

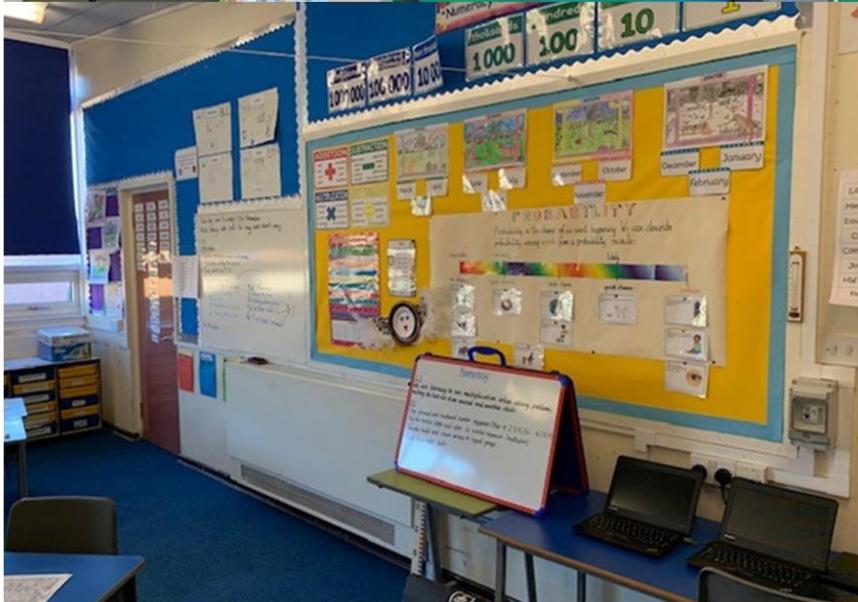


GREENLAW  
PRIMARY



# Greenlaw Primary School & ELC 2025/26 Handbook





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# Welcome to Greenlaw Primary School & ELC



## Welcome to Greenlaw Primary School

I am delighted to welcome you to Greenlaw Primary School and Early learning Centre. I hope you find the information in our handbook both helpful and interesting .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.

We are a thriving and active rural school situated in the heart of Greenlaw where there is a long lasting legacy of education in this ancient former county town of Berwickshire dating back to the 1500's. Today, there are excellent road links to rest of the Borders, Edinburgh, Berwick Upon Tweed and Newcastle and a growing community with a genuine feeling of belonging where everyone is welcomed as part of a supportive and caring community.

At Greenlaw PS and ELC we continually strive to ensure our pupils benefit from an education that is fit for the 21<sup>st</sup> century which is full of engaging learning experiences across a wide range of subjects. 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. As a Rights Respecting School we have an ethos of mutual respect where pupils feel safe, happy and are eager to learn. We have a dedicated and hardworking staff team who create a safe, nurturing and stimulating learning environment.

The school benefits from the excellent support of parents and community members - with whom we have fostered strong partnerships and work together positively for the benefit of the school. We are also fortunate enough to have a well-established and strong partnership with Swinton Primary where we share some events and teachers work successfully together for the benefit of our pupils across both schools.

We look forward to welcoming you to Greenlaw Primary School.

A handwritten signature in black ink that reads "Rosemary J. Berrett".

Rosemary Berrett  
Head Teacher

## School Information

### Greenlaw Primary School

Queens Road  
Greenlaw, Duns TD10 6XL

T: 01361 810254

E: [greenlawps@scotborders.gov.uk](mailto:greenlawps@scotborders.gov.uk)

FB:<https://www.facebook.com/groups/444425806110215>

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

**HEAD TEACHER:** Mrs Rosemary Berrett

**SCHOOL ROLL:** 54

**ELCC ROLL:** 19

### SCHOOL DAY TIMES:

School Sessions	Start:	08:40
(Mon – Thurs)	Break:	10:30 – 10:45
	Lunch	12:15 – 1:00
	Finish	3:10

School Sessions	Start:	08:40
(Fri)	Break:	10:15 – 10:40
	Lunch	11:50
	Finish	12:25

**Vision**

Our **VISION** is to have people at the very heart of everything we do by creating a positive and welcoming environment which fosters high expectations of achievement and attainment for all our children.

☺ **Children and community achieving together** ☺

**Values**

Our **VALUES** guide the way we work ~ we believe that our school is at the very heart of our community

☺ **Respectful, Welcoming, Positive, Thriving** ☺

**Aims**

Together, we **AIM** to *Get It Right For Every Child* and ensure our children are safe, healthy, active, nurtured, achieving, respected, responsible, included

☺ **Ensuring our children get the best start in life and are ready to succeed** ☺



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

## 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 Class 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:

- Homework diaries / Showbie App
- Text messages / telephone calls/ Groupcall / Eduspot App
- Greenlaw PS Facebook page
- Monthly Newsletters
- Pupil Reports / teacher /parental open afternoons / drop-ins and consultations



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

# Staffing

Head teacher	Mrs R Berrett
Principal Teacher	Mrs Rebecca McBean Mrs N Trafford (Acting) Mrs R Hodgson (P1/2/3) Mr T Crawford (P4/5 Mon) Miss J Dickson (P4/5) Miss Thouless (6/7)
Class Teachers	
Support for Learning	Mrs N Trafford
Early Years Officer	Miss A Robertson
Early Years Practitioner	Mrs Y Foster Mrs L Jamieson Mrs S Baxter
Classroom / Learning Assistant	Mrs S Meikle Mrs C Cairns
Pupil Support / Learning Assistant	Mrs S Baxter Ms H Condy
Business Support Assistant	Mrs J Young
PE	Mr J Millar
Music	Miss M. Gillies
Peripatetic Janitor	Mr Currie
School Cleaner	Mrs M Johnston & Mrs C Cairns
School Cook	Ms H Pike

## General Information

Greenlaw Primary School is a small non-denominational and co-educational village school which first opened in 1876. The school has fantastic links with the wider community, other local primary schools and Berwickshire High School. We enjoy strong links with partner agencies which support us in meeting the needs of all our children.

We currently have 54 children on our school roll with three composite classes. Children are split into our three houses: Blackadder, Marchmont and Charterhall. Children from the same family are allocated to the same House.



We are very lucky at Greenlaw Primary School to have large school grounds. Scottish Borders Council employs a playground supervisor from 8:25–8:40am and during mid-morning break and lunchtimes in line with the School (Safety and Supervision of Pupils – Scotland) Regulations, 1990. During inclement weather the children will supervised within the school building. **Children should not be in the playground before 8:20 as there is no supervision prior to this time, but are welcome to come to Breakfast Club (see page 13).**

In the interests of safety for all concerned, all visitors coming to the school must enter by the main entrance and then report to the School Office where they will be requested to sign our visitor's book.

## Water in School

We would ask that all pupils come to school with a water bottle (clearly marked with their name) every day. There is a water fountain in school which the children can use to fill their bottles as required.

Children can use the water dispenser in the main entrance to top up their bottles as required.



# Greenlaw Early Learning and Childcare Centre (ELC)

At Greenlaw we have an Early Learning and Childcare (ELC) centre. The ELC cabin is situated to the East side of the school and has a fenced outdoor provision with nature garden for children to explore learning outdoors in a safe and stimulating environment. The ELC is staffed by both an experienced Early Years Officer and Early Years Practitioner. We also have an additional Early Years Practitioner to support with lunchtime 'family' service.



We are able to offer places for eligible 2 year olds, please contact SBC to confirm that you meet the required criteria. We can also offer non funded places if there is space in our ELC. Children can usually start at our ELC at the first intake after their third birthday. Intakes occur every August, January and April. Separate details are always given out for enrolment by the school and are advertised on the SBC website and on local radio.

Our centre provides a full day where our 2, 3 and 4 year old children can learn and develop through play by exploring and having fun. They will be encouraged to develop their learning journey with others and on their own, choosing from a wide range of experiences and activities.

Parents/ carers should both drop off and pick up their children at the ELC, a member of the ELC team will be there to ensure a happy start and end to your child's day.

The day begins at 8.35am and finishes at 3.05pm. Children can go home at 11.50am, 1.00pm or stay all day and go home at 3.05pm



A free lunch is served at 12 noon until 12.30pm and is served in our school canteen. Children can also bring a home packed lunch. ELC staff serve the lunch and will sit at the table with the children to encourage a family friendly service.

Our ELC children are fully part of our school and join us in many of our activities including lunchtime playground, our assemblies, concerts, sports days and P1 settling in days. This ensures a positive transition into our P1 at the end of your child's ELC experience. Please come in and ask about our ELC provision. We are always happy to show you around and answer any questions you may have.

## Healthy Snacks

One day each week, at morning break pupils at Greenlaw Primary School can enjoy a healthy snack. This costs just 40p per week and should be ordered in advance. Order forms are issued by our P3/4 class. The choice of health snack for each coming month is noted on our Facebook page. We encourage parents / carers to send children to school with a healthy snack for morning break in keeping with current guidelines from NHS Borders.



## Breakfast Club

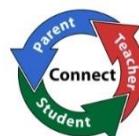
We run a Breakfast Club every weekday morning during term time. For **only 50p per day per child** we offer a selection of healthy breakfast options with games & activities afterwards. The Club is open to all attending children and starts at 7:45am until 8.15 am.

## Homework

At Greenlaw we believe that homework positively supports all our pupils' skills for learning for life and work. Homework will be linked to classwork, which focuses on the practice of skills in literacy and/or numeracy as well as regular reading tasks. Other homework tasks will be issued and will develop a range of skills from across the curriculum. Homework tasks will be suitable for the age, stage and needs of each child. We welcome your feedback on your child's homework and would encourage you to discuss and support their work.

## Parental Consultations

Parents/carers are invited to an open afternoon, a drop-in after school and 1 formal evening consultation. These are normally a 10 minute appointment where the teacher will discuss progress and next steps and can answer questions. Parents/carers will also be invited into school so the children can enjoy sharing their learning on a more informal basis. There will be a pupil report issued at the mid-point of the year.



We would encourage parents with concerns or questions to request an appointment. We are always happy to meet with you.

## **Learning Journeys**

Every child will have a digital learning journey on One Drive. This is a pathway which tracks their individual progress at their own pace in numeracy and literacy. These will enable the teachers and children to have a conversation on a one-to-one or small group basis so the children understand their next steps in learning through early, first and second level. The children will be able to share their learning at home using their IPADS with parents and carers, talk about their successes and how to progress their learning further.

## **School Uniform and Dress Code**

At Greenlaw Primary we seek your co-operation in sending your child to school wearing the school uniform. School uniform encourages children to take pride in belonging to the school and fosters a ready to learn attitude.

All uniform orders should be made online at [www.border-embroideries.co.uk](http://www.border-embroideries.co.uk) and follow the link for school wear, then select 'Greenlaw Primary'.

### **School Uniform**

- Black, Navy or Grey coloured school trousers or skirt
- White shirt, polo shirt or blouse
- Navy Blue sweater / cardigan
- Black shoes with a sensible heel
- Blue and white checked summer dresses

### **PE Kit**

- Dark coloured shorts
- Plain T-shirt
- Indoor and outdoor trainers
- Sweatshirts and jogging bottoms for cooler days

**PLEASE MARK ALL PERSONAL ITEMS OF CLOTHING OR PROPERTY WITH YOUR CHILD'S NAME OR INITIALS AS MANY ARTICLES ARE IDENTICAL.**

# Curriculum for Excellence



Curriculum for Excellence is the education system in Scotland. It includes nurseries, schools, colleges and community learning from 3 to 18 and beyond.

The table below matches the five curriculum levels to stages of learning generally applicable, with flexibility (for example, for young people who are particularly able and/or have additional support needs).

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.
Third and Fourth	S1 to S3, but earlier for some. The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4.  The fourth level experiences and outcomes are intended to provide possibilities for choice and young people's programmes will not include all of the fourth level outcomes.
Senior Phase	S4 to S6, and college or other means of study.

Curriculum for Excellence delivers "A Broad General Education" to all 3 to 15 year olds and A Senior Phase to 16~18 year olds. Within the curriculum there are series of **entitlements** which all pupils and young people should experience.

All learners are entitled to:

- Experience a curriculum that is progressive and coherent from 3~18 which will develop the skills they will need for learning, life and work.
- Experience high quality learning and teaching that supports them in becoming literate, numerate and healthy.
- Experience learning and teaching that promotes equal opportunity and non-discrimination based on social circumstances, gender, race, religion, cultural beliefs, disability or sexual orientation.
- Be consulted and involved in decisions affecting their learning which will develop their own potential in order to have the best chance to move into sustained, positive destinations beyond school.
- Become successful learners, confident individuals, effective contributors and responsible citizens through the values and principles of Curriculum for Excellence.

The broad general education will include all of the Experiences and Outcomes across all curriculum areas up to and including the third level. Throughout all learning, prime importance is given to literacy, numeracy and thinking skills; skills for learning, life and work; an understanding of society, the world and Scotland's place in it, and an active and healthy lifestyle.

A range of teaching methods and contexts for learning is used, including active and enterprising learning, which encourage young people to become enquiring; learning across the curriculum which helps young people make links between subjects, and learning outside classrooms in the outdoors and in the community, which provides opportunities to deepen learning experiences in real-life contexts.

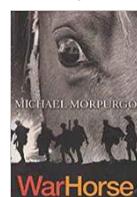
## **So What Does Our Curriculum Have to Offer?**

### **Literacy and English**

Our aim is for all children to become aware of the enjoyment of reading and writing and that they will acquire the reading habit that will remain with them for the rest of their lives.

In the early stages children are encouraged to look carefully at both pictures and writing. This is to prepare for word and letter recognition. They learn to follow left to right patterns in preparation for reading and writing. Writing begins with free patterns, leading to actual letter shapes and numerals. Close attention is paid to forming the letters correctly. Whole school reading and writing programmes ensures that skills are consolidated, developed and implemented into other curricular areas.

In addition to active games and practical activities, our early phonics and spelling programme is based upon systematic synthetic phonics as a core resource. This provides children with knowledge of sounds then codes and develops decoding and encoding skills to enable them to access and write texts with confidence and accuracy. We use a range of reading schemes to build children's confidence to read with fluency and expression, while ensuring a thorough understanding of the text. As children become more independent in reading, they will progress onto novels and develop the skills to understand, analyse and evaluate what they read through higher order questioning and thinking.



A variety of resources are available to ensure all children's skills can develop appropriately. These resources develop not only mechanical reading but assess comprehension and help develop writing and spelling skills. Pupils are able to use IT to support their writing process, but we also believe in the importance of handwriting and neat presentation. Children are encouraged to develop lasting writing habits of a neat, legible style of presentation where appropriate.

One of the most important aspects of writing is the quality of the ideas used. However, due attention will be paid to the more formal aspects of writing, namely spelling, handwriting, presentation and punctuation.

Skills in listening and talking are also developed. Pupils are encouraged to take turns when talking and to listen politely when other pupils are recounting an experience, presenting ideas or offering their suggestions. Children are encouraged to learn skills in presenting their ideas, expressing views and opinions and listening for a variety of purposes.

Our approach to language work is based on the view that language development underlies everything we do in school. Aspects of language are often not only integrated but also taught through other curricular areas.

## **Modern Languages**

From P1 – P7, our pupils participate in dedicated French lessons each week, and are exposed to some key French vocabulary through day-to-day activities.

The four key components within our Languages programme develop pupils' skills in talking, listening, reading and writing. The teaching approaches used encourage plenty of interactive activities, including the use of the interactive whiteboard.



Following new national recommendations for 'Language Learning in Scotland', we are currently identifying new opportunities for enhancing our approach to Languages within Greenlaw Primary.

The aim is that by 2020 children from P1 will learn a second language to that of their mother tongue and will begin learning a third language from P5.

We are beginning to phase this process in over the next few years so that by 2020 we will have fully implemented the recommendations from Scottish Government.

If you would like further information on the Languages: 1 + 2 Approach then please access the following webpages:

[www.scotland.gov.uk/Resource/0039/00393435.pdf](http://www.scotland.gov.uk/Resource/0039/00393435.pdf)  
[Education Scotland | Education Scotland](http://www.education.gov.scot)

## Numeracy and Mathematics

We aim to enable pupils to:

- Develop essential numeracy skills which allow them to participate fully in society.
- Develop a secure understanding of the concepts, principles and processes of mathematics and apply these in different contexts.
- Have an understanding of the application of mathematics, its impact on our society and its potential for the future.

Mathematics comprises of

- Number, money and measurement
- Information handling
- Shape, position and movement



In all of these areas pupils have the opportunity to develop **problem solving** and **enquiry skills**.

We use resources for Maths and Numeracy that offer a variety of learning opportunities where pupils can develop their confidence by using concrete materials to ensure they progress at an appropriate pace that is suited to their individual needs through active, fun and engaging activities.

The use of ICT is evident throughout all stages of school to support learning, with suitable ICT programmes and websites used to reinforce new concepts.

Teachers supplement learning with other resources if appropriate in order to help pupils achieve their potential in a stimulating way.

Development of mental maths from the earliest stages is a high priority to ensure sound learning of concepts and to develop confidence in problem solving and enquiry skills. Children may learn as a whole class, through small group work, in pairs or individually. Where appropriate learning experiences are linked to interdisciplinary contexts in order to engage children in exciting, real and relevant ways.

## Health and Wellbeing

We ensure that all children experience and develop the skills needed to lead a healthy lifestyle and provide opportunities for pupils to:

- Experience positive aspects of healthy living and activities for themselves
- Develop the knowledge and understanding, skills, abilities and attitudes necessary for their physical, emotional and social wellbeing now and in their future lives;
- Make informed decisions in order to improve their physical, emotional and social wellbeing;
- Apply their physical, emotional and social skills to pursue a healthy lifestyle.



Our health and wellbeing programme of study aims to promote learning about:

- Health – mental, social, emotional and physical
- Physical education and physical activity including sport
- Healthy eating, food and nutrition
- Personal safety
- Drugs, alcohol and tobacco
- Relationships and parenthood
- Planning choices

All classes have two PE sessions within the week with a specialist Curriculum Support PE Teacher (CST PE). There are sporting festivals and tournaments throughout the session too.

Each session all children in the school will benefit from our Active Schools Programme and additional sporting activities provided through our local community.

Through shared assemblies we develop themes that promote positive personal, social and emotional wellbeing.

Children will cover issues such as relationships, sexual health and drug awareness. The content of the work covered will be shared with parents in advance of these lessons.



## Interdisciplinary Learning (IDL)

This is a planned approach which focuses on:

- The development of transferable skills across disciplines (two or three at the most)
- Learning that develops the ability to apply knowledge, understanding and skills and see the relevance of skills from one discipline to another



An interdisciplinary experience must be focused on a very specific, small number of experiences and outcomes. There must be a real depth of learning where the planning must concentrate on the application of knowledge, understanding and skills in a meaningful context.

Effective IDL can be delivered through an 'Issue' or 'Big Question'. In simple terms, asking a question that requires investigation i.e. where pupils cannot immediately answer the questions. Both of these IDL opportunities can be identified within a cross curricular

theme or respond to a current or significant event. These may, or may not be, open-ended with no end product.

IDL can also be planned and delivered to take the form of a 'Challenge' or 'Problem' that may lead to an end product.

Skills for learning are embedded within the experiences and outcomes for each curricular area and are the same whether taught discretely or through cross-curricular learning. Through IDL pupils will revisit skills within familiar or unfamiliar contexts to deepen learning.

## **Social Studies**



Through social studies, children develop their understanding of the world by learning about people and the past, people in society, people and places.

Pupils will learn the skills necessary to make sense of changes in society, of conflicts and of environmental issues. Opportunities exist for studying the local environment and how it has evolved, which could include observation, fieldwork or an opportunity to discuss relevant issues. We try to make class projects as 'real' as possible by including the school site and surrounding community as a basis for study. Visits further afield are arranged to complement the study where appropriate. During these studies, the pupils develop lifelong skills. Equally important is the need to foster positive attitudes and to prepare children for active participation in decision making about the environment and the benefits of technology.

## **Sciences**

Science is an important part of our heritage, and we use its applications every day in our lives at work, at leisure and in the home. Scotland has a long tradition of scientific discovery, of innovation in the application of scientific discovery, and of the application of science throughout the world.

Curriculum for Excellence experiences and outcomes in science provide opportunities for children to develop and practise a range of skills which include ~enquiry and investigation, scientific and analytical thinking, develop attitudes and attributes of a scientifically literate citizen in society. They also support the development of a range of skills for learning, life and work. Teachers plan science work either as part of a themed week or a longer topic throughout the year.

## Technologies

Technologies include craft, design, engineering, graphics, food, textile and information technologies.

We aim to develop our pupils' skills in order for them to participate in modern life so that they can:

- Develop an understanding of technologies and their impact on society – in the past, present and future
- Apply knowledge, understanding and practical skills to design and create products, processes and solutions that meet needs in play and daily life
- Gain the confidence and skills to embrace and use technologies



Information Technology is an integral part of our curriculum and is embedded within almost all our pupils learning experiences in school. All children learn through SBC's innovative and sector leading Inspire Learning programme. We have an INSPIRE teacher LEAD who supports this development with teachers and pupils across our cluster schools.

In addition to these opportunities to apply technology skills, teachers plan whole class technology lessons where children learn skills in the following aspects of computer technology:

- Text, Graphics and Multimedia
- Controlling and Programming
- Collecting and Analysing
- Electronic Communication
- Digital Research

## Expressive Arts

Expressive Arts include experiences and outcomes in art and design, drama, dance and music where pupils have opportunities to learn to:

- Express themselves in different ways and be creative
- Experience enjoyment (and contribute to other people's enjoyment) through creative expressive performances and presentation
- Develop important skills specific to expressive arts and also transferable skills



## Music

Our Music Curriculum Support Teacher delivers lessons to all our classes once a week as part of our broad curriculum experience. We also have a Music Instrumental Instructor

who visits the school once a week to teach pupils who wish private stringed instrument tuition.

Our children's creativity, imagination and sense of play will be developed through creating opportunities that range from 'Role Play Corners' to 'Whole School Productions', from 'Free Choice Art Tables' to 'Class Wall Displays'. All children are encouraged to think creatively and to share their ideas with others, making our school a vibrant and stimulating place to learn.



## Religious and Moral Education

Curriculum for Excellence Religious and Moral Education experiences and outcomes give pupils the opportunity to:

- Develop their spiritual, social, moral and cultural values
- Develop a knowledge and understanding of Christianity and World Religions- Hinduism , Islam, Judaism , Sikhism
- Appreciate moral values such as honesty, respect, fairness and concern for others
- Investigate and understand the questions and answers that religions can offer about the nature and meaning of life
- Develop their own beliefs, attitudes, moral values and practices through a process of personal search, discovery and critical evaluation.



We encourage children to learn about the wide range of world religions and their importance to believers.

Parents can exercise their right to withdraw their child from Religious Observance and should contact the school if they so wish. Normally this is discussed and agreed with the Headteacher at the beginning of the school year. Teachers will plan for appropriate alternative learning for children not participating in Religious Observance.

Parents from other religious communities may request that their children be permitted to be absent from school to celebrate recognised religious events. Written or emailed requests detailing the proposed arrangements will be considered. Pupils will be noted as an authorised absentee in the register for up to 3 occasions.

## Assemblies

Our assemblies are a special time for us to come together as a school community. Each theme has a context which is based on developing and understanding our school values, children's personal values, citizenship, class successes and celebrating personal achievement. Borders Christian Youth Trust (BCYT) and appropriate speakers are invited in to support selected assemblies where the values of Christianity and all world religions are shared. There are



class led and end of term assemblies to celebrate Harvest/ Christmas / Easter to which all parents/carers and friends of the school are welcome to attend.

## Assessments

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).

### 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 different ways in the classroom and is an integral part of learning and teaching.

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



### 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.

### National Assessments

Currently pupils in P1, P4 and P7 are assessed in primary schools using the Scottish National Summative Assessments (SNSA). These are online assessments and are used to confirm a teachers' judgement they have made over the course of the year as to the progress a pupil has made. The assessments are carried out in a supportive small group or individual basis.



We use assessments to inform our teaching to ensure we meet the needs of all our learners.

## Reporting

We are committed to involving learners and their parents in learning and to regularly report on progress they are making. Reporting gives feedback on achievements and outlining next steps and creates an agenda for discussion which can take place between children and their peers, their teacher and their parents. A written report from your child's class teacher will be sent out during the academic year. where you and your child are invited to comment on progress in learning and how we can help your child further.





## Support for Learning

Our SFL teacher supports all pupils' learning in school. The role is varied and may include any of these remits:

- Consultancy and liaison with class teachers, parents and other agencies
- Cooperative teaching in class
- Tutorial support for identified pupils
- Assessment of targeted interventions
- Staff development

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
- English as an Additional Language

A child / young person's needs may last for a short time, 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. We work within a model of staged intervention where support is provided in varied ways to meet a pupils' individual needs.

We ensure 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.



# 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 year's 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 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.





## **The Educational Psychology Service**

The Educational Psychology Service (EPS) works with all SBC schools to support children's learning and wellbeing. We provide advice and training to school staff on how children learn, and advise on ways to help children who require support.

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

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

Further information about the EPS is available on the Scottish Borders Council website. Here you can access a downloadable leaflet for parents and carers, which explains in more detail how we may be able to work with you to support your child in school. Please see [www.scotborders.gov.uk/EPS](http://www.scotborders.gov.uk/EPS)

## **Extra-Curricular Activities**

Children have opportunities to participate in a variety of extra-curricular activities which take place throughout the session and we work in partnership with our Active Schools Co-ordinator. A variety of educational visits take place throughout the session to support and enhance learning and teaching. Such excursions are usually linked to studies in class.

Our senior pupils attend a residential in P7 where they participate in a wide variety of activities, incorporating aspects of Environmental Studies, sporting and problem-solving activities, as well as contributing fully to the school's programme in Health and Wellbeing. Inter-school activities are encouraged, with school pupils taking part in hockey, netball, rugby, football festivals, quizzes and musical instruction throughout the year.



Procedures to ensure the Health & Safety of everyone participating in the above activities are strictly adhered to.

## Active Schools

Active Schools aims to provide more and higher quality opportunities to take part in sport and physical activity, 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 [Active schools - Enjoy Great Days - Live Borders UK](http://Active schools - Enjoy Great Days - Live Borders UK)



## School Meals Service

The Schools Health Promotion and Nutrition Scotland Act 2007 requires all local authorities to ensure that food and drink provided comply with nutritional requirements.

School meals are very much part of a whole school approach and part of the daily learning experience for children in school.

At Greenlaw Primary we believe that school meals should be an interesting and enjoyable time. Our philosophy is to help children toward a good diet by providing an attractive range of wholesome cooked food made from excellent fresh quality ingredients, and there is virtually no processed food offered or used at any stage in the process. Many of the foods used are sourced from local food providers in Scottish Borders.



Your child will have a choice of soup with a sandwich or one of two main course options. These all come with the choice of either the daily dessert, fresh fruit or yoghurt and the choice of water or milk.

Menus are issued online throughout the year and are based on a four week menu cycle. A pre-ordering system (ParentPay) is in place which allows you to spend time discussing your child's weekly choices in advance.

ParentPay is a truly cashless catering system, making schools safer and giving you peace of mind. Paying for your child's school meals online gives you more control and greater visibility over the food choices they are making. There's no need for children to take cash into school - you can top up your balance using any one of the payment methods accepted. Your balance will be updated daily based on the meals your child selects. Space is provided for pupils to take packed lunches in the school dining room.

Online Menus can be found via [www.ParentPay.com](http://www.ParentPay.com)

## **P1-P5 Free School Meals**

All Scottish P1-P5 pupils have been entitled to free school meals from January 2022.

## **Free School Meal Entitlement**

The government provides assistance to families on low income to access school meals through The Education (School Meals) (Scotland) Regulations 2003 and the Education (School Lunches) (Scotland) Regulations 2009.

To qualify for free school meals, you must meet one of the following criteria.

- **Income Support**
- **Income based Job Seeker's Allowance**
- **any income related element of Employment and Support Allowance**
- **Support under Part VI of the Immigration and Asylum Act 1999**
- **Universal Credit with monthly earnings less than £850**
- **You have a child in P6 or P7 and receive the Scottish Child Payment for the child**

It is the parent or carer's responsibility to apply for free school meals and application forms can be downloaded from Scottish Borders council website.

## **Clothing Grants**

The Government provides assistance to families on low income to access school clothing grant.

To qualify for school clothing and footwear grant, you must meet one of the following criteria:

- **Council Tax Reduction (based on income assessment)**
- **Income Support**
- **Income based Job Seeker's Allowance**
- **any income related element of Employment and Support Allowance**
- **Support under Part VI of the Immigration and Asylum Act 1999**
- **Universal Credit with monthly earnings less than £850**

The clothing grant is only paid once in a school year between July and the following March, per child. If you are also making an application for housing and council tax reduction, that form also has a section where you can apply for these benefits.

It is the parent or carer's responsibility to apply for clothing grants and application forms can be obtained from your child's school or by downloading from Scottish Borders council website.

[\*\*Free school meals and help with schoolwear | Scottish Borders Council\*\*](https://www.scotborders.gov.uk/education-and-learning/free-school-meals-and-help-with-schoolwear)  
[\(scotborders.gov.uk\)](https://www.scotborders.gov.uk/education-and-learning/free-school-meals-and-help-with-schoolwear)



## Respectful Relationships

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 good learning.

The school currently has a policy based on the principles of promoting positive behaviour. Expectations of staff, pupils and parents/carers are detailed. We advocate respect towards each other at all times, respect for school property, that is, the building itself and the materials used within the building. The class teacher will deal appropriately with low level discipline occurrences in accordance with our school policy, but if a child's behaviour causes repeated disruption within the class then the Principal Teacher/Head Teacher will become involved. If the situation continues, parents will be invited to school to discuss an appropriate way forward. It is vital that children see that home and school work together to support a positive way forward for their child

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 any problems.

As a school we work with a Restorative Approach based on current national guidelines. Restorative Approaches are built on values that separate the person from the behaviour. They promote accountability and seek to repair any harm caused in a situation and move any situation forward in a supportive and agreed manner.

If any parent or carer would like a copy of our own Schools Positive Relationships Policy, please contact the school.

# Pupil Voice

Consultation with pupils about their views on their school environment and their learning plays an important part in our drive to continually improve. At Greenlaw Primary we believe that giving young people a 'voice' as partners in the process of school improvement, leads to a more effective learning organisation. All pupils are part of our "Pupil Voice Forum" and focus groups across all year groups are asked to evaluate the school's work on a variety of aspects including the life and work of the school. This often happens at assemblies to include the whole school or sample groups from each year group. Views are then shared on the Pupil Voice noticeboard.

Similarly throughout the learning process children are encouraged to evaluate teaching and learning by answering questions such as:

- What went well?
- What skills, knowledge and understanding did you learn?
- Was there anything that you found challenging?
- Would you alter anything next time?
- What are your next steps?



Pupil Voice

This process ensures that all children have ownership of the learning process from planning right through to evaluation.

## Primary 7 Pupil Leadership

Primary 7 pupils take on a variety of leadership roles. Pupils are given training in Primary 6 to develop the skills/responsibilities to become a 'buddy' in Primary 7 and play games with the younger pupils at break and lunchtimes. Primary 7 also act as lunchtime helpers for Primary 1 children when required.

## House Captains

The children are placed in one of the three houses: Blackadder, Charterhall and Marchmont. A House captain is elected for each house. The House Captains have the following responsibilities:

- Encourage good behaviour, fair play and positive attitude
- Count up house points
- Help to organise house events throughout the year, such as the House Quiz, potted sports and the inter-house Sports Day.



## **Junior Road Safety Officers**



Greenlaw Primary has 2 Junior Road Safety Officers from Primary 7. The JRSOs work hard to organise competitions, awareness raising and events to inform pupils about road safety. We offer Bikeability Training 1 and 2 through the Outdoor Education team.

## **Sports Leaders**

Active schools engage our P6 and P7 pupils in an accredited award to run school sporting clubs at lunchtime and charity events such as potted sports and games.



## **P7 UNCRC Ambassadors**

Our pupils from Primary 7 act as Ambassadors for Fun 31 Events (UNCRC). They help run chosen events based on key events to broaden children's experiences in play and develop friendships across classes in school.

## **Self-Evaluation**

We continually strive towards excellent teaching for excellent learning. To help support the strategic decisions we make, pupils are encouraged to complete a questionnaire throughout the year to gather their views on a variety of topics. Data from these questionnaires, combined with evaluations from parents and staff enable us to recognise good practice and identify next steps within our School Improvement Plan.

## **Transitions**

### **Starting School - Enrolment**

Enrolment of all children due to start Primary 1 in August usually takes place the previous November, exact details are printed in the local press. Children who reach the age of five years before 1st March of the following year are eligible for enrolment in the P1 class beginning in August each year. Children who live in the catchment area of a particular school must be enrolled in that school where parents will be informed of their right to make a placing request to another school of their choice and will be informed of the conditions pertaining to this. A parent or carer wishing to enrol a child at Greenlaw Primary School is more than welcome to contact the school to make an appointment with the Head Teacher to discuss school policy and answer questions. A tour of the school can be arranged. Placing request forms are available online via this link: [Apply for a school place | Scottish Borders Council](https://www.scottishborders.gov.uk/apply-for-a-school-place)



## **Transition from Nursery**

Our ELC children are fully part of our school and join us in many of our activities. This ensures a positive transition into our P1. A booklet is sent out with your child at the time of transition to read with your child at home to help ease the move into school.

## **Parent / Carer Information Meetings**

ELC parents / carers are invited to information sharing meetings. This provides an opportunity to discuss a positive and smooth transition to starting Nursery and School.

## **Deferred Entry**

Under current legislation in Scotland, parents / carers of children aged between four and a half and five at the start of the school session (those with January to February birthdays) have a choice when enrolling their child for primary school. Children can start school before they are five or can defer their start until the following August.

### **What must parents / carers do?**

- Enrol the child at the catchment area school, where there will be an opportunity to indicate interest in deferring entry, during the period notified in the local press
- Discuss the possibility of a deferred entry with staff in an early years establishment
- If there is agreement that the child will benefit from an additional pre-school year the parents/carers and setting will make a joint submission to the Early Years Admission Panel (EYAP). If there is no agreement then the parents / carers will make the submission and the setting will submit their information sheet separately
- The EYAP consists of the Senior Education Officer (Early Years), Early Years Quality and Practice Officer and an Educational Psychologist
- The Purpose of the EYAP is to consider applications and likely benefits for the individual children. They will accept, decline or seek further information. You will receive a letter confirming the decision and giving further instructions with regard to next steps

## **Transfer between Primary Classes**

Strong working relationships between staff partnered with clear systems for transition ensures that information regarding each child's learning, interests, challenges and overall wellbeing are communicated effectively when progressing from one year to the next.

A 'Moving On Up' is timetabled towards the end of each academic year. Children will spend planned time with their new class and class teacher.

## **Transfer from Primary to Secondary School**

Pupils are normally transferred from Primary to Secondary Education between the ages of 11yrs and 12yrs so that they will have the opportunity to complete at least 4 years of secondary education.

Pupils from Greenlaw Primary School normally transfer to:-

- Berwickshire High School
- Rector: Emma Dickson
- Telephone number: 01361 883710

We work closely with Berwickshire High School and the feeder primaries to bring together a wide range of services for the benefit of young people. The principal purpose of the learning community is to ensure that services are better co-ordinated in order to meet the needs of young people and raise attainment. Learning Communities support the government's approach to GIRFEC (Getting it Right for Every Child). This means that if a child / young person needs support then, where possible, there will be one co-ordinated assessment and one plan for that child / young person.

Greenlaw Primary School has close links with Berwickshire High School. There are regular Primary / Secondary Liaison meetings for staff. Throughout their Primary 7 year guidance staff visit the school and meet the children to discuss any concerns they may have, and also gather information from the class teachers to ensure a smooth transfer to secondary. There is a programme of multi-school learning experiences and festivals allowing pupils from the Berwickshire Learning Community to meet each other and become acquainted prior to starting the High School.

All children in P7 at Greenlaw Primary visit the High School for a two day High School Transition visit in June.

An 'enhanced transition' can be arranged if there are any concerns raised by either parents or school staff. This would result in extra visits to the High School, meeting key staff and becoming familiar with the layout of the building.



Further information and advice regarding transition can be obtained from the following national organisations:

- Enquire: [www.enquire.org.uk](http://www.enquire.org.uk)
- Parenting Across Scotland: [www.parentingacrossscotland.org](http://www.parentingacrossscotland.org)

# Transport

Free school transport and privilege lifts are available for some school children in the Scottish Borders.



## Free school transport

Scottish Borders Council offer free school transport to:

- all primary pupils who attend and live more than 2 miles from their catchment school
- all secondary pupils who attend and live more than 3 miles from their catchment school
- on safety grounds if the normal walking route fails to meet certain safety criteria; contact Scottish Borders Council in such circumstances.

Appropriate transport will also be arranged for pupils who have additional support needs.

## Apply for free school transport

If you feel that your child may be entitled to free school transport then please contact the school office. We will confirm that your child is entitled to attend the school, take appropriate details and pass these to Passenger Transport staff who will advise you of transport arrangements.

Please note:

- It is the parents' responsibility to get children safely to and from the transport pick-up and set-down points and to ensure that there is someone at home to receive them.
- Bus passes are issued annually in the summer before the new school session begins.

## Privilege lifts

Privilege lifts may be available for pupils who do not qualify for free school transport if there are vacant seats on school contract buses. Apply for a privilege lift online at the following address:

[Privilege lift scheme | School transport | Scottish Borders Council \(scotborders.gov.uk\)](https://www.scotborders.gov.uk/privilege-lift-scheme-school-transport-scottish-borders-council)

Please note:

- Seats are not guaranteed and may be withdrawn at any time if required for an entitled pupil.
- Privilege lifts do not apply for travel on timetabled local bus services. Travel on these services would require payment of a fare.

## School transport during bad weather conditions

In times of bad weather please check whether transport is operating:

- on the schools page of the council website
- Scottish Borders Council social media channels
- by listening to Greatest Hits Radio (Formerly Radio Borders) on 96.8 FM
- contacting the transport operator

# **Partnerships**

## **Partnership Schools**

Greenlaw Primary works in partnership with Swinton Primary.

Mrs Berrett is the non-teaching Head Teacher of both schools and along with the children, staff and parents / carers, works to maximise the learning opportunities for all pupils in her care. Partnership working has a number of distinct advantages, including:

- Ensuring consistency of standards in learning and teaching
- Providing children with access to a wider group of friends and learning experiences
- Increasing the opportunities to develop staff expertise and the sharing of good practice
- Maximising resources to the benefit of all

As a Partner Schools Head Teacher, there will be times when Mrs Berrett is not on the premises of Greenlaw Primary School. On these occasions the Principal Teacher, Mrs Watson, will have responsibility of the school.



## **Friends of Greenlaw Primary School and Fund-Raising Committee**

We are a group of parents / carers and school staff who work in partnership with the Greenlaw and Hume Community council and parent, baby and toddler group to support the school in a range of ways. Coming along to meetings is a great way to meet other parents and carers and to hear about what is happening at the school. We hold regular fundraising events and all proceeds are used to provide better facilities and educational experiences for our children. We are always looking for fresh faces and ideas, so please come along to our meetings which are held every term.

We are always looking for new ways to communicate with parents – please send us your good ideas!

Our role covers:

- Work in partnership with the school and community to give our children the best possible education
- Organise social and fundraising events

By law, schools have a duty to promote parents involvement in children's education. The school 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. Every parent / carer who has a child at our school is a welcome member.

Parents are encouraged to visit the school and participate in activities. Any parent who would like to help in the school, should contact the School Office.



# School Policies and Useful Information

## Respectful Relationships Policy

Scottish Borders Council Education Committee works within their 'Respectful Relationships' policy and guidelines.

The policy provides guidance to staff, parents, children and young people on the prevention and management of bullying behaviour to make all learning settings safe, respectful and positive environments where bullying behaviour is never acceptable.



Advice for parents is available from Scotland's national anti-bullying service 'respect me' including the 'Pointers for Parents' resource and 'You Can Make A Difference - A Practical Guide for Parents and Carers'. Please visit the following website for more information: [www.respectme.org.uk](http://www.respectme.org.uk).

## Attendance and Absence

All schools in Scotland follow National Policy in regards to Attendance and Absence:

- Section 30 of the Education (Scotland) Act, 1980 lays a duty on every parent of a child of school age to "provide efficient education for him / her suitable to his / her age, ability and aptitude, either by causing him to attend a public [that is local authority] school, or by other means". The overwhelming majority of parents choose to meet this duty by enrolling their child at a local authority school and therefore must ensure that their child attends school regularly. Attendance must be recorded by the school twice a day, morning and afternoon.
- If a parent chooses to educate their child by other means than sending that child to school, the parent is still under a duty to ensure that the child is being provided with efficient education. Under Section 37 of the Education (Scotland) Act, 1980, the parent has a duty to ensure that a child educated outwith school is provided with an education suited to age ability and aptitude and the parent must satisfy the Education Authority that the child is receiving efficient education.



Some children and young people are absent from school for long periods of time, or their learning is interrupted frequently due to ill health or hospitalisation. If this is the case, arrangements can be made for home tuition, if supported by medical information. The school can provide information about this.

- Regulation 7 of The Education (School and Placing Information) (Scotland) Amendment, Etc. Regulations 1993 requires each child's absence from school to be recorded in the school register as authorised that is approved by the authority, or unauthorised that is unexplained by the parent (truancy) or temporarily excluded from school.
- Parents must contact the school by telephone or in person by 09:30 hours on the day of absence, explaining the reason for non-attendance. It is important that the school is notified to prevent

unnecessary procedures being followed e.g. in extreme circumstances, there may be a need to involve social services or the police.

Due to the avoidable disruption to children's education caused by family holidays in term time, the Scottish Government issued a new Circular on attendance and absence.

- This national circular makes it clear that without the prior agreement of the school, family holidays will be classified as unauthorised absence. Schools will only give such agreement in exceptional circumstances related to the well-being of the family. Within the terms of the national circular reasons which are not acceptable include the availability of cheap holidays, the availability of desired accommodation, poor weather in school holidays, holidays overlapping the end of term, and parental difficulty in obtaining leave (except in specific circumstances).
- The school and Authority seek your fullest co-operation in communicating to all young people the value of their time at school by ensuring that no learning and teaching is lost through unnecessary and avoidable absence.
- Parents may request that their children be permitted to be absent from school to make an extended visit to relatives. Only written requests detailing the destination, the duration and the provision that will be made for their continuing education will be granted and the pupil noted as an authorised absentee in the register.
- Clearly with no explanation from the parent, the absence is unauthorised.

Teachers have been advised not to supply work to be taken on holiday. Any catching up will have to be undertaken by pupils when they return to school and by taking extra work home.

## **Equal Opportunities**

Scottish Borders Council views the Scottish Borders as a place where everyone matters, where everyone should have equal opportunities and where everyone should be treated with dignity and respect.

In Greenlaw Primary we support Scottish Borders Council's Equal Opportunities policy. We endeavour to provide equal access for all children to a curriculum that is appropriate, promotes equal opportunities and social inclusion and meets their needs regardless of gender, race, religion or colour.



# Keeping our children and young people safe in the Scottish Borders

## 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 promote inclusion and achievement.
- All staff in Education have a statutory and professional responsibility to take action if we have reason to believe a child is suffering, or is at risk of abuse.
- Our [Scottish Borders Child Protection procedures](#) set out what we will do if we have reason to believe a child is being abused or is at risk of abuse, either within the home or the community. These procedures are designed to ensure that children and young people get the help they need when they need it.
- All staff are aware of their child protection responsibilities and every year all staff in our setting attend a child protection update.
- Many of our staff undertake additional multi-agency child protection training.
- Every setting has a Child Protection co-ordinator who has the responsibility for overseeing child protection concerns as well as those young people who are care experienced within the setting.
- The Child Protection co-ordinator for Greenlaw Primary School & ELC is Rosemary Berrett, Head Teacher.

### 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)

### **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](#) 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>

Nov 2018

# General Data Protection Regulations (GDPR)



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](mailto:dataprotection@scotborders.gov.uk), or by telephone – 0300 100 1800.

## Why we need your information

Every child of school age has the right to be educated. A child is of school age if he/she has attained the age of 5 but has not attained the age of 16 years. The term “young person” applies to a pupil over school age, but who has not attained 18 years. The education authority has a duty to provide education to any young person who is still a school pupil.

We need to collect, use and store personal information about you and your child/ren to enable us to provide your child/ren with an appropriate education. We provide these services to you as part of our statutory function as your local authority under:

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

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

## Who we will share information with

We will share information with health and wellbeing services and may share information with other external agencies and organisations who provide or assist with educational provision and with online payment solution providers.

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

On each occasion, the recipients are bound to the terms of a Data Sharing Agreement and accordingly will only use your child's data for the specified purpose. This data sharing is in accordance with our Information Use and Privacy Policy and covered in our full privacy statement on our website. We are also legally obliged to share certain data with

other public and regulatory bodies such as Education Scotland, Police and NHS will do so where the law requires this.

Your information may also be shared and analysed internally in order to provide management information, inform service delivery reform and similar purposes to meet our duty to achieve best value and continuous service improvement.

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

## **How long do we keep your information for?**

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

## **Photographs / Videos**

Photographs and videos may be taken by staff in the school, media and other parents for a variety of reasons for example Sports Day, celebrations of achievement, charity events, excursions etc. The school your child attends may wish to display or show photographs or videos taken by themselves, in print, in various locations or by electronic means such as a website. Likewise the media or other parents may wish to use the images of pupils in various ways. We ask you at the time your child enrolls at one of our schools if you are happy for images of your child to be used in this way and we try to ensure you are aware of, and understand, such possible use of your child's image and that you have consented.

Any permission given will remain in force during your child's primary and secondary schooling until you indicate that you wish to withdraw your consent. You can do this by contacting the head teacher of your school as soon as possible.

## **Your Rights**

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

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

## Complaints

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](mailto: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:

[Making a complaint](#) | [Making Complaints](#) | [Scottish Borders Council](#)  
[\(scotborders.gov.uk\)](#)

## Complaints Procedure

We realise that we won't always get things right and we welcome feedback to help us to improve. If you are unhappy about something, this guidance is intended to support you in dealing with it:

### The Starting Point

What are you unhappy about? What do you believe is wrong? What do you think can be done to put it right? Please take time to think about what you are complaining about specifically. It is important to remember that co-operation between school and home will help.

### Sharing the problem

In the first instance, you should write or telephone outlining your complaint. This will allow the class teacher time to investigate. An appointment can be made through the school office if you wish to see your child's teacher.

## **Solving the problem**

Once the investigation has taken place, the member of staff dealing with it will contact you to discuss your concerns if necessary. A solution may be suggested with agreement to review the situation after a set time. The Senior Leadership Team may also be involved in this process or if you are dissatisfied with the first phase of the complaints process.

After we have completed a full investigation, if you are still dissatisfied with the school's decision or the way we dealt with your complaint, you can send in your complaint through SBC Complaints process.

**[Making a complaint | Making Complaints | Scottish Borders Council \(scotborders.gov.uk\)](#)**

## **Things not to do:**

- Please do not raise the complaint through the Parent Council in the first instance. They will recommend you use the Complaint's procedure and contact the school directly to have the issue dealt with.
- Please do not allow your problem or complaint to become a community issue with a wide audience.
- Please do not post your problem or complaint on social media.

You and your child deserve better than that. Remember if we don't know about something we can't help.

## **Out of School Incidents**

The school has no authority to deal directly with out of school incidents. However, we may explore incidents and implement support procedures if required to minimise the negative impact on learning within school.

# Medical and Health Care

The Schools Dental Service carries out dental inspections as part of a survey in P1 and P7.

The school nurse will occasionally visit the school and may issue leaflets to promote health education and offer advice to pupils and parents. Parents can contact the school nurse at any time to discuss a concern. Contact details can be found near the end of this handbook.



Please note, no medical examinations will be carried out without permission. If a child takes ill in school or has an accident the parent or person to be contacted in an emergency will be informed if the condition is such that the child would be better going home or for treatment. It is therefore essential that the school has on record information as to where parents or emergency contacts can be located at all times of the school day.

In cases of injury to a child where hospital attention may be necessary, the child may have to be taken there without delay. This would be done under the care of the school staff and parents contacted as soon as possible.

## Medication to Pupils



No medicines will be given to any child unless the correct form has been filled in by the parents / carer. These forms are kept at the School Office. All medicines will be stored at the Office and pupils will come to the Office there at the appropriate time(s).

Where a pupil is on complex medication for an on-going condition, arrangements will be made for that individual to receive medicine. Procedures will be agreed by parents, school and medical staff.

Children with ongoing or severe medical concerns will have a medical action plan created. The school will check these plans annually to ensure that all information is up to date and that all relevant staff are aware of needs.

**If there are any changes to your child's medical condition then please inform the school immediately.**

## **Headlice**

Headlice are a recurring problem and we would appreciate if parents could notify us if they find any in their child's hair so we can follow Health Board Guidelines ensuring confidentiality. The Chemist or Health Centre can advise on treatment. Research shows that the most effective way to eliminate headlice is to fine comb through (conditioned) hair every week.



## **Emergencies**

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, temporary interruption of power, provision of transport or fuel supply. In such cases we shall do all we can to let you know about the details of closure, temporary arrangements or re-opening. We shall keep you in touch by using methods of communication such as letters, Groupcall (text messaging service), emails, school website and the local radio station- 'Greatest Hits Radio (formerly Radio Borders).

## **Adverse Weather**

### **Early Closure of a School**

If a decision is made to close the school early, we inform parents via Groupcall. It is important that parents / carers keep the school up to date of any changes in contact number.

Where road conditions are considered to be unpassable some contracts may be delayed or pupils held until the route is deemed safe or alternative emergency transport arrangements are made to ensure the safe travel of pupils. Pupils of primary school age will not be sent home unless school staff are satisfied that there is someone at home to receive them.

### **Individual School Not Opening**

Where a local decision is taken for a school not to open the school will inform parents and staff via a Groupcall text message. Scottish Borders Council will make this information available through the Council's website, social media channels and Greatest Hits Radio (Formerly Radio Borders).

### **School Cluster Closure**

Where a decision is taken at Headquarters for schools in a certain area not to open due to weather conditions then Headquarters will Groupcall text parents to confirm school closures.

## **Blanket Closure All Schools**

In extreme cases a decision may be taken to close all schools. When this decision is taken Council Headquarters will Groupcall text all parents to confirm school closures.

This information will also be available through the Council's website, social media channels and Greatest Hits Radio formerly Radio Borders.



# Implementation of British Sign Language Plan

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

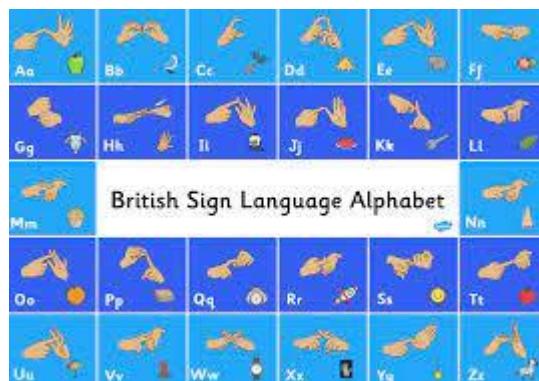
These goals represent the Scottish Government's aim "to make Scotland the best place in the world for BSL users to live, work and visit."

The Council will implement measures to promote awareness of BSL and the use of BSL, with the long term goal being that across Scotland information and services will be accessible to all BSL users\*.

Contact Scotland –BSL is an online British Sign Language interpreting service that allows deaf people across Scotland to access services free and available 24 hours a day throughout the year: <https://contactscotland-bsl.org/>

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

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



## 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 but the estimate for East Lothian is that one in ten young people are carers.

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 Greenlaw 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 meeting deadlines with work, arriving on time or any other issues which affect a young person.



# Healthy Beginnings

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

## Healthy Beginnings

### Top Tips

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

#### What?



#### Why?



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

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



Bottles used in class should be filled with plain water only.  
Good hydration makes a difference to how children think, feel & function!

#### Contacts

Joint Health Improvement Team: [health.improvement@borders.scot.nhs.uk](mailto:health.improvement@borders.scot.nhs.uk)  
Food & Nutrition Coordinator: [Hazel.Scott@scotborders.gov.uk](mailto:Hazel.Scott@scotborders.gov.uk)  
NHS Borders Oral Health Promotion: [Helen.brand@borders.scot.nhs.uk](mailto:Helen.brand@borders.scot.nhs.uk)



# School Session Dates 2025/26

[School term dates for 2025-26 | Term, holiday and closure dates | Scottish Borders Council](#)



## Useful Links

[www.scotborders.gov.uk](http://www.scotborders.gov.uk)

[www.education.gov.scot](http://www.education.gov.scot)

<https://education.gov.scot/parentzone>

[www.parentpay.com](http://www.parentpay.com)

[www.liveborders.org.uk](http://www.liveborders.org.uk)

[www.unicef.org.uk/rights-respecting-schools](http://www.unicef.org.uk/rights-respecting-schools)

**Disclaimer:** The information provided in this handbook is correct at the time of printing. Whilst every effort will be made to ensure that policies and procedures are kept updated, it is possible that there may be some inaccuracies.

# 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

## What? Snack Ideas Why?



**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



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