

FOREST SCHOOL

- The philosophy of Forest School is to encourage children's holistic development through positive outdoor experiences. Children are offered opportunities to engage in tasks and activities in a woodland environment—a classroom without walls. They can develop their physical, social and emotional skills whilst learning to manage risk (theirs and that of other participants) within a controlled area. Activities may include fire-making and using storm kettles, den building, knotting, bug hunting and flora & fauna identification. The activities are child-led and child-initiated which gives the children ownership of their learning.
- At St Peter's we have been involved in the Forest School initiative since 2010.
- Children are offered the opportunity to experience sessions at various times throughout the school year and travel on foot to our chosen sites on Gala Hill. The walk is approximately one mile from the school.
- A high ratio of adults to children is required to allow us to fulfil the needs of our children on these sessions. Parents and other family members are asked to volunteer to help with this. Without the generosity of families in giving up their time, we would not be able to run Forest School on the scale we currently manage. Information is passed to parents through permission slips and letters home. Details of appropriate clothing, dates and times are included.



Useful links

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

DESIGNED BY
www.whitecreativecompany.co.uk



Handbook

2023/24





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

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Welcome



Welcome to St Peter's Primary School and to what I hope will be a long and happy association with the school. The aim of our handbook is to provide you with as much information as possible, but please do not hesitate to get in touch if you can't find what you are looking for.

Our aim at St Peter's Primary School is to provide excellent and engaging learning experiences for all of our pupils. We believe in encouraging our children to develop a growth mind-set in order to

have the skills and attitude required to tackle all learning.

Here at St Peter's we celebrate success and achievements in and out of school and are proud of the achievements of all of our pupils.

We work in close partnership with our parents and our local community and we value and actively seek their help and support.

At St Peter's we have an inclusive culture where all pupils are encouraged to contribute to the life of the school and take on leadership roles and responsibilities. We live by our values of Kindness, Effort and Respect. We have a dedicated and hardworking staff team who create a safe, nurturing and stimulating learning environment for all of our learners.

We look forward to welcoming you to St Peter's Primary School.

Pauline Copeland
Head Teacher



Whilst information provided is considered to be correct at the time of printing. It is possible that there may be some inaccuracy by the time the document reaches parents.

Letter from the Chief Education Officer

Dear Parent/ Carer

At Scottish Borders Council we are ambitious for all our children and young people and strive to ensure that Scottish Borders is a place where every child is valued and included. We have set clear priorities in our ambitious improvement plan for 2022/23 and in order to achieve our priorities we need to work in partnership for all the children and young people in our care, and we all have a role to play. Our education establishments are places where children's unique talents, skills and abilities will be nurtured, valued and respected. We want our young people to attain, achieve and contribute to the economic success of the Scottish Borders. We will continue to focus on prevention and early intervention, building resilience and supporting children, young people and families to develop the skills and capabilities that will enable them to navigate the challenges of modern life.

Yours sincerely
Justin Sinclair

School Information



St Peter's Primary School
Parsonage Road
Galashiels, TD1 3DS

T: 01896 753185
F: 01896 753185
E: stpetersps@scotborders.gov.uk
FB: St Peter's Primary School
TW: @stpetersgala

Please Note: In the first instance, Parents wishing to contact the School should do so either in person or by telephone.

HEAD TEACHER: Mrs Pauline Copeland
DEPUTE HEAD: Mr Richard Bramhall
PRINCIPAL TEACHER: Miss Angela Cooke
SCHOOL ROLL: 235
ELCC: 54 (not ELCC Roll)
SCHOOL DAY TIMES
ELCC sessions: 08.40 - 12.00
(Mon - Thurs) 12.00 - 15.10
(Fri) 08.40 - 12.40
School sessions: 08.45 - 10.45
(Mon - Thurs) MORNING INTERVAL
11.00 - 12.15
LUNCH
13.00 - 15.15
School sessions: 08.45 - 10.45
(Fri) MORNING INTERVAL
11.15 - 12.15

Staff

Class Teachers

Miss Aileen Fisher P1
Mrs Jan McGowan P1/2
Miss Aurora Gavin P2/3
Miss Aileigh Ormsby P2/3
 (Thurs)
Miss Charlotte Muir P3/4
Miss Kirsty Scott P3/4
 (Thurs)
Mr Chris Summerfield P4
Mrs Linda Murray P5
Mr Dominic Russell P5/6
Miss Roslynn Newman P5/6
 (Thurs)
Mrs Jane Johnston P6/7
Mrs Moodie-Lee P7

Support for Learning Teacher

Mrs Val Faircleugh

Curriculum Support Teacher (PE)

Mrs Laura Malone

Nurture Teacher

Mrs Valerie Blaen

RICCT Teacher

Natasha York

Early Years Officer

Mrs Jodie Sandilands

Early Years Practitioners

Mrs Corinna Hilferty
Mrs Fiona Shepherd
Mrs Helen Murray
Miss Hannah Thomson
Mrs Nova Crawford
Miss Niki Hoggan
Miss Abbie Hogg
 (Modern Apprentice)
Miss Lucy Ford
 (Modern Apprentice)

Primary School Administrator

Mrs Morag Swinton

Classroom Assistant

Mrs Celia Renton

Additional Needs Assistants

Mrs Irene Davidson
Mrs Daneer Purves
Mrs Lana Thomson
Mrs Deborah Beattie
Mrs Margaret Holley
Miss Capri Ross-Williams
Ms Lynette Sneddon
Mrs Rachel Barnett
Miss Gail Swan
Ms Kerri Ann Milliken
Jo Walker

Playground Supervisor

Mrs Irene Davidson

Cleaner

Miss Lisa Moffat

Ms Jackie Condy

Cook in Charge

Mrs Melanie Grierson

Assistant Cook

Ms Susan Robson

Kitchen Assistant

Mrs Marian Oxnard

Ms Rachel Lowrie

Breakfast Club

Mrs Celia Renton

(Mon – Thurs)

Mrs Melanie Grierson

(Mon, Tues, Thurs)

Mrs Davidson

(Wed, Fri)

Janitor

Mr Ross Wallace

Crossing Patrol

Martin Wallace



CONTACTING THE SCHOOL

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



We communicate with parents in a number of ways:

- Xpressions
- Facebook
- Twitter
- Text messages/telephone calls
- Newsletters
- Learning Journeys/parental consultations

In our efforts to be more eco friendly we are trying to send information home electronically through xpressions where possible. Parents are asked to provide an email address when enrolling their child.

Vision

We aspire to create an excellent learning community for our pupils, parents and staff – where all success is recognised, valued and encouraged. Our desire for continuous improvement will ensure that we provide excellent teaching and learning in an environment which is inclusive, challenging, stimulating and safe.

Aims

In carrying out all aspects of our work we will:

- Enable all our children to develop relevant attributes and capabilities which are inherent in the 4 capacities
- Embrace the wider community, ensuring our children become responsible and active participants
- Seek opportunities to develop and maintain close partnerships which benefit our children
- Ensure that the health and well being of our pupils and staff is paramount in all that we do
- Equip our children with skills and provide experiences to help them to make informed choices in an ever changing society.

Values



Learning & Teaching

At St Peter's Primary School, we foster an environment where our pupils become active participants in their learning. Education should not be passive but an exciting, fun and challenging time in a child's life. We aim to give children a breadth of experiences and a hunger for knowledge, equipping our young people with skills they will take to the world of work and life. A Curriculum for Excellence, published in 2004 following the National Debate on Education in Scotland, sets out values, purposes and principles to enable children and young people to reach their full potential. At St Peter's we have fully embraced the guidance in these documents to improve the quality of learning and teaching as well as increasing attainment and achievement for all children, including those who need additional support in their learning.

Entitlements

- All learners are entitled to experience the highest possible quality of learning and teaching that prepares them



How does Curriculum for Excellence work?



The 'learner journey' will be joined up from 3-18 to avoid gaps and overlaps in learning and to make the most of achievements outside school.

- Learners will work at a pace that suits, with enough challenge and support to stretch them.
- Lessons will be more engaging, inspiring and relevant to everyday life.

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

- Teachers will make connections between subjects, helping children make sense of the world.
- Children will develop an understanding of how to learn and how to use their learning, not just memorise information to pass tests. This will help them adapt in an uncertain future with the ability to think for themselves, make sound

The Curriculum

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

At St Peter's Primary we aim to

- Establish a safe, secure and stimulating learning environment where everyone is respected and valued.
- Ensure that pupils are active participants in their own learning and can confidently identify their strengths and what they need to do to improve.
- Encourage our learners to develop a growth mindset and qualities & attributes of a good learner.

judgements, challenge, enquire and find solutions.

- There is more focus on knowledge and skills – including vital skills: literacy and numeracy, which underpin all learning and are critical in life.
- There are changes to assessment and how progress is reported to give learners, parents and employers better information on potential and achievement.



- Use a variety of informed, differentiated teaching approaches which take account of prior learning and are matched closely to individual needs.
- Develop learner's curiosity, creativity and ability to think critically through well planned tasks which involve solving problems, working collaboratively and independently.
- Enable pupils to understand the purpose of their learning, make connections and apply their skills and knowledge to real life situations.
- Provide opportunities for children to develop confidence and resilience through personal success and achievement in our wider learning environment.
- Reflect upon and share our good practice to ensure inspiring learning and teaching continues to thrive.

INSPIRE LEARNING'S GUIDE TO...SHOWBIE



What is Showbie?

An app used by teachers and school staff to assign, collect and review pupils' work

How can Showbie be used on Inspire iPads?

To provide teaching resources, share learning evidence, provide feedback and connect families with pupils' learning journey

Why do we use Showbie?

Great user friendly experience which provides a safe and secure platform and is designed by educators for educators

SHOWBIE IN PRIMARY SCHOOLS

ELC - P3

A number of Borders nurseries and schools are using Showbie as a digital learning journey. Teachers and staff members can upload photos, videos and audio of learning evidence alongside written comments or voice notes explaining the learning experiences and opportunities that pupils are receiving in their settings.

Primary 4 - 7

In Primary 4-7, where pupils have 1:1 iPad devices, digital classes are created to share teaching resources, provide differentiated materials to pupils (without the rest of the class knowing this has been done), give digital feedback via voice notes, text comments and annotations and keep their best pieces of learning in their Showbie portfolio which can be viewed by families in a timely manner.

Showbie Groups

Some schools and nurseries also make use of Showbie groups. Examples of how these have been used include for whole-class parent communication (in the form of a WhatsApp-style chat), individual family communication (between staff and parents/carers) or to deliver materials to select groups of pupils (e.g. reading groups, house captains).



5 REASONS WHY WE LOVE SHOWBIE ♥

- 1) Everyone gets their own Showbie account - school staff, pupils and parents
- 2) Young pupils can sign in to the platform using a QR code - no need to remember usernames and passwords
- 3) Annotation tools are interactive, engaging and easy to use
- 4) Feedback is streamlined for both teachers and pupils
- 5) Portfolios provide a place for best learning evidence in one space

PERSONALISED LEARNING

Showbie can **meet learners needs** by allowing for differentiated resources to support and challenge pupils. Teachers can **share learning intentions and success criteria** effectively making use of multimedia opportunities. Learning **evidence can be gathered** from other iPad apps and features.

HIGH-QUALITY FEEDBACK

Feedback is linked to success criteria and is **easy to access**. Teachers can identify next steps and pupils become **more aware of their learning progress** based on feedback received. Showbie allows for **effective types of feedback** including written comments, voice notes and annotations.

FAMILY ENGAGEMENT

Families are **able to view learning updates** whenever, wherever. Families can make use of Showbie evidence to spark discussions at home with **more informed conversations**. This **builds a culture within schools of learning**, rather than 'doing', as awareness of the learning process grows.

Follow us on Twitter: @InspireSBC



fine and gross motor skills activities, phonics, handwriting, practical maths and number work.

- Learning takes place both indoors and outdoors. Access to outdoors is daily, in our Outdoor Classroom. All necessary clothing and footwear is provided to ensure all children can access the outdoors in all weathers.

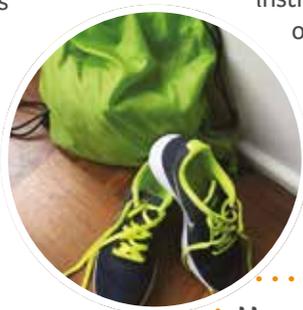
Inspire Learning

Inspire Learning is transforming teaching and learning across the Borders for the benefit of all teachers, children and young people. This includes iPads to be provided to all P4-S6 pupils. This programme is aimed at raising attainment and supporting equality and inclusion for all children and young people. It is about investing in the learning of our young people and putting them at the heart of education, improving outcomes and success for all. The effective deployment of digital technology in schools will ensure our children and young people develop a level of general and specialist digital skills that are vital for learning, life and work in an increasingly digital world.

- At St Peter's we believe that children should be able to learn through their play ensuring a smooth transition from ELC into P1 ensuring that children are accessing teaching and learning that is suitable to their stage of development whether this be Early or First stage of learning.
- The classrooms are set up with a range of areas similar to what children have experienced during their time at Nursery in order to develop their existing experiences over learning through play. The teachers then further enhance these areas in response to learning and the needs of the children. Observations are carried out by the teachers, of the children whilst learning through play. This then informs planning for next steps and future learning. Observations are recorded in each child's individual learning journey, along with next steps and evidence towards next steps being met. Small group teaching and learning for Literacy, Numeracy and Maths takes place daily, which includes activities such as

Physical Education

- At St Peter's PS a PE curriculum support teacher works in our school full time teaching all pupils for 2 hours of PE a week.
- Children are expected to wear appropriate clothing. (See uniform)
- Primary 4 and 5 pupils have a 6 week block of swimming lessons at Galashiels Pool. These are currently funded by St Peter's School Association.



Religious Observance

A weekly assembly takes place in the school, with a Religious Observance focus roughly every 6 weeks. Religious Observance Assemblies are led by local churches. Parents who wish to exercise their right to withdraw their child from religious instruction and/or religious observance should contact the headteacher to arrange a meeting to discuss alternative arrangements for their child.

Home Learning

Home Learning grids will be given to pupils throughout the year, with each grid covering a number of weeks. These are to encourage independent and family learning which supports class learning. Grids take the format of essential and optional activities. Children are given opportunities in class to share their Home Learning with their teachers and their peers.

ACTIVE SCHOOLS

Active Schools aims to provide more and higher quality opportunities to take part in sport and physical activity before school, during lunchtime and after school, and to develop effective pathways between schools and sports clubs in the local community. For more information on Active Schools in your area visit www.liveborders.org.uk/sport/sports-development/active-schools



The wider curriculum

Extra curricular activities

From time-to-time, extra-curricular activities are available and information about these is provided to parents of relevant pupils.

The school attempts to involve older children in contacts with pupils from other schools as much as possible, thereby helping to ease the settling-in process at Galashiels Academy. Inter-school sport is therefore encouraged, with school pupils usually taking part in hockey, netball, rugby and chess events at different times of the year.

The school believes in the importance of broadening and enriching the child's learning experience and with this in mind, arranges outings whenever suitable opportunities arise. **See School Trips, p28**

A residential experience is offered to P7 each year.



Assessment

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

Summative Assessment

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



Formative Assessment

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

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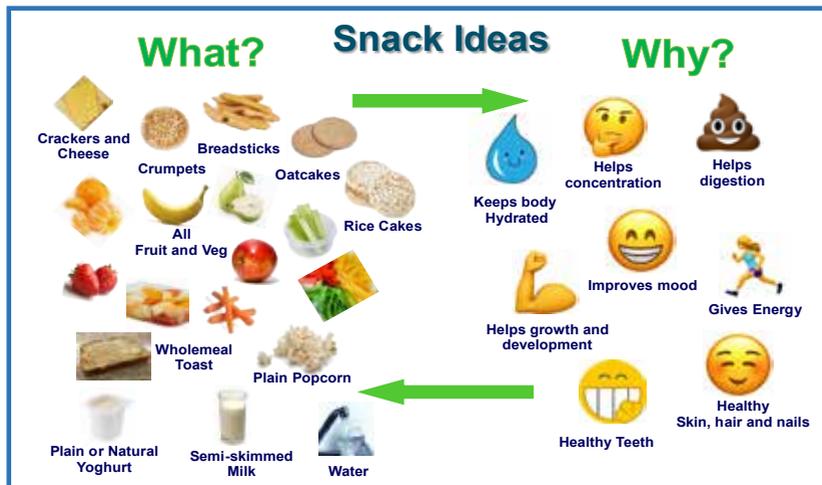
Helping your Child to Grow, Learn and Play

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**



Some examples are outlined below:

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

Assessment evidence allows teaching staff to track the progress children are making and to adapt their practice appropriately. Staff can then identify if a child is struggling for whatever reason and needs extra support. By the same token staff identify children making considerable progress and can consider ways to challenge the child and ensure progress is maintained. It is important that evidence gathered through assessment be used to improve learning and teaching in our school.

We are committed to involving learners and their parents in learning and to regularly report on progress they are making.

Reporting

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

Parental Consultations

Parents are invited to discuss their child's learning with the class teacher. This is normally a 10 minute appointment where

the teacher will share progress and next steps and can answer questions. It may be necessary to arrange a further appointment if the discussion requires more time. Pupils who receive additional support will also be offered an appointment with the Support for Learning Teacher. We would encourage parents with concerns or questions to request an appointment at any time in the year. We are always happy to meet.

Learning Journeys

Every child from ELCC 3 to Primary 7 has a Learning Journey. This is a record of their learning and experiences throughout the year. The teacher will share their planned learning each term. Teachers support pupils to set their own learning targets and then reflect on their progress throughout the term. This informs their next steps. Pupils have regular opportunities in class to reflect on experiences and record this. We encourage pupils to take pride in their books and share them with their parents.

Feedback

Pupils will receive feedback from their teachers in a number of ways. Teachers and pupils will engage in learning conversations on a daily basis as they discuss experiences and achievements. Pupils may also receive feedback in the form of written comment in their jotters from their teacher and/or from peers. Feedback will be constructive, telling the pupil what they have done well and what they should do next to continue improvement. We encourage pupils to take note of feedback and to act on it.

Communication

Communication between home and school is very important. In the nursery we are fortunate to have daily contact with parents/carers.

- We update the Nursery notice board regularly with information regarding current learning, how you can be involved, places we are going to visit.
- When you drop off or pick your child up please try to read the information on the notice board.
- School newsletters are emailed directly to you each month.



We are a Unicef UK Rights Respecting School, where children's rights are learned, taught, practised, respected, protected and promoted.



Vision

Our vision for our Early Learning and Childcare Centre at St Peter's Primary School

Choices and challenges

Every child has the right to play and develop in their own learning within the curriculum for excellence.

Happy and confident

Happy and engaged children, families and staff learn together in a safe stimulating nurturing environment where positive social interactions are celebrated.

Included and Individual

Where children are valued as individuals and are encouraged to actively follow their interests.

Learning and Teaching

Inclusive learning through play here, at home and beyond.

Development and Progression

Staff respect and respond to the needs of the children encouraging, praising and rewarding efforts and achievements.

All children are entitled to experience a coherent curriculum, a broad general education and opportunities for developing skills for learning with a continuous focus on literacy, numeracy, health & wellbeing and personal support to enable them to gain as much as possible from learning opportunities.

Access to nursery



The route to nursery takes you up through the school carpark in Parsonage Road. Follow the path around the building to the Nursery entrance. Please keep to the path at all times as there is no access to the playground. Lessons may be taking place.

The school travel plan co-ordinator advises that if you are travelling to school by car, you should park in the streets on the other side of Abbotsford Road from the school and walk safely across the puffin crossing then up Parsonage Road to nursery. We strongly advise that you avoid parking in Parsonage Road and especially **not on the zig-zag lines** outside the school gate.

ENTRANCE

Access to nursery is through the blue door to the right of our nursery garden and into the nursery corridor and cloakroom. Nursery staff will open this door at

8.35am and 12.20pm for you to come in to the cloakroom with your child and help them hang up their coat and change into indoor shoes. (Unless going straight outside to play).

At the end of the session you will be able to collect your children by coming into the cloakroom area. Staff will open the door into the corridor at 11.55am and 3.25pm.

A space for pushchairs and scooters is signposted.



ARRIVAL AND COLLECTION OF CHILDREN

An adult (over 16 years old) must bring and collect your child. It is important that children arrive on time and are collected at the agreed time.

Please inform staff if an adult other than a parent or guardian will be collecting your child, you will be asked to supply a code word when your child starts at nursery.



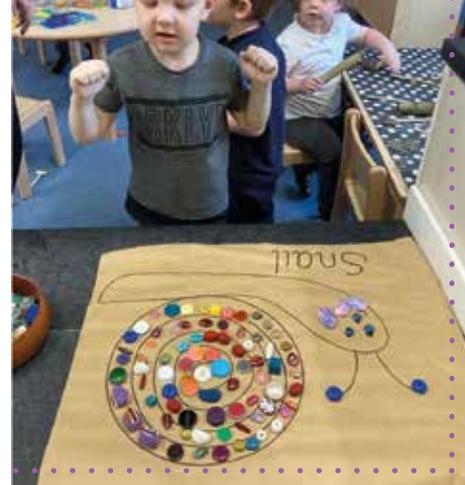
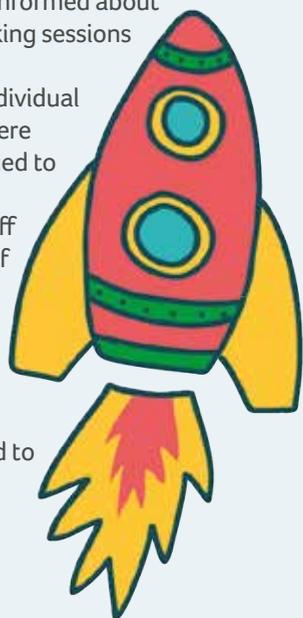
Assessments and transitions

Over the course of the time that your child is at nursery, staff will observe your child as they play. These observations help staff to build up a picture of each child and inform their planning. Staff follow children's interest when planning activities and children regularly contribute to planning. Festivals and cultural celebration are also acknowledged during the year and each child's birthday is celebrated as well. (Please do not send in birthday cake).

Staff working across the Early Level of Curriculum for Excellence work together bringing the nursery children and Primary 1 children together throughout the year for activities and to share learning together.

Staff will keep you informed about when these joint working sessions are taking place.

All children have individual Learning Journeys where children are encouraged to add examples of their learning as well as staff regularly add pieces of work, photographs and observations. Children's comments will also be recorded here and parents and carers are encouraged to contribute too.



Use their own knowledge

Staff listen and observe the children during play. They use the knowledge the children share/demonstrate to plan for next steps and follow up activities. The children help choose the direction of their learning by making suggestions, voting and finding resources.

Use real tools

At snack time, in the art area, out in the garden we provide the right tools for the job allowing children to develop skills for life through their play.

Children are supervised and taught how to use and tidy away tools safely.

Use Technology

In nursery the children have daily access to an interactive SMARTBOARD which is used to develop language and maths skills through interactive games.

Bee-Bots, digital cameras, metal detectors, remote control cars and CD player are also available for children to use to enhance their play.



Progression Pathways which track your child's progress can be found at the back of your child's Learning Journey. They are a record of your child's achievement and indicate the next steps in their learning. Please do not remove them from the Learning Journey.

HOW YOU CAN HELP

Parents and carers are welcome to join us in the nursery at any time. There are all sorts of ways to help: reading stories, accompanying us on outings, playing musical instruments, helping in the garden, helping with displays. Parents often like to come along just to see their child at play. Look out for themed stay and play sessions throughout the year.

STORYSACKS

Our Storysack library is a fantastic resource of books and themed activities which can go home on a weekly basis. In order for this to work effectively we need parents/carers to help with the checking and re-issuing of the sacks. We also register each child onto an electronic library system in school and children have access to the library during the year.



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Support for learning

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

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

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

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

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



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

At times, parents/carers and schools may come into dispute. While we would always hope that difficulties could be resolved at the school level we recognise that parents

or young people may wish to formalise their concerns. To assist with this we have a complaints procedure and also offer independent mediation and adjudication. It is also possible under certain circumstances to refer the case to the Additional Support Needs Tribunal for Scotland.

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



For more information, you can contact:

(a) Enquire, the Scottish advice service for Additional Support for Learning. They have a wealth of information, including practical guides and fact sheets for both parents/carers and young people. You can find the website at www.enquire.org.uk, or call them on **0345 123 2303**.

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

(c) Scottish Child Law Centre, a charitable body registered in Scotland under registration number SC01274. www.sclc.org.uk

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

The Educational Psychology Service

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

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

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

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

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

Please see www.scotborders.gov.uk/EPS

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Getting it right for every child (GIRFEC)

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

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

Practitioners work together to support you and your child, working across organisational boundaries and putting your child and you at the heart of decision making, ensuring we give all our children and young people the best possible start in life.

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

- Ensure children, young people, and their families get the help they need when they need it and are central to the process of finding solutions.

**getting
it right**
for every child

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

GIRFEC is part of the Children and Young People (Scotland) Act 2014 and the GIRFEC provisions are planned to be fully implemented by August 2017. If you would like any further information please ask your child's Headteacher.

Climate for Learning

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

The school Climate for Learning Policy outlines expectations for all in St Peter's. We advocate respect towards each other at all times, respect for school property, that is, the building itself and the materials used within the building. The class teacher will deal appropriately with minor discipline problems in accordance with School Policy, but if a child's behaviour causes repeated disruption within the class then the Depute Head/ Head Teacher will become involved. If the problem continues, the parents will be informed and invited to school to discuss the problem. It is vital that children see that home and school work together and we would hope that parents would support the school in any consequence given. If there is no improvement in the child's behaviour, then the help of outside agencies will be requested. A copy of the Climate for Learning Policy can be provided on request.

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

The School follows Scottish Borders Council Respectful Relationship Policy – further information on this can be found at www.scotborders.gov.uk/antibullying

Closing the Attainment Gap

As part of our work central to the National Priorities for Scottish Education, we aim to ensure that there is 'equity' of provision so that all children may achieve their potential. This means that we 'poverty proof' school events, outings and After School activities to support families. Should any parent or carer feel they require financial support, or think they have an idea about how we could improve accessibility, please do not hesitate to contact the school to speak to any of the Senior Leadership Team or contact by email to Pauline.Copeland@scotborders.gov.uk



Home School Link Worker Service

A Home Link Worker can meet with parents/carers, children or young people to offer advice or help with the sorts of things that can affect a child's learning. These could be connected to a child or young person's home or school life. The service aims to provide help and advice early and prevent something small from growing into a problem. A Headteacher can ask for this support on a parent's/carers' behalf.

Partnership with parents

Parents are encouraged to visit the school and participate in activities. Any parent who would like to help in the school should contact the Head Teacher. Information is sent home, keeping parents informed of school events and activities as appropriate. The eldest child in the family will be entrusted with the task of “postman”, but we would suggest checking children’s schoolbags regularly for letters!



Our role as a Parent Council is to:

- Act as a voice for all the families of St Peter’s Primary School and
- work in partnership with the school and community to give our children the best possible education. We also support the school by organising social and fundraising events.

17 Committee Members 2023/2024

Chair	Donna Clark
Vice Chair	Emma Whinfield
Treasurer	David Smith
Secretary	Claire Dalgleish
Minutes Secretary	Lucy Bryson
Teacher Rep	Jan McGowan
Fundraising	Caroline Roden

Contact via the school office.

Communicating with home

The school regularly sends information home to parents/carers in the form of newsletters, leaflets and letters sent by xpressions/ email. Text messaging is also used to convey short urgent messages. Non-resident parents who request newsletters and reports should supply contact information and items will be posted/emailed to them.



By law schools have a duty to promote parents’ involvement in children’s education. We are very keen that parents feel able to be involved in their child’s education and learning, that they are active participants in the life of the school and they feel able to express their views on school education generally.

Every parent who has a child at our school is a member of the Parent Forum. The parent council is a group of parents who have chosen to represent the parent forum. As a member of the Parent Forum, each parent can expect to:-

- Receive information about the school and its activities
- Hear about what partnership with parents means in our school
- Be invited to be involved in ways and times that suit you
- Identify issues you want the parent council to work on with the school
- Be asked your opinion by the parent council on issues relating to the school and education it provides
- Work in partnership with staff
- Enjoy taking part in school life in whatever way possible

The type of things the parent council may get involved in include:

- Supporting the work of the school
- Gathering and representing parents’ views to the Headteacher, Scottish Borders Council and Education Scotland
- Promoting contact between the school, parents, pupils and the local community
- Fundraising and organising events
- Reporting to the parent forum
- Being involved in the appointment of senior promoted staff.

Our School

Enrolment

Enrolment for Primary 1 and ELCC takes place in January/February. Further information is available from the School Office.



PLEASE NOTE: Parents living outwith the St Peter’s School catchment area should contact the Head Teacher if they wish their child to attend

this school to make a placement request. This will then be forwarded to Education and Lifelong Learning for a decision. An admission form should also be completed for the catchment school.

Arriving & departing

The playgrounds are supervised from 08.30am. Parents should ensure that pupils do not arrive before this time.

Please inform the school if it is necessary to change your arrangements to collect your child.

ELCC Children

- All ELC 3 and 4 children should be dropped off/picked up by their parent/ carer at the nursery entrance (follow the path around the back of the school and in front of the portacabin).

Before School

- Children will enter their playground and will be supervised into school on the first bell.

Children Arriving/Collected Late

- We understand that there are occasions where children may arrive late for school.

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Our school

Any pupil arriving late should enter the school through the main entrance and report to the office. If any parent is delayed at the end of the day their child/children will be asked to wait in the main school entrance where parents can collect them.

Visitors

- In the interests of security for all of the children only pupils are permitted to enter the school through the pupil entrances. **All parents/visitors should enter the school through the main entrance. Nursery parents/carers who need to speak to someone at the school office should do so via the main entrance and should not go through the school.**



Breakfast Club

St Peter's Breakfast Club runs from 7.45am – 8.30am each weekday and is supervised by St Peter's Staff. It is open to all children from P1-P7. Breakfast Club serves cereal, toast, water and milk. We have been lucky enough to receive funding to cover costs and wages this session. When Breakfast Club is over, the children are supervised out in the playground by a playground supervisor.



School uniform

At St Peter's School we actively promote the wearing of school uniform. This has many practical advantages relating to safety, cost and appearance. The school maintains a very high standard in this area. Parents and children are actively encouraged to support this.

You can apply for financial assistance by searching online for Scottish Borders Council clothing grant and completing the online form.

Preloved school uniform is available throughout the year for a small donation to school.

The Agreed Dress Code for St Peter's School is as follows:

(Orders are placed online from Border Embroideries. Details from school office)

NURSERY

Nursery sweatshirt or casual clothes
Soft indoor shoes

P1 –7 Boys

White polo shirt
Grey/navy/black trousers

P1 –7 Girls

White polo shirt
Grey/navy/black skirt or trousers

All Pupils

School Sweatshirt/
Cardigan in Royal Blue

All pupils are encouraged to wear black/dark shoes or boots to school and children should bring a change of shoes for PE and for wearing on days when it's wet or snowy and shoes need to be changed.

PE

Plain white t-shirt or polo shirt
Plain shorts (black or navy)
Rubber soled gym shoes

Indoor shoes can be worn for PE if suitable

Additional Optional Items

School summer dress
School fleece
Waterproof jacket with school logo
School bookbag with logo (P1-P3)
School beanie hat
School slipover



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

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School transport



Where possible we actively **encourage children to walk to school**. In addition to the obvious health and environmental benefits of walking, reducing vehicle numbers in the vicinity of the school improves safety for pedestrians. There is a puffin crossing with a crossing patrol officer who will guide the children across the main road.

For children who do need dropped and collected:

- Park **well away from the zig zags**
- Due to the lack of space in Parsonage Road please park in one of the many side streets or at the nearby church **upper** car park which can be used for drop off and pick up only.
- When getting into your car as pedestrians, please remember to use the pavement side.
- Do **NOT** stop or park in front of a driveway/entrance to a property or the elephants on the pavement.
- We would ask you to pass this information on to any one who is likely to be dropping or collecting your child too.

Children who **cycle/scooter** to school may use the provided bike stands in the shed in the Car Park. **It is mandatory that all children wear a bike helmet when riding their bike or scooter to school.**



School meals

School meals are prepared in our kitchen. The cost of a meal is £2.40 per day. Menus are available on the ParentPay website: **www.parentpay.com** After your child has started at Nursery/school, you will be given a username and password with instructions how to activate your ParentPay account so you can order lunches for them for the whole term.



To help reduce food waste, we encourage parents/carers to involve their child in the lunch choices.

School trips

Throughout the school year the children participate in a number of school trips which aim to enhance their knowledge and understanding of the world and bring their learning to life.

These outings are subsidised as much as possible by our school fund or parent council but the pupils may be asked to pay part of the cost. We ask parents to support us in this as all outings are carefully planned and highly relevant to the children's educational experience.

Parental permission will be sought for trips requiring transport and a letter giving details of the trip will be sent to parents prior to the event. Permission forms must be returned,

fully-completed, by the stipulated deadline, or we are not permitted to take the child on that trip. Scottish Borders Council ensure insurances are in place. In line with Scottish Borders Council procedures, Risk Assessments are completed for all excursions.



Transitions

We realise that change and transition can be an anxious time for some children so we have in place arrangements to make this as smooth as possible. Where any child requires additional visits to Primary 1 or Secondary 1 this will be arranged.

ELCC-Primary 1

Children attending St Peter's ELCC are in the school building every day to take part in activity in the hall. They are also regular visitors to events in the school. During Term 3 the children are invited into the Primary 1 classroom on a regular basis where they can become accustomed to the environment and the staff. There are a number of more formal visits where children joining from another setting are invited to attend. Parents are also invited to attend information sessions and to see the children in the Primary 1 environment.

Primary 7-Secondary 1

During the Primary 7 year, pupils have a series of visits to Galashiels Academy where they mix with pupils from other feeder primary schools to enjoy experiences in Literacy, Numeracy and Health and Wellbeing. They also attend the Remembrance Day assembly and sporting events. Pupils have a 2 day visit in June where they follow their timetable. Galashiels Academy staff gather a range of information on each pupil to ensure that they are appropriately supported emotionally and academically.

Terms & Attendance



Terms and Holidays 2023/2024

Autumn term

Monday 14 Aug 2023
Staff resume, in service day

Tuesday 15 Aug 2023
In service day

Wednesday 16 Aug 2023
Pupils resume

Friday 06 Oct 2023
Last day for pupils and staff - mid term holiday

Monday 16 Oct 2023
Staff resume, in service day

Tuesday 17 Oct 2023
Pupils resume

Monday 27 Nov 2023
St Andrew's Day holiday, school closed

Tuesday 28 Nov 2023
All resume

Thursday 21 Dec 2023

Last day of term for pupils and staff

Winter term

Monday 08 Jan 2024
All resume

Friday 09 Feb 2024

Last day for pupils - February holiday

Monday 12 Feb 2024

Last day for staff, in service day - February holiday

Monday 19 Feb 2024

Staff resume, in service day

Tuesday 20 Feb 2024

Pupils resume

Thursday 28 March 2024

Last day of term for pupils and staff

Summer term

Monday 15 Apr 2024
All resume

Monday 06 May 2024
May Day holiday, school closed

Tuesday 07 May 2024
Staff resume, in service day

Wednesday 08 May 2024
Pupils resume

Friday 28 Jun 2024

Last day of term for pupils and staff

Casual holidays

Eildon West (Galashiels)

Monday 12 Feb 2024

Monday 03 Jun 2024



Attendance

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



Absence or Other Change in Circumstance

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



Holiday Absences

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

Only in exceptional circumstances where it is "important to the well-being and cohesion of the family following serious or terminal

illness, bereavement or other traumatic events" or where a parent's employment is of the nature where school holiday-leave cannot be accommodated (for example emergency or armed services) may holidays in term time be authorised.

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

as unauthorised.

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

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

Medical Care



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

AN EMERGENCY TELEPHONE NUMBER MUST BE LODGED WITHIN THE SCHOOL AND THE SCHOOL MUST BE INFORMED OF ANY CHANGE OF NUMBER.

Medical Examinations

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

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

Children and young people are seen as part of the National Child Health Surveillance programme which currently involves

growth and selective vision screening for School Entrants and health promotion work with Primary 7 children to facilitate transition to secondary school.

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

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

Medicines

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

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

In some cases, where children have complex medical needs, an Individual

Health Care plan will be devised in collaboration with relevant health professionals, staff and parents.

Inhalers are often used and instructions regarding usage must be made clear to us and to your child. Staff are not responsible for the administration of these but will help and support when needed.



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

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

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Communicable diseases

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



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

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

Policies & Procedures

School Improvement Plan and Priorities

Every year, the school publishes a School Improvement Report providing all stakeholders with a comprehensive summary of the school's work and learners' achievements over the last year. The first part of this report provides an overview of the school's progress in addressing its key priorities, while the second part gives information about, for example, how well pupils are learning and achieving; how well the school is supporting children/young people to develop and learn. We also publish a School Improvement Plan which outlines the key priorities for the school during the year ahead, following due consultation with staff, pupils and parents. The plan indicates the expected impact of priorities on pupil learning, as well as providing brief information about the key tasks to be taken forward. Both the report and the plan are available in hard copy, on request.



Health and Safety

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

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

Emergency closure of the school/ adverse weather

In the event of an emergency arising whereby it is necessary to close the school, you will be contacted by 'Group Call' which is a text message to your mobile phone. It is the parents' responsibility to inform

the school of any changes to your contact details. If you know that your mobile phone does not have a signal, or you do not have a mobile phone, please inform the Primary School Administrator so that she can record an alternative landline number to contact you on.

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

Severe Weather

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

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

Morning Journeys

1. School bus drivers and operators have complete discretion to cancel or vary school transport given any local weather conditions.
2. In the case of morning journeys to the school, the driver may decide that he/she either cannot undertake the journey or complete the trip to school. The driver would then return the children home. In the event of adverse weather conditions, parents should ensure that some arrangement has been made at home to cover this possibility.
3. Should the school transport for your child not operate in the morning because of adverse weather conditions but you decide to take your child to



school yourself then you are expected to collect your child either at the end of the school day or at the time of early closure. Do not bring your child to school when buses do not run unless you are certain of being able to collect them at the end of the school day – even if the weather worsens.

4. School transportation may well be delayed due to adverse weather so pupils will have to wait longer and be exposed to the cold.
5. Parents must ensure that their children are warmly dressed just in case the journey to school is very slow or even halted in bad weather. In normal circumstances, pupils should not wait more than 15 minutes if the bus is late. In severely cold weather, this 15 minute rule need not apply.
6. If your child travels to school on connecting services, drivers will be told to wait for each other and not to leave any children standing in adverse weather conditions. Should the second bus not arrive children will be returned home. If the second bus does arrive but cannot complete the journey to school that driver will return children to their homes.

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

7. The Head Teacher with knowledge of local weather conditions will work with the Education Department to make decisions regarding a school closure or to send children home early should

severe weather conditions threaten.

8. Where pupils use school transportation a set of emergency instructions are used to contact transport operators and other schools using the same transport, and parents whose children have a long way to walk home from the drop-off points. Parents must ensure that some arrangement has been made to cover the possibility of pupils being sent home early.
9. Schools routinely communicate with parents or groups of parents using Groupcall text messaging service. Once the decision has been made then Group call will be used to send updated information regarding sending pupils home early.
10. Parents are asked to ensure that the school that their child attends has an up to date and accurate mobile telephone number on record for these purposes. It is further suggested that parents who may find it difficult or not possible to have their mobile telephone switched on throughout the day ensure that they check their phone on a regular basis for any Groupcall messages from the school when bad weather has been forecast or where they see deterioration in the weather.
11. If school transport is in operation and you collect your own child from school during severe weather then the school office must be informed so that transport is not delayed while staff look for a missing child.

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

- 12. The ultimate responsibility for the safety of children walking to and from bus pick-up/drop-off points rests with the parents. Parents must decide whether or not children can make their way to meet transport in low temperatures.
- 13. If you feel that your child should not walk home alone in bad weather from the drop-off point it will be your responsibility to meet him/her. Drivers will not normally set children down at any point significantly different from the usual one. The driver will use his/her judgment in deciding whether to leave the child or to keep him/her on the bus. In the latter case, your child would be taken to a nearby school or place of safety. Children must follow any instructions given to them by the driver in any emergency and should not leave the bus to make their own way home.
- 14. Where transport is unable to operate to take children home as a result of extreme weather conditions The Emergency Planning Team will work alongside our partners to provide alternative and safe transport home.

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

Photographs/videos

Photographs and videos may be taken by staff in the school, media and other parents for a variety of reasons for example Sports Day, celebrations of achievement, charity events, excursions etc. The school your child attends may wish to display or show photographs or videos taken by themselves, in print, in various locations or by electronic means such as a website. Likewise the media or other parents may wish to use the images of pupils in various



ways. We ask you at the time your child 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.

Use of the Internet

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

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



Security

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



Policies

There are a number of National, Education Services and school policies which will provide information on a range of issues. Further details of all of these are available from your school or on the Scottish Borders Council website www.scotborders.gov.uk

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 of preferred language is British Sign Language*

Keeping our children and young people safe in the Scottish Borders

- Our settings in the Scottish Borders work hard to keep our children and young people safe – all children and young people have a right to feel safe within the setting, home and community.
 - Within our setting we strive to provide a safe, secure and nurturing environment for our children and young people, which promote inclusion and achievement.
 - All staff in Education have a statutory and professional responsibility to take action if we have reason to believe a child is suffering, or is at risk of abuse.
 - Our Scottish Borders Child Protection procedures (<http://onlineborders.org.uk/community/cpc>) set out what we will do if we have reason to believe a child is being abused or is at risk of abuse, either within the home or the community. These procedures are designed to ensure that children and young people get the help they need when they need it.
 - All staff are aware of their child protection responsibilities and every year all staff in our setting attend a child protection update.
 - Many of our staff undertake additional multi-agency child protection training.
 - Every setting has a Child Protection co-ordinator who has the responsibility for overseeing child protection concerns as well as those young people who are care experienced within the setting.
 - The Child Protection co-ordinators for the setting are: **Pauline Copeland and Richard Bramhall.**
- What to do if you have a child protection concern?** (<https://www.scotborders.gov.uk/childprotection/>) **It's everyone's responsibility to protect children.**
- If you have any concerns that a child is being harmed or is at risk of harm, please call without delay**
- 01896 662787 (Duty Children and Families Social Work Team)
 - 01896 752111 (Out of office hours that covers all areas)
- Emergency contact**
If you consider a child or young person is in immediate danger, call the Police on 999 immediately
- Need more information about keeping our children and young people safe?**
This link (<http://onlineborders.org.uk/community/cpc>) takes you to the Scottish Borders Child Protection Committee online website where you can find some suggested links to websites to better inform you about safety issues such as Internet safety and Child Sexual Exploitation as well as letting you know about opportunities for training in Child Protection. You can also find the Scottish Borders Child Protection Procedures on this website.
- <http://onlineborders.org.uk/community/cpc>



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

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

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

Within St Peter's Primary School we want our young carers to enjoy school and that it is a positive place to come and they feel included.

Please let us know if there are difficulties for your child in meeting homework deadlines, arriving on time or any other issues which may affect their well being at school. It is the intention of St Peter's Primary School Staff to offer all support they can to your child.

- Detailed information about the Carers Act 1.4.18 is available on the Scottish Government website (<https://www2.gov.scot/Topics/Health/Support-Social-Care/Unpaid-Carers/Implementation/Carers-scotland-act-2016>)
- More information about the Scottish Borders Young Carers Service is available from the Action for Children website (www.actionforchildren.org.uk/what-we-do/our-work-in-scotland)
- The Partnership's Locality Plans are available at: www.scotborders.gov.uk/HSCPLocalityPlans



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

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



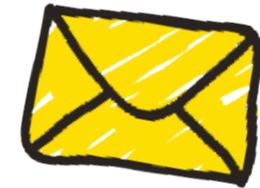
agencies and organisations who provide or assist with educational provision and with online payment solution providers.

- The Scottish Government (<https://www2.gov.scot/Topics/Statistics/ScotXed/SchoolEducation/ESPrivacyNotices>) 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

(https://www.scotborders.gov.uk/info/20060/access_to_information/877/privacy_statement/9) on our website.

We are also legally obliged to share certain data with other public and regulatory bodies



such as Education Scotland, Police and NHS will do so where the law requires this. Your information may also be shared and analysed internally in order to provide management information, inform service delivery reform and similar purposes to meet our duty to achieve best value and continuous service improvement.

We are legally obliged to safeguard public funds so we are required to verify and check your details internally for fraud prevention. We may share this information with other public bodies (and also receive information from these other bodies) for fraud checking purposes.

How long do we keep your information for?

We only keep your personal information for the minimum period amount of time necessary. Sometimes this time period is set out in the law, but in most cases it is based on the business need. We will retain a copy

of your child/ren’s educational record up until they reach the age of 25.

Your Rights

You have the right to request access to any personal data held about you by the Council. You can also request that we restrict the use of your information or even object to any further processing. You can do this by contacting the Data Protection Officer using the contact details provided above. We will respond to your request within thirty calendar days.

For more information on your rights please visit our website <http://www.scotborders.gov.uk/DPYourRights> or if you would like a hard copy of this information, please contact us using the contact details provided above.

Complaints

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

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