

Parent Handbook 2025/26



Dear Parents, Carers and Families,

We are delighted to welcome you to Knowepark Primary School!

We recognise that parents, carers and families are the key educators of their children and we look forward to developing a partnership with you so that your child is happy, motivated and supported in achieving their full potential. It is the responsibility of all staff to ensure every child's learning experiences are the best they can be and we are confident that all children can achieve both in school and in the wider community with the opportunities on offer.

Knowepark Primary School aims to be a nurturing school. We have an extremely caring and committed staff who work together as a team to ensure that we meet the needs of your child.

Starting school or coming to a new school can be exciting but also worrying. Hopefully, this handbook will help reduce the worries and answer many of your questions, but please feel free to contact the school office or any member of the Senior Leadership Team if you have any further queries.

Our handbook highlights the vision, values and aims of Knowepark Primary, and gives you information about the curriculum and life of the school. If you are considering enrolling your child at Knowepark Primary School, please do get in touch to arrange a visit so that you can get a feel for us and our ethos.

I look forward to meeting and working with you!

Kind regards,

Mrs Darryl Wilson

Head Teacher

Email: Darryl.Wilson@scotborders.gov.uk

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SECTION 1 - OUR SCHOOL

Name: Knowepark Primary School

Address: Curror Street, Selkirk, TD7 4HF

Telephone: 01750 721736

Twitter: @KnoweparkPS

Email contact: Darryl.Wilson@scotborders.gov.uk

Context

Knowepark Primary School is set in the heart of the market town of Selkirk. The school is co-educational and non-denominational. Our pupil roll is 223 children with 45 children attending our Early Learning and Childcare setting.

There are 8 classes with classrooms spread across 3 levels. Our ELC boasts a very large playroom with fantastic outdoor space, some of which is under cover. The school established a nurture base named 'The Hive' in 2022 which supports pupils requiring an alternative learning environment. Daily nurture groups are run from this space and are supported by a teacher and Additional Needs Assistant. The Hive can be accessed at break and lunchtimes for those who find the playground too busy and noisy.

The school re-established a more permanent library space which classes can access throughout the week. With the support of P7 librarians and a parent helper who works for the library service, this space has become a well organised and inviting resource.

Our Senior Leadership Team comprises of a non-teaching Head Teacher and a non-teaching Depute Headteacher. There are three Additional Needs Assistants and one Classroom Assistant. We have a committed and skilled staff who work collaboratively and in partnership to improve the wellbeing, inclusion and attainment of all children.

The school works in close partnership with the other schools in the Cluster area, including Selkirk High School which is the secondary school to which our children progress. We work in partnership with key professionals from a range of services including Health, Social Work, the local Parish Churches and the voluntary sector in order to ensure all the needs of our children are being met effectively.

In session 2022/23, the school reviewed its vision and values in partnership with pupils, parents, carers and all staff. Stakeholders shared all of these positive words about the school:



Our new school vision of '**Growing together**' inspires a sense of belonging and a shared commitment to achieving common goals. It fosters a positive and nurturing environment where everyone feels supported, encouraged, and empowered to reach their full potential.

Our agreed values encourage all our school community to demonstrate:

- **Kindness**
Instilling and promoting kindness among pupils, teachers, staff and parents creates a positive and nurturing environment where everyone feels respected, supported, and valued.
- **Courage**
Fostering courage in young children helps them develop the confidence and resilience needed to face challenges, pursue their dreams, and become well-rounded individuals.
- **Ambition**
Fostering ambition in children can have a positive impact on their development and future success. Ambition must be balanced with a healthy perspective on success and well-being. The emphasis is on the process of growth, learning from mistakes, and enjoying the journey of self-discovery and achievement.

By upholding these values, we reflect the pride we have in our school and how we can all be responsible, respectful citizens. Throughout the year we explore in greater detail what our vision and values mean to us individually and as part of a whole school community.

SECTION 2 - PRACTICAL INFORMATION

School Hours

Early Learning and Childcare (Nursery)

8am - 6pm - 50 weeks of the year

Primary 1-7

8.45am	School begins
10.45 - 11.00am	Morning break (Monday—Thursday)
11.00—11.40am	Morning break (Fridays)
1.00pm - 1.45pm	Lunchtime (Monday—Thursday)
3.15pm	School ends (Monday—Thursday)
12.25pm	School ends (Fridays)

At the start of the school day, the bell rings at 8.45am and children line up in their designated area ready to be welcomed by their teacher. There is limited playground supervision between 8.30am and 8.45am, therefore pupils should arrive at school after 8.30am and before 8.45am. During bad weather, the doors are open from 8.35am to allow children access into school.

Classroom Equipment

If possible, children should bring the following items for use each day in school:

- Pencil case with pencils, colouring pencils/pens, rubber, ruler and sharpener
- Gym shoes / indoor shoes for P.E.
- Painting overall for any messy art activities - an old shirt or t-shirt is fine

Cloakrooms

Each child is allocated a peg for their coat and a space for their shoes. School bags and lunch boxes are kept in the cloakroom area.

We recommend children have a change of shoes in school when the weather is poorer as sitting in damp shoes or wellies is uncomfortable. For safety reasons, crocs and open-toed shoes should not be worn indoors. Children should wear gym shoes for PE. Parents will be notified in advance when children need to bring in outdoor trainers for outdoor sports. Please **LABEL** all items of pupil clothing and footwear.

Break Time

Morning break is from 10.45am to 11.00am. We encourage all pupils to have plenty of fresh air and physical exercise every day and so aim to let pupils outside at every break and lunch time, regardless of the weather. The children should therefore always bring a waterproof jacket to wear outside.

As part of promoting healthy living, we encourage children to bring in healthy snacks. Because of food allergies suffered by some of our pupils, Knowepark discourages any time of product which contains nuts. We would also ask that you do not send in birthday cakes, chocolate or sweets on birthdays for the same reason.

It is important that children have regular access to water throughout the day. Please supply your child with a water bottle with a **sports cap**. Water coolers are located around the school and your child can fill up their water bottle at any time during the day. Juice (not fizzy) can be brought in for lunchtime, children are encouraged to drink water and not diluting juice during the day.

We are trying to avoid using single-use plastic bottles and would encourage children to bring their own (labelled) reusable water bottle every day.

Lunch Time

Lunchtime runs from 1.00pm to 1.45pm on a Monday to Thursday and from 11.00am to 11.40am on a Friday. The lunch menu works on a four-week rota - copies of this menu are available from the school office and on the Council website. The school uses an on-line payment for dinners called ParentPay. To order lunches, you must activate an account to choose meal options and pay on-line. Further information and passwords will be given out once your child has enrolled in school.

The staff on duty in the dinner hall always encourage children to try at least a little of what they have on their plate or in their packed lunch. Any items in a packed lunch that are not eaten will be sent home so parents know what and how much their child has eaten.

We allow the children to eat outside in the fresh air whenever the weather permits although children can still eat inside if they want.

School Dinners

We serve nutritious school meals every day. There is a two course hot meal on offer each day with a soup and sandwich alternative. Families entitled to free school meals can apply for these via the Council website. Children from ELC to P5 are all entitled to a free school meal, we do still urge families who qualify for free school meals to still apply for them, as we receive Pupil Equity Funding as a result and low uptake results in less money being allocated to the school.

Outdoor Play

At break and lunch times the infant playground is used by the Primary 1 - Primary 3 children. Primary 7 playground helpers are on duty to support the children with games they would like to play. The lower part of the main playground is used to play football for Primary 4 - Primary 7 pupils with the remaining playground utilised by the upper primary children.

Wet Weather Arrangements

During bad weather the children have break inside school. They will be given games and activities by their class teacher or can watch a suitable TV programme, DVD or educational video. If the weather improves, pupils will get the opportunity to have some time outside for fresh air and exercise.

School Uniform is 'mix & match'



Primary 1 - Primary 6

Primary 7

- School sweatshirt or a plain sweatshirt in royal blue (royal blue for P1-6 and purple for P7)
- School polo shirt (white) or white shirt
- Girls should wear grey or black trousers or skirt
- Boys should wear grey or black trousers
- All children need a pair of gym shoes/trainers for P.E.
- For PE children should wear navy or black shorts and a plain white t-shirt or polo shirt. (Currently children are wearing their PE kit to school on PE days).

All items of school uniform can be ordered and paid for online at <http://www.border-embroideries.co.uk/select-school.php>

Uniform Re-Cycle Swap Shop

We also run a swap shop for items of school clothing such as sweatshirts, polo shorts, PE kit and children's coats. The swap shop is open every day during school hours and can be accessed by any parent who would like to browse the items available. Items of clothing in the swap shop are FREE. If you have any items of

school uniform, PE kit, coats etc which are in good condition please hand them in to the school office so we can launder them and add them to our stock. If you have any questions or queries, please contact Shona Bryce or Caroline Stillie on 01750 721736 or call into the school office.

Out Of School Club (OOSC)

We have Out Of School Club provision every day from after the school day until 6pm. Cover is also provided in school holidays. The cost is as follows:

1 hour - £6.70 or full day (8-10 hours) £53.60

For more information email Selkirkoosc@scotborders.gov.uk or find them on Facebook @SelkirkOOSC

SECTION 3 - HEALTH, SAFETY AND SECURITY

School Security

The safety and security of pupils and staff when attending or working in school is extremely important to us. There is a CCTV system in place to monitor security in the playground out with school hours and for office staff to see visitors prior to entry into school.

For the security and safety of all pupils, all doors around the school are locked during the school day. Parents and visitors wishing to speak with individual members of staff should go to the school office at the main school entrance to make an appointment.

Medical Care

If your child uses an inhaler or needs to take medication regularly in school, please discuss this with the school office staff, who will issue you with a medication form to enable them to administer medication, which must have a named dispensing label for the child. This form will detail the procedure for use of such medication within school time. It must be completed by parents and discussed with the office staff who are first aiders. Any short-term medication requirements should also be discussed with the school office staff.

- All prescribed medication should be accompanied by clear, written, signed instructions from parent/guardian on the attached form "Request for the School to Give Prescribed Medication" which includes dose, frequency, and duration of course and date prescribed.
- These details and the pupil's name should be clearly marked on the medication container.
- All prescribed medication, in the smallest practical amounts should be brought to the school by the parent/carer and should be delivered personally to the office staff.

- The renewal of any medication, which has passed its expiry date, is the responsibility of the parent. The school will contact parents/guardian if medication remains uncollected.
- Where any change in medication occurs, clear written instructions from parents/guardian should be provided for school staff.
- A written record will be kept on the appropriate form indicating administration of all prescribed medication to pupils. This record will be kept together with the instruction, checked on every occasion and completed by the member of staff administering the medication. The record should give the date and time of administration, the name of the medicine, the dosage, the name of the pupil and the name of the staff member administering it.
- All information regarding medication will expire at the end of each school session. If the administration of medication is to continue all relevant information must be confirmed in writing at the commencement of the new session.

Our playground supervisors and office staff are first aid trained and will deal with any minor injuries sustained in school.

If a child receives a bump or injury to the head then, regardless of severity, we will endeavour to contact parents who can then make the decision as to whether they come and collect the child then or wait until the end of the school day.

If your child falls ill or is more seriously injured during school time, we will contact you to make you aware of the situation and, if necessary, we will ask you to collect him or her from the school. If you cannot be contacted and the Headteacher/first aiders consider the case to be serious, your child will be taken straight to **hospital with a member of staff**.

Parents must always keep the school informed of their most up-to-date emergency contact numbers so that we can get in touch in an emergency.

Pupil Records

Records of home addresses, places of work, emergency contacts, telephone numbers etc. must be kept up-to-date and the office should be notified immediately of any change. This information is vital in case of illness or accidents in the school.

If an emergency does arise, or if a child feels very unwell, it is crucial that time is not wasted in trying to contact parents or carers who may be needed urgently. Any delay can be extremely distressing for the child concerned.

Child Protection

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 promotes inclusion and achievement.

All staff in Education have a statutory and professional responsibility to take action if they 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-ordinators for Knowepark Primary are:

- Mrs Darryl Wilson - Headteacher
- Mrs Louise Ward - Depute Headteacher
- Miss Laura Nicholson - Senior Early Years Officer

What to do if you have a child protection concern?

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)
- If you consider a child or young person is in immediate danger, call the Police on 999 immediately.

The link below 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>

SECTION 4 - COMMUNICATION

Absence Procedures

If your child is absent from school through ill-health, please contact the school between 8.30am and 9.00am to inform the office staff and to give an idea of how long your child may be absent. If no contact has been made from home, then the office staff will either send a text message by Groupcall or will telephone to find out the reason for the absence. Requests for absences such as medical appointments should be emailed, phoned or sent into the school office.

If a child has to leave early, for safety reasons it is essential that they are collected from the school office by the parent/carer. Children will not be permitted to leave school during school hours without an adult accompanying them.

Holidays should not be taken during term time, unless in exceptional circumstances. If you do need to request a holiday during term time, please write to or email the Headteacher in advance, giving dates of absence. Family holidays, unless there are exceptional circumstances, will be marked as unauthorised absence on the register.

Communication with Parents

Headteacher newsletters are emailed out to all parents. The newsletter covers aspects of the life of the school and gives information about events and activities.

Information will be issued for specific reasons such as a class outings. Permission slips must be completed through the Parent Portal. Please note that if permission slips are not completed then for health and safety reasons, children may not be able to take part in the outing.

Attendance

Regular attendance at school is essential for children and young people's academic attainment, achievement, social development, safety, and wellbeing. Evidence demonstrates that when attendance falls below 90%, there is a significant impact on a child's learning, achievement, and development.

There are times when absence cannot be helped and we appreciate parents letting us know why their child is unable to come to school. There is now clear guidance and procedures the school has to follow if absence falls below 90% over a 4 week period.

Brief overview of steps taken to address absence

As Headteacher I will make you aware of your child's level of absence by letter. There will be a follow up

letter sharing if attendance has improved or not. Over a 12 week period attendance will be monitored with another letter sent if it has not improved. If attendance does not improve then the school will consider a referral to the Cluster Attendance Panel or Scottish Borders Council's Children and Families Social Work for advice and support. Compulsory measures such as an Attendance Order may be sought and/or a referral to the Children's reporter may be considered in accordance with The Education (Scotland) Act 1980.

The school will make every effort to work in partnership with pupils and families to address barriers preventing a child coming to school.

Social media

We make regular use of our social media channel - 'Knowepark Primary School' on Facebook. Our social media posts give a snapshot of learning activities happening in school each day as well as useful school and community information for families.

Concerns or Complaints

We want our school to be as good as it can be for you and your children. It is important that you tell us right away if you are not happy about something.

The simplest thing is to mention your concern to your child's teacher, either by speaking to them face to face, by phone or email or by sending a short note into school.

or

If it is easier, just phone or pop into school to speak to Mrs Wilson, Headteacher. Occasionally you may have to make an appointment.

When you have a concern we will listen to you, record what you are saying and investigate the issues raised then get back to you either in writing or on the phone.

Formal Complaints

We deal with all complaints in accordance with the Scottish Borders Council complaints handling procedure. This can be found on the Council website: www.scotborders.gov.uk.

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

- in person at a Scottish Borders Council customer services office
- by phoning the Council Advice and Support Service on 0300 100 180
- by email to: PeopleComplaint@scotborders.gov.uk
- in writing
- to your local councillor

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

Emergency School Closure

In the event that school has to be closed as an emergency parents and carers will be contacted using the Groupcall Message system. Updates will also be given on Radio Borders and via the School and Scottish Borders Council Facebook pages.

Enrolment

When families move into the catchment area, they should contact the school to arrange a visit to the school and meet the Headteacher or Depute Headteacher. They will be given information on how to order uniform and will be given the latest copy of the school handbook. For pupils starting nursery, nursery enrolment usually takes place in November each year. Enrolment forms are available online on the SBC website: https://www.scotborders.gov.uk/info/20038/school_and_nursery_places/575/apply_for_a_school_place

For children starting P1 the following August, parents will be reminded in the local press and on social media about enrolment week - usually in November - when they should complete an online enrolment form.

SECTION 5 - CURRICULUM

We aim to provide a broad, balanced and progressive curriculum which is relevant to the needs of our pupils. We will ensure that the principles of Curriculum for Excellence - challenge and enjoyment; breadth; progression; depth; personalisation and choice; coherence and relevance underpin all of our curriculum work.

At Knowepark, our aim is for all our children to become....

Effective Contributors Responsible Citizens
Successful Learners Confident Individuals

The curriculum is made up of four key contexts for learning:

1 - The Ethos and Life of the School as a Community

- A positive climate of respect and trust is established within the school based on the vision and shared values of the school
- Children are encouraged to contribute to the life of the school by taking on leadership responsibilities

2 - Experiences and Outcomes through learning in the 8 curriculum areas:

Literacy and English **Numeracy and Maths** **Health and Wellbeing**
Sciences **Technologies** **Social Studies** **Expressive Arts** **RME**

3 - Interdisciplinary Learning

Projects where children can apply skills, knowledge and understanding from more than one curriculum area to promote deeper understanding and relevance in their learning.

4 - Personal Achievement

Opportunities to recognise and share achievements beyond the classroom.

The Curriculum for Excellence framework is divided into levels:

Level	Stage
Early	The pre school years and P1, or later for some
First	To the end of P4, but earlier or later for some
Second	To the end of P7, but earlier or later for some

The path most children are expected to follow through the levels reflects the stages of maturation of children and the changing ways in which they engage with learning as they develop. Some children will start learning at these levels earlier and others later, depending upon individual needs and aptitudes. The framework is designed to be flexible in order to permit careful planning for those with additional needs, including those who, for example, have a learning difficulty or those who are particularly able.

Further information on Curriculum for Excellence and how you can support your child's education can be found on the following websites:

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

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

Skills Development Scotland: <http://www.skillsdevelopmentscotland.co.uk/>

Assessing and Reporting Pupil Progress

Assessment is an integral part of learning and teaching. It helps to provide a picture of a child's progress and to identify next steps in learning.

Assessment is a continuous process using a variety of approaches to support and inform next steps in teaching and pupil learning. Through ongoing 'formative' assessment, lessons have clear learning intentions and success criteria; pupils set targets for their learning and teachers provide regular feedback to identify

next steps in learning. Evidence of progress, attainment and achievements will come from what the children write, make, say and do.

We use the SBC recommended assessments for reading, spelling, numeracy/mathematics and health and wellbeing. Each term pupils will be asked to produce a piece of genre specific writing which evidences their progress within a Level. The Scottish Government introduced Scottish National Standardised Assessments (SNSA) in August 2017, which are completed by pupils in Primary 1, 4 and 7 at an appropriate point during the year, usually in April. In addition, Comparative Judgement is used for all Primary 4 and Primary 7 pupils in writing, the data produced assists teachers in making their professional judgements for Curriculum for Excellence levels.

Class teachers meet with the Senior Leadership Team and Support for Learning Teacher four times a year to discuss the progress of all learners and possible supports required to meet individual needs.

Consultation with the class teacher on pupil progress

This year we intend to have an earlier Parents consultation as opposed to an open afternoon. This would give parents an opportunity to meet the class teacher earlier on in the year, for them to share any information they feel is important for the teacher to know and for the teacher to share how they have settled in their new class.

Parent consultations are organised in September and February/March. On these evenings, an individual 10 minute meeting is arranged to discuss your child's progress. These are booked online using our Parent Evening Booking System. Booking details are sent out in advance of each consultation evening. There is an opportunity at each of these evenings to look at your child's working and classroom environment.

An annual written report will be provided for each pupil in June giving details of the pupil's attainment, effort, level of support and next steps in learning in different areas of the curriculum.

Every child also has an achievement file on Showbie which you are able to see. Every term, contained within this file, will be a minimum of one piece of writing, an example of maths and non-number work as well as two other items from across the curriculum. Any other achievements from within the school such as star of the week, as well as achievements from home will be contained here. This file provides a snapshot of your child's learning, progress and achievement which we hope you will discuss with them.

If you have any concerns or questions on your child's class learning or wellbeing, please contact the class teacher in the first instance who will endeavour to contact you as soon as possible.

Celebrating Achievements

Children's achievements are celebrated in a variety of different ways:

- At the plenary session at the end of each lesson
- By regular ongoing and informal praise and recognition by the class teacher or other school staff
- By recording achievements in individual Showbie achievement file
- At weekly assemblies
- Star pupil awards which are presented and celebrated at weekly assemblies
- Newsletters
- Achievement display wall in school
- On our Facebook and Twitter pages

Assemblies

There is a statutory requirement for all schools to provide religious observance and we often incorporate these in our weekly assemblies. Our assemblies provide an opportunity for the teaching and reinforcement of social, moral, cultural and spiritual values.

Weekly assemblies last for 45 minutes with the final 15 minutes of this spent celebrating our Stars of the week and Hot Chocolate Friday recipients. Assemblies are celebratory in nature recognising both school and community achievements as well as special occasions such as our Harvest, Remembrance and Easter Services. Each week our House and Vice Captains share the totals of the House Points and cloakroom monitors reveal which class has been the tidiest and give out their award. The Junior Road Safety Officers often give a presentation or reveal who has won the 'Big foot' award for walking to school.

Each term, one theme is selected from the Building Resilience programme. Building Resilience is a primary school resource which explores ten tools that promote mental health and wellbeing. In order to help pupils grasp the tricky concept of resilience, life is referred to as being like a river. As we travel down the river of life, sometimes we find ourselves in calm waters where the journey is relaxed and enjoyable. However, sometimes we can find ourselves in turbulent waters, full of obstacles and difficulties, and the journey becomes about survival and keeping our heads above water.

Throughout the resource, pupils will become familiar with our character called Skipper. Skipper is the captain of his boat and, like everyone on the river, goes through various ups and downs on his journey. On his way, he will introduce the children to ten different tools and resources that help us to navigate the river of life and support the development of resilience.

The Building Resilience programme is made up of twelve units. The units focus on Skipper's ten different

tools and resources. Each unit has three key messages which are delivered through assemblies, using short stories and film clips to illustrate learning. Accompanying materials for each unit support the development of key learning back in the classroom over early, first and second level, thus ensuring a whole-school progression.

At Christmas and Easter time the Selkirk Cluster Primary schools come together at Selkirk Parish Church to share in a joint service. Parents and carers are welcome to join us for this.

**Parents should note that they have a statutory right to withdraw their children from religious education and religious observance. If you wish to do this, please contact the Headteacher who will meet with you to discuss alternative arrangements for your child.*

Working together for a Healthy School

At Knowepark Primary School we think that the Health and Wellbeing of the children and staff is very important, we try very hard to ensure that everyone is happy and leads a healthy lifestyle.

Some of the things we do to promote good health are:

- Daily Zones of Regulation check-in
- Twice a year, children complete the Glasgow Motivation and Wellbeing Profile. Results are analysed and interventions planned
- Boxall profiling
- Nurture interventions
- Giving praise and rewards for good work and behaviour
- Celebrating children's achievements both within and out with school
- Chilled, filtered drinking water in every area
- School lunches: cooked on the premises - delicious and nutritious!
- Physical Education - every child has at least 2 hours of PE every week
- A progressive Health and Wellbeing programme across the school which promotes good physical, emotional and social health.
- Indoor break and lunch times in the Hive for children who would like a quieter space
- Whole school Building Resilience programme which is launched through assemblies with follow up class work and sharing assembly
- Pupil mental and emotional wellbeing programmes and approaches including Zones of Regulation, Soft Start, Seasons for Growth and Binnie the Baboon
- Opportunities to take part in a wide range of sporting and physical activity both within school time and extra-curricular clubs
- Road safety assemblies led by our P7 Junior Road Safety Officers
- Kooth - an online, anonymous digital mental health service for P7, which helps children to feel safe and confident in exploring their concerns and seeking professional help

We work with all our children to help them understand and improve their own wellbeing by:

- Teaching all children about the 8 Wellbeing Indicators; Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible, Included and their importance for everyday life
- Supporting children to assess their own wellbeing and identify areas where they may need or want to improve
- Providing children with the opportunity to talk about their wellbeing and supporting them to address any issues or concerns they may have
- Implementing a whole school emotional wellbeing programme called Building Resilience which teaches children the skills and strategies they need to cope with life's ups and downs

Nurture in Scottish Borders Council

A nurturing approach is at the heart of our core values, vision and ethos in the Scottish Borders as this is crucial for learning, wellbeing and ensuring positive relationships are a hallmark of our communities.

Following consultation with parents, here is a copy of the nurture leaflet for parents (and partners) which has been designed by the Nurture Steering group.



Nurturing
approaches Leaflet 2

Nurture at Knowepark Primary

Our staff team are committed to ensuring that our school is a welcoming and nurturing environment for our pupils and families. In Session 2023/2024 we were awarded The National Nurturing Schools Award, accredited by Nurture UK. The 6 Principles of Nurture underpin everything we do.



The Six Principles of Nurture (in child friendly language)

We all learn in our own way and at our own pace

- We encourage children to find the best way of learning for them. Children have a choice of perhaps working alone, alongside a partner and as part of a group.

The school / classroom / Hive offers a safe base

- All classrooms and learning spaces are well organised with predictable routines. Great attention is paid to detail; the adults are reliable and consistent in their approach to children.

The types of words we use when we talk to each other are important

- Language is more than a skill to be learned, it is a way of putting feelings into words. Children can often 'act out' their feelings as they can lack the vocabulary to 'name' how they feel. Words are used, instead of actions to express feelings and opportunities are created for extended conversations or encouraging imaginative play to understand the feelings of others.

Everyone has changes in their life and NURTURE helps us to cope

- On a daily basis, there are numerous transitions the child makes, e.g between home and school, sessions and classes and between different adults. Changes in routine are invariably difficult for some children and need to be carefully managed with preparation and support.

Our behaviours are telling you something

- This principle underlies the adult response to challenging or difficult behaviour. 'Given what I know about this child, what is the child trying to tell me?' Understanding what a child is communicating

through behaviour helps staff to respond in the most appropriate way. If the child can sense that, their feelings are understood, this can help to defuse difficult situations.

Nurture helps us to feel good on the inside

- Nurture involves listening and responding. Children respond to being valued and thought of as individuals, so in practice this involves noticing and praising small achievements.

Positive Relationships and Behaviour

We know that when children behave well they are happier and more able to make good progress in their learning. At Knowepark we expect all children to behave and to follow the school expectations and routines.

The fundamental aim of our Climate for Learning Policy is to enable our children to be aware of their behaviour and to take ownership of it as it affects others' rights. The Climate for Learning policy also enables positive working relationships and a co-operative teaching and learning climate.

Underpinned by 5 pillars of practice:

- ✓ Consistent, calm, adult behaviour
- ✓ First attention for best conduct
- ✓ Relentless Routines (from the moment they arrive to the moment they leave)
- ✓ Scripting difficult interventions
- ✓ Restorative follow-up

At Knowepark Primary and in our community we aim to:

- ✓ Be **READY** to learn
- ✓ Be **RESPECTFUL** to all
- ✓ Keep everyone **SAFE**.

Children are taught the importance of making good choices about how they behave. Children who follow and go beyond these expectations are rewarded. Where a poor choice is made there may be a proportionate consequence in class, in the playground or from the school leadership team.

Involving Parents in Supporting Positive Behaviour

Creating a positive ethos in the school is the responsibility of everyone. We try to keep parents informed on how well their child is doing at school through regular contact, either face to face, phone calls or in writing. Children will be rewarded with stickers and certificates to bring home to show they are doing well. Teachers may also make positive phone calls home.

If a child's behaviour is not as it should be parents will be alerted. A phone call from the class teacher or a letter home is the first indicator that your child's behaviour is beginning to cause concern. Further

concerns will result in increased communication from the school. At all times we encourage parents to come in and discuss with us any concerns they may have. At all times we adhere to Scottish Borders Council's Respectful Relationships policy.

Working Together to Tackle Bullying Behaviour

Knowepark Primary School follows Scottish Borders Council's Respectful Relationships policy. (www.scotborders.gov.uk/antibullying) Children are taught about respectful and responsible behaviour from the very earliest years.

"Bullying is both behaviour and impact; what someone does and the impact it has on the other person's capacity to feel in control of themselves. We call this their sense of 'agency'. Bullying takes place in the context of relationships. It is behaviour that can make people feel hurt, threatened, frightened and left out and it can happen face to face and online." (Scottish Government 2017)

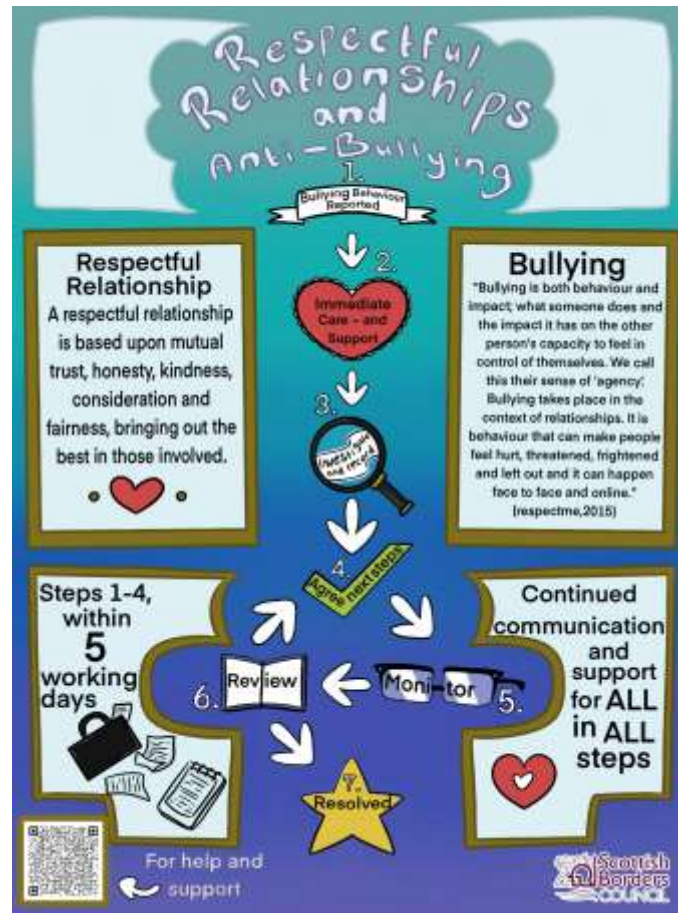
This behaviour can include:

- Being called names, teased, put down or threatened face to face/online
- Being hit, tripped, pushed or kicked
- Having belongings taken or damaged
- Being ignored, left out or having rumours spread about you (face-to-face and/or online)
- Sending abusive messages, pictures or images on social media, online gaming platforms or phone
- Behaviour that makes people feel like they are not in control of themselves or their lives (face-to-face and/or online)
- Being targeted because of who you are or who you are perceived to be (face-to-face and/or online).

This can harm people physically or emotionally and, although the actual behaviour may not be repeated, the threat may be sustained over time, typically by actions, looks, messages, confrontations, physical interventions or the fear of these. This is not an exhaustive list and it is important to consider impact, rather than intent and persistence when defining bullying behaviour.

If a child feels he or she is being bullied they should tell an adult in the school. If he or she doesn't want to do this, they could tell a friend who could let an adult know, or tell an adult at home, who would then tell us.

THE IMPORTANT THING IS TO TELL!!



SECTION 6 - 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.

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

Pupils with additional support needs

Children may require additional support at different times throughout their school life with their learning. Our Support for Learning Teacher works with individuals and groups of children to support them mainly with literacy and numeracy skills. If the class teacher feels that your child would benefit from extra support, they will discuss this with you.

Please refer to the following link for Supporting Children's Learning: Statutory Guidance on the Education (Additional Support for Learning) Scotland Act 2004 (as amended) - Code of Practice (Third Edition) 2017

<https://www.gov.scot/publications/supporting-childrens-learning-statutory-guidance-education-additional-support-learning-scotland/>

How we identify additional support needs at Knowepark Primary School

The path outlined below is the one we follow at Knowepark Primary School, with the aim of identifying and meeting the child's additional support needs at the earliest possible stage, in agreement with parents and the child or young person as appropriate:

- The teacher identifies children or young people who need a greater level of attention or planning than is generally required by the majority of children or young people to ensure that they can make appropriate progress and can overcome, as far as possible, any barriers to learning. Those identified can include children and young people who have abilities in one or more areas of the curriculum and

require to be challenged more as well as those who have difficulties in learning or need support for social/emotional reasons. The teacher may adapt approaches to learning and teaching with the aim of securing the educational progress required.

- Where the expected progress is not achieved the teacher consults with, and seeks help from, other **within-school** support, such as support for learning staff and typically in class interventions take place or a plan of action, such as an individualised educational programme (IEP), is prepared.
- If action at this stage does not resolve the issue, the school in consultation with colleagues and with parents seeks information and advice from **educational services outwith** the school, for example, from a visiting teacher or Educational Psychologist.
- The teacher and the school incorporate this information and advice into their planning and practice with the child or young person in the school through the **MAC process** (Meeting Around the Child).
- If action at this stage does not resolve the issue, then support from services from appropriate agencies **outwith education** may be required, such as support from health or social work services. The authority may also look to voluntary agencies for information or advice, or from a voluntary agency under a service level agreement. Where more than one agency is, or should be, involved with the child or young person, then the education authority and agencies should develop an integrated **multi-agency plan** of assessment, sharing information, intervention and review following Getting it right for every child policy. Some children and young people may require a co-ordinated support plan.

School Supports

- Class Teachers provide everyday support for a range of needs throughout the school day
- Additional Needs Assistants (ANA's) work 1:1 with children to offer extra support and time to practise new skills
- ANA's also work with small groups of children on specific programmes of work to support Literacy and Numeracy development
- Our Support for Learning Teacher works with individuals and small groups to identify and address learning needs
- Our trained Nurture Teachers and ANA's work with individuals and small groups to support emotional and social development needs

We have close working relationships with the following Agencies and Professionals

- Inclusion and Wellbeing Service
- Educational Psychology Service
- Selkirk High School
- School Nurse
- Speech and Language Therapy
- Occupational Therapy
- Autistic Spectrum Disorder Outreach Service

- Child and Adolescent Mental Health Service (Andrew Lang Unit)
- Quarriers
- Bilingual Support Service
- Children 1st

The Educational Psychology Service.

The Educational Psychology Service (EPS) works with all SBC schools to support children's learning and wellbeing. They 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, they can arrange follow-ups 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 everyone can help your child in school. In some cases, it may be agreed 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.

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

If you are at all concerned about your child's learning or development please contact us and we will be happy to discuss your concerns and identify any suitable supports.

Young Carers

A young carer is someone who is under 18 years of age or who has reached 18 and still a pupil at school and provides or intends to provide care for another individual. A number of young carers do not always identify themselves or wish to be identified. Young carers undertake a number of tasks for the people they live with and look after. They are often left alone to do things like washing, cooking, shopping, paying bills, collecting medication or helping to look after younger brothers or sister. This means they might not have as much time to complete work at home which has an ongoing effect on progress and learning or attend clubs and after schools activities therefore missing out on the social aspects of school.

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

For more information, contact the Borders Carers Centre on 01896 752431, at: admin@borderscarerscentre.co.uk They provide a confidential and comprehensive carers' advice and support service and can help with any queries. Young carers under 18 should contact the Scottish Borders Young Carers Service provided by Action for Children on 01896 750173.

Transitions

Early Learning and Childcare ELCC (Nursery) class provision

The school's current ELCC class currently provides full year provision for children aged 3-5 years as part of the 1140 hours entitlement. ELCC class provision is non-denominational, this means that all ELCC centres are open to children and parents of all religions and beliefs. A place in ELCC class does not guarantee a place in the primary school.

Transition from ELCC to Primary

Knowepark has a very comprehensive transition programme for children coming from the ELCC into P1. The ELCC class is very much part of the school and makes use of the school facilities including the gym hall, lunch hall and library. ELCC pupils also attend various school events and assemblies and work closely with the Primary 1 pupils to ensure a smooth transition from the nursery into the Primary 1 class, building on the early level learning started in ELCC.

In the Summer term before starting school, a planned programme of activities linked to the books, 'The Colour Monster Goes to School' and 'The Invisible String' takes place. ELCC pupils from within Knowepark as well as children joining from other settings are all invited. They will get to meet their new class teacher as well as other adults who support within the class and school. Parents are invited to an induction meeting in June where they will receive detailed information on their child's transition into Primary 1, meet their child's new teacher and have the opportunity to tour the school.

Transfer between stages

As children move from stage to stage, transition meetings between staff and the sharing of important information and documentation takes place to ensure pupil's learning experiences continue in a positive and progressive way from class to class and that their particular needs are shared and understood by all staff involved.

Transfer from Primary to Secondary

Pupils transfer to Selkirk High School at the end of P7. An excellent structured transition programme is in place to allow a smooth and effective transition between primary and high school. As well as visits planned to the high school, key staff from the high school visit P7 throughout the year building positive and trusting relationships with the pupils. P7 teaching staff complete full transition paperwork on each of the pupils ensuring relevant, key information is shared.

Information on pupils with additional support needs is shared well in advance of the transition. High school staff are invited to attend IEP and MAC meetings of pupils in P7 ensuring both curricular and pastoral

transitions are smooth and that individual needs are being planned for. An enhanced transition package is in place for pupils identified as requiring this.

In May of each year, a P7 cluster school residential takes place. Pupils from Knowepark, Philiphaugh, Kirkhope, Yarrow and Lilliesleaf come together for a 2 night residential offering the pupils an opportunity to get to build positive relationships before they meet again at high school.

The contact details for Selkirk High School are:

Selkirk High School
Hillside Terrace
Selkirk
TD7 4EW

Tel: 01750 720246

Email: selkirkhs@scotborders.gov.uk

SECTION 7 - PARENTAL INVOLVEMENT

We very much appreciate and welcome the active involvement of parents in all aspects of school life. We rely on our parent volunteers to help us to provide learning opportunities both within school and further afield. Parent Volunteers regularly assist us with paired reading, activity times, school outings, residential trips, concerts and sports.

Anyone working in the school on a regular basis will be required to have a Protecting Vulnerable Groups (PVG) certificate from Disclosure Scotland. These forms are available from the school office.

We appreciate it is not always easy for parents to come in to school to share their ideas and opinions so we often ask through a Microsoft Form questionnaire for your feedback. At staff meetings as well as at Parent Partnership meetings we discuss these results and agree next steps which feed in to our school improvement plan.

Knowepark Parent Partnership

The main function of the Parent Partnership is to support the school in its work with pupils. It aims to represent the views of parents; encourage links between the school, parents, pupils, pre-school groups and the wider community and report back to the Parent Forum (made up of all the parents in the school as required by Scottish Government regulations).

The Parent Partnership holds regular meetings to which all parents are invited. All parents are welcome to join the Parent Partnership at any time.

Fund Raising Committee

This very active and hard working committee plan and deliver fun activities for the pupils, parents and wider community. They have a particular interest in fund raising and help to buy additional resources which benefit our children. In recent years they have subsidised the P7 hoodies, have bought gifts for Santa to bring to our ELCC and P1 children, subsidised buses for educational excursions, supplied the treats for the Christmas parties and provided funding for outdoor play resources.

The Cost of the School Day - Parent Information

We are committed to ensuring that every child at Knowepark has equal access to all opportunities available to them, regardless of financial position.

The school has access to additional funding streams and organisations, please just let us know if you need help and we will endeavour to support you in any way we can.

Free school meals/assistance with school wear

Every child in Scotland at a local council school gets free school lunches from Primary 1 to Primary 5. This applies to all children in these years-your family's financial circumstances don't matter. Scottish Borders Council provide children from low income families with free school meals and money to help towards buying school clothes.

To qualify you must receive:

- Universal Credit
- Income Support
- Income-based Job Seekers Allowance
- Income-based Employment Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999

Your child is also entitled to free school meals and clothing grant if you receive:

- Child Tax Credit but not Working Tax Credit and your income is less than £16,105
- Both Child Tax Credit and Working Tax Credit and an income of up to £6,900

It is important to apply for free school meals if you qualify (even though everyone gets free meals in P1-P5) so you can receive this clothing grant. It also helps inform the government and school for statistical purposes and helps shape school funding budgets.

Each award is valid for the school year.

The clothing grant is for £100.

You may also be eligible for Best Start Grant School Age Payment of £250 from Social Security Scotland. It is made around the time your child normally starts Primary 1 to help with the costs of starting school.

You may be eligible if you are the parent/carer of the child, and you get certain benefits or tax credits.

For more information and how to apply:

- **Visit benefits section on the Scottish Government website**
- **Or call Freephone 0800 182 2222**

There is a single application form for both benefits. You need only apply once per year. Supporting evidence will be needed at the time of applying.

Registering with Parents Portal

Once pupils are registered with the school, parents can sign up to the portal. It is essential you do this as all information and permission slips for trips will be put on here as well as emergency contact details which need to be reviewed on a yearly basis.



QR Code to create MyGovscot account



QR Code to Parent Portal

Use this if already have MyGovscot account

How can I start using Parents Portal?

Parents Portal is ready for you to use, all you need to do to link to your child is

- Create an mygovscot account (If you don't already have one, use the left hand QR code above)
- If you already have a mygovscot account, use the QR code on the right.

What are the benefits of Parents Portal

- **Centralised Communication:** Parents Portal will serve as a single hub for all communication between parents/carers and schools. It will replace the many ways that are currently used, such as schoolbag mail, paper mail, and eventually telephone and email. This will streamline the process and ensure that you receive all information in one place.
- **Access to Online Services:** Parents Portal will offer a growing suite of online services, including the ability to view and update your child's information through the annual data check, give permission for various trips and activities, and receive notifications about school events and activities. It will also allow you to link to ParentPay and other useful services and websites.
- **Enhanced Engagement:** By providing a centralised platform for communication, the Parents Portal will make it easier for you to stay informed and engaged with your child's education. You will be able to participate more actively in school activities and stay up to date with your child's progress.
- **Paperless Communication:** Parents Portal will reduce paper-based communication, making it an environmentally friendly option. You will be able to access all information electronically, which can be easily stored, retrieved and revised as needed.
- **Flexibility and Convenience:** The portal is designed to be flexible and user-friendly, allowing you to access it from any device, at any time. This means you can stay connected with your child's school even when you are on the go.

SECTION 8 - SCHOOL IMPROVEMENT

At Knowepark Primary we aim to provide the highest standards of education for your child. We continually evaluate all aspects of teaching and learning to identify strengths and areas for development which will inform our school improvements.

At the end of each school year, every school produces an annual School Improvement report, giving details of progress in school priorities and achievements over the last session.

In addition we write a School Improvement Plan for the next session, which outlines our priorities for the year ahead. This plan reflects the development needs from the feedback we receive from our self evaluation evidence and from evidence gathered from pupils, staff and parents.

SECTION 9 - COMMUNITY

Common Riding

Each year in June, Knowepark is actively involved in the annual Selkirk Common Riding celebrations. In the weeks leading up to it, we welcome Ex Standard Bearer's in to school who share their experiences, tell us about the festival and demonstrate the casting of the Burgh flag.

Art and writing competitions take place with the winners of these being announced at a very special assembly. The Standard Bearer Elect along with his attendants visit the school and the children sing a variety of Common Riding songs.

SECTION 10 - STAFFING in SESSION 2022/23

Headteacher:	Mrs Darryl Wilson
Depute Head Teacher:	Mrs Louise Ward
Senior Early Years Officer:	Miss Laura Nicholson
Early Years Officer:	
Early Years Practitioners:	Mrs Angela Rayson, Mrs Elma Heatlie, Miss Elaine Blackie, Mrs Lorraine Easson, Miss Rebecca Haddon, Miss Catherine MacKenzie, Miss
Class Teachers:	Miss Anthea Mennie Primary 1 Mrs Claire Ballantyne Primary 2 Mrs Amy Halliday Primary 3 Miss Suzi Kyle Primary 4 Miss Kim Gerrard Primary 4/5 Miss Ruth Geddes Primary 5 Mr Sam Horberry Primary 6 Ms Ann Ferrie Primary 7 Miss Zoe Hall Nurture Teacher NQT cover (Thursday) Ms Rachel Scott & Mrs Louise Ward
Support for learning:	Mrs Rhianna Davies
Curriculum Support:	Miss Heather Smith - P.E. Miss Sally Scott - Music
Additional Needs Assistants:	Mrs Lorna Bell Miss Susan Rae (Playground Supervisor) Mrs Caroline Shearer Mrs Moira Lander Mrs Leigh Deas Mrs Lauren McTaggart
Classroom Assistant:	Mrs Ruth Ross
Office staff:	Mrs Shona Bryce (Admin Assistant) Mrs Caroline Stillie (School Assistant)
Janitor:	Mr Frank Frimpong
Cleaner:	Mrs Susie Wilkinson

Educational Psychologist: Ms Laura Cassidy

Senior Lead Officer: Mrs Christian Robertson

Appendix 1 - 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 39 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>

Appendix 2

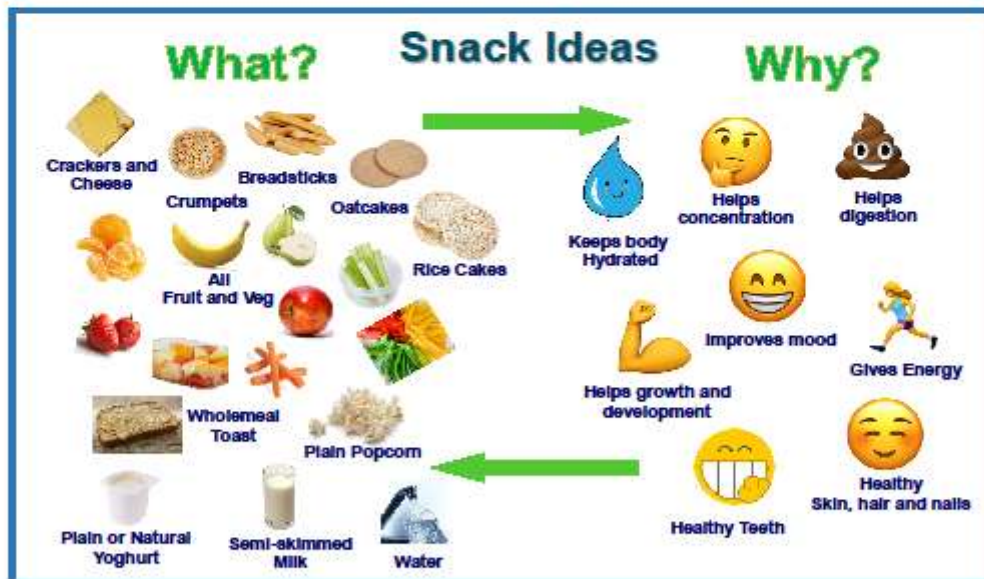
Helping your Child to Grow, Learn and Play

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

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

Top Tips for Eating Well, Feeling Good and Being Active

- Eating Breakfast gets the day off to a good start
- Enjoy a variety of foods and eat together when you can
- Eat plenty of fruit and vegetables
- Limit food and drinks high in sugar, fat and salt, especially at snack time
- Be mindful of portion size
- Eat 3 meals a day with healthy snacks in between
- Brush your teeth at least twice a day – "spit don't rinse"
- Register with a local dentist
- Ask your dentist about fluoride varnish
- Enjoy being active everyday
- Reduce time spent on phones, tablets, computers and watching T.V
- Think of the 4 B's - Bath, Brush, Book and Bed to encourage a good sleep routine



Keep Hydrated - Hydration helps improve concentration, mood and digestion

- Offer 6-8 cups of fluid a day
- Water or semi skimmed milk are best and will not damage teeth
- Bottles used in class should be filled with plain water only





Fit4Fun Families

Fit4Fun Families is a free family focused healthy lifestyle programme which offers practical tips to help support children, young people (0-18 years) and their families, eat well and be active

We can support you to make positive lifestyle changes and work with you to identify specific goals that you would like to achieve

Service user feedback:

"We have really enjoyed the Fit4Fun Families programme. It was arranged at a time that was convenient so we could both participate. Sessions have been fun and informative and at a level that suits the age of any child"

"We have learned a lot over the past few weeks, which has been fun and helpful. We've been keeping up with the goals that we set. We would highly recommend this group to any parents looking to know about how to eat healthily with their kids"

If you would like some more information or would like to join the programme, please contact us on:

Tel: 01896 826447

Email:

Child.HealthyWeightService@borders.scot.nhs.uk

You can self-refer into our service or if you prefer you can speak to your GP, Health Visitor, School Nurse or another health professional



Produced by
Borders Child Healthy
Weight Service:
Fit4Fun Families
October 2022



Disclaimer

Whilst information provided in this handbook 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 the parents. If you have any issues please contact the school office on 01750 21736.