



# Welcome to

Colvend Primary School

## Handbook

December 2019



# Dumfries and Galloway Education Services

## Colvend Primary School Handbook

December 2019

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## **1. Letter from Director Education Services**

Dear Parent/Carer

Our schools across Dumfries and Galloway have high expectations and high Aspirations for pupils and staff. Like you, we want the best possible future for your child. We know that children do better at school and go on to achieve more in life when families and schools work together. We want to make sure that you, as parents and carers, feel involved in your child's learning, feel welcome and listened to in our schools. We have a shared interest in your child being happy, confident and successful in school.

Parents, pupils and staff are partners in the education process and we all have a role to play. The information in this handbook should reflect information that is important to you and your family to support your involvement and engagement in your child's learning. Working with your Parent Council and your Headteacher we can make sure you have the information about your school, the Education Service and our partners to give your child the best start in life.

Yours sincerely

Gillian Brydson

Head of Education



More information on Education Services is available at <http://www.dumgal.gov.uk/schools> and in our Annual Report <http://www.dumgal.gov.uk/article/17612/Education-Authority-Annual-Plan>

## **2. Welcome from the Headteacher**

Dear Parent / Carer

Welcome to Colvend Primary School.

This handbook has been prepared for the families whose children are about to enrol at the school for the first time. It provides a range of information about our school community and outlines to you and your child the life, work and ethos of Colvend Primary. We offer a broad general education that provides many opportunities to develop learners' skills, knowledge and understanding that will help prepare them for learning, life and work.

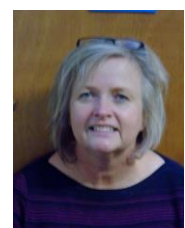
Everyone in our school is an important individual and we endeavour to work together to create a caring and stimulating learning environment for all. Positive communication between home and school is essential to help your child reach their learning goals and we encourage you to keep in regular contact to ensure we are aware of any changes in wellbeing and learning needs.

The staff team at Colvend look forward to working in partnership with you to create a successful school community, both here in school and across the partnership.

Yours sincerely

*Jane Alexander*

Partnership Headteacher



### **3. Education Services Aims / Education Priorities and Commitments**

#### **Priorities and Commitments**

Education Services continues to have high expectations and aspirations for pupils and staff. We aim to provide a good start in life for all and are committed to giving all our children and young people an equal chance to make the most of their potential.

We believe in the benefits of working in partnerships within a culture of collaboration and trust.

We believe that the most important decisions are made in the classroom and we expect professional excellence in our staff; we support this by building confidence and capacity in school leadership at all levels, by listening to parents and pupils, by empowering Headteachers to make local decisions and by trusting professional judgements.

This has been the basis for our approach to delivering Curriculum for Excellence, Getting it Right for Every Child (GIRFEC) and Developing the Youth Workforce (DYW).

**Our Council's Priorities and Commitments** are to:

1. Build the local economy;
2. **Provide the best start in life for all our children;**
3. Protect the most vulnerable people and
4. Be an inclusive Council.

Our schools have a role in delivering all four priorities, but we make the greatest contribution to Priority 2 where the Council aims to 'provide the best start in life for all our children'.

**Our Commitment is to:**

Ensure early intervention, to keep our region's most vulnerable children safe.

Invest in creating schools fit for the 21<sup>st</sup> century, which are at the heart of our communities.

Raise ambition and attainment, to address inequalities.

Support children to be healthy and active.

### **4. School Aims**

Following consultation with parents, pupils, staff and the wider community we have established our Visions, Values and Aims.

#### **VISION:**

For all our learners to dream big and aim high; believe in themselves and work hard; explore all opportunities in class, in school and beyond empowering them to achieve their goals and be their best.

**MOTTO:** *Aspire, Believe, Explore, Achieve.*

**VALUES:**            **Respect            Equality            Ambition            Caring            Happiness**

#### **AIMS:**

To provide a happy, safe, enjoyable environment where all children are supported and empowered to become:

- Successful Learners
- Confident Individuals
- Responsible Citizens
- Effective Contributors

by working in partnership with staff, pupils, parents and our local communities.

**TEAM CKP – Together Everyone Achieves More at Colvend, Kirkgunzeon and Palnackie**

## **5. School Ethos**

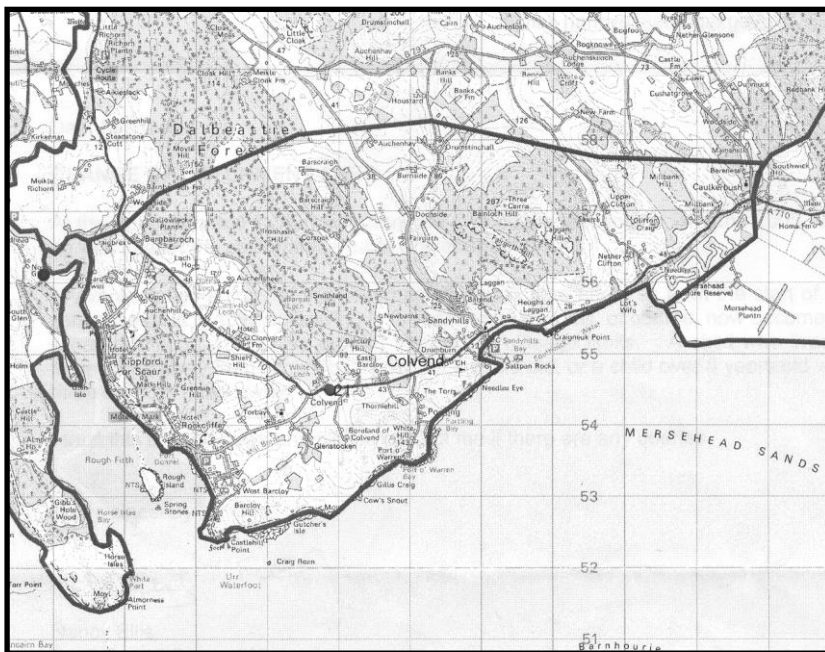
To provide a welcoming environment where children are: Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible and Included.

Pupils, Staff and Parents would like Colvend Primary School to be:

- An enjoyable, happy and friendly school where learning is fun, interesting and pupils, staff, parents and visitors feel welcome
- A learning and hardworking school where everyone tried their best
- A caring school where people are kind and show concern for others
- An environmental school where pupils take pride in their school grounds
- A team school where everyone works together
- A respectful and well-mannered school where pupils are polite and helpful
- A positive school where pupils think for themselves and take on responsibility.

## **6. School Information**

### **Colvend School Catchment Area Map**



Colvend Primary School serves the villages of Colvend, Kippford, Rockcliffe, Sandyhills and Caulkerbush. The school dates back to 1794 when the present main building was built at a cost of £60 to replace the school at Barclay.

The main building was extended in 1986 to create an office/staffroom, toilet/cloakroom area and a School Hall / general purpose room for dining and Expressive Arts. In 1994 a portacabin containing two classrooms was erected. A reception area was created in the main building in 2005.

Around the school we are fortunate to have beautiful views and there is a picturesque coastline nearby.

6.1 Address:

- Colvend Primary School, Colvend, Dalbeattie, DG5 4QD
- Telephone Number: 01556 630281
- E-mail Address: [gw08officecolvend@ea.dumgal.sch.uk](mailto:gw08officecolvend@ea.dumgal.sch.uk)
- Parent Council Chair: Mrs Aylett Roan
- Parental Involvement: <https://www.dumgal.gov.uk/schools>
- Parentzone Scotland: <https://education.gov.scot/parentzone>

6.2 Head Teacher:

Mrs Jane Alexander

6.3 Roll of School:

30 (non-denominational)  
Gaelic is currently not taught

6.4 School Staff:

Principal Teacher	Miss Pauline Bell (P5-7)
Class Teacher	Ms Helen Scott (P1-4)
RICCT/Management Support Teacher	Mrs Joanne Harris (P1-7)
Additional Support for Learning Teacher	Mrs Wendy Fortnum
Opportunities for All Officer	Mrs Mary Harper
Senior Clerical Assistant	Mrs Lorna Connelly
Learning Assistants	Mrs Kara McMyn, Mrs Simone Leslie, Ms Nicola Thomson, Mrs Amy Bell, Mr Ross MacDougall
Facilities Assistant (Janitor)	Vacancy
<u>DG First Staff</u>	
Catering Assistant	Vacancy
Cleaner	Mrs Jane Cameron

**Associated Secondary School**

Dalbeattie High School  
Dalbeattie Learning Campus  
Hagh Road  
Dalbeattie  
DG5 4AR  
Head Teacher: Mrs Kirsty MacPherson  
Telephone Number: 01556 610445



## 6.5 Terms and Holidays:

### **School Term and Holiday Dates**

School Term and Holiday Dates up to August 2022 for schools in Dumfries & Galloway can be found at: <http://www.dumgal.gov.uk/article/15239/School-term-and-holiday-dates>

## **7. Contact Us**

### 7.1 If you need to find out something

Your child's happiness and well-being is of utmost importance to us and therefore it is important that you feel that you are able to discuss with us any matter relating to your child. At Colvend we operate an 'open door' policy. This means that we welcome contact with parents. Whilst staff are happy to speak to parents please be aware that the morning is a busy time when teachers prepare for the day. To ensure you have quality time set aside for discussion, an appointment is advisable.

Routine enquiries relating to the operation of the school or matters affecting your child which are causing you uncertainty or concern should be made via the class teacher or failing this through the school office. An appropriate member of staff will then aim to respond to your enquiry directly.

Please let the school know if your child is going to be absent or if there are any changes to contact details or family circumstances.

### 7.2 If you have a comment or concerns

A comment might be some brief feedback about how we have handled a situation or delivered a service. It is best to pass a comment straight to the school so that we can take any necessary action. You may be suggesting an improvement to what we do or a change to how we operate. If you have something you would like to raise, we would always ask you to discuss any concerns / issues you have initially with the:

- Class teacher if the enquiry relates to classroom practice
- Headteacher if the enquiry relates to whole school matters or you require an unresolved classroom issue to be discussed further.
- Parent Council if your enquiry relates to whole school matters linked to Parental Involvement

If you are not happy with the response you receive or a decision that has been made, you can "Ask us to Look Again". You can do this by contacting [educationsupport@dumgal.gov.uk](mailto:educationsupport@dumgal.gov.uk). At this point an officer will contact you and discuss the issue and share directly with you the outcome of this work.

Remember you can also access Dumfries and Galloway Have Your Say at <http://www.dumgal.gov.uk/article/17349/Have-your-say>

### 7.3 If you remain dissatisfied and wish to make a formal complaint

If you remain dissatisfied, Education Services operate within the complaints handling procedures for Dumfries and Galloway Council. Information on this can be found at <http://www.dumgal.gov.uk/article/15382/Complaints-procedure>

## 8. How the School Works?

### 8.1 School Day

School starts	9.00am
Morning interval	10.30am – 10.50am
Lunch	12.20pm – 1.10pm
School closes	3.10pm

Please note that pupils should not arrive at school before 8.30am. Teaching staff are often involved in preparation/meetings before the school day starts. We cannot guarantee supervision in the morning as our school roll does not allow for a dedicated playground supervisor. If your child needs to arrive at school earlier than 8.30am, please advise us accordingly.

### **Playground Supervision**

At present playground supervision during morning and lunch breaks is provided by our Learning Assistants. This is only possible whilst these members of staff are working in the school. Our school roll does not allow for a dedicated Playground Supervisor.

### **School Bag Post**

Pupils have 'School Bag Post' correspondence envelopes and all written communication from school will be sent in this, so please ensure that they are returned to school promptly.

### 8.2 School Uniform/Dress Policy

All Dumfries and Galloway schools must have a dress code that encourages pupils to dress in a way appropriate to attendance at school. This code must not lead to direct or indirect discrimination on the grounds of race, religion, gender, disability or poverty. Prior to drawing up the dress code, parents, pupils and staff were fully consulted and it is the expectation of Education Services that parents will be supportive of the dress code. Clothing which is unacceptable in school under any circumstances would include items which:

- Could potentially encourage factions (e.g. football colours),
- Could cause offence (e.g. anti-religious or political slogans),
- Could cause health and safety difficulties (loose-fitting clothing, dangling earrings),
- Are of flammable materials which may be a danger in certain classes,
- Could cause damage to floors,
- Carry advertising (such as alcohol or tobacco),
- Could be used to inflict damage on other pupils.

### **School Clothing Grants**

The award of clothing grants is to assist with the cost of school clothing for families who are on a qualifying benefit or on low income. The current award is £100 per child. Guidance and more information is available at <http://www.dumgal.gov.uk/article/15246/School-clothing-grants>

Parents in receipt of a grant for footwear and clothing from the authority will be encouraged to purchase items which are in accordance with the school dress code.

While it would not normally be the policy of the Authority to exclude a pupil from school solely on the basis of his/her dress, persistent refusal to respond to a reasonable dress code could be deemed to be a challenge to the Headteacher's authority and thus be detrimental to the well-being of the whole school community. In such circumstances, a Headteacher could justify the use of the school disciplinary procedures.

Our recommended uniform consists of a navy school sweatshirt, displaying the Colvend School Logo, dark coloured trousers for boys and girls (or skirts) and dark coloured footwear. Sweatshirts, Polo Shirts, Cardigans, P.E. T-shirts and Jackets are available from the school office at the following prices.

	<u>Sweatshirt</u>	<u>Polo Shirt</u>
Sizes 24" – 32"	£8.75	£7.50
Sizes 34" and 36"(S)	£9.75	£8.50
<u>Optional</u>		
Navy/White P.E. T-shirt	Ages 3-4, 5-6, 7-8, 9-10, 11-12	£5.00
Navy Cardigan	Sizes 24, 26, 28, 30, 32	£9.50
	Sizes 34, 36	£10.50
Polar Fleece Jacket	Ages 3-4, 4-6, 6-8, 8-10, 10-12, 12-14	£12.00
Waterproof Jacket	Ages 3-4, 5-6, 7-8, 9-10, 11-12, 13-14	£21.00

We have a stock of "pre-loved" sweatshirts and t-shirts which can be bought for a donation to school funds. Please contact the school office.

### **P. E.**

For Physical Education children should bring shorts, a t-shirt or polo shirt and gym shoes or trainers to school with them. In colder weather they may require jogging trousers or other similar warm clothing.

### **Art/Craft Overalls**

Although modern paint and adhesives can wash out we recommend that children should bring an old shirt to protect their clothing.

### **Indoor Shoes**

For the benefit of the children's feet and to keep our flooring as clean as possible we ask that children have a pair of indoor shoes. These may be kept at school.

### **Labelling Clothing**

From time to time a child loses or mislays an article of clothing. Since many of these items are of a similar size and colour, it makes the search easier if parents could label **ALL** school clothing and footwear.

### 8.3 School Meals

In Dumfries & Galloway Council, Economy, Environment and Infrastructure, Facilities Management – Catering Services, are bound by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007, which means they create a balanced nutritious menu.

### **By following these guidelines Facilities Management – Catering Services:**

- Places health promotion at the heart of school activities
- Ensures that food and drink served in schools meets nutritional requirements
- Ensures their local authority promote the uptake and benefits of paid and free school meals

### **The NaturallyD&G brand promoted by Facilities Management ensures that:**

- Meals are freshly prepared, with seasonal ingredients
- Eggs are from free-range hens and our meat is from animals farmed to British welfare standards
- They don't serve any endangered fish
- Their menu is free from undesirable additives and GM ingredients.

## **Special Dietary Requirements**

Facilities Management – Catering Services provide special dietary requirements for food allergy and intolerances; medically prescribed diets; or diets for religious or cultural reasons specific meals for children of different ethnic origin. Simply ask the school for a registration form to allow us to inform the catering team who will discuss your child's requirements in full. For more information call 030 33 33 3000 and ask for Facilities Management – Catering Services.

**Free school meals** are provided for all pupils in Primary 1, 2 and 3. Younger pupils at nursery or older pupils at primary and secondary school may also be eligible for free school meals in certain situations as well as those families on qualifying benefits.

Free school meals can lead to a large saving each year, nursery and primary school pupils can save £351 and secondary pupils can save £370. You'll also be helping your child's school if you qualify and apply for free school meals. Some Scottish Government funding provided directly to schools is linked to the numbers of pupils who are entitled to free school meals.

For more information visit: <http://www.dumgal.gov.uk/schoolmeals>

School Meals at Colvend are prepared and delivered from Dalbeattie Learning Campus Kitchen. Children who bring packed lunches to school are provided with facilities in the school dining area. Meals are priced at £1.90 per day (£9.50 per week). Lunch money is collected in advance on Monday mornings or the first school day of each week. Cheques should be made payable to "Dumfries & Galloway Council".

### 8.4 School Transport

Free school transport is available for some school children attending primary or secondary school if they live within the school catchment area and if they meet certain criteria. For more information and guidance visit: <http://www.dumgal.gov.uk/article/15245/Free-school-transport>

#### **Who is entitled to school transport?**

Pupils who live 2 miles away from their catchment school if they are under 8 years old

Pupils who live 3 miles away from their catchment school if they are 8 years and over

Roman Catholic children attending the denominational school for their address and live the above statutory distances from that school.

However, it is the parents' responsibility to ensure that their child reaches the designated pick-up point or the school safely. With respect to the safety of any route to a designated pick-up, the Transport Policy states that "All routes are assessed on the assumption that the child is accompanied by a responsible person."

#### **How do I find out if my child will receive school transport?**

When school transport is required for a pupil, the school will contact Education Services. If your child is eligible, details of the transport arrangements will be communicated to you in time for the new academic year. You can check whether your child is entitled to school transport using 'Find My Nearest' on the Council's website <http://apps.dumgal.gov.uk/findnearest?q>

Your child is not entitled to transport if they attend an alternative school by parental choice. It is the responsibility of the parent/guardian to organise transport to the school. Any alterations to transport arrangements that occur during the school year will be communicated prior to any changes being made. If school bus passes are required these are issued at school.

Parents are required to work in partnership with the school by reminding their children of the importance of good behaviour when travelling on the bus/taxi.

### 8.5 Class Organisation

Presently the pupils at Colvend Primary School are taught in two separate classes. Children are placed in classes according to age, although the local authority allows schools some flexibility to consider other factors including ability, friendship groupings and gender. The maximum class sizes are 25 for composite classes (mixed-age). The school can accommodate up to 50 pupils.

### 8.6 Positive Behaviour and Celebrating Success

#### **Promoting Positive Behaviour**

***Our aim is to encourage the children to behave in a sensible and responsible manner.***

In the family atmosphere of a small school, discipline is based on politeness, mutual respect and consideration for others. This can be achieved by working to the following set of expectations:

- Pupils are allowed to leave the school grounds **only** if it is the usual dismissal time and there is an adult to meet them or if they have been given special permission by the Head Teacher (usually as a result of a letter of request from parents).
- Climbing the trees in the grounds is not permitted.
- During wet intervals, the children will stay indoors but they must show responsible behaviour and maintain school standards.
- No litter should be dropped in the playground.
- Pupils should wear school uniform.
- Mobile phones and electronic games should **not** be brought to school. If this is unavoidable, these items should be handed in at the office upon arrival and collected at dismissal time.

The behaviour of each pupil will be monitored carefully. The school recognises the vital part to be played by full co-operation between parents/carers and school where behavioural difficulties arise. In such cases an early referral to parents/carers will be made.

#### **Celebrating Success**

Assemblies are held where pupil successes are celebrated. 'Headteacher', 'Magic Mathematician' and 'Star Writer' awards are presented to pupils from each class. House points are totalled and the winning house members rewarded.

## **9. Curriculum for Excellence**

### **9.1 Curriculum for Excellence**

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

**How does Curriculum for Excellence work? Curriculum for Excellence includes four contexts for learning:**

- Curriculum areas and subjects
- Interdisciplinary learning
- Ethos and life of the school
- Opportunities for personal achievement

### **Curriculum levels and stages**

- The curriculum has two stages: the broad general education (from the early years to the end of S3) and the senior phase (S4 to S6)
- The broad general education has five levels (early, first, second, third and fourth). The senior phase is designed to build on the experiences and outcomes of the broad general education, and to allow young people to take qualifications and courses that suit their abilities and interests.

### **Broad General Education**

Children and young people work their way through Experiences and Outcomes in each of the five Curriculum Levels (Early, First, Second, Third, Fourth) and in each of the eight Curricular Areas. The five Curricular Levels span pre-school to the end of S3. This is the Broad General Education. Pupils progress at their own pace, working through the Experiences and Outcomes of the most appropriate level for them. Pupils will be supported in collecting evidence of their achievements, with a profile of these being produced in P7 and S3.

**Experiences and Outcomes** are what the learner will be able to explain or do. There are detailed Experiences and Outcomes for all subjects available on the Education Scotland website; teachers work to deliver these, and the progress of learners is measured in the achievement of Outcomes. Reporting to parents is likely to include information about children's Experiences and Outcomes and about the Levels at which they are working.

**Senior Phase** learners work towards qualifications in the Senior Phase. Available qualifications and awards include National 1, National 2, National 3, National 4, National 5, Higher, Advanced Higher, Skills for Work, Progression Awards. Learners may also gain awards such as the John Muir Award, the Duke of Edinburgh Award and Youth Achievement Awards. When young people leave school aged 16+, they are entitled to a positive and sustained destination. This may be college, university, work, apprenticeships or training.

### **Curriculum Organisation at Colvend**

The primary school curriculum may be classified under Literacy and English, Numeracy and Mathematics, Health and Well Being, Social Studies, Expressive Arts, Religious and Moral Education, and Personal and Social Development. In practice, these areas are inter-related and opportunities for extending and developing work in related areas are continually being taken up.

The curriculum, in all areas, is taught in accordance with *A Curriculum for Excellence 3-18 National Guidelines*.

## 9.2 Subject Information

### **Literacy and Numeracy**

The 'Core Areas' of Literacy and Numeracy are highly structured with a continual focus on ensuring that key concepts are embedded, revisited and applied to provide the children with solid foundations on which they can build subsequent learning. A wide range of stimulating resources are used to enhance the learning experiences for the children and wherever possible 'real life' links are made so that the learning takes place in a meaningful context.

### **Religious and Moral Education**

Colvend School is non-denominational. However, the whole school meets the school minister, approximately once per term and school services are normally held at Harvest Thanksgiving, Easter, Christmas and our P.7 Leavers' Event in June. Religious and Moral Education is a curricular area that includes the development of pupils' spiritual, moral, social and cultural values. This curricular area is carried out throughout the school year and includes studying a variety of world religions and cultural differences in other countries. Moral Education will include personal and social development and will at times be included in all curricular areas for discussion of matters such as behaviour, co-operation, helpfulness and kindness to others.

### **Expressive Arts**

The Expressive Arts consist of Art & Design, Dance, Drama and Music. These curricular areas are delivered by class teachers and may form links to topics, seasonal events or delivered linked to skills (e.g. singing, instruments, role play or colour mixing.)

### **Inter Disciplinary Learning**

The curriculum should include space for learning beyond subject boundaries, so that children and young people can make connections between different areas of learning. Interdisciplinary studies, based upon groupings of experiences and outcomes from within and across curriculum areas, can provide relevant, challenging and enjoyable learning experiences and stimulating contexts to meet the varied needs of children and young people. Revisiting a concept or skill from different perspectives deepens understanding and can also make the curriculum more coherent and meaningful from the learner's point of view. Interdisciplinary studies can also take advantage of opportunities to work with partners who are able to offer and support enriched learning experiences and opportunities for young people's wider involvement in society.

## 9.3 Health & Well Being Education

Learning in health and wellbeing ensures that children and young people develop the knowledge, understanding and skills which they need now and in the future.

Children have an entitlement to two hours quality P.E. per week. Class teachers are qualified to deliver P.E. across the primary years. Curricular Swimming Lessons are held once each year at Castle Douglas Swimming Pool for P4 pupils. A wide range of physical activities is offered as part of the curriculum throughout the year.

## **10. Wider Achievement and Participation**

### 10.1 Extra-Curricular Activities

At Colvend, pupils are encouraged to participate in after school activities offered by Active Schools, parents and volunteers from the local community. You will be informed through the school newsletter when these are available.

## 10.2 Pupil Council

At Colvend we seek and listen to pupil voice throughout the learning experience and we have an active Pupil Council, which has members from both the Infant and Senior Class. The council meets at least once a term and is actively involved in the decision making process.

*The Pupil Council makes lots of the decisions in the school. We meet once a term with our staff representative. Every child is involved in either our Pupil Council or Eco Committee.*

### **Eco Schools**

Our Eco Committee has representation from pupils in P1-7. Our school has Green Flag status and continues to maintain this by addressing themes such as litter, biodiversity, sustainability and health and wellbeing through pupil, parent and community projects.

## 10.3 School Trips

School trips take place to enhance the learning of our pupils. We seek to expose the children to educational experiences out with the school which complement the learning in school. The children have in the past visited Threave Gardens, Laggan Outdoor Centre, Mersehead Nature Reserve, Queensferry Crossing, Dumfries House and Dynamic Earth.

Pupils in Primary Seven also have the opportunity to participate in Residential Outdoor Activities.

## 10.4 The Community

### **The Colvend Community**

We work closely with the members of the community of Colvend and we regularly use Colvend Public Hall for events. Members of the community sometimes work with pupils in creating and maintaining the school grounds, most recently we worked with the Community Council to develop our Playing Field which includes a running track and outdoor classroom. Rev. James Gatherer is our school chaplain.

## 10.5 Developing Young Workforce

We provide a variety of opportunities to develop children's skills for life, learning and work. These are incorporated into teachers termly planning. In addition we have a variety of school and class based enterprise projects and utilise skills from our local community to support learning, teaching and engagement.

## **11. Home / School Partnership / Parental Involvement and Engagement**

### 11.1 Parent Council and Parent Forum

Every parent who has a child at our school is a member of our Parent Council. As a member of the Parent Council, each parent can expect to:

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

Larger schools may have a parent forum, which involves all parents sharing information and views with elected Parent Council representatives. However in our context, given smaller numbers, we actively encourage all parents/carers to attend Parent Council meetings.



**The types of things the Parent Council may get involved in include:**

- Supporting the work of the school
- Gathering and representing parents’ views to the Headteacher, Education Authority and Education Scotland
- Promoting contact between the school, parents, pupils and the local community
- Fundraising and organising events
- Reporting to the wider parental body and
- Being involved in the appointment of senior promoted staff.

Parents can be directed to <http://www.dumgal.gov.uk/article/17608/Parental-Involvement> for further information on Parental Involvement and Engagement and support information for Parent Councils. In addition, ALL parent Councils in Dumfries and Galloway have membership to CONNECT (formally SPTC). Membership includes Insurance cover and training opportunities. For more information visit <https://connect.scot/>

**Parent Council Office Bearers**

Aylett Roan	Chairperson
Kirsty McMillan	Secretary
Joanne Harris	Treasurer

11.2 Communicating with Home

**Communicating with Home**

All parents/carers are valued as part of our school community. Children’s learning is improved when we work in partnership with parents and their wider family. We therefore believe in close co-operation with all families, and in regular consultation between the home and the school.

Aims - Our aims through parental involvement are:

- To make maximum use of parents’ skills to enrich the learning experiences of all pupils;
- To foster an ethos and atmosphere where all parents feel welcome and valued;
- To maintain an ‘open door’ approach so that parents are able to communicate with staff on a regular basis, both formally and informally;
- To provide as much information as possible in timely, specific, targeted and accessible ways so that parents feel confident and knowledgeable in supporting their children’s learning. We send home learning targets three times per year along with a curricular newsletter which details planned learning and teaching for the coming term. Families also receive an end of year report card in June;
- To seek parents’ views and opinions and act upon them;
- To provide support and encouragement for families suffering difficulties/crises, or barriers to involvement;
- To work with parents in promoting positive behaviour at home and at school and
- To seek to provide a range of activities, courses and workshops, to promote parental involvement in children’s learning.

Non-resident parents may also request that newsletters and pupil reports are sent to them via e-mail or post.

### 11.3 Attendance

#### **Attendance**

It is your responsibility as parents to ensure that your child/children attend school regularly. For the safety of all children it is important for you to telephone the school office prior to/at the beginning of the absence. Absences are recorded daily and frequent or irregular absences not supported by a reasonable excuse, will be notified to parents and the matter may be referred to the Opportunities for All Service. If possible please try to make dental/medical appointments out with school hours. However, if this is not possible please inform us in writing or by telephone of the appointment and arrange to collect your child from class.

#### **Unexplained Absences / Lateness**

##### **Parents are asked to ensure that:**

1. The school is informed if the family are running late.
2. Any legitimate absence is notified to the school by telephone before 9am on the first day of the absence without fail, and that further calls, before 9am, are made on every subsequent day of the absence. Schools will contact you in writing with any concerns.
3. Contact telephone numbers, whether for home, for parents at work or for other emergency contacts, are kept up to date and are genuinely numbers where a response will be received. This is particularly important with mobile phone numbers.
4. The school is kept informed of the absence and the likely return date.
5. Any planned absences are officially notified to the school, in writing, in advance.
6. School would be informed before 1.15pm if a child was not returning to school after lunch because of becoming unwell over that period.
7. Latecomers report to the school office on arrival at school.

Staff will ensure that absences are checked every day and follow up the whereabouts of any child for whom we have no explanation. Due to the amount of extra work involved and necessity of having the correct information we would ask you to make note of the above requirements and ensure that you follow through the procedures to ensure the safety of all our children.

#### **Holidays**

The Government has highlighted the importance of school attendance to a child's development and has required schools to set targets for improved attendance. Against this background, there is considerable concern at the increasing number of term-time holidays being taken by children at the request of their parents. The Headteacher is not able to refuse permission to parents for such holidays but it is the position of Education Services that these holidays are officially recorded as "unauthorised".

Education Services recognises that some parents have difficulties in arranging their own holidays to suit school holiday periods and whilst parents remain free, within reason, to remove their children for holidays during term time. They should, however, appreciate that prolonged absence from school at any stage is harmful to a child's education and it is not possible and not fair to other children – to direct teaching time to assist a child who has been on holiday to catch up on what they have missed. Parents should always inform the school, in writing, of any such holiday plans. The exception to this is when a family holiday is judged to be important to the well-being and cohesion of the family following serious or terminal illness, bereavement or other traumatic events.

A parent may be asked to come into school to explain the reason for their child's absence in line with the Education Authority's legal duty under the [Education (Scotland) Act 1980, Section 36]

#### **Absence from School**

Pupils who need to leave school during the school day i.e. doctor /dentist appointments, must be collected by a named contact confirmed with the school office. They must also report to the school office on their return to school.

## 11.4 Homework

### **Homework**

All children will receive weekly literacy and numeracy homework tasks which are detailed within children's homework diaries. In addition short assignments related to work in the classroom may be set. We ask for your support in encouraging your child to complete these tasks and develop a positive work ethic. We would also encourage you to listen to your children read and discuss the content. Parents are encouraged to sign and make comments in the Reading Record/Homework Diary.

## 11.5 How is my child doing? (Assessment and Reporting)

'Assessment' is the word used to describe all the things which schools do to see how your child is getting on, what they are learning and what they know and understand. It is important to know how each child is getting on so that schools can make sure that each child is progressing and developing according to their abilities. Assessment happens all the time in schools and your child's progress will not just be based on 'tests' but also on how they learn both in class and in other settings. Written work will be used to assess your child but so will their ability to take part in class discussions, make presentations, be in a production or team, produce drawings or projects etc. Parents will be involved both informally in discussion with teachers, looking at their child's work and also formally through parent's nights, profiles and reports.

There will be several opportunities for you to discuss your child's progress. This may be through informal discussion with the teacher or at Parents' Nights or for some it may be through more formal, focussed meetings with other agencies.

### **Assessment and Reporting**

A pupil's progress will be assessed in systematic and consistent form. At Colvend Primary, formative assessment and observation as well as tasks given at the end of a unit of work are used to ascertain whether aims and targets have been attained. Formative Assessment is an aspect of the Assessment is for Learning programme.

The key features of formative assessment are that pupils learn best when:

- they understand what they are trying to learn and what is expected of them,
- they are given feedback about the quality of their work and what they can do to make it better,
- they are given advice about how to go about making improvements and
- when they are fully involved in deciding what needs to be done.

Through the use of this method of assessment for learning, pupils develop confidence and critical thinking skills.

### **Reporting on Pupil's Progress**

At Colvend Primary, termly targets are agreed with pupils and documented in their Achievement Booklets where pupils, parents and teachers then reflect on the learning undertaken. These targets focus on the skills and abilities to be developed over the course of a term in Literacy, Numeracy and Health & Well-being. The targets are sent home for parents to let us know how they might support their child's learning at home. At the end of each term pupils indicate their progress against their targets.

End of year reports are issued for all Primary 1-7 pupils in June. A copy of these reports will be transferred to the receiving secondary school when a child leaves primary school.

### **Parental Consultation/Parents' Evenings**

There will be an opportunity for parents and children to consult with the class teacher on learning twice a year (October and March). Parents are also welcome to make an appointment to discuss any matter concerning their child after 3.15pm.

### 11.6 Pupil Profiles

A profile is a snapshot of a child's or young person's best achievements at a given point in time. Profiles are primarily aimed at learners and their parents and draw together a range of information about a child or young person's learning. It is one of the ways in which a learner's achievements can be recognised. The process of profiling is ongoing and progressive for all learners throughout their school years (2-18yrs). It is important that profiling is seen within the context of career education.

The profiling process gives your child the opportunity to talk about their learning and achievements with yourself and others and can challenge, motivate and support all learners. The intention is to give a rounded picture of your child, their achievements and progress in learning to date.

Further information regarding profiling can be found on Parentzone website, link can be found in section 11.9 of the handbook.

### 11.7 Helping the school

There are many things which as a parent you can do to support your child's learning in school. These include homework, being a parental volunteer to help with wall displays and class work, offering a skill/talent which supports learning and teaching or indeed assisting with Parent Council or focus group events to share your views and opinions.

#### **Helping the School**

We welcome parents as adult helpers at Colvend Primary and should you wish to volunteer your services to the school, the Head Teacher may ask you to complete a Disclosure Scotland (PVG) application form. You may be assured that all documentation associated with this process is treated in strictest confidence.

### 11.8 Helping your child

#### **Helping your child**

There are many things which as a parent you can do to support your child's learning in school:-

- **Listen, talk, and encourage** – this can have a big influence on children's learning
- **Encourage your child to talk** to you about their learning, what learning is happening at school and do what you can at home to build on that
- **Talk** to your child about their strengths and interests and how they are progressing
- **Encourage your child to talk** to you about their next steps in learning and find out how you can work with the school to support this
- **Ask for help** if you think your child needs it for any reason.
- **Praise** your child if he/she is working hard at something or has achieved something within or out of school
- **Look for opportunities at home** to develop literacy and numeracy skills: money, number problems, time, measuring, matching, size, reading, writing, understanding instructions, questioning information
- **Encourage your child to take part in activities** e.g. hobbies, clubs which will provide opportunities to develop a range of skills
- **Help them work on tasks on their own** and then talk about it with you afterwards
- **Do things together where appropriate** – learn together e.g. if your child has a project or task to do, take an interest and discuss with them what he/she is doing or offer support if this is needed.
- **Help prepare for change** particularly at key transitions – Talk to them about how they are feeling.
- **Work together with the school** by taking part in discussions about your child's learning and progress e.g. at parents nights, reviews.

### 11.9 Parent Zone Website

For more information on parental involvement or to find out more about parents as partners in their child's learning, please contact the school or visit the Education Scotland website:

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

For local information please visit <http://www.dumgal.gov.uk/schools>

## **12. Support for ALL**

### 12.1 Pupil Support

#### **Pupil Support**

We work in close partnership with families, and being a small school, we have developed strong relationships with our pupils and their families. We are here to support all pupils and families in any way that we can, and the pupils know that there is always someone that they can talk to here at school with any worries or concerns that they have, safe in the knowledge that they will be listened to and supported by staff.

### 12.2 Pastoral Care / Anti Bullying

Education Services Respect for All Guidelines (2018) for Schools incorporates revised national anti-bullying guidelines (Scottish Government 2017) that underpins our Schools Policy. We also acknowledge The United Nations Convention on the Rights of the Child. Children's rights are now embedded in Scottish legislation with the promotion and upholding of the rights of children and young people and states that all education should develop each child's personality and talents to the full. Children's voices should be heard, and their wishes respected without discrimination of any kind. AND The Equality Act 2010 that places a duty on schools to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it.

The Equality Act 2010 put legislation in place to prevent direct or indirect discrimination against persons due to their:

- Age
- Disability
- Sex (Gender)
- Gender reassignment (Transgender)
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sexual orientation

Dumfries and Galloway Council's priorities also place every child's wellbeing at the centre. In schools we do this by adhering to the principles of GIRFEC (see 12.4)

### 12.3 Additional Support for Learning

Dumfries and Galloway Council is committed to the well-being and educational development of all learners. The process of inclusion requires all involved in the business of learning and teaching to demonstrate commitment, innovation and flexibility to ensure that all children and young people have access to quality learning opportunities and experiences.

The Authority aims to remove barriers to learning for all children with additional needs through a range of provision from mainstream classes (with or without support) to part-time or full-time provision in a school with a learning centre or base.

This commitment to meeting the needs of all children is based on the requirements of the Education (Additional Support for Learning) (Scotland) Act 2004 amended in 2009.

What is Additional Support for Learning (ASL)? If your child has a barrier to learning they can be said to have 'Additional Support Needs'. Children may need additional support for short or long periods of time and for a variety of reasons. The reasons can include:

Social or emotional difficulties	Being a young parent
Problems at home	Having English as an additional language
Being particularly able	A learning disability
A physical disability	Autism Spectrum Disorder
Moving home frequently	Attention Deficit Hyperactivity Disorder
Behavioural difficulties	Health Problems
Bullying	Long-term absence
A sensory impairment	Dyslexia/Dyscalculia
Communication problems	Fine or gross motor problems
Being a young carer	

If you have any concerns about your child, you should speak to a member of staff in the school in the first instance. There are several ways in which concerns can be followed up. This may involve the input of other educational professionals such as Specialist teachers, Impairment Specialists and Educational Psychologists. It may also involve your child being referred onto staff in external agencies such as Health staff (Speech and Language Therapist, Occupational Therapist, Physiotherapist etc.). As a parent you will be closely involved in the whole process and your views sought throughout. If, after discussion with all concerned, it is felt appropriate your child will have an educational plan agreed which will identify how they are to be supported.

Your child's progress will be kept under review and any plans and support will be changed as agreed. As a parent you will be closely involved in any review process.

A small number of children will require a more detailed planning process which co-ordinates the input of education and other agencies to fully support the child. This plan is called a Co-ordinated Support Plan. The Co-ordinated Support Plan process is overseen by the Supporting Learners Service with responsibility for Additional Support for Learning.

Further information on the above is available from the school or on the Council website:

<http://www.dumgal.gov.uk/article/16163/Additional-support-for-learning> or from the following sources:

- Enquire – the Scottish advice and information service for additional support for learning, a charitable body registered in Scotland under registration number SC003527 <http://enquire.org.uk/>
- Scottish Independence Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576

<http://www.google.co.uk/search?hl=en&source=hp&q=Scottish%20Independent%20Advocacy%20alliance>

- Scottish Child Law Centre, a charitable body registered in Scotland under registration number SC012741 <http://www.sclc.org.uk/>

Parents may also access further support through mediation services provided by Common Ground Mediation <http://www.commongroundmediation.co.uk/> or advocacy support through People's Advocacy Support Service (P.A.S.S. Direct ) or Parents Inclusion Network (PIN) <http://www.parentsinclusionnetwork.org.uk/> .

It is generally recognised that approximately 20% of children may have additional support needs at some time, which are likely to range from mild and intermittent difficulties to those which are more complex.

In the event that you have any concerns about your child's progress or think that your child has any problems with his / her learning, you may through the Head Teacher, seek to discuss these with the class teacher or Additional Support for Learning Teacher. Our staff will do everything to address your concerns but in the event that the solution lies out with the school the Head Teacher will refer you to the appropriate member of the Education Authority's support staff, the Educational Psychologist.

#### 12.4 Getting it Right for Every Child (GIRFEC)

Getting it right for every child (GIRFEC) is an approach from The Scottish Government that sets out how schools and other services should work with children and their families. GIRFEC is all about ensuring that children get the help they need when they need it – the right help at the right time. For you and your child, GIRFEC means that:

You are the expert on your child and what you think matters. Getting it right for every child means that the School will always seek to involve you, to listen to your opinions and take them seriously.

Every child will have an Establishment Contact (formerly Named Person) in the School. If you or your child need any advice or any support, the Establishment Contact is your first point of contact and will make sure you get the help or advice that you need. Having an Establishment Contact means that if there is anything that could affect your child's wellbeing, he or she will receive support as quickly as possible so that problems do not develop.

- If your child has complex needs and needs help from several different services, GIRFEC means that all these services must work together for you and your child. You should never have to keep telling your story to lots of different staff in the School or the Education Department or the NHS. Your child will have a single plan that everyone works to and everyone is clear about what they are doing. When your child moves to secondary school there will be a Transition Plan in place for them in good time.

For more information on getting it right for every child email [GIRFEC@dumgal.gov.uk](mailto:GIRFEC@dumgal.gov.uk) or visit: [www.dumgal.gov.uk/girfec](http://www.dumgal.gov.uk/girfec) to see the Dumfries and Galloway services plan.

#### 12.5 Child Protection

##### **Child Protection**

All children have the right to be protected from harm, abuse and neglect. Every adult in Scotland has a role in ensuring all our children and young people live safely and have the opportunity to reach their full potential. The vision for all children and young people in Dumfries and Galloway is that they should be: **safe, nurtured, healthy, achieving, active, respected and responsible and included**. Schools and front-line education and child care services will play an important role in ensuring all children and young people

are safe and well. Further information can be found at <http://www.dumgal.gov.uk/article/16640/Support-for-children-and-families>

Parents, carers and pupils have a key role in keeping the school community safe. We would therefore urge parents to share any information which would keep everyone safe, and to support and encourage their child (ren) to do the same.

There is an expectation that drug, substance and weapons will not be brought onto the school environment. In responding to drug/substance or weapons related incidents, schools will follow education authority guidelines. In all such circumstances, parents/carers will be contacted, and their cooperation expected. The police will be involved if drug use is suspected or discovered or, if there are concerns regarding the possession, threat or use of weapons.

All schools and early child care and education settings in Dumfries and Galloway are expected to record any unusual incidents or concerns they may have about a child. Normally this information will be shared with parents or carers when issues of concern arise.

Our Child Protection Coordinator for the partnership is our Headteacher and Principal Teachers are Depute Child Protection Coordinators, in the event of the Headteacher's absence.

### 12.6 Educational Psychology Service

Educational Psychologists aim to improve the life chances of all children and young people. Working in partnership with families and other services, we use applied psychology and knowledge of child development to address inequalities, support vulnerability and enhance inclusion. We seek to ensure that young people realise their potential to become successful learners, confident individuals, effective contributors and responsible citizens.

We do this by:

- Working with others in a consultative way to help them make sense of difficulties and make informed choices and decisions
- Sharing knowledge about 'what works' and promoting evidence informed approaches to develop the policy and practice of literacy, numeracy and health and wellbeing in our educational establishments and communities
- Raising awareness of the crucial role of communication, relationships and nurture in children's lives
- Training and developing the skills of other professionals to improve children's attainment and achievement
- Highlighting the interactive nature of assessment, teaching and learning
- Designing and implementing interventions in partnership with others which support individuals and communities to develop resilience and ensure that children are safe, healthy, active, nurtured, achieving, respected, responsible and included.
- Supporting effective transitions (early years into primary, primary to secondary and secondary to post school) to improve the life chances of young people

The Psychological Service is based in offices in Newton Stewart, Dumfries and Annan, and each school has an identified Educational Psychologist. Further information about the service is available from the school.

### 12.7 Supporting Learners Service Early Level Family Support Officers (ELFSO) and Opportunity for all Officers

#### **Opportunities for All Service**

Early Level Family Support (ELFSO) officers work in the Early Learning and Childcare and Primary Schools as part of the Supporting Learners Service to foster positive and productive links between home, school and community.

Opportunity for All Officers work with children and young people (upper primary and secondary) as part of the Supporting Learners Service to help build positive relationships to reduce levels of exclusion and



disengagement to enable pupils to achieve successful outcomes and positive destinations. They also undertake attendance officer duties.

### **13. Enrolment in Schools and Moving to Secondary School – Transitions**

#### 13.1 Enrolment in School and Catchment Secondary School

##### **Enrolment**

Enrolment of new P1 pupils takes place at the beginning of January. Dates are publicised in the local press. Parents should enrol children at their local school as it is the home address that designates the primary school. If you wish your child to attend a primary school out with the catchment area you may make this request by completing a Pupil Placement Request Form. When enrolling a child, parents should bring the child's birth certificate and proof of address to school.

At the time of enrolment the school will seek consent for the child's image (photographs, recordings) to be taken, stored, displayed and published for the duration of the child's stay in Dumfries and Galloway schools.

Full details on how to enrol or move school are available from the school or on the Council's website <http://www.dumgal.gov.uk/article/15241/School-places>

##### **Catchment Areas**

All of Dumfries & Galloway schools cover areas known as catchment areas. You can apply to any school but children living in the catchment area get priority when allocating places. To find out the catchment school/s for your home address you can contact the school or go to

<http://www.dumgal.gov.uk/article/15086/Find-my-nearest> on the Council's website or phone (01387) 260437.

The school year starts in August and children enrol in the January before they start. Children turning 5 before the end of February will enrol in January to start school in August. Children born between 1 September and the last day of February can choose to start primary school later. Children born between the first day of March and the last day of August can also apply for deferred entry.

Exact enrolment dates and instructions will be advertised online and in local papers once they're confirmed. Visit <http://www.dumgal.gov.uk/article/15241/School-places> for more information.

##### **Moving from Nursery**

Primary teachers work closely with nursery staff and parents to ensure that information about each child's learning and achievements is passed on. This will help ensure that their learning and development continues without interruption. Staff will also share other information which will help the teacher to support each child's learning – for example relevant health issues, friendship groups and preferred ways of working.

##### **Transition from Nursery**

Primary teachers work closely with nursery staff and parents to ensure that information about each child's learning and development is shared. This will help ensure a seamless progression into P.1. Staff will also share other information which will help the teacher to support each child's learning – for example relevant health issues, friendship groups and preferred ways of working.

Throughout the year we have monthly Welcome Club sessions where children and their parents are invited to visit school and spend time in the infant class. During Term 4 we offer a number of transition activities. These include a visit by one of our teachers to your child's Nursery and identified mornings where children can spend time in their P.1 class. There are also opportunities for parents to meet staff and visit the school in the summer term and there is a further Primary 1 Welcome and Information meeting early in the new

session. Parents are very welcome to speak to P1 staff at other times for any further information or to discuss any concerns about their child's settling into Primary 1.

### **Moving to Secondary School**

Transfer from primary to secondary school will be dealt with by direct approach to parents from individual primary schools. Our catchment secondary school is Dalbeattie High School. Parents can opt for any secondary school and full details on how to enrol or move school are available from the school or on the Council's website by accessing "Find My Nearest" <http://www.dumgal.gov.uk/index.aspx?articleid=6293>

#### 13.2 Transition Activities / Induction Days

### **Transition Activities**

Our senior pupils engage in a number of transition activities throughout the year. The Dalbeattie Cluster has developed a Curricular Transition Programme. Primary 6 pupils have the opportunity to experience learning in the Science Department. Primary 7 pupils, along with their peers from other schools in the cluster, attend Dalbeattie High School to work with staff from the P.E, Home Economics, Expressive Arts, and Science Departments to further develop coherent approaches to learning and teaching between Primary and Secondary and to develop a shared understanding of pupil attainment so that there is effective use of prior learning in S1.

Primary 7 pupils attend induction days in June and prior to this staff from Student Support at Dalbeattie High School meet with the Primary 7 pupils to discuss their transition.

### **Enhanced Transitions**

When we feel that a pupil may require extra support with transition to secondary, we work closely with parents and staff at the secondary school to arrange an 'enhanced transition', whereby the pupil works with staff and other pupils transferring in a range of activities designed to make the transition smoother and ensure that the needs of the pupil are met.

#### 13.3 Skills Development in Scotland in Primary Schools

**Skills Development Scotland My World of Work** <https://www.myworldofwork.co.uk/> Through MY WOW, Skills Development Scotland work with children from P5-7 through online resources and support the transition of young people into further/higher education and employment.

## **14. School Improvements**

### 14.1 Improvements Planning and Priorities

In May/June of each year, the school publishes a Standards & Quality Report providing all stakeholders with a comprehensive summary of the school's work and learners' achievements over the last year. The first part of this report provides an overview of the school's progress in addressing its key priorities, while the second part gives information about, for example, how well pupils are learning and achieving; how well the school is supporting children/young people to develop and learn. In June, we publish a School Improvement Plan which outlines the key priorities for the school during the year ahead, following engagement with staff, pupils and parents. Parents will be asked to contribute to this process and Mrs Alexander shares potential improvement objectives with parents at Parent Council meetings between March and May. The plan indicates the expected impact of priorities on pupil learning, as well as providing brief information about the key tasks to be taken forward. Both the report and the plan are shared via our newsletter and are also available in hard copy, on request. A parent friendly version of our improvement plan and termly updates are shared in our partnership newsletter.

### **School Improvement Plan and Priorities**

During 2019-20 the school will focus on:

Developing a coherent and progressive programme for Health and Wellbeing across the four contexts for learning.

Improving experiences and attainment across Literacy and Numeracy.

Supporting parental engagement with Learning and Teaching.

### 14.2 Achievements

Within the life, work and ethos we provide a variety of opportunities for pupils to achieve both within the curriculum and beyond. We also recognise the value of achievements which pupils may gain at home or in the wider community. We share these achievements on Proud Clouds which are sent home and then shared with our school community in assembly before being displayed on our wall.

In addition we have assemblies in school to recognise achievements across Literacy (Star Writer) and Numeracy (Magic Mathematician). A Headteacher award is also issued to recognise pupils' progress against the four capacities - as a Successful Learner, Confident Individual, Responsible Citizen and Effective Contributor. Recipients of these awards will receive a certificate to keep as well as a trophy which remains on their desk throughout the duration of their award.

## **15. Health and Safety**

### 15.1 Emergency Procedures (including Safer Together Guidance)

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

We will request such information at the beginning of each new school year. Please update this as necessary.

#### Fire Drill

Every term we have a Fire Drill to ensure pupils are aware of the arrangements for safe evacuations in the event of a fire. This means we have a total of four drills per school session.

#### Emergency Lock Down (Safer Together)

In some emergency situations, when the circumstances in the vicinity of the school could endanger the safety of the school community, pupils and staff must stay within the school to be safe. Such a circumstance could be a road accident outside the school, intruders, a spillage/leakage or a loose animal. In this instance immediate steps will be taken to secure all pupils, staff and any visitors inside the school building.

The school bell (or a whistle) will sound five times as a warning. Children will then make their way to classrooms where blinds and doors will be shut. A sign will then be placed on the door which states 'This is an emergency! Children are safe, but no one is allowed to enter the building.'

We have a run through of our Lock Down procedures once a year. Parents/carers will be notified of Lock Down drills via our newsletter.

### 15.2 Severe Weather / School Closure Arrangements

In these circumstances parents will be communicated with in a variety of ways including text messages/ phone calls and emergency contact arrangements.

Headteachers are authorised to make an emergency closure when the state of the weather or any other exceptional circumstance make it necessary in the best interests of the pupils. In these circumstances parents will be communicated with in a variety of ways including text messages/ phone calls and emergency contact arrangements. Please ensure that the school is notified immediately of any alterations to your emergency contact details.

Parents can help the school by planning for any potential school closure by monitoring weather reports and checking on the Council Website: <http://www.dumgal.gov.uk/article/15240/Emergency-school-closures>

### 15.3 Health Care (including First Aid)

Education Services is committed to ensuring that all children can fully participate in the life of the school. Many children will require their health care needs to be met at sometime within the nursery/school environment, for most children this will be for short periods of time only, but for some children this may require more long-term planning and support. If your child has any health care needs, please contact the school to discuss arrangements. Full details of the support available and your role as a parent and the role of your child are contained within Health Care in Schools 3-18 (NHS and Dumfries and Galloway Council) which is available from the school.

In Colvend School, we have a trained First Aider whose role includes administering first aid, reporting in line with the Accident and Incident Reporting procedures and keeping a record of first aid administered. However all staff have a duty of care to ensure all ailments are dealt with sensitively and appropriately.

### 15.4 Data Protection

Each year, your child/young person's school will send home a copy of the personal data we hold about your child/young person as part of our annual update process. If at any other time you would like to review information held as part of your child's Educational record, you can do so as part of the Access to Educational Record legislation. In the first instance you should contact the Headteacher of your school to make this request.

#### **What personal information do we collect from you and why do we need it?**

Data about pupils includes, name, date of birth, gender, and address, racial or ethnic origin, religion. It will also include information about any additional support needs and any relevant medical conditions.

Data about the pupils' family will include names, addresses, email, phone number, emergency contact details and family situation.

Data held will also include pupil progress, assessments and exam results. It will also include records of attendance, absence and any exclusions.

We will hold data about when and where the pupil goes after they leave Early Learning and Childcare Centre (ELCC)/School. This includes information about their next setting, career paths or intended destinations.

If your child is accessing school transport and school meals, data will be shared with School Mainstream Transport Team/Contractors and Enterprising DG. When we record and use personal data, we will only collect and use what we need. We will keep it securely, and it will only be accessed by those that have legitimate reason to. We will not keep personal data for longer than is necessary and will follow the Council's Record Retention Schedule and archival procedures.

#### **Sharing Pupil Data**

If a child/young person moves Early Learning and Childcare Centre (ELCC) /School, we have a legal obligation to pass on information to their new ELCC/School/education authority. Sometimes we also receive information about child/young person from other organisations, such as, NHS, Police Scotland,

Social Work, Additional Support Services and sometimes other organisations or groups connected to the pupil's education.

We also need to share pupil information with other organisations. Law requires us to pass certain information about our pupils to the Scottish Government and the Council. This data is for statistical purposes.

We share your data with third parties who process it on our behalf, including the operator of our Education Management Information System, our schools' intranet GLOW, and our text messaging provider Groupcall. For more details about this processing please contact [miss@dumgal.gov.uk](mailto:miss@dumgal.gov.uk).

The Council take the security of your data seriously and access to SEEMiS is restricted to approved staff and by username and password only. The Council Data Protection Policies and Procedures make clear that all staff have a responsibility to ensure that they handle personal data appropriately and that suitable organisational security measures are in place. To prevent unauthorised disclosure, hard copies of data are stored securely at your child's nursery or school.

The Council need to ensure you and your child's personal data remains accurate, to assist with this, please ensure you keep your nursery and school up-to-date with any changes. For example, if you do not inform the school that you have moved to a new house, this may result in your personal data being sent to an incorrect address.

If you would like to access any information we hold, then you can do so under the Pupils' Educational Records (Scotland) Regulations 2003, by making a Request to your child's school in the first instance.

### **More Information or Concerns**

For more information on how the Council uses personal data, and to know more about your information rights including who to contact if you have a concern please follow this link

<http://www.dumgal.gov.uk/article/15129/Data-protection>

If you have any concerns about data sharing you can discuss this with the school office, or data protection officer at the Council via [dataprotection@dumgal.gov.uk](mailto:dataprotection@dumgal.gov.uk)

### *15.5 ICT in Schools 2015 (Digital Citizenship / Pupil Safe and Responsible Use of Technology / Mobile Phone Agreement / Digital Images Policy*

The Authority has an overall Policy and Procedure for the use and application of ICT in Schools. We recognise that social media and mobile phone technology has potential benefits for learning and teaching. It is unreasonable and impractical to attempt to impose a ban on mobile devices in schools therefore the authority has produced guidelines for Digital Citizenship, Use of Technology, Mobile Phones, Digital Images and Use of Social Media.

Schools take images of pupils for various reasons e.g. the prospectus; ceremonies (recognition of achievement, Prize Giving, Sports Day etc.); functions (discos, charity events etc.); curricular activities (performance in sport/dance, field trips etc.); extra-curricular activities (school sports fixtures, school excursions, class outings etc.). Images are also used to create a record of an event to show to participants, other pupils and parents/carers. To do this, photographs are displayed throughout the school; videos and photographs are shown to parents/carers, staff and others; media coverage arranged; prospectuses are published and distributed.

### **Images of Pupils**

We keep a photographic record of events at the school and this is used for a number of purposes. From time to time we also feature in the local press and we have also appeared on television. The Authority has a policy on the use of images of pupils. You will be asked to read this when your child enrolls and to clarify your consent about the publication of images of your child, but you can amend your permission at any time by contacting the school office. Please ask at the School Office to see a copy.

### 15.6 Use of Internet / Social Networking Sites

As part of the process of learning we allow our children supervised access to the Internet and e-mail. The authority runs its own filter system to ensure that young people are not at risk from exposure to inappropriate material. This filtering system is regularly being upgraded. We have a policy for use of the Internet and a contract for responsible use, which we ask parents and young people to sign up to.

These rules will keep everyone safe and help us to be fair to others:

- Pupils must ask permission from a member of staff before using the Internet
- All the equipment should be treated with care
- Pupils should use only their own login and password, which should be kept secret
- Pupils should not access other people's files
- Computers should only be used for school work and homework
- Pupils should not bring CD rom and memory sticks into school unless they have permission
- Pupils should only e-mail people with approval from a teacher
- Messages sent must be polite and sensible
- Pupils must not give their home address or phone number, or arrange to meet someone outside school
- To keep everyone safe, pupils should tell a teacher if they see anything they are unhappy with or if they receive messages they do not like
- Pupils should report anyone who breaks these rules

Please note, the school may check pupils' computer files and may monitor the Internet sites visited.

### 15.7 Intimate Care

#### **Intimate Care**

From time to time "accidents" involving soiling or wetting occur. If this happens to your child, the staff will endeavour to deal with the situation as sensitively and discreetly as possible, and will keep you informed.

The action taken might include:

- Offering the child clean clothes from a stock held in school and the chance to wash or wipe themselves in private.
- Helping the child to clean up, if they are happy for this to happen, and if there is a suitable adult around to assist.
- Contacting parents or emergency contacts to come into school or to take the child home to clean up.
- If your child has an ongoing condition or problem, which is likely to make "accidents" an issue, please discuss it with your child's class teacher, Head Teacher or the School Nurse.

## 16. Useful Links and Policies – GLOW – DG Education Policies & Procedures

### 16.1 Useful Links

Staff, Parents and Pupils can access key Policies for the Authority at <http://www.dumgal.gov.uk/article/16350/Strategies-plans-and-policies>

Parents can access more information by visiting Dumfries and Galloway Home page and clicking on schools or clicking <http://www.dumgal.gov.uk/schools> . From this one page you can access information on schools, school meals, transport and Parental Involvement. We would also suggest that parents are aware of the following local and national websites to support parents/carers and young people on their journey through school life.

Youth Democracy: <http://www.dumgal.gov.uk/article/17522/Youth-Democracy-and-Youth-Participation>

DGvoice: <http://www.dgvoice.co.uk/index.php/youth>

Cool to talk: <http://www.nhsdg.scot.nhs.uk/News/Cool2talk>

My World of Work: <https://www.myworldofwork.co.uk/>

Youthlink Scotland: [www.youthlinkscotland.org](http://www.youthlinkscotland.org)

Citizens Advice Dumfries and Galloway: <https://www.cas.org.uk/bureaux/dumfries-and-galloway-citizens-advice-service-dagcas>

Support in Mind, Scotland, National Rural Mental Health Forum [www.ruralwellbeing.org](http://www.ruralwellbeing.org)