



# Swinton Primary School & ELC 2025/26 Handbook





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# Welcome to Swinton Primary School & ELC



I would like to extend a very warm welcome to our school. I hope you find the information in our handbook both helpful and interesting, providing 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.

Swinton has a long legacy of education that has served the village and surrounding area for over 140 years and 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 are very proud of the achievements of all our pupils both in and out of the classroom.

Our school has 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 teaching, support and office team who work hard to create a safe, nurturing and stimulating learning environment within our much-loved school building and beautiful playground garden.

The school benefits from the continued 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 professional partnership with Greenlaw Primary where we work successfully together for the benefit of the pupils across both schools.

We look forward to welcoming you to Swinton Primary School.

A handwritten signature in black ink that reads "Rosemary J. Berrett". The script is cursive and elegant.

Rosemary Berrett  
Head Teacher

# School Information

## Swinton Primary School

Coldstream Road

Swinton, Duns TD11 3JL

T: 01890 860237

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

W: <https://www.swintonps.scotborders.sch.uk/>

FB: <https://www.facebook.com/groups/1404314903105222>

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:** 60

### SCHOOL DAY TIMES:

School Sessions	08:55 – 10:30
(Mon – Thurs)	MORNING INTERVAL
	10:45 – 12:30
	LUNCH
	1:15 – 3:25

School Sessions	08:55 – 10:30
(Fri)	MORNING INTERVAL
	11:00 – 12:00
	LUNCH
	12:35 HOME

## 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

## Values

☺ Children and community achieving together ☺

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

## Aims



☺ Respectful, Welcoming, Positive, Thriving ☺

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:

- Groupcall Xpressions app
- Email to: [swintonps@scotborders.gov.uk](mailto:swintonps@scotborders.gov.uk)
- Text messages / telephone calls / Groupcall
- Our closed facebook page
- Monthly Newsletters
- Pupil Reports / teacher/parental open afternoons, drop in's 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

## School Management Team

**Mrs Berrett**  
Head Teacher

**Mrs Trafford**  
Acting Principal Teacher

## Teaching Staff

**Miss Heron** P1/2/3

**Mr McArthur** P4/5

**Mrs O'Mara &**

**Mr Crawford (Tues)** P6/7

**Mrs Trafford**  
Acting Support for Learning

**Mr Millar**  
Curriculum Support (P.E.)  
(Monday & Thursday )

**Ms Gillies**  
Curriculum Support (Music)  
(Tuesdays)

## Support Staff

**Mrs Gow (Mon and Thur)**

**Mrs Thorburn (Tue and Wed)**  
Additional Needs Assistant & Playground  
and Lunch Supervisor

**Mrs Douglas**  
Business Support

**Mrs Cairns**  
Classroom Assistant, Early Years Lunch  
Time Support Worker &  
Playground Supervisor

**Mrs Dickson**  
School Cook

**Mr Currie**  
Peripatetic Janitor

## ELC Staff

**Mrs McCraw**, Early Years Officer

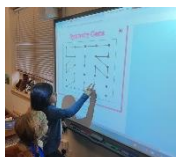
**Mrs Keenan**, Early Years Practitioner



## General Information

Swinton Primary School & ELC is a rural non-denominational and co-educational village school which first opened in 1876. The school has excellent 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 three composite classes split as follows: Primary 1/2/3, Primary 4/5 and Primary 6&7. Children are split into our three houses: Hawk, Eagle and Kestrel. Children from the same family are allocated to the same House.



We are very lucky at Swinton Primary School & ELC to have attractive school grounds with a playground to the front of the school, an outdoor learning area to the rear and a garden playing field to the side. Scottish Borders Council employs a playground supervisor from 8:40am and during mid-morning break and lunchtimes. During inclement weather the children will be supervised within the school building. **Children should not be in the playground before 8:40 as there is no supervision prior to this time but are welcome to come to Breakfast Club** (see page 11).

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 and receive a lanyard to wear.

## Healthy Tuck

We encourage parents / carers to send children to school with a healthy snack for morning break in keeping with current guidelines from NHS Borders.

## 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 dispenser in school which the children can use to fill their bottles as required.

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

## Breakfast Club

We run a Breakfast Club every weekday morning during term time, this is open to all school pupils. We ask that parents book their child into Breakfast Club through the school mailbox so that we are able to cater for the numbers required.

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 school children and starts at **8.00am**. The last breakfast serving is **8.20am**.

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

Active • Included • Responsible • Respected • Achieving • Healthy • Learning

#### Top Tips

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

#### What?




#### Why?

- Helps concentration
- Healthy Teeth
- Helps digestion
- Helps body grow and develop
- Healthy skin
- Energy

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

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



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



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

**Contacts**

Joint Health Improvement Team: [health.improvement@borders.scot.nhs.uk](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)



## Homework

We believe that homework supports pupil skills for Learning, Life and Work. Homework will be linked to classwork, which focuses on the practice of skills in literacy and numeracy as well as regular reading tasks detailed in a reading diary. 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 comment and sign their work. Homework will be posted on your child's Showbie account and in a homework jotter.



## School Uniform and Dress Code

At Swinton 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 work 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 'Swinton Primary'.

### School Uniform

- Black or Grey coloured school trousers or skirt
- White shirt, polo shirt or blouse
- 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
- All piercings MUST be removed during PE or covered with tape to avoid injury

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

## Swinton Early Learning and Childcare (ELC)

Our Early Learning and Childcare (ELC) centre is situated within the school building and has a fenced outdoor provision with a 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 are able to offer places for eligible 2-year-olds, please contact SBC to confirm that you meet the required criteria. Children can usually start 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 and carers can drop off and pick up their children at the ELC and a member of the ELC team will be there to ensure a happy start and end to your child's day. Some children stay all day. The lunch service is supported by staff to allow children a family style experience, where children are supported to serve their lunch from shared dishes.



Our ELC children are fully part of our school and join us in many of our activities including whole school activities, assemblies, sports days, concerts and Primary 1 transition days ensuring a positive transition into our Primary 1 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.



## 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 (CfE) provides a coherent, more flexible and enriched curriculum from 3-18. It focuses classroom practice upon the child and around the four capacities of education. The curriculum includes the totality of experiences which are planned for children and young people through their education, wherever they are being educated. The curriculum aims to help every learner develop knowledge, skills and attributes for learning, life and work, which are encapsulated in the four capacities:

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

Our programmes of study are based upon the Experiences and Outcomes of Curriculum for Excellence. The main areas of the curriculum are as follows:

The main areas of the curriculum are as follows:

**MATHEMATICS:** Numeracy and Mathematics - Information Handling, Number, Money, Measurement, Shape, Position and Movement

**LANGUAGES:** Literacy and English and Modern Languages -Listening and Talking, Reading and Writing. French is taught from Primary 1.

**SOCIAL STUDIES:** 'People, Past Events and Society', 'People, Place and Environment' and 'People in Society, Economy and Business'.

**SCIENCES:** Planet Earth, Biological Systems, Forces, Electricity and Waves and Materials  
**EXPRESSIVE ARTS:** Art and Design, Drama, Music and Dance.

**RELIGIOUS AND MORAL EDUCATION:** Christianity, World Religions selected for study and Development of Beliefs and Values.

**HEALTH AND WELLBEING:** Mental, Emotional, Social and Physical Wellbeing, PE, Physical Activity and Sport, Planning for Choices and Changes, Food and Health, Substance Misuse and Relationships, Sexual Health and Parenthood. (Parents will be informed by letter when sensitive aspects will be covered in class.)

**TECHNOLOGIES:** Technological Developments in Society and ICT to enhance learning. Contexts include Business, Computing Science, Food and Textiles and Craft, Design, Engineering and Graphics.

## **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 Swinton Primary.

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](#)

## 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 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 various sports festivals and tournaments throughout the session too.

All children in the school will benefit from our Active Schools Programme and additional sporting activities provided through our local community. (see page 28)

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 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.

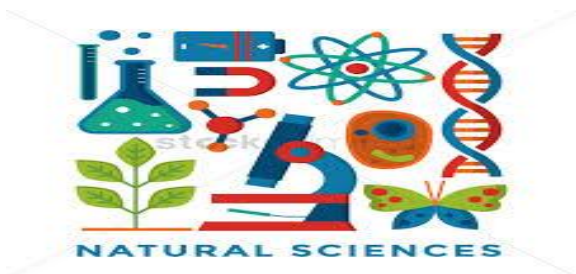
IDL can also be planned and delivered to take the form of a 'Challenge' or 'Problem' that may lead to an end product.

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 deepened 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
- Collecting and Analysing
- Controlling and Programming
- 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 Instructors who visit the school once a week to teach pupils both chanter and stringed instruments.

## Drama

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 'Storyline theme with cross curricular links' to 'Creative 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 the main world religions- Buddhism, Christianity, 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 respect the diversity of world religions and learn about their unique and shared celebrations, festivals and value systems

Parents from ethnic religious communities may request that their children be permitted to be absent from school to celebrate recognised religious events. Written requests detailing the proposed arrangements will be considered.

## Assemblies

Our assemblies are an important time for us to come together as a school community. Each assembly gives us an opportunity to demonstrate our school values and explore themes that share the common values of all world religions. Pupils are regularly involved in the presentation of assemblies, and we celebrate children's personal achievements. We have links with a range of guest speakers who are invited in to support designated assemblies.



There will be an end of term assembly which celebrates Harvest/Christmas/Easter to which all parents/carers and friends of the school are welcome to attend.

Parents have the right to withdraw their child from Religious Observance and should contact the school at the start of the school year in this instance. Alternative planned learning activities will be provided for pupils where parent/carers inform the school that they do not wish their child to participate due to their religious beliefs and preferences.

## 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 will receive feedback from their teachers in a number of ways. Teachers and pupils will engage in learning conversations on a daily basis and may also receive feedback in the form of written comment in their jotters from their teacher and/or from peers. Feedback is always constructive, telling the pupil what they have done well and what they should do next to continue improvement

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**



## ASSESSMENT/RECORDS

The class teacher monitors each child's progress on a daily/weekly basis and a record is kept of work covered. There is a programme of screening and assessment throughout the school and each class is monitored for progress. Children are assessed using criteria based on the experiences and outcomes which are being covered. Assessment folders are kept storing information such as pre and post reading and Maths assessments.

### National Assessments

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 to Parents

We are making use of digital technology as a means of regular contact with parents. All children in P4-7 are given an iPad. SBC have introduced an App called Showbie which will be a new way for us to share portfolios and information about the children's progress. The children's Showbie portfolios will continue throughout school and on to the High School so the children can look back over the years and see how much they have achieved.

In September/October we have an open afternoon / evening so that parents can meet their child's class teacher, look around the classroom and school. The second Parents' Evening is held in February. It is for one-to-one consultations to discuss progress and ways parents can further support their child. A report written by the child's class teacher is issued in June. This details progress made and an informed transition into the next academic year. Parents are welcome to make an appointment at any time in the year if they wish to discuss their child's progress or share additional information with the class teacher or headteacher.

Any child leaving to attend another primary school will have a transfer report completed.

## **VISITS TO THE SCHOOL**

Parents are welcome to come into school and many come regularly to help in the classrooms with the pupils or at special times to help with concerts, coffee afternoons and other events and we are delighted for this to continue. Parents are required to complete a disclosure form before helping on a regular basis. If you would like to see your child's class teacher or the Headteacher for a private discussion, we appreciate if an appointment is made by note, email, letter or telephone beforehand to agree a mutually convenient time to meet. When visiting the school, it is essential for security to enter the building by the main door and call at the office first. You will then be asked to sign in for fire and safety purposes.



## 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.

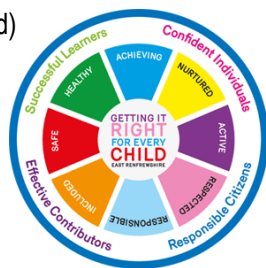
We ensure that the needs of children and young people are recognised, and appropriate support can be provided. Parents / carers are always involved in making decisions about their child's education and we will always ask your permission before any specific referrals are made. While your child is receiving 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 which ensures that anyone providing support puts your child at the centre. Practitioners work together to support you and your child and where appropriate, take early action at the first signs of any difficulty. This means working across organisational boundaries and putting your child and you at the heart of decision making, giving 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 being encouraged to:

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

GIRFEC is part of the Children and Young People (Scotland) Act 2014 and the GIRFEC provisions had to be fully implemented by 1 August 2016. The multi-agency approach of the Scottish Borders is to phase in this implementation. If you would like any further information please ask your child's Headteacher.





## **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)

## Achievement

We aim to do everything we can to support the children to ensure they experience not only academic achievement but personal achievement. This is a high priority for us in order to identify children's strengths and meet their individual needs. The children's progress is monitored on a regular basis and attainment is recorded by the class teacher for reporting to parents. The children are engaged in evaluating their own progress on a daily basis, through self and peer evaluation, and each block, setting and reviewing targets.

Personal Achievement is recorded through a Pupil Achievement Profile and celebrated in a variety of ways such as at assemblies, Displays around the school, Certificates, on Showbie.

Achievement is where pupils can 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. Interschool activities are encouraged, with pupils taking part in hockey, netball, rugby, football festivals, quizzes and musical instruction throughout the year. As part of their education, field trips and visits are arranged for classes to support and enhance the classroom learning. The venues are chosen to complement curriculum work already being undertaken in the school.

Our P7 residential is organised alongside our partner school in Greenlaw. This provides pupils with an opportunity to build relationships with children from other schools prior to starting the High School. Procedures to ensure the Health & Safety of everyone participating in the above activities are strictly adhered to.

### Active Schools

Active Schools aims to provide further 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**



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.

## 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 Swinton 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 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 are entitled to free school meals.

## 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.

- receive Income Support, Job Seekers Allowance (Income Based) or Employment and Support Allowance (Income Related)



- Child Tax Credit (but not Working Tax Credit) with an annual income less than £16,105
- maximum Working Tax Credit and maximum Child Tax Credit with Income below £6,900
- Support under part vi of Immigration and Asylum Act 1999
- Universal Credit with monthly earnings less than £610

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.

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

## **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:

- receive Income Support, Job Seekers Allowance (Income Based) or Employment and Support Allowance (Income Related)
- Child Tax Credit (but not Working Tax Credit) with an annual income less than £16,105
- maximum Working Tax Credit and maximum Child Tax Credit with Income below £6,900
- support under Part VI of Immigration and Asylum Act 1999
- Universal Credit with monthly earnings less than £610.

The clothing grant is only paid once in a school year between August 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.

## 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 acceptable standards of behaviour from each pupil so that they can provide the secure and supportive environment which is conducive to good learning.

As a school we use Restorative Approaches 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 things forward in a supportive and agreed manner.

Our policy is based on the principles of promoting positive behaviour, nurture and embracing the school values at the heart of everything we do. A high standard of behaviour is encouraged and expected. Staff employ an approach based on promoting positive behaviour through developing self-esteem, responsible attitudes and mutual respect between staff and pupils. The children are encouraged to act positively, always have regard for others and to be a valuable and responsible member of the class and school. However, we do not live in an ideal world and in the process of growing up, children do overstep the mark on occasions. A well-defined system of rewards and consequences has been devised which aims to enable pupils to take responsibility for their own behaviour and so encourages good choices in decision making.

It is the policy of the school to keep parents informed and to work together to support their child. We ask that you let us know immediately of any concerns which may be bullying so that the school can work with you to resolve any problems.



## 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 Swinton 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 discuss 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?

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

## Pupil Leadership



All pupils take on a variety of leadership roles within our school. 'Playground Leaders' is an example of such leadership responsibilities. Primary 6 pupils receive training to develop responsibilities to become a 'buddy' to our new Primary 1 pupils and become positive ambassadors within the school, including Sports Leaders. All children help to deliver wake and shake and fun 31

activities, helping run key events based on chosen themes to broaden children's experiences in play and develop friendships across classes in school.

## Primary 7 Leaders

### House Captains

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

- Encourage participation, fair play and a positive attitude
- Run competitions, encourage fair competitiveness and 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



Swinton Primary has P7 Junior Road Safety Officers. The JRSOs work hard to organise competitions, awareness raising and events to inform pupils about road safety. New for this year we have Bike ability Training 1 and 2 being

delivered.

## 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.

## Self-Evaluation

### SCHOOL IMPROVEMENT PLAN AND REPORT

Each year we gather information from staff, parents and pupils to review aspects of our work and identify areas for further development or implementation. Parents are given a summary of these, but the full versions are available from the school office and available on the Education Scotland website.

## 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. Placement requests for parents wishing their children to attend out with their catchment area are available from the school office.

### Parent / Carer Information Meetings

ELC and Primary 1 parents / carers are invited to information sharing meetings. This provides an opportunity to discuss a positive and smooth transition to starting ELC 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 who are not yet 5 years old at the start of the new term in August are automatically entitled to another year in ELC should they choose

## **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 about the 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 an agreed block of 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 Swinton Primary School & ELC normally transfer to: -

- Berwickshire High School
- Rector: Mrs Emma Dickson (Acting)
- 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.

Swinton Primary School & ELC 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 Swinton 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 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 catchment school
- on safety grounds if the normal walking route fails to meet certain safety criteria; contact Scottish Borders Council in such circumstances.



some

their

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:

[www.scotborders.gov.uk/site/xfp/scripts/xforms\\_form.aspx?formID=132&language=en](http://www.scotborders.gov.uk/site/xfp/scripts/xforms_form.aspx?formID=132&language=en)

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 on 96.8 FM
- contacting the transport operator



## Partnerships

### Partnership Schools

Swinton Primary works in partnership with Greenlaw 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 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 Head Teacher, there will be times when Mrs Berrett is not on the premises of Swinton Primary School & ELC. If Mrs Berrett is not available, Mrs Trafford will be able to answers any queries you may have.

### **Swinton Primary Parent Council and Fund-Raising Committee**

We are a group of parents / carers who 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 once a term. You can offer to become a member of the committee or more informally by offering to help us at our events – please send us your good ideas!

Our role as the Swinton Primary School Parent Council is to:

- Act as a voice for all the families of Swinton Primary School
- Work in partnership with the school and community to give our children the best possible education
- Organise social and fundraising events

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 who has a child at our school is a welcome member. Any parent who would like to help in the school, is encouraged to email us at:

[pcswintonprimaryschool@scottishborders.npfs.org.uk](mailto:pcswintonprimaryschool@scottishborders.npfs.org.uk).





# Respectful Relationships and Antibullying Policy

## Respectful Relationships Anti-Bullying

1.  
Bullying Behaviour  
Reported

2.

Immediate  
Care ~ and  
Support

3.



4.

Agree next steps

6.

Review

5.  
Monitor

7.  
Resolved

### Respectful Relationship

A respectful relationship is based upon mutual trust, honesty, kindness, consideration and fairness, bringing out the best in those involved.



### Bullying

"Bullying is both behaviour and impact; what someone does and the impact it has on the other person's capacity to feel in control of themselves. We call this their sense of 'agency'. Bullying takes place in the context of relationships. It is behaviour that can make people feel hurt, threatened, frightened and left out and it can happen face to face and online."  
(respectme,2015)

Steps 1-4,  
within  
5  
working  
days



Continued  
communication  
and  
support  
for all  
in all  
steps



For help and  
support



# School and Council Policies and Useful Information

We have a variety of policies in school which are available upon request. We follow Scottish Borders Council policies including Composite Classes, Anti-bullying and Transport. These are available from the SBC website:

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

## Respectful Relationships and antibullying Policy

Scottish Borders Council Education Committee works within their 'Respectful Relationships' policy and guidelines. SBC's Respectful Relationships Policy can be found online at: [www.scotborders.gov.uk/antibullying](http://www.scotborders.gov.uk/antibullying)

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. If you report a bullying incident to the school, senior management will take the following steps as detailed in the info graphic on p38.

## ATTENDANCE

Good attendance is important in our school. It allows your child to make the most of their education and social development and gives them better choices in the future. It is your responsibility, by law, as parents/ carers to ensure that your child attends school regularly.



We actively monitor attendance. If your child's attendance drops below 95%, we will contact you by letter, phone or text to alert you of this. If you have difficulty getting your child to school, please contact us as soon as possible to discuss how we can support you. When a child is absent from school through illness, or any other cause, the school must be informed by **9.00 a.m.** on the first day of absence and a reason given for the absence. If no explanation is received by **9.30 a.m.** a text message is sent to you via Groupcall requesting that you contact the school as soon as possible. We are now required by the Scottish Office to publish statistics of authorised and unauthorised absences. Therefore, we must have a reason for all absences. In cases other than illness it is helpful if the school can be told in advance. It is especially important if a child has been in school in the morning and does not return in the afternoon that the school is contacted. Unless prior notice has been given, please let the school know by the start of the afternoon session as natural anxiety arises when a child fails to reappear, and no explanation is given. If

there has been no reason given to the school, parents will be contacted by phone or letter for an explanation for the absence.

## **HOLIDAYS WITHIN TERM TIME**

Parents are asked to arrange family holidays out with term time. Family holidays taken during school terms will be recorded as unauthorised absences in accordance with Scottish Borders' guidelines. In very exceptional circumstances the Headteacher may grant authorised absences. Parents are asked to inform the school in advance of their intention to arrange a family holiday within term time. We would advise that this be kept to a minimum as pupils' education is often seriously disrupted, and valuable teaching time lost.

It may be difficult for some children to 'catch up'. Scottish Borders Council has now advised parents that:

"Taking family holidays during the school term is disruptive to your own child's education as well as having an impact on the other pupils in the class and the teachers. Parents should do everything possible to take their holidays during the designated school holiday dates and only in very exceptional circumstances consider taking their holidays during term time. Parents are asked to accommodate this request in the interest of their own children and the smooth running of the school".

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 Swinton 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 Swinton 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 school staff in the school to share learning experiences for example: Sports Day, celebrations of achievement, fun events, class learning and 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. We ask you **at the time your child enrolls** at one of our schools if you are happy for your child's picture to be used in this way. Please ensure you are aware of, and understand, such possible use of your child's picture and that you have given your consent.

## **Withdrawing Consent**

Any permission given will remain in place during your child's primary and secondary schooling unless you indicate that you wish to withdraw your consent. You can do this by contacting the school admin team and we will remove your consent immediately.

## **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:

[https://www.scotborders.gov.uk/info/20016/have\\_your\\_say/155/make\\_a\\_complaint/1](https://www.scotborders.gov.uk/info/20016/have_your_say/155/make_a_complaint/1)

## Comments and Complaints Procedure

Working in partnership with parents is very important to us. We are constantly striving to offer the best service to you and your child. Feedback on how well things are going is as important as suggestions on how we can do things better. If a problem does arise you should raise this in the first instance with the Class Teacher. If for any reason this is not possible or you wish to raise an issue which is complex, then this should be addressed to the Headteacher or Principal Teacher. All concerns will be dealt with in a sensitive manner. If the problem is not resolved or you are making a serious complaint, you may complain either in person, by phone, by email or in writing. We will follow the complaints handling procedures for Scottish Borders Council.

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

We will follow the complaints handling procedures for Scottish Borders Council.



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.

## Things not to do:

- Please do not raise your 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 wider audience.
- Please do not post your problem or complaint on social media in order to avoid a wider audience.

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 is a recurring problem and we would appreciate if parents 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



could

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**

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.



# New Carer's Act for Scotland

## Young Carers

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

Young carers undertake a number of tasks for the people they live with and look after. They are often left alone to do things like washing, cooking, shopping, paying bills, collecting medication or helping to look after younger 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 Swinton Primary School & ELC 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 participating in learning, arriving on time, or any other issues which may affect their well-being at school. It is the intention of Swinton 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](#)
- More information about the Scottish Borders Young Carers Service is available from the [Action for Children website](#)
- The Partnership's Locality Plans are available at: [www.scotborders.gov.uk/HSCPLocalityPlans](http://www.scotborders.gov.uk/HSCPLocalityPlans)
- For more information, contact the Communications and Marketing team on 01835826632 or [communications@scotborders.gov.uk](mailto:communications@scotborders.gov.uk)



# Council's Implementation of British Sign Language

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

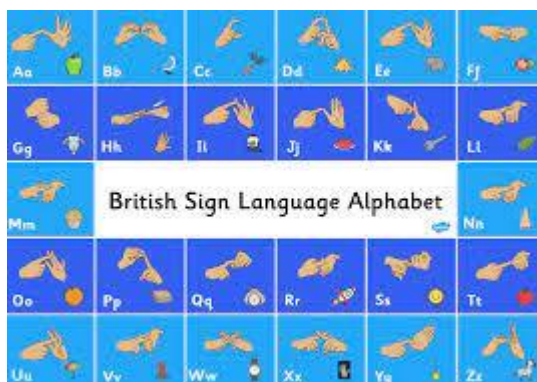
These goals represent the Scottish Government's aim "to make Scotland the best place in the world for BSL users to live, work and visit."

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

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

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

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



# School Session Dates 2025/26

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





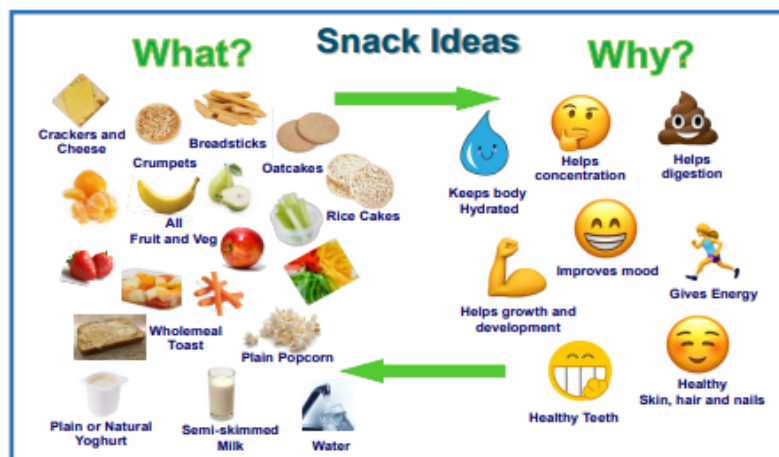
## Helping your Child to Grow, Learn and Play

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**



Scottish Borders



Fit4Fun Families



## 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](mailto: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



Scottish  
Borders  
Health 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.