

Gordon Primary School



*Gordon
Primary School*

Handbook
2025-2026

Welcome from the Headteacher

Dear Parents/Carers,

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

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

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

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

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

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

Yours sincerely,

Charlotte Shortel

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School

Information



*'If I was to
describe my
school to an alien
I would say it is
small, friendly and
fun.'*

Vision, Values and Aims

Our Vision

Striving to be the best version of ourselves

Our Values

- Inspiring
- Nurturing
- Creativity
- Community

Our Aims

- To be **READY** for life, learning and opportunities
- To be **RESPONSIBLE** in our care for ourselves, others and our planet
- To be **RESPECTFUL** in our actions and words.

Staff List

<u>Teaching Staff</u>	
Headteacher	<i>Mrs Charlotte Shortel</i>
Principal Teacher	<i>Mrs Emma Donaldson</i>
P1/2/3/4 Teacher (Mon, Wed, Thurs & Fri)	<i>Mrs Emma Donaldson</i>
P1/2/3/4Teacher (Tues)	<i>Mrs Linsey Ballantyne</i>
P5/6/7Teacher (Mon & Tues)	<i>Mr James Keiller</i>
P5/5/7Teacher (Wed, Thurs & Fri)	<i>Miss Megan Dun</i>
Curriculum Support Teacher (PE)	<i>Miss Nicola Broad</i>
Support for Learning Teacher	<i>Mrs Carolyn Summerfield</i>
<u>Early Learning Centre Staff</u>	
<u>Early Years Officer</u>	<i>Mrs gemma Cargill</i>
Early Years Practitioner	<i>Mrs Carol Forrest</i>
<u>Support Staff</u>	
Business Support Assistant	<i>Mrs Lucy Russell</i>
Personal Support Assistant	<i>Mrs Shiona Connell</i> <i>Mrs Gillian Steele</i> <i>Mrs Katherine Lothian</i>
School Cook	<i>Mrs Louise Ford</i>
Janitor (Peripatetic)	<i>Ms Marie Todd</i>
Cleaner	<i>Mrs Tracey Devenney</i>
<u>External Partnerships</u>	
Active Schools Coordinator	<i>Miss Gemma Ross</i>
Community Police Officer	<i>PC Lee Harper</i>

School Information

Name: Gordon Primary School

Address: Murrayfield
Gordon
TD3 6LW

Telephone Number 01573 410245

Email Address gordonps@scotborders.gov.uk

Website Address www.gordonps.co.uk



Denominational status Non-denominational & Co-educational

House Structure The children are placed in three houses: Smailholm, Greenknowe and Hume. Children are usually allocated to the same house as the rest of their family.

School Information Gordon Primary School first opened in 1875. The School is at the heart of the community and as such we try to make it as friendly and welcoming as possible to all who use it. Although we believe in maintaining the traditions of a small rural community school we also try to make sure the children receive a forward thinking, up to date and modern education where change is embraced and the 'Global Perspective' embedded.

Community Information Gordon Primary School has fantastic links with the wider community. Parents and wider family are always welcomed into the school. The Primary School has good partnerships with Earlston High School and the other primaries that feed into this secondary school. Strong links with partner agencies support us in meeting the needs of all children.

School Hours

Monday - Thursday		Friday	
School Starts:	8.50am	School Starts:	8.50am
Morning Interval:	10.50am - 11.05am	Morning Interval:	
Lunchtime:	12.35pm - 1.15pm	Brunch:	10.50am-11.35am
School Finishes:	3.15pm	School Finishes:	12.35pm

Accommodation



Although our school building is quite small we take pride in ensuring we use the space to the best possible advantage to support teaching and learning. The school comprises of a nursery with nursery garden, three large primary classrooms, school hall, dinner hall, library, and open areas.

Playground



We are very lucky at Gordon Primary School to have large school grounds. These consist of: tarmac areas, grass playing field with tyres, multi-use games area & wildlife garden. Children are free to access almost all areas of the playground, although the grass areas become out of bound when wet and muddy to avoid injury, dirty clothes and grubby school carpets.

Security



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.

To ensure the security of all pupils, parents or designated adults should bring/collect all Nursery children to/from Nursery classroom.

It is very important that the school has accurate and up-to-date contact details for all pupils so we can contact parents/guardians quickly in an emergency.

Playground Supervision



An adult presence is provided in the playground from 8.45am and break times in terms of the School (Safety and Supervision of Pupils- Scotland) Regulations, 1990. No child who is having a school meal or packed lunch is allowed to leave the school playground during lunchtime. During inclement weather, children will be supervised in the school building before school, at morning interval and at lunchtime.

Nut Free



We are a 'nut free' school and therefore ask that products containing nuts are not brought into school.

Early Years

For information relating to our Early Years Setting, please refer to the Gordon Nursery Handbook.

School Uniform and Dress Code

At Gordon 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.

Jumpers, jackets and polo shirts can be ordered via

www.border-embroideries.co.uk/search/gordon%20primary%20school

Clothing ordered through the border embroideries will be embroidered with the school badge. We also have a preloved uniform rail in the School, please ask at office.

Primary 1-6 Uniform

Navy/black coloured school trousers or skirts

pale blue/white shirt, polo shirt or blouse

navy blue sweater / cardigan

black shoes

blue & white checked summer dresses



Primary 7 Uniform

As above but with a Royal blue sweater / cardigan or a Leaver Hoodie

(This distinguishes them when helping with school duties or when representing the school within the community).

PE KIT

black, white or navy shorts

pale blue/white polo or T-shirt

black/white sandshoes or indoor trainers



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

No clothing with logos other than the school logo should be worn.

The Curriculum



*'I like school
because learning is
fun and my teacher
is great.'*

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

From pre-school to the end of S3 (3-15) young people will experience a broad general education which is designed to enable each child or young person to be...

- a successful learner
- a confident individual
- a responsible citizen
- an effective contributor.

The broad general education will include all 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 gives opportunities for learners to deepen their learning in real-life contexts. Most learners will progress into the fourth level in many aspects of their learning before the end of S3, laying strong foundations for more specialised learning.

Curriculum – Learning and Teaching

Curriculum for Excellence is implemented across Scotland for all 3-18 year olds wherever they learn. It aims to raise standards, prepare our children for a future they do not yet know and equip them for jobs of tomorrow in a fast changing world.

Curriculum for Excellence enables professionals to teach subjects creatively, to work together across the school and with other schools, to share best practice and explore learning together.

Teachers and practitioners will share information to plan a child's 'learning journey' from 3-18, helping their progression from nursery to primary, primary to secondary and beyond, ensuring the change is smooth. They'll ensure children continue to work at a pace they can cope with and with challenge they can thrive on. Curriculum for Excellence balances the importance of knowledge and skills.

Every child is entitled to a broad and deep general education, whatever their level and ability. Every single teacher and practitioner will be responsible for literacy, numeracy and health and wellbeing.

Curriculum for Excellence develops skills for learning; life and work to help young people go on to further study, secure work and navigate life. It brings real life into the classroom, making learning relevant and helps young people apply lessons to their life beyond the classroom. It links knowledge in one subject area to another helping children understand the world and make connections. It develops skills so that children can think for themselves, make sound judgments, challenge, enquire and find solutions.

There is personal support to help young people fulfil their potential and make the most of their opportunities with additional support wherever that's needed. There is an emphasis by all staff on looking after our children's health and wellbeing - to ensure that the school is a place where children feel safe and secure.

Ultimately, Curriculum for Excellence aims is to improve our children's life chances, to nurture successful learners, confident individuals, effective contributors and responsible citizens, building on Scotland's reputation for great education.



Curriculum- Subject Areas

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 - a 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. Skills in listening and talking are also developed.

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.

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.

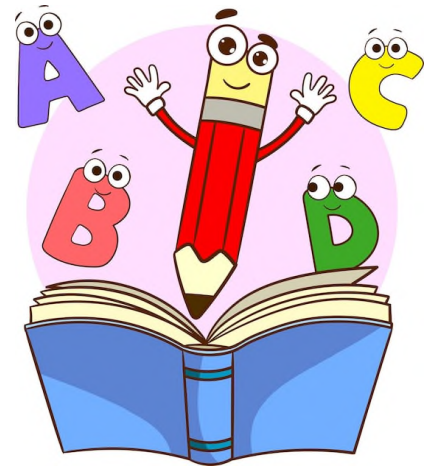
We aim to support all children so that they develop at their correct pace and become proficient in understanding text, looking for deeper meanings, extending their vocabulary, appreciating a wide selection of literature and using life skills.

In addition to active games and practical activities, our early phonics and spelling programme uses Read Write Inc as a core resource. These learning opportunities provide children with knowledge of sounds and decoding skills allowing them to access texts with confidence and accuracy. We use a range of reading schemes to build children's confidence of reading with fluency and expression, while ensuring a thorough understanding of the text.

As children become more independent in reading, they will progress onto other schemes using within the school such as Oxford Reading Tree and short novels. Teacher & peer discussion regarding their reading, partnered with online comprehension questions allow pupils to recognise successes and identify next steps in reading.

Although pupils at Gordon Primary are able to use word processors to support their writing process, we believe that it is very important that children appreciate 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.

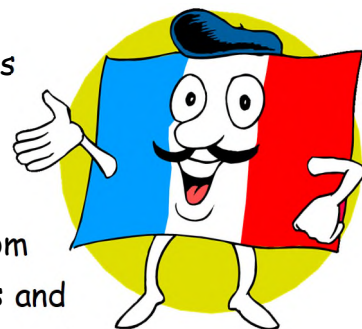


Pupils are encouraged to take turns when talking and to listen politely when other pupils are recounting an experience, presenting ideas or offering their suggestions. Children are encouraged to learn skills in presenting their ideas, expressing views and opinions and listening for a variety of purposes.

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.

Languages

'Learning other languages enables young people to make connections with different people and their cultures and to play a fuller part as global citizens'. [Building the Curriculum 1]



In Gordon Primary School, French is taught as part of literacy from Primary 1. From Primary 5, as part of learning about other countries and cultures, knowledge and understanding of other languages are introduced. Children are also taught British Sign Language throughout their time at school.

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.

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

www.educationscotland.gov.uk

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; and SHAPE, POSITION and MOVEMENT. In all of these areas pupils have the opportunity to develop PROBLEM SOLVING and ENQUIRY SKILLS.

Within Gordon Primary School we teach a core skills-based programme in each of the above aspects and use real life contexts to allow children opportunities to apply their new skills. Children are also exposed to concrete, pictorial and abstract ways of thinking and working.

We focus on children learning at an appropriate pace and at a level suited to their individual needs; working in partnership with peers; 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.

At Gordon Primary School we often incorporate co-operative learning opportunities into lessons. Children may be learning as a whole class, through small group work, in pairs or individually. Often these learning experiences are linked to interdisciplinary contexts in order to motivate children in exciting, real and relevant ways.

Health and Wellbeing

At Gordon Primary School we ensure that all children experience what it feels like to develop, enjoy and live a healthy lifestyle.

We provide opportunities for pupils to:

- Experience positive aspects of healthy living and activities for themselves (both during and after school);
 - 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.
- 
- A colorful illustration in the top right corner depicts a young girl with red hair in pigtails, wearing a red tank top and green shorts, running towards the left. She is surrounded by various icons representing health and wellness: a green apple, a slice of orange, a green glass with a straw, a green tree, a pair of orange sneakers, a green leaf, a crescent moon, stars, and two small flowers (one red, one green). The background is white.



As part of our health and wellbeing progression, teachers deliver our Building Resilience Programme. Resilience is a key factor in protecting and promoting good mental health. This whole school programme looks at ten different things to develop resilience in children.

There is a programme for early, first and second level. Therefore, children will be developing their skills throughout their primary school experience. Key themes and messages are taught through class activities and school assemblies.

As well as Building Resilience, we are delivering lessons on the wellbeing indicators. A child or young person's wellbeing is influenced by everything around them and the different experiences and needs they have at different times in their lives. The wellbeing indicators highlight the key factors that influence wellbeing - **safe, healthy, achieving, nurtured, active, respected, responsible** and **included**. By making the wellbeing indicators explicit for children, we are developing their understanding of wellbeing and how to live healthy and happy lives.

In addition to the above, we implement Scottish Borders Council's planners for Sexual Health & Relationship Education and Drugs and Alcohol Misuse. These cover a range of age-appropriate topics for children and young people. Information about the themes being covered with your child(ren) will be sent out prior to the learning taking place.

All children participate in PE every week, whether in the form of movement, games, dance or development of skills specific to a sport. All classes have two PE sessions within the week and on non-PE days, they engage in the Daily Mile. There are various festivals and tournaments throughout the session, including hockey, athletics, rugby and netball, where the children are able to apply the skills they have learned within PE.

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

Wellbeing Indicators

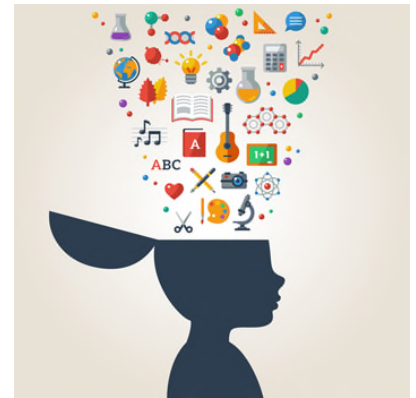
In order to support children's knowledge and understanding of the wellbeing indicators and the factors that influence wellbeing, children have been involved in creating characters to represent each of the indicators (see below). These indicators are referred to throughout the school in many different ways.

Gordon's Wellbeing Characters:



Social Studies, Sciences and Technologies

These areas of the curriculum are often taught in an **interdisciplinary learning** context. This is a process in which two or more subject areas are integrated with the goal of fostering enhanced learning in each subject area. Interdisciplinary Learning may take the form of in-depth studies lasting for a number of weeks, or a short series of lessons.



Social Studies

Through social studies, children develop their understanding of the world by learning about other people and their values, in different times, places and circumstances. They learn about people's achievements and about how 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 issues.



Teachers at Gordon Primary try to make class projects as 'real' as possible by including the school site and surrounding community as a basis for study. Where it is felt to be appropriate, visits to further afield are arranged to complement the study. Visitors are encouraged to visit our school to discuss their business or experience with the children.

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

[illegible]

Curriculum for Excellence experiences and outcomes in science provide opportunities for children to develop and practise a range of enquiry and investigative skills, scientific analytical thinking skills, and 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.

Technologies

Technologies at Gordon Primary School 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 they can:

-

Technology is an integral part of our curriculum. Across Scottish Borders Council, every P4 to S6 pupil is provided with an iPad. In addition to this, there is a bank of shared iPads which can be accessed by Nursery to P3 pupils. Whole class technology lessons take place where children learn skills in the following aspects:

- Text, Graphics & 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. At Gordon we have a Music Curriculum Support Teacher, who delivers weekly Music and Drama lessons. Our learning progression pathways provide Gordon pupils with 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 presentations;
- Develop important skills specific to expressive arts and also transferrable skills.

At Gordon Primary School we aim to discover, maintain and enhance the creativity and imagination that is embedded within every young child. 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.

Pupils from P5 to P7 are offered the opportunity of specialised tuition to learn a range of instruments. Sessions become available for this throughout the year. You will be notified as and when these opportunities arise. The purchase of an instrument can be costly however many of the instruments can be hired initially. Further details are available on request.

In a more formal setting, concerts involving drama, dance and music are presented to parents, friends and other links within our local community. Taking part in these presentations can help pupils develop skills in self-expression, with evidence of a visible increase in self-confidence.

Religious and Moral Education

The children at Gordon Primary progress through the Curriculum for Excellence Religious and Moral Education experiences and outcomes in order to:

- Develop their spiritual, social, moral and cultural values;
- Develop a knowledge and understanding of Christianity and other world religions;
- 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 become aware of the wide range of religious interpretations and their importance to believers.

Parents have the right to withdraw their child from Religious Education lessons and Observance and should contact the school if they so wish.

Parents from ethnic minority religious communities may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Only written requests detailing the proposed arrangements will be considered. Appropriate requests will be granted for up to three occasions in any one school session and the pupil noted as an authorised absentee in the register.

Two of our assemblies are held in Gordon church as part of our religious observance.

Showbie

Staff from Nursery to P7 use Showbie as a way to record individual learners progress and achievements. Parents will be provided with a unique code to access their child's portfolio and also the Parent Group page.

Your child's portfolio will be added to as they move through the School, giving you access to their learning journey from Nursery to P7.



Extra-Curricular Activities

Children have opportunities to participate in a variety of extra-curricular activities which take place throughout the session.

Gordon Primary staff work in partnership with; Active Schools; parents and other partners to enable these wishes to come true.



Afterschool clubs meet at various times during the school year and are extremely popular with pupils. We are very grateful to the staff and volunteers who run these clubs.

The assistance of parents in extra-curricular activities is always welcome and any parent who is able to use his or her talents or interests in this way will receive full support of the school (subject to PVG approval- forms can be obtained from school office).

A wide 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. Parents are welcome to participate in school excursions.

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 Personal and Social Development. This residential will take place near the start of the P7 session and will be organised along with some other schools that feed into Earlston High School. This will provide 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.

Assessment & Reporting



'I like the whole school, it is a nice place to be.'

Assessment and Reporting

Curriculum for Excellence emphasises that assessment is an integral part of day-to-day teaching and learning. Learners' progress will be closely monitored by staff, who reflect with them on their strengths, learning needs and next steps, and take action based on this.

Learners themselves will be increasingly involved in this process, as they develop the skills needed to be able to make effective judgments on their own learning; skills that will be important to them throughout life. Testing will continue to be part of the framework of assessment, providing additional evidence of what learners know, understand and are able to do, and helping teachers plan learning experiences which are motivating and challenging.

Gordon Primary fully embraces the national priority **Assessment is for Learning**.

The progress made by each child is assessed by the staff throughout the session to confirm each pupil's progress.

Assessments are carried out in many different ways, each appropriate to what is being learned. Assessments are based on what children **say, make, write, and do**.

For example, practical tests will be given to see whether or not a pupil can measure accurately; teachers will observe pupils in discussion to assess their progress in those skills; a written test may be given to check for progress in spelling.

Our children also have a role in assessment; from the earliest stages we encourage our pupils to consider their own, and others', performances in whatever tasks they are undertaking.

Assessment then is both **formative**, as an **on-going daily and informal part** of our teaching, and also **summative**, something which we do from **time to time as a "spot check"** to gain evidence of learning.

We use assessment to ensure that the work being planned will be appropriate for our pupils and often alter our plans in response to assessment to ensure that efficient and effective learning takes place.

Children who may have additional support needs, or who require an Individual Education Plan or Co-ordinated Support Plan will be assessed in a way suited to their individual requirements. Further information is available from the Head Teacher.

Parents' Evenings are arranged twice a year to allow staff and parents to exchange views of the children's progress.

The school year is split into four main teaching blocks. Curriculum Overviews are shared at the beginning of each block to share with you what the children will be learning within all areas of the curriculum.

Reports will make reference to the knowledge and skills that your child has acquired over the year as well as the quality of your child's performance, particularly in the core areas of Language/Literacy, Numeracy and Mathematics and Health & Wellbeing.

At any time, parents who are concerned about their children's progress are welcome to phone the school and ask for a meeting with a member of the school management team. Arrangements can also be made for parents to have an interview with the class teacher at times other than our formal parents' nights. Please do not hesitate to ask.

Open mornings/afternoons and Class Sharing Assemblies are held throughout the year as an informal chance for children to show and explain their learning to parents. Class teachers may also use these opportunities to demonstrate some of the learning activities for parents to participate in.

Further information for parents and carers on 'Assessment and Reporting' can be found on the following websites:

www.parentzonescotland.gov.uk (parents and carers)

www.educationscotland.gov.uk (teaching practice and support)

www.scotland.gov.uk/cfeinaction (real-life examples)

Improvement Planning

School Improvement Plan

The School Improvement Plan identifies and gives some detail of proposed developments for the current session. The plan is written annually and takes account of school needs and priorities as well as Council and Scottish Executive priorities. The key purpose of the plan is to provide a structure to help support and improve the achievement of pupils. Parents will be consulted on the content of the plan as appropriate.

School Improvement Report

A School Improvement report is issued annually by school. The report is an evaluative summary of the work of the school, covering school self-evaluation, monitoring and development planning. Parents may request a copy of the School Improvement Plan and the School Improvement Report.

Both the School Improvement Plan and Improvement Report are posted on the school website:

www.gordonps.co.uk

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 guardian wishing to enrol a child at Gordon 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 from the school office.

Transfer from Nursery

We are fortunate that our Nursery class is based within the school building, which promotes strong links between nursery and primary. We have a comprehensive programme designed in consultation with the nursery to ensure that children receive the best possible start to their education in Gordon Primary.

Nursery-P1/2 joint sessions: Nursery and Primary 1/2 children have regular opportunities to participate in fun, active and creative activities relating to learning. These sessions provide Nursery children the opportunity to experience learning in the Primary classroom, whilst giving the Primary 1/2 children a leadership role in supporting their peers.

The Nursery also have the opportunity to join in with the rest of the school for assembly and are involved in as many whole school events as possible.

Parent Information Meetings: In June each year, Nursery and Primary 1 parents are invited to an information sharing meeting. This provides an opportunity to discuss practicalities on starting Nursery & 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 about 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 not 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 at Gordon Primary School 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 'Move-up Morning' is timetabled towards the end of each academic year. Children will spend part of the day with their new class and class teacher (if circumstances allow).

Composite Classes

Due to the small year groups at Gordon Primary School it is very likely that your child will be within a composite class. A composite class is one where children from two or more year groups are taught together.

Almost all primary schools in Scottish Borders have one or more composite classes, and in small schools pupils are likely to be in composite classes throughout their primary years.

These mixed groupings take account of age, gender and specific needs. As with all classes the curriculum is planned to ensure balance and progression for each pupil. The maximum size of a composite class of any age group is 25 pupils.

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 Gordon Primary School normally transfer from this school to:-

Earlston High School

Head Teacher: Mr Alex Johnson

Telephone Number: 01896 849282



Earlston High School is also a part of the Eildon East Learning Community which brings together a wide range of services to benefit 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.

Gordon Primary School has close links with Earlston 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 Eildon East Learning Community to meet each other and become acquainted prior to starting the High School.



All children in P7 at Gordon 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

Parenting Across Scotland: www.parentingacrossscotland.org

Support for Learning



*'Subjects are fun,
interesting and
intriguing, I like
learning new things.'*

Support for Learning

GIRFEC Guidance

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

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

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

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

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

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

Systems at Gordon Primary School

Gordon Primary School and Nursery have a variety of procedures to assist in the early identification of children and young people that may require additional support for a particular area of learning. Identification and support planning will take place at the earliest possible stage.



The progress of all children is continuously monitored by staff in consultation with the school management team. Through applying our thorough tracking and monitoring systems at Gordon Primary school, we aim to meet the needs of every single learner- whether these take the form of mental, social, emotional or physical needs.

It is likely that your child will receive some form of additional support throughout their primary education. Challenges that children experience may only be short term, or be confined to one aspect of learning. This can often be resolved by a little extra help from the class teacher or the Support for Learning teacher.

A few children experience long-term difficulties throughout school. In this case, the class teacher and Support for Learning Teacher will plan an Individual Education Programme for the child to follow within the class setting. If it is felt to be of benefit, a child may be withdrawn from class to receive individual support, although in most cases children will be supported within the class setting. Some children, who require help from a variety of supporting agencies, are officially designated as having a 'Co-ordinated Support Plan'. Examples of agencies include Speech Therapist, Educational Psychologist, Behaviour Support or Occupational Therapist.

If you believe your child has additional support needs, Scottish Borders Council publishes a range of informative advice. Visit the following webpage for further details.
www.scotborders.gov.uk/info/886/additional_support_needs

Mediation

'Enquire' - the Scottish advice service for additional support for learning.

Operated by Children in Scotland, 'Enquire' offer independent, confidential advice and information on additional support for learning through:

Enquire

- a telephone helpline - 0845 123 2303
- an email enquiry service - info@enquire.org.uk
- an online enquiry service
- two websites - www.enquire.org.uk (for parents/carers and practitioners) and www.enquire.org.uk/yp (for children and young people)

Care Experienced

Some children and young people are unable to live at home with their parent(s) and the local authority has a legal responsibility to care for them.

This care can be provided in foster families, residential houses or residential schools depending on their individual needs.



Wherever possible, children and young people are expected to attend their original pre-five resource or school to minimise disruption to their lives. Where this is not possible the next preferred option would be to attend mainstream school with support if necessary.

Each school has a designated staff member, usually in a senior management position, who has responsibility to know of any child or young person who attends their school and who is looked after and accommodated away from home. Within Gordon Primary School the designated person for this role is the Head Teacher.

We will ensure that any issues or concerns around the child or young person is addressed and communicated to the social worker responsible for the child or young person.

Foster carers and residential care staff act in place of the birth parents of the child or young person on everyday matters and should be provided with the support and advice of school staff which would be given to birth parents.

If there are any issues or concerns relating to a child or young person who is looked after and accommodated within the school, the child's teacher should be informed about these in the first instance and further advice can then be pursued as appropriate with school management staff and social work staff.

The overall aspiration for children and young people who are looked after and accommodated is that they are supported, included and treated no differently in school than their peers.

Support Services

Behaviour Support

We benefit from having access to the services of a specially trained teacher who is able to give advice and support to teachers who have children in their classes experiencing behavioural difficulties.

Speech and Language Therapy

A Speech and Language therapist works within school to carry out specialist work with individuals or groups of children in speech and language development. Parental permission is always obtained.

Educational Psychologist

The Educational Psychology Service (EPS) works with all SBC schools to support children's learning and wellbeing. They provide advice and training to school staff on how children learn and advise on ways to help children who require support. If requested by the school, they arrange follow-up for individual children, 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 they can all help your child in school. In some cases, they 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.

Further information about the EPS is available on the Scottish Borders Council website. There is a downloadable leaflet for parents and carers, which explains in more detail how the service may be able to work to support your child in school. Please see www.scotborders.gov.uk/EPS.

Health Service

The school has regular access to the school nurse to help with health problems in individual children. The school nurse is available throughout the year to provide advice and guidance.

If a parent feels that their child has a hearing difficulty, they can contact their G.P who will refer them to the audiometric service based at the Borders General Hospital.

Home/School Link Worker

The Home/School Link Worker provides support to develop positive home school relationships and will work closely with both families and school to help ensure that each child has the opportunity to fulfil their potential.

If you have any worries about your child, please contact school, in the first instance, to arrange a meeting to discuss your concerns. All schools have access to a range of support Services, the Head teacher will be able to advise you about those that may be able to help.

Young Carers

The new Carers (Scotland) Act was launched by the Scottish Government on April 2018 and brings with it a number of important changes.

The Act applies to both adult and young carers and aims to support carers' health and wellbeing and help make caring more sustainable. Overall, the goal is to deliver improved:

- carer engagement and involvement
- carer health and well-being
- early intervention
- personal outcomes for carers
- information and advice
- emergency care planning
- discharge planning with reduced delays and readmission.

The definition of a carer is being broadened to mean any individual who provides or intends to provide care for another individual. This will include anyone who provides unpaid support to family or friends who could not manage without this help e.g. caring for a relative, partner or friend who is ill, frail, disabled or has mental health or substance misuse problems.

The current carer assessment is being replaced with carer support plans for adults and a young carers statement for young carers. These will act as a gateway to various types of support, including statutory services, emotional support, training, advice, information, access to short breaks and respite, benefits advice and signposting to other services.

New eligibility criteria are being introduced that will identify the carers that the Council will be required to support. The carer support plan will identify other ways that carers can be enabled to carrying out their caring role.

Carers will also have the right to be involved in the development of local strategies and services that affect their caring role.

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 Gordon Primary School we want our young carers to enjoy school and that it is a positive place to come and they feel included.

Please let us know if there are difficulties for your child in participating in learning, arriving on time, or any other issues which may affect their wellbeing at school. It is the intention of Gordon 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

Promoting

Positive

Behaviour

*'If I was to describe
the school in three
words, I would use:
Small, happy and
understanding.'*

Promoting Positive Behaviour

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

Below is a copy of our current behaviour policy.

We aim

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

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

How can we achieve our aims?

Everyone in the school community working together;

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



Learning and Teaching

There is a very strong relationship between behaviour and learning, children learn better in a positive environment. Equally, children who are stimulated and engaged in their learning through high quality, effective teaching, and children who have their progress and achievements recognised, will feel valued and motivated to achieve more.

Within our learning programmes and in class activities, including circle time, we teach children:

- responsible behaviour and that their feelings and reactions can be affected by what is happening within and around individuals

- relationships with others and friendships where we are caring and respectful to ourselves and others, are important in maintaining positive relationships
- responsible citizenship, including opportunities to discuss issues and views and influence positive change in the school.

Expectations

A key element in promoting positive behaviour is the formation of a small number of positively worded expectations which are explicitly taught and consistently applied and reinforced both routinely and in response to specific behaviours.

Consistently Calm Adult Behaviour:

- All adult behaviour will be calm and controlled reflecting the vision and values of the school- there is an expectation that shouting at children is not acceptable, but that clear messages should be delivered firmly and calmly.
- The behaviour must be separated from the child.
- All adults will be kind, caring but demanding of the highest standards of behaviour across the school.
- Key values such as respect will be specifically taught through HWB curriculum and revisited frequently throughout the year.
- Expected behaviours based on the three key rules of:
 - **Respect for all**
 - **Ready to learn**
 - **Responsible**
 Will be taught, reinforced, modelled and applied consistently.
- Behaviour will be corrected privately where possible- no child will be named and shamed.



As far as possible teaching staff will manage behaviour and take responsibility for this. SLT can assist by providing a united front or reinforcing the messages of the class teacher/member of support staff.

To support children in following the rules, we have taught procedures for moving around the school, lining up, organising of belongings etc. This gives children a clear understanding of what is expected of them.

First Attention to Best Conduct

In order for this to work most effectively, teachers place a strong emphasis on positive behaviour by recognising and giving praise when pupils follow the rules and routines.

Adherence to school rules and expected behaviour will be acknowledged quietly and regularly through verbal recognition:

- *I noticed you...*
- *I was pleased to see...*

"Above and beyond or consistently achieving expected" behaviours will be recognised through:

- Yellow Notes
- Hot Chocolate and Star of the Week

Understanding and addressing challenges

We recognise that there are many reasons why children may experience difficulties behaving in an appropriate way. If a child is experiencing difficulties, our aim is always to understand the reason behind the behaviour and to put support in place where and when necessary.

The language of choice will be used with the children. Clear consequences will be indicated as part of this:

- If you choose to... there will be a consequence of...

It should be brought to the child's attention how their behaviour is impacting on themselves and others.

Language used by adults will also be authoritative:

- You need to...
- I need to see you...
- I expect...

Reminders of the positive behaviour sought will be delivered.

Consequences where required will consist of the following:

1. Reminder of vision/rules
2. Caution
3. Time out (within class or another class) followed up with restorative conversation
4. Phone call home

If staff can see a pattern of behaviour then SLT should be notified. Parents may then be invited in for meeting to explore behaviours in more detail.

For any acts of physical, racial or sexual violence parents of children involved **must be notified** (as should SLT)

Any allegations of bullying **must be passed onto SLT**.

Restorative Conversations

When children's behaviour falls below what is expected of them, they take part in a restorative conversation with those who have been most affected by their behaviour. The aim of a restorative conversation is to support the creation, maintenance and repair of relationships in an environment that focusses on support and skill building. Restorative conversations usually get the child to consider the following:

- What happened?
- How were you feeling at the time?
- Who has been affected by your actions?
- How can we repair the relationship with those that have been affected?
- What could you do differently in future?

The Playground

In order to ensure the children's safety and to help with any difficulties, Scottish Borders Council employs a playground supervisor during all breaks.

The playground supervisor is in the playground from 8:40am to 8.50am. Children should not be in the playground before 08:40 as there is no supervision prior to this time.

The same school rules and strategies for behaviour management and restorative conversations also apply to the playground.

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

You may first wish to write or telephone outlining your complaint.

This will allow the classroom teacher or a member of the management team time to investigate the complaint.

Solving the problem

Once the investigation has taken place, the member of staff dealing with the complaint will contact you to arrange an appointment to discuss the complaint. A solution may be suggested with agreement to review the situation after a set time.

Dissatisfaction with the solution

If you are totally dissatisfied with the school's response, please make it clear to the member of staff dealing with the complaint. The next step is to write to the Director of Lifelong Learning and ask for a meeting.

The Final Step

If you are still dissatisfied with the response, please make it clear. The next step is to approach your councillor and ask for their help, they will be able to guide you through The Local Authority Complaint procedure.

Things not to do;

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.

Do not allow your problem or complaint to become a community issue with a wide 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.

Pupil Voice



*'What I like most
about Gordon
Primary is that it is
fun and the
teachers are kind.'*

Pupil Voice

Consultation with pupils about their views on their school environment and their learning play an important part in our drive to continually improve. At Gordon Primary we believe that giving young people a 'voice' as partners in the process of school improvement, leads to a more effective learning organisation.



Planning & Evaluation

In order to ensure that all learning builds upon previously learned skills, knowledge and understanding, children play a key role in the planning stage. Teachers will plan and record to identify next steps in regards to areas of learning. Discussion then takes place with children to identify...

- Retention of previous knowledge, understanding and skills
- Preferred contexts for learning
- Possible activities
- Key questions
- Resources that may support their learning

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?

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

Pupil Leadership Roles

House & Vice Captains

The children are placed in one of the three houses: Smailholm, Hume & Greenknowe. Two House captains are elected for each house. The House Captains have the following responsibilities:



- Encourage good behaviour.
- Count up house points
- Help to organise house events throughout the year, such as House Quiz and Sports Day.
- Lead learning about our Vision, Values and Aims.

JRSOs

The JRSOs work hard to organise competitions and awareness raising events to inform pupils about road safety. They also help to run Walk to School Week.



UNCRC Ambassadors

The UNCRC Ambassadors work with SLT regularly visit classes across the school to share the Article of the Week. They are also responsible for updating the UNCRC display board in school and ensure we are promoting children's rights.



Wellbeing Ambassadors

The Wellbeing Ambassadors support in different areas of the school. At break and lunchtimes, they monitor our buddy bench, providing someone to play or talk to. They also monitor a school 'worry box', where children can share their worries and, alongside SLT, the ambassadors can support children to manage any worries they may have. All entries into the worry box are shared with SLT before and after conversations with children.



Parents as Partners



“
"Parents do a great job
at helping our school.
They organise events,
raise money for the
school”

Parents as Partners

We treat parents as genuine partners in supporting and enhancing children's learning. It is important that we all have a clear understanding of viewpoints and attempt to manage a system which takes these into account. We aim to be accessible to parents and to be open minded, with attitudes and beliefs being shared and discussed.



Parent Helpers

There are many ways in which parents can help at home and in school with children's learning. In school, parent helpers will not be asked to take on the role of a teacher, but may support the school in a wide variety of ways such as making toast, creating wall displays or participating in working parties. If you would like to be involved, please let us know.

Parent Forum and the Parent Council

In 2006 the Scottish Government brought in legislation to encourage and enable parents to be involved in the education of their own children. It also replaced School Boards with Parent Councils, which are intended to help parents become more involved.

Since the Parental Involvement Act 2006, every parent, carer and guardian of a child at a school is automatically a member of that school's 'Parent Forum'.

The Parent Forum can choose to set up a Parent Council, which can represent the views of parents and work with the school to increase the ways in which parents can be involved with their own children's education and with the life of the school generally.

The legislation sets out four areas of responsibility for a Parent Council, which are:

1. Support the school in its work with pupils and parents
2. Represent the views of parents
3. Promote contact and communication between the school, parents, the community, nursery and other providers
4. Report to the Parent Forum

Gordon Primary School Parent Council

Gordon Primary School currently have a fantastic parent council that work in partnership with the school to aid communication and support pupil learning. The Parent Council is very well attended.

In addition, the Parent Council work very hard to raise money for the school. Keep up to date on their current events by visiting the school website or their Facebook page.

If you would like to view the Constitution of Gordon Primary School Parent Council then this can also be found on our School Website: www.gordonps.co.uk.

Why get involved and how can I help?

Parents and family members are by far the most important influences on their children's lives. By becoming involved in the life of Gordon Primary School you can show your child that their education is important to you.



How do children benefit?

When children see their parents and other family members getting involved in the school it:

- Shows you are interested in what the school is doing;
- Let's them see you value what they are learning;
- Gives younger children a sense of security;
- Helps them learn about the wider community;
- Helps them learn from their parent's example.

How do parents benefit?

Parents like to be involved because they:

- Get to know the teachers and other parents;
- Gain a better understanding of how the school works and how children learn;
- Can see how their own child relates to other children and teachers;
- Have the satisfaction of knowing they are making a useful contribution to the school and to children's learning;
- Can be a positive role model to young people.

How does the school benefit?

Schools benefit because:

- They have a wider range of experience and skills to draw on;
- They develop closer links with the parents and the school community;
- Teachers are grateful for extra help.



Message from Gordon Primary School Parent Council

The parent council is an open meeting for the local community to get together with parents, carers and teachers.

We promote contact and communication between the school and the parents, the community, nursery and any other providers.

We work with the Head Teacher on policy reviews, and provide a parents viewpoint on ideas for reporting on children's achievements. We get a report from the fundraising committee and the treasurer on the funds raised.

We get feedback from the teachers as to what would be the best way forward for future learning. Parents come and discuss any general concerns. The Parent Council speak up for the school and for the parents of children in the school. Anyone able to come are more than welcome.

Communication and Access

At Gordon Primary, we use a range of methods to communicate with parents. These include:

- face-to-face communications and open approach (e.g. meetings with teachers or member of management; showcase mornings/afternoons; parent information evenings; assemblies; drop-in sessions; school events/activities)
- Parent Portal
- Letters
- Newsletters
- Phone calls
- Showbie
- School website
- Facebook
- Email
- Group-call
- Handbook
- Surveys



School

Policies



*'The best thing
about school is...
the wildlife
garden - not a lot
of schools have
one.'*

School Policies and Useful Information

Respectful Relationships Policy

Scottish Borders Council Education Committee has approved a new anti-bullying policy entitled 'Respectful Relationships' which was developed on the back of a range of evidence based recommendations from local young people.



The policy provides guidance, to staff, parents, and 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. The Policy will be implemented on 20 August 2013.

Advice for parents is available from Scotland's national anti-bullying service - 'respectme', including the 'Pointers for Parents' resource and 'You Can Make A Difference - A Practical Guide for Parents and Carers'. These are available free from [respectme publications](#).

Please visit the following website for more information: 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 suitable to his 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 0915 hours on the first 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 police. The parent should provide a written note on the child's return to school, confirming the reason for absence.
- 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 in 2003.
- 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.

At Gordon Primary School registers are taken twice per day- once first thing in the morning and again after lunch. If your child is marked absent and we have not heard from the parent or carer to explain absence then a text message will be sent out to inform you of your child's absence. This is to ensure children are safe and have not left home and failed to arrive at school.

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 the setting is Mrs Shortel.

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>

Class Size Policy

In law, the present maximum number of children in classes in P1 is 25; P2 & P3 is 30; P4-P7 is 33.

The exception to this is a composite class, which has a maximum size of 25. The Council allocates its staffing to primary schools to ensure that the maximum class sizes outlined above can be adhered to at all times.



Your child may be placed in a composite class during their primary education. Composite classes are formed to make efficient use of teaching staff in a school. Composite classes occur where children from two or more year stages are grouped together e.g. P2/3 or, in the case of some small schools, P1/2/3.

The number of teachers in a primary school is based on the number of children on the total school roll, not on the number in any single year group. The Head Teacher decides on the best possible structure of classes based on the number of pupils enrolled.

Further information on composite classes is available online at: www.scotborders.gov.uk/info/878/schools/367/composite_classes

Customer Care Procedure

A Customer Care Procedure operates within the school to ensure that all stakeholders have opportunities to raise issues with the confident expectation that their views will be considered in a positive and caring context.

We are committed to providing high quality customer services. We value complaints and use information from them to help us improve our services.



Should you wish to comment on or make a complaint about any aspect of provision made by the school, you should write in the first instance to the Head Teacher whose address is given towards the end of this handbook. Once the Head Teacher has responded, and if you are still dissatisfied you should use the procedure set out in the Scottish Borders Council leaflet "Complaints Procedure". This leaflet is available online at the following address.

www.scotborders.gov.uk/downloads/file/5740/a_guide_to_scottish_borders_council_complaints_procedure

Data Protection & Information Sharing

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



Why we need your information

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

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

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

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

Who we will share information with

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

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

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

We are also legally obliged to share certain data with other public and regulatory bodies such as Education Scotland, Police and NHS will do so where the law requires this.

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

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

How long do we keep your information for?

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

Photographs/videos

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

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.

**EMERGENCY
INFORMATION**

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 Showbie, groupcall, emails, school website and the local radio station- 'Radio Borders'.

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 Gordon 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.

Homework

A key partnership is the one that we have with the parents and carers of our pupils. We take every opportunity to encourage parents and carers to be involved in their children's education in as many different ways as possible. Support with homework is one very important way of doing this.



Across all stages of our school we offer 'home learning opportunities' rather than setting 'homework tasks' which must be completed and returned by a set date. Each class teacher will be providing home learning opportunities for your child in their Curriculum Overview. These may include one or more of the following:

HOME LEARNING

- Reading: an opportunity to practise again the text which has already been introduced within class
- Spelling: a copy of spelling words and patterns which children are focussing on during class along with suggestions for practice activities.
- Maths/numeracy: games or activities for further practice of skills learned within class

Please be mindful that these are opportunities to support your child with their intended learning within school. Ultimately, we hope that parents and children will see the benefit from further practise of learning. However, if there are times where you or your child are unable to engage in these opportunities the please do not feel pressurised into completing the opportunities provided.

For further advice and support with homework the following websites may be of use:

- **BBC schools online** (www.bbc.co.uk/schools) - offers homework help for all ages, with exam revision help in their Bitesize section as well as live webcasts from authors and even learning games
- **Homework High** (www.channel4learning.com/apps/homeworkhigh) - covers lots of different subjects in fun, colourful websites, for use by teachers and students in the classroom or at home

Homework Elephant (www.homeworkelephant.co.uk) - all your homework resources in one place. Includes a Subject Help area for if you know what you are looking, post a question in Agony Elephant with experts in Maths, Physics, English, Music, Biology and Geography, History and General questions and Hints and Tips section where you can learn how best to study and how to deal with homework worries.

Outings

The school issues a general consent form at the start of each session. Thereafter details of individual excursions are sent home as they occur. Local excursions within Gordon, where pupils do not need to use public transport, may occur without prior notice being sent to parents.



Medical and Health Care

All Primary 1 pupils are given a medical by a school nurse as required. Please note, no medical examinations will be carried out without permission.



Audiometric tests, to detect hearing defects, are carried out following referral from ourselves or your GP. The school can also refer any child for a test, if a parent or teacher expresses any doubt about hearing. The school would naturally consult with parents before starting this procedure.

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

Non-prescribed medication (including Paracetamol) will **not** be given to pupils by staff.



Individual members of staff may or may not be willing to administer prescribed medicines. Parents are asked to plan the giving of medicines in out-of-school hours where at all possible i.e. the child may return home at lunch time. Where this is not possible, parents must fill in and sign the form

MED P (prescribed) before a volunteer member of staff administers the medicine. These forms are kept at the School Office. All medicines will be stored in a locked drawer at the Office and pupils will have to come there at the appropriate time(s) i.e. when the medicine must be taken. You are advised to bring only a small quantity of the medicine to school.

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 on (conditioned) hair every week.



Communicable Disease

Diseases	Periods of Exclusion
Whooping Cough	Stay off school, work or nursery until 48 hours after starting antibiotics, or 3 weeks after your symptoms started if you've not had antibiotics.
Influenza	Exclusion until clinically well
Measles	Stay off nursery, school, or work for at least 4 days from when the rash first appears. Also try to avoid close contact with babies, people who are pregnant and people with weakened immune systems.
Chickenpox / Scarlet Fever	You'll need to stay away from school, nursery or work until all the spots have formed a scab. This is usually 5 days after the spots appeared.
German Measles (Rubella)	Stay off nursery, school, or work for 5 days after the rash appears.
Mumps	Stay away from school, college or work until 5 days after you first developed symptoms.
Polio/diphtheria/typhoid/dysentery	Until certified as fit to return by Community Medicine Specialist (minimum 48 hours)
Salmonella/food poisoning	Minimum of 48 hours after clinically well.
Erysipelas/scabies/ringworm	It's fine for your child to go to school or nursery once they've started treatment. Let your child's teachers know they have ringworm.
Viral Hepatitis	7 days from onset of jaundice.
Hand, Foot and Mouth	Exclusion whilst clinically unwell and until spots are healing.
Impetigo	Exclusion until the sores are healed (not weeping) or given effective antibiotics for a minimum of 48 hours.
Roseola Infantum (exanthema subitum) - viral infection	Exclusion until clinically well.
Scarlet Fever	Exclusion until clinically recovered, or 48 hours after appropriate antibiotics have started.
Conjunctivitis	Children do not need to stay away from school unless the child is feeling very unwell. Treatment is advised.
Herpes (Zoster)	No exclusion if blisters can be covered; otherwise, for 5 days after onset.
'Slap Cheek' (Fifth disease)	Exclusion until clinically well
Vomiting, Diarrhoea and Fever	May return to school after 48 hours free from last bout of vomiting and diarrhoea.
Threadworm	There's no need to stay off nursery/school although treatment is advised.

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 Gordon 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 and interesting 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. The current price of a school lunch is £2.90.

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

Ordering and payment for school lunches is through the online ParentPay system.

Space is provided for pupils to take packed lunches in the school dining room.

Online Menus can be found at:
www.scotborders.gov.uk/downloads/download/742/school_meal_menus

Application forms for free meals are available at the office and will be treated in confidence.

P1-P5 Free School Meals

All Scottish P1-P5 pupils will get 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.

- 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 not exceeding £850
- You have a child in Primary six (P6) or Primary seven (P7) and receive the Scottish Child Payment for the child

It is the parent or carers responsibility to apply for free school meals and application forms can be obtained from your child's school or by downloading 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 not exceeding £850

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 carers 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.

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:

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.



Useful

Contacts



*'School dinners are
yummy, yummy in my
tummy!'*

Useful Contacts

Charlotte Shortel- Head Teacher

Gordon Primary School
Murrayfield, Gordon
Tel: 01573 410245

Alex Johnston- Head Teacher

Earlston High School
East End, Earlston
Tel: 01896 849282

School Nursing Service

Melrose Health Centre
St Dunstons Park,
Melrose
Tel: 01896 822161

PC Harper - Community Police Officer

Email:
Lee.Harper@scotland.police.uk

Gemma Ross- Active Schools Coordinator

Email:
Gemma.Ross@scotborders.gov.uk
Tel : 07887 471 129

Children & Young People's Services

Eildon Locality Office
10-12 Gala Park, Galashiels
Tel: 01896 664158

Scottish Borders Council

Council Headquarters
Newtown St. Boswells
Tel: 0300 100 1800
Email:
enquires@scotborders.gov.uk



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

Healthy Beginnings

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

Top Tips

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

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

Contacts

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

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

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

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!



Council's implementation of British Sign Language Plan

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

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

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

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

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

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

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

Disclaimer

Whilst information provided within our Handbook is considered to be correct at the time of printing (May 2025), it is possible that there may be some inaccuracy as we progress through the session due to changes which may occur.