Please, ensure that all items of clothing and footwear are clearly named for easy identification.

There is no set uniform required for the children attending Lilliesleaf Nursery. However, should you wish there is a Nursery sweatshirt which has the ELC Nursery logo on it. They can be purchased through Border Embroideries

School P.E. Kit

P.E. takes place on Monday and Thursday. Children can come to school in their P.E. kit on these days. However, we encourage pupils to still wear a school jumper.

School gym shoes will be worn for indoor P.E. lesson but children will require trainers for outdoor lessons.

P.E. kits do not remain in school

For health and safety reasons no earrings must be worn during P.E. However, newly pierced ears can be covered up with plasters. Also as safety factor for older children playing rugby, hockey, cricket and football, we recommend they wear a 'gum shield' and shin pads.

Parental Concerns / Queries

Please do not delay in communicating with School/Nursery if you have a concern. We all wish for your child to be comfortable and secure in their Lilliesleaf School and Nursery

Please contact your child's class teacher regarding learning and teaching by email or by a call to Mrs K Hughes at the School Office (01835 870251) who will pass any message on to the relevant staff member

If you have a deeper concern about your child please contact the Headteacher by phoning the School Office or by email Lilliesleafps@scotborders.gov.uk

It is important for our children to see school and home working in partnership to support them when they are worried about something. Working together we can resolve most issues effectively.

Pupil Attendance

Parents / carers are responsible for ensuring their child attends school regularly. If attendance becomes an issue a member of the management team will contact home to discuss this.

It is important that children develop the habit of being on time for school. A record of lateness is kept in the class register.

It may be necessary from time to time for parents / carers to take children out of school during the school day e.g. for dental / medical appointments. In these circumstances children will only be allowed to leave school if an adult comes to collect them. A written note explaining that this will happen should be given to their class teacher prior to the appointment.

Absences for holidays are extremely disruptive to your child and their class. Parents / carers cannot be given permission by the Head Teacher to take holidays in term time. If parents / carers choose to make this decision, they should inform the school in writing and their child will be marked in the register as an "Unauthorised Absence".

The Scottish Executive has issued instructions to Head Teachers that family holidays taken during term time should be recorded as unauthorised absences. Only in exceptional circumstances, e.g. following bereavement, can absence be authorised. Authorisation cannot be given for reasons such as:

- the availability of cheap holidays/desired accommodation
- holidays which overlap the beginning or end of term
- parents / carers difficulty in obtaining leave (with the exception of armed or police service personnel)

NB - Additional work will not be prepared or given by the class teacher during unauthorised absences.

Absence Procedures

If your child is absent, please let us know before 9am by telephoning the **School Office** or by email. If a telephone call is not received by you and your child is marked absent, the school will try to contact you by phone. A telephone call is also vital if your child is unable to return after lunch. Parents/carers are asked to inform the school, by email, letter or telephone, if it is anticipated that their child is likely to be absent for a period of time, then on return to school please confirm the reason for absence.

Please note that if your child has been vomiting or has had diarrhoea, s/he should not return to school until 48 hours after their last episode.

□



Contact Details

Parents are asked to ensure that telephone contact numbers – home, work and emergency contact(s) are kept up-to-date and are numbers at which a response can be obtained in all normal circumstances.

Parental Involvement



Parent Council

The Parent Council is the formal representative body for parents and carers with children attending the school. All parents and carers with children at the school are members of the 'Parent Forum' and each year a Parent Council at Lilliesleaf Primary is formed.

The main aims of the Parent Council are:

- to support the school in its work with pupils
- to promote contact between school, parents, pupils and the community
- to raise funds for the school
- to report to the Parent Forum
- to represent the views of all parents
- to be involved in the appointment of senior staff
- to be involved in the development of the School Improvement Plan and Standards & Quality Reports

The Parent Council have various meetings throughout the year to discuss any issues relating to the education and development of all the children and also to discuss any fundraising that is needed to support Lilliesleaf Primary School. All parents and carers of children at the school are very welcome to come to these meetings and to help at any events.

The Parent Council is made up of the Chair and Office Bearers who are voted in on an annual basis by the Parent Forum.

The efforts of the Parent Council in fundraising are invaluable and continue to be much appreciated, as supplementing our income allows us to broaden children's learning experiences further.

The Parent Council are consulted in how funds raised are spent, school development, self-evaluation and improvement work, policy and practice within the school and much more.

The Parent Council also organise fun events for the children such as Film Nights. The Parent Council are kept up to date with all developments in teaching and learning within the school year, with their opinions, ideas and feedback being valued.

The Parent Council can be contacted by emailing them at pclilliesleafprimaryschool@scottishborders.npfs.org.uk or by contacting the School Office. The school and the Parent Council have their own Facebook pages which are regularly updated.

If you wish to be a regular parent helper, PVG (Protecting Vulnerable Groups) checks must be completed. Please discuss this with staff.

Parentzone Scotland

Parentzone Scotland website provides up-to-date information about learning in Scotland and can be accessed at:
<https://education.gov.scot/parentzone>



School Ethos

At Lilliesleaf Primary School and Nursery we aim to provide a nurturing and inclusive environment, where children are safe, respectful and ready to learn and uphold the values of Respect, Responsibility, Co-operation and Honesty.

- **Article 29 (goals of education)**

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

https://www.unicef.org.uk/wp-content/uploads/2010/05/UNCRC_summary.pdf#:~:text=article%2012%20%28respect%20for%20the%20views%20of%20the,housing%20decisions%20or%20the%20child%E2%80%99s%20day-to-day%20home%20life.

Fundamental principles of our school are that all who are involved in the life of our school have the right to be respected as individuals and carry the responsibility to act in a considerate and respectful manner towards others. We are firmly committed to the elimination of any form of discrimination on the grounds of race, religion, gender or disability. As a staff team we lead by example and use praise and encouragement to support pupils.

Our school values help to ensure that everyone involved with the life of the school has an understanding and shared responsibility in order to maintain this nurturing learning environment.

Scottish Borders Council (SBC) supports Nurturing Approaches to provide a consistent way for all schools and settings to support children and young people's wellbeing and highlight the importance of relationships in their development.

Through Health and Wellbeing we aim for all children to be:

| | |
|---|--|
|  | Safe <ul style="list-style-type: none">• Feeling safe• Having adults I trust |
|  | Healthy <ul style="list-style-type: none">• Looking after my body and mind• Feeling loved and trusted |
|  | Achieving <ul style="list-style-type: none">• Valuing my achievements• Agreeing learning targets with adults |
|  | Nurtured <ul style="list-style-type: none">• Having adults I can talk to• Feeling I belong |
|  | Active <ul style="list-style-type: none">• Being active• Learning outside |
|  | Respected <ul style="list-style-type: none">• Feeling valued• Getting praise and encouragement |
|  | Responsible <ul style="list-style-type: none">• Showing care and respect• Learning to make good choices |
|  | Included <ul style="list-style-type: none">• Feeling part of my nursery/ school• Feeling listened to |

School and Community Links

Lilliesleaf School and Nursery have connections with different organisations including:

- Selkirk Rotary Club
- Other primary schools in our cluster (sports and topic work)
- Selkirk High School

The School is always pleased to receive offers of help from parents / carers and other adults. If you have a talent, interest or skill you can share with us then please contact the School Office.

Promoting Positive Behaviour and Relationships

It is our aim at all times to support and improve the behaviour of all the children under our care. To do so we acknowledge the important part that parents play in supporting the school to achieve our aim.

Below is a copy of our current behaviour policy, although pupils, parents and staff are currently working together to review and enhance our existing practice with regards to promoting positive behaviour.

We aim

- To maintain and develop a safe, friendly secure environment
- To encourage good attitudes to learning and co-operation
- To promote respect and consideration for others
- To encourage and guide children make the right choices
- To promote responsibility when dealing with school and personal property
- To ensure that everyone in the school shares responsibility for making Gordon Primary School a happy place to work in

With these aims, we believe we will raise the self-esteem of all involved.

How can we achieve our aims?

Everyone in the school community working together;

- with a positive approach to behaviour
- using praise and recognition for good behaviour
- with a focus on raising self esteem
- and treating each other with respect in a fair and just manner
- while helping children realise they are responsible for their choice of behaviour
- and dealing with problems in a sensitive and caring manner
- with high expectations of each other



Additional Resources and Links

SBC Respectful Relationships policy [Respectful relationships policy | Scottish Borders Council \(scotborders.gov.uk\)](#) please also refer to [National Respect Me Resource](#)

[SBC Inclusion Framework and Policy](#)

See Me – Mental Health Awareness -www.seemescotland.org

Inclusion & Wellbeing Service ([Additional Needs Referral Form](#))

SBC Educational Psychology Service <https://www.scotborders.gov.uk/EPS>

SBC [Framework for Staged Intervention](#)

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

[Relationships, Sexual Health & Parenthood Resources](#)

Celebrating Achievement

Children work hardest when they know their work will be appreciated and praised. All staff encourage pupils at all times and in all activities to give their best. Their effort may be rewarded verbally by praise, or non-verbally by a thumbs up or a sticker!

Lilliesleaf follows a House System and House points are collected through the Four Capacities.

The three Houses are; Ale, Eildon and Moss. These are led by House Captains and supported by Vice Captains. These individuals lead the Pupils Forum as Council Captains.



The four capacities - enable each child to be a **successful learner, a **confident individual**, a **responsible citizen** and an **effective contributor****

Wider Curricular Activities at Lilliesleaf Primary School

P7 pupils have an annual residential visit. These visits are booked with Selkirk Cluster schools to encourage and promote friendships before moving on to Secondary school.

All children from P1-7 can seek to be involved in the Eco-Group and Pupil Forum and take an active role in the life and work of the school.

P7 pupils are encouraged to be playground buddies and Junior Road Safety Officers. P7 pupils also get the opportunity to be elected as House Captains.

House Captains and Vice Captains lead the Pupil Forum.



Curriculum for Excellence (CfE)

Curriculum for Excellence (CfE) is the Scottish National Curriculum which applies to all children and young people aged 3-18, wherever they are learning. It aims to raise achievement for all, enabling children and young people to develop the skills, knowledge and understanding they need to succeed in learning, life and work.

The Four Capacities

Curriculum for Excellence places learners at the heart of education. At its centre are four fundamental capacities. These capacities reflect and recognise the lifelong nature of education and learning. The four capacities are aimed at helping children and young people to become:

- Successful learners
- Confident individuals
- Responsible citizens
- Effective contributors

The curriculum includes all of the experiences which are planned for learners through their education, wherever they are being educated. These experiences are grouped into four categories:

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



Your child will learn in a variety of different contexts and groups including ability, co-operative and social.

Curriculum Areas

The curriculum is organised into eight areas:

| | |
|-------------------------------|-----------------|
| Languages | Mathematics |
| Health and Wellbeing | Expressive Arts |
| Social Studies | Sciences |
| Religious and Moral Education | Technologies |

Additional important themes across the curriculum are creativity, enterprise and global citizenship, which include sustainable development, international education and citizenship.

Language



Languages are defined as listening, talking, reading and writing. This also applies to the context of modern languages which are taught at Second Level. Learners are taught French and Spanish.



Mathematics

Learners gain knowledge, understanding and skills across three main mathematical areas. These are: Number, Money and Measure; Shape, Position and Movement; Information Handling.

Health and Wellbeing

The purpose of Health and Wellbeing is to help every child and young person to feel cared for and valued as an individual.

Health and Wellbeing is organised under the following headings:

- Mental and emotional, social and physical wellbeing
- Planning for choices and changes
- Physical education, physical activity and sport
- Food and health
- Substance misuse
- Relationships, sexual health and Parenthood

More information can be found through ParentZone Scotland

[Health and wellbeing | Curriculum areas | Learning in Scotland | Parent Zone \(education.gov.scot\)](https://www.education.gov.scot/parentzone)

Expressive Arts

In developing learning through the expressive arts, learners will be inspired by a range of imaginative stimuli, including popular culture. Working on their own and with others, they will express their ideas, thoughts and feelings through creative work.





Social Studies

There are three main areas:

- People, Past Events and Societies
- People, Place and Environment
- People, Society, Economy and Business.

Sciences

There are five main areas:

- Planet Earth
- Forces
- Electricity and waves;
- Biological systems;
- Materials;

Religious and Moral Education

Religious and moral education allows our learners to engage in a search for meaning, value and purpose in life. For this purpose, learners will explore beliefs and values of both Christianity and other world religions, comparing and contrasting them with their own.

(Please note: The Scottish Government has issued regulatory advice which makes clear that religious and moral education should be taught. Parents / carers have a statutory right to withdraw their children from religious observance and their wishes will be respected. Written notification to exercise this right should be sent to the Head Teacher and alternative arrangements will be made for your child)

Technologies



A range of different contexts for learning will draw on important aspects of everyday life and work. This includes creative, practical and work related experiences and outcomes in craft design, engineering, graphics, food, textile and information technologies.

Curriculum Levels

There are national levels for different stages of learning and progress. For most children the expectation is:

- Early Level - Early Learning and Childcare to the end of P1
- First Level - to the end of P4
- Second Level - to the end of P7

- Third and Fourth Levels - S1 to S3, with the fourth level broadly equivalent to SCQF level 4
- Senior Phase - S4-S6, and equivalents in other settings, where pupils/students can continue to develop the four capacities and achieve qualifications

To achieve a 'level' the learner has to evidence:

- a breadth of learning across the knowledge, understanding and skills as set out in the experiences and outcomes for the level
 - consistency to the level of challenge set out in the Experiences and Outcomes for that level and has moved forward to learning at the next level in some aspects
- application of what they have learned in new and unfamiliar situations

It is not necessary for learners to demonstrate mastery of every individual aspect of learning. However, it is important that there are no major gaps in children's learning across the major organisers in each curriculum area.

Benchmarks

To help ascertain the level of learning reached 'Benchmarks' have been developed. These help to provide clarity on the national standards expected within each curriculum area at each level. They set out clear lines of progression in literacy and English and numeracy and mathematics, and across all other curriculum areas from Early to Fourth Levels (First to Fourth Levels in Modern Languages). Their purpose is to make clear what learners need to know and be able to do to progress through the levels, and to support consistency in teachers' and other practitioners' professional judgements.

All schools are expected to report on curriculum level achievement for **literacy** and **numeracy** with data collected and collated for reporting at national level.

[Curriculum for Excellence Benchmarks](#) | [Learning resources](#) | [National Improvement Hub \(education.gov.scot\)](#)

Computers / iPads

In line with the Scottish Borders Council's 'Inspire Learning' initiative, all P4, P5, P6 and P7 pupils have been issued with an iPad to support their learning. P3s have accessibility to a small group set. Children in these year groups are asked to ensure that they arrive each day with a charged iPad.

Parents / carers are asked to complete a form before children are given their iPad to acknowledge receipt and the responsibility of ownership.

Planning of Learning

Parents / carers are given an overview on what topics and subjects their child will be covering. Parents / carers are given opportunities to discuss progress of their child's through formal and informal parents' / carers' meetings.

Homework

Learning requires a partnership between child, parent and teacher. Parents / carers are encouraged to maintain links with the school and their child's teacher, one of the ways to do this is by taking an interest in your child's homework

Assessment

At Lilliesleaf Primary, class teachers regularly use a variety of approaches to gather information on each child's progress. This information is used to adapt teaching and learning activities to identify any barriers to learning, to offer more support if required, to plan next steps in learning. Each child's progress is monitored and assessment information gathered is used to identify next steps in learning, set targets and to celebrate success.

Assessment is crucial to tracking progress, planning next steps, reporting, and involving parents/carers and learners in learning. Evidence of progress can be gathered by learners themselves and by fellow pupils (peers), parents/carers, teachers and other professionals.



The Scottish National Standardised Assessments (SNSA)

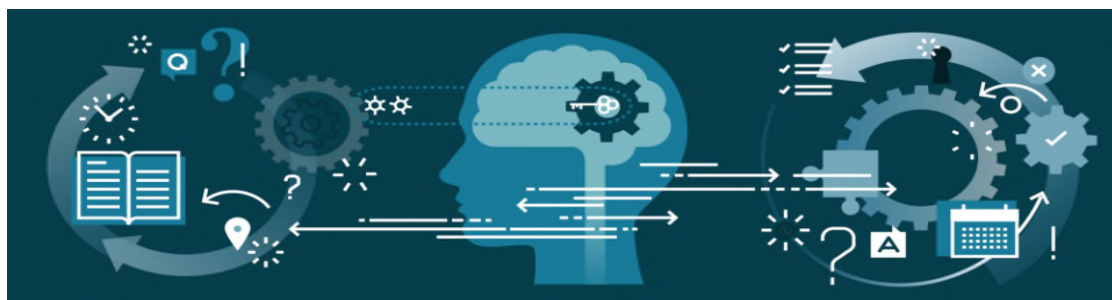
In August 2017 the Scottish Government introduced a single, nationally developed set of standardised assessments, designed to reflect the way we deliver education in Scotland, through Curriculum for Excellence.

Ongoing and informal assessment continues to be a central part of everyday assessment. Teachers continue to draw on all of the assessment

information available to them, when considering children's progress and planning the next steps in their learning.

SNSA focus on aspects of reading, writing and numeracy and all children in P1, P4, P7 and S3 will be assessed. P1 children will take two SNSA assessments: one in literacy and one in numeracy. P4 children will take three SNSA assessments: one in reading, one in writing and one in numeracy. P7 children will take three SNSA assessments: one in reading, one in writing and one in numeracy. S3 young people will take three SNSA assessments: one in reading, one in writing and one in numeracy.

The online assessment system produces feedback information about where your child did well and where further support is required. Your child's teacher will use this feedback to help plan next steps and provide further support as appropriate. Providing the right support at the right time will help to ensure your child can reach his or her potential.



Reporting

Reporting can take many forms. Discussion with the class teacher will include achievements in key areas of learning such as literacy and numeracy and in different contexts and settings including across curriculum areas, the life and ethos of the school, and learning outwith the school, including within the wider community. At key points across the session reporting will include information on the curriculum level your child is working within and progress toward the next level. Parents will be informed of what their children need to do to continue making progress and ways that they can help.

At Lilliesleaf Primary School, our arrangements for reporting to parents / carers on progress in curriculum areas, achievements and future learning are as follows:

- **Autumn Term:** Parents / carers are offered an appointment to discuss how their child has settled into the new academic year.
- **Spring Term:** parent meeting consultation.

- **Summer Term:** Annual written reports are sent to parents / carers. Parents / carers will also have the opportunity to make an appointment to discuss their child's progress with the appropriate member of staff.

N.B. Parents / carers wishing to consult staff about a child's progress at any time may contact the school for an appointment or to arrange a telephone consultation out with these dedicated times.

Nursery children record, along with the staff team, their learning in a 'Big Book/Floor Book' and this information and other learning experiences are shared in a fortnightly newsletter

Transition

Transitions are the moves children and young people make from home to nursery, from nursery to primary, from primary to secondary, from secondary to further education and beyond.

Starting Early Learning and Childcare (Nursery)



Once your child has been allocated a place in the early learning and childcare class you will be invited along to meet the staff and children, to find out more about the curriculum and to share information about your child. Your child will be invited to join the early learning and childcare class with your support as necessary until they have fully settled.

Starting Primary One

Children in Scotland who reach the age of five years between 1st March 2023 and 28th February 2024 should start school in August 2024. This generally means that children start school when they are aged between four-and-a-half and five-and-a-half.

To help children prepare for a good start, parents / carers can:

- listen and talk to their child about this change in their lives
- involve their child in getting ready for school by helping choose the things they will need, e.g. their uniform, lunchbox, school bag
- keep in touch with the school about anything which may affect their child's learning
- attend induction events or introductory sessions

Transfer to Secondary School

Primary school pupils normally transfer to their catchment area secondary school in August following completion of their P7 year.

Secondary staff provide meeting on Teams P7 pupils to discuss aspects of their transfer with them and pupils are involved in various activities and visits to their chosen secondary school throughout their Primary 7 year.

The catchment area secondary school for Lilliesleaf Primary School is:

Selkirk High School.

Head Teacher: Mr J Bryson

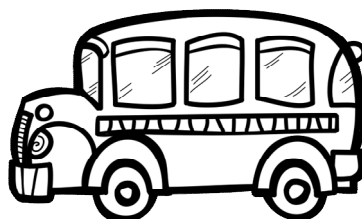
Address: Hillside Terrace / School Lane, Selkirk, TD7 4EW

Phone number: 01750 20246

Email: selkirkhs@scotborders.gov.uk

Website address: www.selkirkhighschool.org.uk

Further Information



Transport

Children who live within the school catchment area but are more than 2 miles away from the school are entitled to free transport to and from school. The school office can confirm whether or not your child (ren) will be entitled to free transport, advise you of transport arrangements and liaise with the Passenger Transport Dept. to arrange bus passes for your child(ren).

Cycling / Scooting

Pupils are allowed to 'cycle' or 'scooter' to school but all pupils who do so **must** wear an appropriate protective helmet. We would recommend that all children wear high visibility vests when on the road.

A bike rack is provided in the school grounds to store bikes. However, the school is **not** responsible for theft or damage to bikes and cycling equipment.



Lunch Times

During lunch time pupils must remain within the school premises unless a note is sent to school to say otherwise. Children can go home for lunch but should not return before 12.30 p.m. (as there will be no playground supervision). Children should stay in school on Fridays for lunch.

If the weather is unsuitable for outside play, an indoor interval takes place and children remain in their classrooms for wet weather activities under supervision.

Creating healthy childhood experiences is a shared responsibility for all. Working together we can ensure all children and young people have a sense of belonging, self-worth and self-confidence to achieve their unique potential.

Healthy Beginnings

Safe • Active • Included • Responsible • Respected • Achieving • Healthy • Nurturing

Top Tips

- Start your day with a healthy breakfast
- Eat more fruit & vegetables
- Keep food and drinks containing sugar to a minimum
- Enjoy family meal times
- Brush teeth at least twice a day - 'Spit, don't rinse!'
- Register with a local dentist
- Ask your dentist about fluoride varnish
- Be active, move more
- Explore different kinds of play and physical activity everyday
- Increase outdoor learning
- Reduce screen time - Phones, Tablets, PCs & TV
- Think of the 4 Bs- Bath, Brush Book & Bed

| What? | Why? |
|-------|--|
| | Helps concentration Healthy Teeth Helps digestion Helps body grow and develop Healthy skin Energy |

Healthy eating and physical activity are essential for positive growth and development .

Healthy snacks are provided during your child's ELCC journey, continue to give these types of snacks for your child to have at break times throughout primary school.



Bottles used in class should be filled with plain water only.

Good hydration makes a difference to how children think, feel & function!

Contacts

Joint Health Improvement Team: health.improvement@borders.scot.nhs.uk

Food & Nutrition Coordinator: Hazel.Scott@scotborders.gov.uk

NHS Borders Oral Health Promotion: Helen.brand@borders.scot.nhs.uk



School meals

Lunch is cooked in the school kitchen and served in the dining hall. School meals are free for all P1-5 pupils. School Meals can be ordered for older children at a cost of £3 per 2 course meal and paid via ParentPay online. Please ask at the office for more information.

Forms for an application for "Free School Meals" can be downloaded from Scottish Borders Council website.

Packed lunches

Packed lunches are eaten in the dining hall. Parents / carers are asked to consider a healthy lunch - this should not contain fizzy drinks, sweets or lots of chocolate options. No glass containers are allowed. We would ask that parents / carers put their child's name on his/her lunch box.

Drinking water

We encourage the children to drink water during the school day. All water bottles should be clearly named and taken home each day to be washed and cleaned. Diluted juice or fizzy drinks are not permitted.

School Permissions

At the beginning of every session we send home a letter asking you to give us permission to take your child out to specific events in the Scottish Borders area throughout the year i.e. swimming pool, church service, sporting events. For any other activity / visit out of school, we will ask your permission and also for a contact number for that day and we may also ask if you are able to help with the activity.

Accident Procedures

The Playground Supervisor will carry out First Aid for minor cuts and grazes. For more serious injuries, our trained First Aiders would attend to the injured person and, if appropriate, medical help will be sought while making contact with parents / carers. Parents' / Carers' emergency contact numbers and current details such as address, employer etc. are very important and should be updated when any changes occur.

Fire Drills

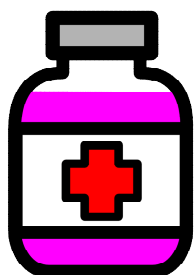
Each classroom and communal area has a fire escape plan on display. Fire drills happen once per term throughout the school year and our fire alarms are tested each week after school.

School Health Service

The School Health Service is part of Primary Child Health Service. Parents / carers are notified of any screening tests e.g. sight / hearing and can opt out if they do not wish their child to be included.

The school must be informed at the time of enrolment of any specific medical conditions or requirement for your child.

Administration of Medication



School staff are not permitted to administer any non-prescribed medication to children e.g. liquid paracetamol, lotions etc. Prescribed medication may be administered by a member of staff who agreed to do so. However, no medication can be administered without the prior approval of the Head Teacher

Headlice

Outbreaks of headlice occur from time to time in all schools. If you find any head lice in your child's hair, please ask at the school for "Bug Busting" information. It would be appreciated if the school was informed as soon as possible.

Mobile Phones



Children are not permitted to bring mobile phones to school. Any phones which have been brought to school must be given to the class teacher at the start of the school day.

Should parents / carers need to get a message to their child during the school day, this can be done by contacting the school office and the message will be passed on.

Lost Property

The loss of any property should be reported to the school as soon as possible as we often find that the sooner it is reported, the easier it is to find! Children's belongings are to be named in order to be able to identify them easily.

Support for Pupils

Getting It Right for Every Child

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.

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.

For further information [Getting it right for every child \(GIRFEC\) - gov.scot \(www.gov.scot\)](http://www.gov.scot)

Child Protection

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](#) 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 Eileen Jessamine, Head Teacher and Kathleen Hughes, School Administrator in her absence.

What to do if you have a child protection concern

It is 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)

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](#) 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 the Scottish Borders Website on the following link:

https://www.scotborders.gov.uk/info/20054/children_and_families/596/child_protection

Young Carer Statement

A young carers aged 8-18 is an individual who looks after or helps to look after someone in their family who is unwell or disabled, including children caring for parents who have mental health or substance misuse problems. If you are a young carer talk to someone at your school such as a teacher, school nurse, a social worker or contact Action for Children, Scottish Borders CHIMES service. A conversation such as this will may lead to a Young Carers Statement that is individual to you.

Contact Scottish Borders CHIMES

- phone: 01896 750173
- address: Ground Floor, Enterprise House, Galabank Business Park, Wilderhaugh, Galashiels TD1 1PR

Further Information available about national support for carers on the [NHS Inform website](#) or by calling 0800 011 3200 (lines are open Monday-Friday, 9am-5pm) and also [Young carers | Scottish Borders Council \(scotborders.gov.uk\)](#)

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 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 Manager for Learning 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

Additional Support for Learning

All children will need individual support at some point during their school career. 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
- being particularly gifted or able
- coping with an illness, disability or sensory impairment
- having English as an additional language
- needing extra help to take part in a particular area of their learning to get the most from their education

A child/young person's needs may last for a short time, and the problem may be resolved easily.

This support can take a range of forms;

- 1:1 support with an Additional Needs Assistant (ANA)
- small group extra support from their class teacher
- Targeted work directed by 'Support for Learning' teacher

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. A model of staged intervention applies in Scottish Borders Schools where support is provided in varied ways to meet individual needs.

Parents/carers are always involved in making decisions about their child (ren)'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.

While we would always hope that difficulties could be resolved at the school level we recognise that parents/carers and schools may come in to dispute and parents/carers 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'.

The statutory framework for 'Additional Support for Learning' is the "Education [Additional Support for Learning] [Scotland] Acts 2004 and 2009".

For more information, parents / carers can contact:

- "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 ring them on 0845 123 2303.
- Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576; www.siaa.org.uk
- Scottish Child Law Centre, a charitable body registered in Scotland under registration number SC012741. www.sclc.org.uk

Scottish Borders Council's Implementation of British Sign Language Plan

The Council's BSL Plan 2018-24 has seven holistic actions. These actions are consistent with the ten long term goals of the National BSL Plan in Scotland, which are, early years and education; training and work; health, mental health and wellbeing; transport; culture and the arts; justice and democracy.

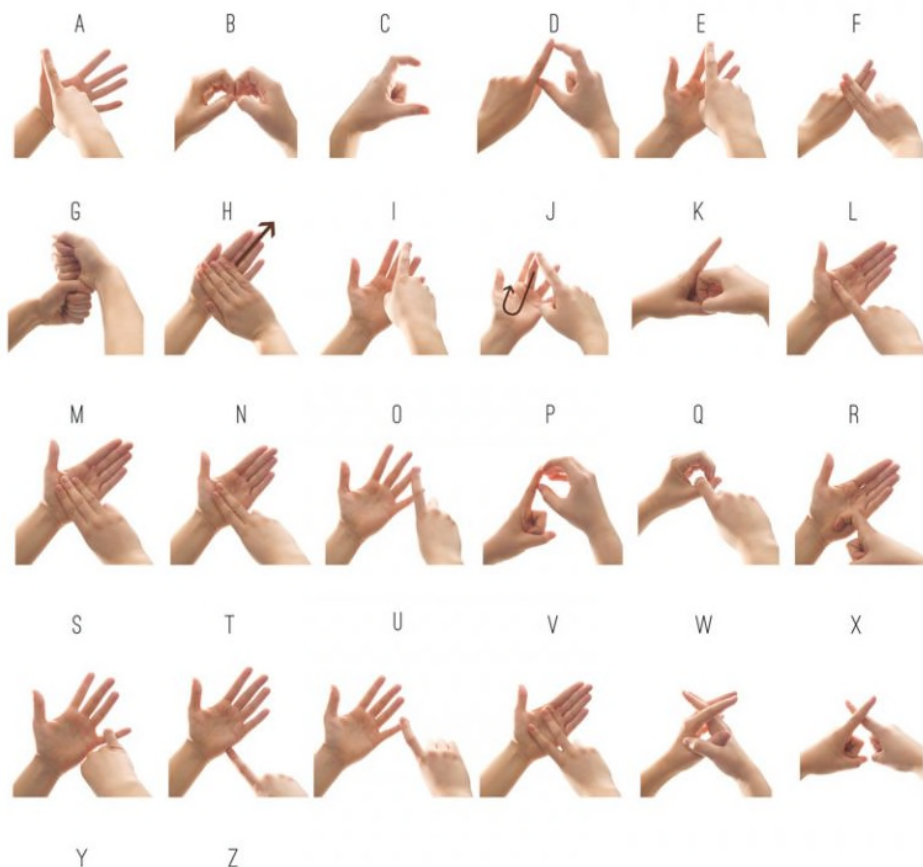
These goals represent the Scottish Government's aim "to make Scotland the best place in the world for BSL users to live, work and visit." The Council will implement measures to promote awareness of BSL and the use of BSL, with the long term goal being that across Scotland information and services will be accessible to all BSL users*.

Contact Scotland -BSL is an online British Sign Language interpreting service that allows deaf people across Scotland to access services free and available 24 hours a day throughout the year:

<https://contactscotland-bsl.org/>

If a BSL user requests a face to face meeting then the School is required to provide a face to face interpreter.

*Whenever we refer to 'BSL users' we mean D/deaf and /or Deafblind people (those who receive the language in a tactile form due to sight loss) whose first or preferred language is British Sign Language.



School Improvement

School Improvement is a term that describes the journey of reflection and discovery to identify what has improved and what still needs to improve. Self-evaluation is an important aspect of this and is exercised to explore progress, development and practice. It is a way of using evidence to assess achievements and success and areas that still need action.

Key questions are;

- **How are we doing?**
- **How do we know?**
- **What are we going to do now?**

Each year the views of parents/carers, children and staff are sought in order to gather how the targets set have been met and apprise priorities for school improvement for the new academic session. This information helps inform the School Improvement Report and a School Improvement Plan. (These plans also include Nursery)

Additionally, priorities for school improvement are identified in line with National Priorities, set out in the National Improvement Framework; in line with priorities identified in the Education Improvement Plan of Scottish Borders Council and in line with areas of development identified through self-evaluation within school.

Useful Links

[How good is our school? - HGIOS 4 | Self-evaluation | National Improvement Hub \(education.gov.scot\)](#)

[How good is our early learning and childcare? \(education.gov.scot\)](#)

[Education: improvement framework and plan - 2021 - gov.scot \(www.gov.scot\)](#)

Scottish Borders Council Complaints Procedure

COMPLAINTS PROCEDURE

You can make your complaint in person, by phone, by e-mail or in writing. We have a two-stage complaints procedure. We will always try to deal with your complaint quickly. But if it is clear that the matter will need a detailed investigation, we will tell you and keep you updated on our progress.

STAGE 1: FRONTLINE RESOLUTION

We will always try to resolve your complaint quickly, within five working days if we can.

If you are dissatisfied with our response, you can ask us to consider your complaint at Stage 2.

STAGE 2: INVESTIGATION

We will look at your complaint at this stage if you are dissatisfied with our response at Stage 1. We also look at some complaints immediately at this stage, if it is clear that they are complex or need detailed investigation.

We will acknowledge your complaint within three working days. We will give you our decision as soon as possible. This will be after no more than 20 working days unless there is clearly a good reason for needing more time.

THE SCOTTISH PUBLIC SERVICES OMBUDSMAN

If, after receiving our final decision on your complaint, you remain dissatisfied with our decision or the way we handled your complaint, you can ask the SPSO to consider it.

We will tell you how to do this when we send you our final decision.

Scottish Borders Council Data Protection

Transferring Educational Data About Pupils

Education authorities and the Scottish Executive Education Department (SEED) have collected data about pupils on paper forms for many years. We are now working together to transfer data electronically through the ScotXed programme.

What pupil data will be collected and transferred?

Data on each pupil is collected by local authorities and SEED. The data collected and transferred covers areas such as date of birth, postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability, attendance, absence and exclusions from school. Pupil names and addresses are collected by their school and education authority but they are not passed to SEED. Your postcode is the only part of your address that is transferred. Data is held securely and no information on individual pupils can or would be published by SEED

Providing national identity and ethnic background data is entirely voluntary. You can choose the 'not disclosed' option if you do not want to provide this data. However, we hope that the explanations contained in this message and on our website will help you understand the importance of providing the data.

Why do we need your data?

In order to make the best decisions about how to improve our education service, SEED and education authorities need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better exam results. Accurate and up-to-date data allows SEED, education authorities and schools to:

- plan and deliver better policies for the benefit of all pupils,
- plan and deliver better policies for the benefit of specific groups of pupils,
- better understand some of the factors that influence pupil attainment and achievement,
- target resources better.

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This message can give only a brief description of how we use data. Fuller details of the uses of pupil data can be found on the ScotXed website (www.scotxed.net).

SEED works with a range of partners including HM Inspectorate of Education and the Scottish Qualifications Authority. On occasion, we will make individual data available to partners and also academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing

of data will be done under the strict control and prior agreement of the Data Access Panel in SEED, which will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual.

Concerns

If you have any concerns about the ScotXed data collections you can email the Senior Statistician, Peter Whitehouse, at **Peter.Whitehouse@scotland.gsi.gov.uk** or write to The ScotXed Support Office, SEED, Area 1B, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, braille and large print.

Want more information?

Further details about ScotXed data exchanges are available on the ScotXed website, www.scotxed.net

Scotxed Collections

Scottish Local Authority schools collect pupil and teaching staff data each year for statistical analysis by the Scottish Government (the ScotXed data collections). More information on the type of information collected and what is done with it can be found using the following link.

<http://www.gov.scot/Topics/Statistics/ScotXed/SchoolEducation/ESPrivacyNotices>

Pupil Records

We keep records of home address, telephone numbers, e-mail addresses, GP information and emergency contacts for all our pupils. If you change your contact details it is vital that you let the school know immediately so that we can contact you if your child is unwell.

Data Protection

Scottish Borders Council is a local authority established under the Local Government etc. (Scotland) Act 1994 and its headquarters is based at Newtown St Boswells, Melrose TD6 0SA. You can contact our data protection officer by post at this address, or by email at: dataprotection@scotborders.gov.uk, or by telephone – 0300 100 1800.

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, 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 services and may share information with other external agencies and organisations who provide or assist with educational provision and with online payment solution providers.
- The Scottish Government for examination, career guidance and monitoring purposes.
- 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 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.

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 or Facebook. 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 enrolls 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.

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/DPYourRights> or if you would like a hard copy of this information, please contact us using the contact details provided above.

Complaints Regarding Data Protection

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
Wilmslow
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

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| Disclaimer |
| At the time of print and distributed all information provided is considered to be correct |

