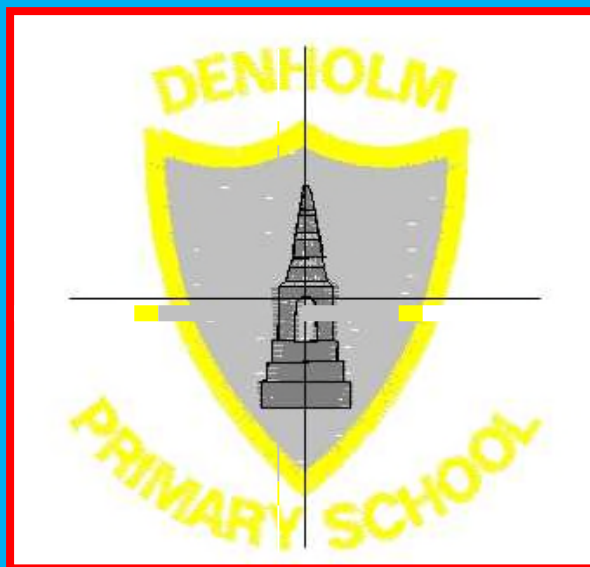


Denholm Primary School



School Handbook

School Handbook

2023/2024

SCHOOL INFORMATION

ADDRESS : WestEnd
Denholm
Hawick
TD9 8LZ
TELEPHONE : 01450 870 254
Headteacher - Mrs M McCreadie

THE SCHOOL DAY



Fridays

Start	8.40 am
Break	10.30 am – 10.45 am
Lunch	12.15pm – 1 pm
End	3.10 pm
Start	8.40am
Break	10.40am-11.30am
End	12.30pm

There is adult supervision in the playground from 8.20 am and during each break. The children are encouraged to play outside during their breaks, however, in adverse conditions they are permitted to remain indoors.

THE PUPILS

The current roll stands at 107. There are five mainstream classes. The mainstream classes are split into P1/2, P2/3, P4/5, P5/6 and P7. Children are taught according to their needs and ability and it makes no difference that the children are in a composite class.

Staff work hard to offer a broad curriculum. The children are encouraged to take responsibility for their actions and to work together to maintain high standards throughout the school. The children are put into a 'house', either Rule, Teviot, Ruberslaw or Dean. The children are awarded house points throughout the week for good effort, positive attitude, high standard of work or for doing something which was considered particularly good and helpful to the school. We have a pupil council with representatives for each class. There are regular meetings to provide the children with opportunities to voice their opinions, raise issues, agree solutions and make recommendations for changes.

A former Primary 7 group of pupils worked towards a Dynamic Youth Award, redesigning the vision and values of the school. They did this by considering the UN conventions of the Rights of the Child, followed by looking at the Vision and values statement of our learning community. By surveying the entire pupil body, they were able to establish what is important to pupils in Denholm and therefore what needs to be our vision. Whilst these will be reviewed this year, the values of Anything is Possible, still rings true in our school. These values will be revisited in Session 2023/24.

Designing Our Learning Future

Teviot Cluster will strive to provide a Culture of Achievement for all Children and Young people from the locality.

Denholm Primary School endeavours to give all its pupils these opportunities throughout their primary school career - because in Denholm, ANYTHING IS POSSIBLE!

All agencies and their representatives within Teviot will contribute to this by:

- Ensuring that Children and Young People are encouraged to participate in regular and varied opportunities.

In Denholm we use active learning to make learning fun, and learn in different ways across all subjects. Residential and other learning out with the classroom make learning varied and exciting.

- Developing a Culture of Opportunity and Ambition for all our Children and Young People

Denholm is one of the smaller schools in the Learning Community, but we make every effort to attend community events, we do all that we can to be successful and always aim high in all that we set out to do

- Promoting & Celebrating success - at all levels

We celebrate successes of our pupils both in and out of school. We celebrate with the whole school as well as with our community

- Promoting & Celebrating Achievement - at all levels

Our new school logo - Anything is possible - says all that we think about our achievements. We celebrate in public and we celebrate in personal achievement journals, as we all achieve in different ways

- Encouraging a 'multi-generational' attitude in the opportunities and experiences on offer.

Our pupils all join together for activities and events. We work with members of our community and together we see the best of everyone

- Embedding a 'Can dae' (anything is possible) message across and throughout the Community.

In Denholm Primary School -Anything is possible!

Enrolling in Denholm Primary School

Scottish Borders Council enrolment week is in November each year, and details are included in the local press prior to that time. We can provide the necessary information from school, or you can access them through the SBC website www.scotborders.gov.uk/info/878/schools?evacid=mp

If you would like to visit the school with a view to enrolment, this can be done at any time in the year. Please contact the school office to arrange an appointment.

Online registration is co-ordinated through SBC website.

Online Application

The Council's website will host the application and **parents need to be registered with MyScotBorders** (<https://www.scotborders.gov.uk/myaccount>) to complete the form.

The first question relates to the person completing the form, which then moves on to ask if they are applying for placement at the following

- Eligible 2 year Old
- 3 or 4 year old
- Primary School
- Secondary School is also included in the form

Placing request forms are also part of this application, if you think your home address sits outwith our catchment. Contact the school or Headquarters on 01835 824000 if you need to check this.

THE STAFF

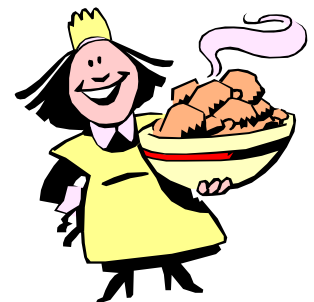
Headteacher	Mrs McCreadie
Principal Teacher	Mrs McBean
P7 Teachers	Mrs Scott
Primary 5/6	Mrs Culley
Primary 4/5	Mrs McBean & Mrs Patterson
Primary 2/3	Mr Jeffrey
Primary 1/2	Mr McArthur & Mrs Marais
Support for Learning	Mrs Murphy
Primary Curriculum Support Teachers	Mrs Patterson

Curriculum Support Teacher:
P.E. - Mrs Angus

Child Protection and LAC (looked after children) Co-ordinator -
Mrs McCreadie

Non-Teaching Staff

Business Support Assistant (Mon - Wed) -	Mrs Hepburn
Business Support Assistant (Thur & Fri) -	Mrs Nichol
Additional Needs Assistant -	Mrs Scott
Additional Needs Assistant -	Mrs Brandon
Additional Needs Assistant -	Mr Solley
Additional Needs Assistant -	Mrs McGlone
Additional Needs Assistant -	Mrs Pietranek
Additional Needs Assistant -	Mrs Blackie
Cook -	Mrs Lawson
Kitchen Assistant -	Miss Ainslie
Lollipop Lady -	Mrs Cook
Playground Supervisors-	Mrs Scott
	Mrs Brandon
Cleaning staff -	Miss Rotondo
Janitor -	Mr Halfpenny
Chaplain -	Rev Wilson



THE CURRICULUM

Curriculum for Excellence provides a broad spectrum for learning that is continuous from early years right through into secondary education. The stages of learning within Primary school are divided into Early Level (nursery-P1), First Level (P2-P4), and Second Level (P5-P7) All our children are encouraged to learn the skills and gain the knowledge and understanding to allow them to develop into not only successful learners, but also confident individuals, responsible citizens and effective contributors (known as the 4 capacities). To achieve this, engaging in breadth, depth and challenge, the curriculum is divided into 8 curricular areas:

Languages and Literacy

Literacy begins with Emerging Literacy, and we work closely with Playgroup to begin that learning before the children start school, focussing on key skills to prepare the children to read, write and to listen and talk with others.



Language is covered in 4 main areas: Reading, Writing, Listening and Talking.

We follow the Read Write Inc methodology for teaching reading, and children progress to access reading schemes including Oxford Reading Tree and Project X . These are supplemented with a number of excellent other resources including our well stocked library and range of novel sets.

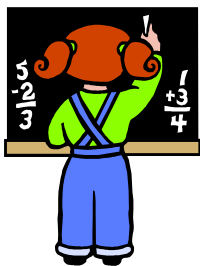
Writing begins using Foundations of Writing, leading on to writing in different styles and genres throughout the year.

French is taught throughout the school. As part of the Scottish Government's Languages 1+2 programme, all pupils are taught French from P1 and a 3rd language will begin in P5. That 3rd language can vary in each of the 3 year groups as we aim to make it relevant to the learning already ongoing in the class. For example linking with the study of a country.

Mathematics

The children are taught skills to work with Numbers, Money and Measurement.

They apply these skills in Problem Solving activities. They also learn Information Handling, Shape, Position and Movement through a



variety of context and approaches, including the use of computers. Mental strategies are taught and skills are reinforced through homework activities.

Throughout the school, the focus is on using practical materials (sometimes called concrete materials) to learn new skills before writing any of that learning down. We use many practical resources including Numicon and Cuisinaire Rods throughout the school to aid this process in learning number and also in other maths. We arrange our teaching of maths around a spiral curriculum, meaning that the children never experience one element of maths only once, but instead revisit them many times in their school careers.

Health and Well-being

Health and well-being permeates all areas of our curriculum ensuring that the children in our school develop the knowledge and understanding, the skills and capabilities which they need for mental, emotional, social and physical well-being. Physical Education forms a major part of this education, alongside other curricular areas which assist in establishing a pattern of health that can be sustained past the primary school years. Included within Health and Wellbeing are elements of Drug education and Sexual health education which begins in the early years.


We are aware of the emotional welfare of our children as we move out of the Covid 19 pandemic, and endeavour to support groups and individuals in ways best suited to them.

The key areas are:

- Physical education, Physical activity and sport
- Food and health
- Substance misuse
- Relationships, sexual health and parenthood

Each of these areas has a place in our curriculum from Early level, and if you have any questions around them, please contact the school. You will be informed of the learning in each area prior to your child having these lessons through termly newsletters, intended to support discussion at home and alleviate concerns around content of perhaps more sensitive subjects, but we are always willing to discuss this with you.

As part of encouraging healthy life choices out with formal lessons:

-  Pupils are encouraged to eat a piece of fruit as part of their daily break time.

DENHOLM PRIMARY SCHOOL

- ✚ All children are encouraged to drink water after each breaks and in the course of day. We ask that children bring their own bottle which can be refilled in class. Please don't send juice in these bottles.
- ✚ Chocolate, and sweets are actively discouraged as everyday snacks in school or as part of lunch boxes. Chewing gum and fizzy drinks are not permitted on the school premises or while the children are representing the school.
- ✚ Because we recognise that there is no such thing as "bad food", we teach the children to enjoy treats in moderation.
- ✚ Birthdays, and special events such a Christmas parties in class are also times where food contributes to a sense of celebration and sharing. Staff will remind the children that this is an "occasional" treat and not "every day food". This would also apply to bake sales, although these would be kept to a minimum. We do ask, however, that no cakes from home come into school for birthdays, due to the risk of allergies.

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 • Learning

Top Tips

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

What?	Why?
	 <p>Helps concentration</p> <p>Healthy Teeth</p> <p>Helps digestion</p> <p>Helps body grow and develop</p> <p>Healthy skin</p> <p>Energy</p>

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

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



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

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

Contacts

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

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

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



Social Subjects and Sciences

This area of the curriculum allows the children to acquire knowledge and understanding of social subjects, science and technology. It also provides a context in order to interpret experiences. By investigations and practical work the children learn facts about the world around them and it encourages pupils to adopt values and attitudes towards the environment and society. The children will develop skills to help them in preparing for tasks, carrying out tasks and reviewing and reporting on tasks. Children will learn about human achievements and how to make sense of changes in society, of conflicts and of environmental issues.

The children are encouraged to share ideas and thoughts to guide the direction of the learning, as well as given opportunities to choose how they demonstrate their understanding - in the style that best suits their learning.

Expressive Arts



Through music, art and drama, children are given the opportunity to stimulate their imagination and express themselves creatively. They will be taught a variety of skills, including communication skills, and they will be encouraged to express and interpret personal experiences. Through Expressive Arts children will develop qualities such as co-operation, responsibility, leadership and enterprise. We are supported by initiatives such as the Youth Music Initiative who work with our children teaching them eg ukulele or keyboard.

Religious and Moral Education

With Personal & Social Development

Children will learn about Christianity, its origins and its place in our society. They will also be encouraged to develop understanding and respect for the faiths and views of others. We also celebrate and mark festivals from other world religions in our assemblies and through class work.

We teach the children about other world religions, including Buddhism, Islam and Sikhism, and so your child will experience learning about these faiths as they progress through their school career.

Religious Observance contributes to pupils' spiritual development and promotes the ethos of the school, reflecting on spiritual and moral concerns. Our School Chaplain, Rev Wilson, visits the school regularly, takes a lead role in Assemblies and we visit the village church for our End of Term services.

Parents who wish to exercise their right to withdraw their child from religious instruction and/or religious observance should contact the Headteacher to arrange a meeting to discuss alternative arrangements for your child.

Technologies

Today, more than ever before, the need to have knowledge and skills in technological subjects is more and more necessary. We teach our young people to develop an awareness of the impact that changing technologies have on our environment and future working lives, as well as build their skills and confidence to embrace those changes. This includes learning to use computers and i-pads for word processing and for graphic design and manipulation, as well as using technologies to support learning in other curricular areas through research, presentation etc. The GLOW network (schools intranet service) is the forum for online learning as well as class based learning and all children have their own GLOW log in details and glow email addresses.

The Scottish Borders Inspire Learning programme is a £16m investment in a world class digital learning environment for all pupils. The project has been developed by a partnership of the council, CGI, XMA and Apple. The programme is a key part of the council's Digital Learning Strategy and transforms teaching and learning in our schools for the benefit of children and young people now, and into the future. All children in P4 - S6 in Scottish Borders have an ipad for this purpose and P1-3 pupils have access to a shared ipad in school.

This programme is aimed at raising attainment and supporting equity and inclusion for all children and young people. It is about investing in the learning of our young people and putting them at the heart of education, improving outcomes and success for all. The effective deployment of digital technology in schools will ensure our children and young people develop a level of general and specialist digital skills that are vital for learning, life and work in an increasingly digital world. It is not about having an iPad as a device but how we use the tools it offer to enhance learning, teaching and assessment

More information can be found below and on the following websites:

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

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

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

Details of the Inspire Learning programme for Scottish Borders Council are found at

https://www.scotborders.gov.uk/info/20009/schools_and_learning/913/inspire_learning

ASSESSMENT AND REPORTING

Scottish schools follow the Curriculum for Excellence, and within that are national Benchmarks in all subject areas. These benchmarks are used in Denholm Primary to support next steps in learning of literacy and numeracy, and these support each child to aspire to be the best they can be by knowing where they might aim for. Each child's progress is monitored and recorded and their level of attainment is measured against their own potential, whilst closely linking with these benchmarks. Each child is an individual with their own strengths and interests. Children mature at different rates, as does their level of achievement. Throughout the year the progress of pupils is monitored with ongoing assessments, including Writing, Reading, Listening and Talking and Mathematics. As part of this monitoring process, assessments in Spelling and Reading are undertaken annually. Regular consultations between the Headteacher and class teachers, together with the Support for learning teacher, ensure that any pupils who are in need of additional support in their learning either to challenge and enhance, or to support a difficulty are identified early on and next steps agreed. Parents are made aware of these planned ways forward if there is a specific piece of work taking place over time.

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

Inclusion and Pupils with Additional Support Needs

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

Some examples of additional support needs may include:

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

- Bereavement or family illness
- Problems at home

- Bullying
- Being particularly gifted or able
- An illness, disability or sensory impairment
- Having English as an Additional Language

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

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

You can also speak to a Team Leader at the local Children & Family's Support office:

Eildon Locality Office
10-12 Galapark
Galashiels
TD1 1EU
Tel: 01896 661880

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

At times, parents/carers and schools may come into dispute. While we would always hope that difficulties could be resolved at school level we recognise that parents or young people may wish to formalise their concerns. To assist with this we have a complaints procedure and also offer independent mediation and adjudication. It is also possible under certain circumstances to refer the case to the Additional Support Needs Tribunal for Scotland.

The statutory framework for Additional Support for Learning is the Education [Additional Support for Learning] [Scotland] Acts 2004 and 2009. A good place to find independent information is Enquire, the Scottish advice service for Additional Support for Learning. They have a wealth of information, including practical guides and fact sheets for both parents/carers and young people. You can find the website at www.enquire.org.uk, or ring them on 0845 123 2303.

Additional support may be given in the short term or for longer periods of time. If you feel your child needs extra support, the person to speak to in the first instance is the class teacher. You have the right to request an assessment for your child either through school or your GP.

The statutory framework for Additional Support for Learning is the Education (Additional Support for Learning) (Scotland) Acts of 2004 and 2009.

Additional information can be found through the following link:

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

HELP US TO MAKE IT RIGHT

If something goes wrong or you are dissatisfied with our services, please tell us and we will do our best to put things right. We deal with all complaints in accordance with the Scottish Borders Council complaints handling procedure. This can be found on the Council website: www.scotborders.gov.uk.

If you do want to make a complaint, you can do it either in person, by phone, in writing or by email. You can do this through your child's teacher or a senior member of staff (the Head teacher or Principal Teacher) or indeed any member of staff. You can also make a complaint via the complaints form on the council website. www.scotborders.gov.uk

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

- in person at a Scottish Borders Council customer services office
- by phoning Customer Advice and Support Service on 0300 100 1800
- by email to : PeopleComplaint@scotborders.gov.uk
- in writing
- to your local councillor
- via the complaints form on the council website www.scotborders.gov.uk

Getting It Right for Every Child

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

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

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

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

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

GIRFEC is part of the Children and Young People (Scotland) Act 2014 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 Head teacher.

Keeping our child and young people safe in the Scottish Borders

CHILD PROTECTION

- Our settings in the Scottish Borders work hard to keep our children and young people safe - all children and young people have a right to feel safe within the setting, home and community.
- Within our setting we strive to provide a safe, secure and nurturing environment for our children and young people, which promote inclusion and achievement.
- All staff in Education have a statutory and professional responsibility to take action if we have reason to believe a child is suffering, or is at risk of abuse.
- Our [Scottish Borders Child Protection procedures](#) set out what we will do if we have reason to believe a child is being abused or is at risk of abuse, either within the home or the community. These procedures are designed to ensure that children and young people get the help they need when they need it.
- All staff are aware of their child protection responsibilities and every year all staff in our setting attend a child protection update.
- Many of our staff undertake additional multi-agency child protection training.
- Every setting has a Child Protection co-ordinator who has the responsibility for overseeing child protection concerns as well as those young people who are care experienced within the setting.
- The Child Protection co-ordinator for the setting is **Mrs McCreadie**.

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

REPORTING TO PARENTS

- Curricular newsletters are completed 4 times in the year, and evidence of that learning is gathered throughout the year by the pupils and their teachers digitally or in physical form. In the year ahead we will be using SHOWBIE (a reporting app) to share live examples of your child's learning with you. Parents in P4-7 can see evidence of learning at any time using their child's ipad, and parents of younger children can log in through the app. This allows parents to see what has been learned and achieved as well as seeing what is planned for the block ahead.
- Parents are invited to attend 2 consultation meetings in the year with the class teacher in order to discuss their child's progress.
- Parents are always welcome to come into the school to discuss their child's learning, at any time of the year. We would ask parents to make these visits after school, so that the teaching of the pupils is not disrupted. It would be beneficial to you to telephone first, just in case the teacher is unavailable, and to share what the meeting is to discuss so that teachers can be prepared with anything they may need.
- In addition, there will be further learning opportunities where the children will showcase to parents throughout the year, as parents are invited to see the learning first hand.
- In the final weeks of the year, a prize giving takes place where parents of P7 pupils as well as those receiving awards are invited to join with the school community to celebrate the achievements of our pupils.

Other Communications

We have an active Facebook page which is helpful to keep up to date on events and items of interest. We would encourage our parents to follow this if they can.

We try wherever possible to send correspondence by Groupcall email or Xpressions app, in order to save on paper and printing. Please give your details to the school office to be included in the school distribution list. This is also our emergency contact list and so please ensure it is always up to date.

We can be contacted through the Groupcall system or Xpressions if parents have a specific question, or need to respond to a message we have sent. ***The Facebook page can also be private messaged, but parents are reminded this is not manned all the time so there may be a delay in response.***

ATTENDANCE

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

We actively monitor attendance. If your child's attendance drops below 90%, we will contact you by letter to alert you of this.

If you have difficulty getting your child to school, please contact us as soon as possible to discuss how we can support you. Please note that late arrival to school is also recorded and if any parent feels they need support with this, they should contact the school.

PUPIL ABSENCE AND MEDICAL CARE

Parents are asked to supply the school with the name, address and telephone number of someone who may be contacted in the event of illness or accident, and an emergency contact if parents cannot be contacted. In the event of illness at school, parents may be asked to take their children home. In an emergency a child may have to be taken to a doctor and parents will be informed as soon as possible. Emergency first aid treatment will be given at school for accidents but members of staff are advised not to give medicine unless parents specifically request this and complete a parental consent form, available from school. Ideally, parents themselves should administer medicine as no obligation rests with the school staff.

Parents should notify the school if their child is going to be absent. This can be done via Xpressions, or by phone as there is an answering machine facility. If the school has not received any information you will be sent a Group Call automated message asking you to contact the school.



Medication in school

Staff in school are unable to administer medicines to pupils unless it is prescribed by a doctor. Medicine prescribed through 'Pharmacy First' are included as it will have a Pharmacy label. Any such medicine requires to have the necessary forms completed and sent in to school with the medication. Upon receipt of this, staff are then able to administer medication, although it is not an expectation that they will.

Any medications requiring to be kept in a fridge will be kept in the school medical room. All medications are given by a staff member, and the form signed on a daily basis.

A copy of the required form is attached to this booklet for your convenience. Further forms are available for the school office.

HOMEWORK

The younger children of the school will be expected to practise reading in the relaxed atmosphere at home. They may also be asked to practise numeracy bonds like addition/subtraction, learn spellings or to bring an item of interest into the school, relating to a theme being covered in school.

The older children are given a variety of activities in language and maths, or an assignment which may take several days to complete. From P4 up, reading is not sent home. Instead, the children read in school where teachers can direct specific input to developing skills. They are encouraged to read anything they enjoy or are interested in at home.

Pupils should not spend longer than 30 minutes a night, working at home. If children have an assignment which requires more time, then they should spread the work over a number of days. It is hoped that the children will enjoy the activities they are given but if a child has difficulty with a task or needs to spend longer on an activity, then they need only return the work and explain the difficulty.

Homework is an opportunity for parents to see the work the children are doing and for parents to spend time with their child, listening to reading or testing spelling or tables. We would appreciate your support by ensuring that the child does homework and return it to school on the stated day. If this is a challenge for you, please let the class teacher know.



Homework is not necessarily a daily occurrence, as it depends on the ongoing work of the class. There may be times when your child has no formal homework. Homework assignments will generally be on Showbie for children in P4 and beyond.

The school has produced support leaflets for parents on core areas of learning in Reading, Writing and Maths. We also have videos to support early learning which are shared directly with parents as links. Leaflets are available from the school office, or electronically upon request from the school office.

If homework is not returned to school, or has not been completed over a number of occasions, the class teacher may contact parents in the first instance. This raising of awareness is often enough to help a child to manage their time better regarding homework completion. We find it is particularly helpful to encourage good organisational skills ahead of secondary school, but also to encourage independent learning at all ages.

SCHOOL UNIFORM

The School uniform consists of navy, black or grey trousers, skirt or jogging trousers, a white polo shirt and a choice of coloured sweatshirts, either red or navy blue. The sweatshirt, polo shirt and fleece, with the school logo, may be obtained online from the Border Embroideries website, as well as other items you may wish to purchase under the Denholm page. Parents can also choose to buy plain sweatshirts in the school colours from local supermarkets.

We also have a school tie - designed by a former pupil, available from the school office, priced at £6, and many children like to wear this. (We don't recommend this for children in P1 or P2)

The children should have a pair of indoor shoes to change into on wet days. These can be kept in school in the children's shoe boxes in the cloakroom. The children should have white or navy shorts and a plain T-shirts in their house colour for P.E. and Games as well as gym shoes (or ideally indoor trainers). Slippers are not appropriate.

Application forms for assistance with school clothing are available on the SBVC website.

For particular sports - and especially in the older classes, pupils are encouraged to wear a gum shield, and have trainers that are suitable for outdoor sports. You will be informed of this if it applies to your child.

The children should be discouraged from wearing items which could cause injury to themselves or others during active periods, such as high shoes or dangly earrings.

In addition to the need for PE kit, all pupils have the opportunity to be involved in outdoor learning, including Forest Schools. At these times, children are asked to wear outdoor shoes or wellies for the purposes of outdoor learning. Your child's teacher will update you on when they should be brought into school.

TRANSPORT

Transport to school is provided free for children living a certain distance from the school:

- Children under the age of 8 can be asked to walk up to 2 miles to school or the nearest pick-up point.
- Children over the age of 8 can be asked to walk up to 3 miles to school or the nearest pick-up point.

As a health promoting school we encourage children living in the village to walk or cycle to school. Younger children should be accompanied by an adult.

Any enquiries regarding Transport to school can be directed to SBC Passenger Transport on 01835 824000, or through the SBC website www.scotborders.gov.uk

Transport is not arranged through school, and parents should speak directly with the team on the number above regarding bus arrangements.

EMERGENCY CLOSURE ARRANGEMENTS

In the event of adverse weather conditions, parents should follow the School Transport in Emergency Conditions Guidelines issued by Scottish Borders Council each year. In the event of bad weather the bus company will decide if conditions are safe for driving. Children should wait at the pick-up point for up to 15 minutes, if transport does not appear on time, then pupils should return home. Parents who then transport pupils to school themselves are responsible for collecting their child at the end of the day. Please inform the school if you decide to keep your child at home during adverse weather conditions. Parents will be notified if conditions force early closure of the school but no children will be allowed home unless there is someone to meet them and be responsible for them.

In severe weather the Council's Resilience Team liaise with Lothian and Borders Police, the MET Office and Head Teachers. The weather is monitored continually and if the situation merits, the Director of Education will make decisions based on both local and regional conditions around school closures. These decisions are communicated electronically either from school or by SBC central communications.

Only children who can safely walk to school should attend - pupils' safety is our main priority. It is ultimately your decision whether or not you think it is safe for your children to walk to school.

PARENTS & THE COMMUNITY

We are always happy to hear from parents and members of our community in relation to the school. We have many volunteer parents/friends who help with driving pupils to events, supervise pupils at events alongside staff, and work with specific groups such as clubs and pupil leadership groups, read with individuals 1:1, or support in practical tasks.

If this is something you feel you would like to be involved in, we ask all our volunteers to undergo a PVG check, and if driving then volunteers must also have business insurance on their insurance policy. The necessary papers are available from the school office.

Please speak to the Headteacher of your child's teacher if you would like to be included as one of our volunteers, or if you have an idea for a club which interests you.

YOUNG CARERS

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

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

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

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

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

The Educational Psychology Service.

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

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

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

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

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

Please see www.scotborders.gov.uk/EPS

DATA PROTECTION

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

Why we need your information

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

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

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

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

Who we will share information with

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

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

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

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

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

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

How long do we keep your information for?

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

Photographs/videos

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

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

Your Rights

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

For more information on your rights please visit our website

<http://www.scotborders.gov.uk/DPYourRights> or if you would like a hard copy of this information, please contact us using the contact details provided above.

Complaints

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

Transferring Educational Data about Pupils

Education authorities and the Scottish Executive Education Department (SEED) have collected data about pupils on paper forms for many years. We are now working together to transfer data electronically through the ScotXed programme.

What pupil data will be collected and transferred?

Data on each pupil is collected by local authorities and SEED. The data collected and transferred covers areas such as date of birth, postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability, attendance, absence and exclusions from school. Pupil names and addresses are collected by their school and education authority but they are not passed to SEED. Your postcode is the only part of your address that is transferred. Data is held securely and no information on individual pupils can or would be published by SEED

Providing national identity and ethnic background data is entirely voluntary. You can choose the 'not disclosed' option if you do not want to provide this data. However, we hope that the explanations contained in this message and on our website will help you understand the importance of providing the data.

Why do we need your data?

In order to make the best decisions about how to improve our education service, SEED and education authorities need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better exam results. Accurate and up-to-date data allows SEED, education authorities and schools to:

- plan and deliver better policies for the benefit of all pupils,
- plan and deliver better policies for the benefit of specific groups of pupils,
- better understand some of the factors that influence pupil attainment and achievement,
- target resources better.

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This message can give only a brief description of how we use data. Fuller details of the uses of pupil data can be found on the ScotXed website (www.scotxed.net).

SEED works with a range of partners including HM Inspectorate of Education and the Scottish Qualifications Authority. On occasion, we will make individual data available to partners and also academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing of data will be done under the strict control and prior agreement of the Data Access Panel in SEED, which will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual.

Concerns

If you have any concerns about the ScotXed data collections you can email the Senior Statistician, Peter Whitehouse, at:

Peter.Whitehouse@scotland.gsi.gov.uk or write to The ScotXed Support Office, SEED, Area 1B, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, braille and large print.

Want more information?

Further details about ScotXed data exchanges are available on the ScotXed website, www.scotxed.net

Scotxed Collections

Scottish Local Authority schools collect pupil and teaching staff data each year for statistical analysis by the Scottish Government (the ScotXed data collections). More information on the type of information collected and what is done with it can be found using the following link.

<http://www.gov.scot/Topics/Statistics/ScotXed/SchoolEducation/ESPrivacyNotices>

SCHOOL IMPROVEMENT

The staff at Denholm are committed to help our children achieve the best they can in all their learning. A system of self-evaluation and strategic planning ensures we are constantly striving to improve, take on new initiatives and play a leading role in Local Authority developmental work.



We work closely with the Teviot Cluster schools to develop various areas of the curriculum and to ensure good liaison with Hawick High School. We also liaise with Jedburgh Grammar as many of our P7 pupils go to there after they leave us. The School Improvement plan outlines aspects which the school will be developing in any given session and the initiatives we are involved in with the Learning Community.

Planned developments for session 2023/24 include further use and application of IT and engagement with the Inspire learning programme, using film to enhance learning. Development of the school's Literacy strategy includes introduction of Read Write Inc universally across P1-4, and Numeracy strategies using SEAL as a numeracy intervention as well as the core methodology in P1, aligning with schools across Scottish Borders Council. We will be reinstating many of our previous successful initiatives such as Forest Schools and a number of after school clubs to engage our learners.

Please note that all information contained in this document is accurate at time of publication. However, due to the shifting nature of schools, there may be some alterations throughout the school year, resulting in the need for change.

School term dates for 2022-23

Autumn term

- Monday 14 Aug 2023 - Staff resume, in service day
- Tuesday 15 Aug 2023 - In service day
- Wednesday 16 Aug 2023 - Pupils resume
- Friday 6 Oct 2023 - Last day of term for pupils and staff, mid term holiday
- Monday 16 Oct 2023 - Staff resume, in service day
- **Tuesday 17 Oct 2023 - Pupils resume**
- Monday 27 Nov 2023 - St Andrew's Day holiday, school closed
- Tuesday 28 Nov 2023 - All resume
- Thursday 21 Dec 2023 - Last day of term for pupils and staff

Winter term

- Monday 8 Jan 2024 - All resume
- Friday 9 Feb 2024 - Last day of term for pupils, February holiday
- Monday 12 Feb 2024 - Staff resume, in service day
- Monday 19 Feb 2024 - All resume
- Friday 28 Mar 2024 - Last day of term for pupils and staff

Summer term

- Monday 15 Apr 2024 - All resume
- Monday 6 May 2024 - May Day holiday, school closed
- Tuesday 7 May 2024 - Staff resume, in service day
- **Wednesday 8 May 2024 - Pupils resume**
- Friday 7 June 2024 – Common Riding – School Closed
- Monday 10 June 2024 – Common Riding – School Closed
- Friday 28 June 2024 - Last day of term for pupils and staff