



Handbook

2023/24





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Welcome



We are delighted to welcome you and your child to St Boswells Primary School, a non-denominational school situated in the Scottish Borders.

This handbook is written as a source of reference for all parents and carers, children and anyone connected with the school. The handbook provides information which we hope you will find helpful, including our aims, our curriculum and details of the day-to-day running of the school.

As a Rights Respecting School we have an ethos of mutual respect where pupils feel safe, happy and are motivated to learn. We have a dedicated and hardworking staff team who create a safe, nurturing and stimulating learning environment within our school building and surroundings.

St Boswells Primary School is a happy school, very much at the heart of the community, providing education from Early Learning and Child Care 3 (3 year olds) to Primary 7. You may be assured that we will do everything possible to make your child's time here an enjoyable and rewarding experience. We hope your association with the school will be positive, where we work together for the good of your child. We look forward to welcoming you to St Boswells Primary School.

Ross Maunder
Headteacher



*Whilst information provided is considered to be correct at the time of printing,
It is possible that there may be some inaccuracy by the time the document reaches parents.*

Letter from the Chief Education Officer

Dear Parent / Carer,

At Scottish Borders Council we recognise that every child is unique and has individual dreams, abilities, talents and needs. The Children & Young People's Service supports schools to ensure children's needs are met, ambitions are realised, and that every child reaches their full potential. Schools are committed to providing the very best start by providing a high quality and nurturing experience for your child to thrive in. We are keen to work in partnership with you as research tells us that when parents/carers are involved in their child's education the child will do better. We hope this school handbook informs parents, not just about how the school works, but also about how you can help us help your children to succeed in school and life.

Yours sincerely
Justin Sinclair

School Information

St Boswells Primary School
Greenside Park, St Boswells,
Melrose, TD6 OAH

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T: 01835 823252
E: stboswellsp@scotborders.gov.uk
W: stboswellsprimarieschool.wordpress.com
FB: @StBoswellsPrimary
T: @StBoswells

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

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HEAD TEACHER: Mr Ross Maunder

SCHOOL ROLL: 143

ELCC ROLL: 31

SCHOOL DAY TIMES

MONDAY TO THURSDAY

Start: 08:45

Break: 10:45

Lunch: 12:30 – 13:15

Finish: 15:15

FRIDAY

Start: 08:45

Brunch: 10:45 – 11:25

Finish: 12:25

NURSERY SESSIONS

MONDAY TO THURSDAY 08.50 - 15.20

FRIDAY 08.50 - 12.50

Staff

SENIOR LEADERSHIP TEAM

HEADTEACHER

Mr Ross Maunder

DEPUTE HEADTEACHER

Mrs Carmen Foggin

PRINCIPAL TEACHER

Miss Caroline Hardie

SCHOOL ADMINISTRATOR

Mrs J. Shirra-Gibb

CLASS TEACHERS

P1/2 **Mrs J Calvert**

P2/3 **Miss M. Murray**

P3/4 **Mrs P Burton-Smyth**

P4/5 **Miss C Hain**

P5/6 **Mrs L. Crookshanks**

P7 **Miss C Hardie /**

Mrs M Blain

ENHANCED LEARNING TEAM

Ms E. Holligan

CURRICULUM SUPPORT TEACHERS

P.E.

Mrs C. Allott

HEALTH AND WELLBEING

Ms K Jamieson

NURSERY STAFF

EARLY YEARS OFFICER

Mrs Gillian McGarva

ELC PRACTITIONERS

Mrs J Smith

Mrs S Valentine,

Mrs G Whithead

Miss S Lynch

Miss L

Crawley

EARLY YEARS
TEACHER

Ms Holligan

PUPIL SUPPORT ASSISTANTS

Mrs L. Owen

Mrs W. Ballantyne

Mrs S Khan

Mrs J Laurie

Mrs L Haritakis

JANITOR

Mr J Dickson

SCHOOL COOK

Mr G. Stewart

CATERING ASSISTANTS

Mrs P. Mann

Mrs M. Middlemiss



PARTNERSHIP WORKING

St Boswells Primary works in partnership with Newtown Primary. Mr Maunder is the non-teaching Headteacher of both schools and along with the children, staff and parents, works to maximise the learning opportunities for all pupils in his care.

Partnership working has a number of distinct advantages, including:

- **Ensuring consistency of standards in learning and teaching**
- **Providing children with access to a**

wider group of friends and learning experiences

- **Increasing the opportunities to develop staff expertise and the sharing of good practice**
- **Maximising resources to the benefit of all**

Clearly, as a Partner Headteacher, there will be times when Mr Maunder is not on the premises of St Boswells Primary. On these occasions the Depute Headteacher, Mrs Foggin or Principal Teacher, Miss Hardie will have responsibility for the school.

Our Vision

To Inspire and Succeed

Our Aims

We aim to:

- Provide a broad, balanced progressive and coherent curriculum that meets the needs of all children, ensuring appropriate pace and challenge and taking account of national advice, local guidance and the views of parents and children.
- Enable all children to maximise their achievements by focusing on raising attainment across the curriculum and making effective use of assessment information to identify next steps in learning and ensure progress.
- Plan and deliver high quality teaching and learning in a stimulating, challenging and inclusive environment that takes account of children's learning styles and individual needs, fosters motivation, independence, creativity and values individual achievement.
- Provide pastoral care, guidance and appropriate support for all children to protect them from harm, abuse or neglect and promote a climate of mutual trust and respect in which their academic, physical and social needs can be fully met.
- Provide inclusive support for learning strategies which improve the performance of any children experiencing any form of barrier to learning.
- Work in partnership with parents, the community and other agencies to provide a stable, secure and stimulating environment in which children can learn effectively, grow in confidence and develop a healthy lifestyle.
- Provide and manage the school's resources effectively to ensure optimum use of staff, finances, equipment and space for the benefit of all stakeholders.

Our Values

RESPECT

To myself and towards others

EXCELLENCE

In all that I do

RESPONSIBILITY

In my words and my Actions

- Sustain a culture of management and leadership which promotes partnership, teamwork and commitment among staff, parents, children and the wider community and makes effective use of self-evaluation to ensure continued success in the raising of standards and achievements.

We believe ideal learning happens when:

- Children lead their own learning
- Opportunities are given to work independently and collaboratively
- Children are engaged and purposeful
- Learning is experiential and active
- Learning takes place in the natural environment and outdoors whenever possible
- Learning provides challenge and is differentiated
- Learning is well planned and organised
- We nurture the whole child
- We will do this through working in genuine partnership with all stakeholders and will learn from looking inwards, outwards and forwards.

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



Learning & Teaching

At St Boswells Primary School, we foster an environment where our pupils become active participants in their learning. Education should not be passive but an exciting, fun and challenging time in a child's life. We aim to give children a breadth of experiences and a hunger for knowledge, equipping our young people with skills they will take to the world of work and life. A Curriculum for Excellence, published in 2004 following the National Debate on Education in Scotland, sets out values, purposes and principles to enable children and young people to reach their full potential. At St Boswells we have fully embraced the guidance in these documents to improve the quality of learning and teaching as well as increasing attainment and achievement for all children, including those who need additional support in their learning.

Entitlements

- All learners are entitled to experience the highest possible quality of learning and teaching that prepares



them effectively for learning, work and life.

- All learners are entitled to experience learning and teaching that supports them in becoming literate, numerate and healthy.
- All learners are entitled to experience learning and teaching that promotes equal opportunity and non-discrimination based on social circumstances, gender, race, religion, cultural beliefs, disability or sexual orientation.
- All learners are entitled to opportunities and encouragement to participate to their maximum potential



How does Curriculum for Excellence work?

The 'learner journey' will be joined up from 3-18 to avoid gaps and overlaps in learning and to make the most of achievements outside school.

- Learners will work at a pace that suits, with enough challenge and support to stretch them.
- Lessons will be more engaging, inspiring and relevant to everyday life.

- Teachers will make connections between subjects, helping children make sense of the world.
- Children will develop an understanding of how to learn and how to use their learning, not just memorise information to pass tests. This will help them adapt in an uncertain future with the ability to think for themselves, make sound



people learn. It aims to raise standards, improve knowledge and develop skills, closing the gap between the lowest and highest performers. Ultimately it aims to nurture young people as successful learners, confident individuals, effective contributors and responsible citizens.

and to be consulted and involved in decisions affecting their learning.

- All children are entitled to become successful learners, confident individuals, effective contributors and responsible citizens through the values and principles of Curriculum for Excellence.

The Curriculum

Curriculum for Excellence (CfE) is bringing learning to life in the way education is delivered for all 3-18 year olds – in ELCC, primary, secondary, at college, workplace or community learning. It takes a fresh approach to what, how and where young

judgements, challenge, enquire and find solutions.

- There is more focus on knowledge and skills – including vital skills: literacy and numeracy, which underpin all learning and are critical in life.
- There are changes to assessment and how progress is reported to give learners', parents and employers better information on potential and achievement.

At St Boswells PS we aim to:

Establish a safe, secure and stimulating learning environment where everyone is respected and valued. We are committed to helping all our pupils develop into: Successful Learners; Confident Individuals; Responsible Citizens; and Effective Contributors.

At our school there is:

- A commitment to Active Learning.
- Recognition that pupils need to work collaboratively as well as competitively.
- Recognition of the full range of achievements of all our pupils.
- A high expectation and belief on the part of the staff and pupils that success can be achieved.
- A sense of trust between the staff and pupils that fosters an environment that nurtures learners and encourages them to take risks within their comfort zone of existing knowledge, understanding and skills.
- Learning at an appropriate pace to ensure our pupils are challenged but not stressed.
- Recognition that learner's progress at different rates and with varying levels of success at differing times, in various contexts and with different concepts.
- Consistency.

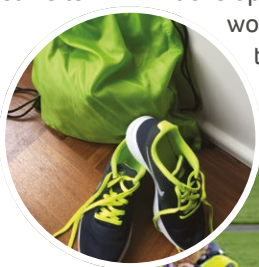
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To help them grow into independent learners, our pupils are encouraged to:

- Engage in developing success criteria.
- Be clear about what they are trying to learn and what is expected of them.
- Participate in self and peer-assessment.
- Work on their own and with others without always having to rely on direct input from the teacher.
- Make decisions on what is to be learned and plan and organise their own work.
- Recognise their own learning needs – their own strengths and weaknesses – and take responsible decisions about next steps.
- Reflect on what they have learned; consider its relevance and how it links with the bigger picture.

Physical Education

- At St Boswells PS a PE specialist visits the school weekly to teach all pupils. Class teachers ensure that a further hour of PE is taught so every child has the expected 2 hours of PE a week.
- Children are expected to wear appropriate clothing (See uniform)



Religious Observance

A weekly assembly takes place in the school. There is usually an end of term service which parents are welcome to attend.

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 their child.

Homework

The policy of the school is that homework will be given when it is considered appropriate. There will likely be weekly homework which focuses on the practice of skills in literacy and/or numeracy as well as regular reading tasks. Other homework tasks will be issued and will develop a range of skills. Homework tasks will be suitable for the age, stage and needs of each child.



ACTIVE SCHOOLS

Active Schools aims to provide more and higher quality opportunities to take part in sport and physical activity before school, during lunchtime and after school, and to develop effective pathways between schools and sports clubs in the local community. For more information on Active Schools in your area visit www.liveborders.org.uk/active_schools



The wider curriculum

Extra curricular activities

Pupils at our school have the opportunity to participate in a variety of activities both in school hours and at after school clubs run voluntarily by staff. These vary from term to term and year to year. Primary 7 pupils have a variety of leadership roles and have the opportunity to go on a residential trip to gain experience of a wide range of outdoor pursuits and team building activities.



Assessment

Assessment is a vital part of learning and teaching. It should be an ongoing process and involve the learner making decisions about their next steps. This takes two forms, assessment that happens at the end of a block of learning that checks how much a child has understood (summative) and assessment that is continuous (formative).

Summative Assessment

This is used to check how successful the learner has been at the end of a piece of work. It is one way of gathering evidence for reporting to parents or measuring attainment. It is only valid when used alongside evidence gathered from formative assessment. Standardised assessments are also used when appropriate to gather evidence on a child's progress in a curricular area. This reflects on their progress in comparison to a cross section of children of a similar age.



Formative Assessment

Pupils know what they are learning, how they will recognise if the learning has taken place and what steps they can take to bridge the gap between what they know and need to learn by this process. It is evident in many guises in the classroom and is an integral part of learning and teaching.

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

Healthy Beginnings

Top Tips

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

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

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

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

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



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

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

Contacts

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

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

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



Some examples are outlined below:

- **Learning Intentions and Success Criteria**
- **Wait Time**
- **Traffic Lights**
- **Thumbs Up**
- **Think, Pair, Share**
- **Share an Answer with the Group/Class**
- **Two Stars and a Wish**
- **Self and peer assessment**

Assessment evidence allows teaching staff to track the progress children are making and to adapt their practice appropriately. Staff can then identify if a child is struggling for whatever reason and needs extra support. By the same token staff identify children making considerable progress and can consider ways to challenge the child and ensure progress is maintained. It is important that evidence gathered through assessment be used to improve learning and teaching in our school.

We are committed to involving learners and their parents in learning and to regularly report on progress they are making.

Reporting

Reporting takes many forms. It is used to both give feedback on achievements and next steps and to create an agenda for discussion. Discussions take place between children and their peers, their teacher and their parents. You will receive one written report

‘summing-up’ progress as well as parent drop in surgeries over the course of the year.

Parental Consultations

Parents are invited once a year to discuss their child’s learning with the class teacher. This is normally a 10 minute appointment where the teacher will share progress and next steps and can answer questions.

It may be necessary to arrange a further appointment if the discussion requires more time.

Pupils who receive additional support will also be offered an appointment with a member of the Enhanced Learning Team. We would encourage parents with concerns or questions to request an appointment at any time in the year. We are always happy to meet.



Feedback

Pupils will receive feedback from their teachers in a number of ways. Teachers and pupils will engage in learning conversations on a daily basis as they discuss experiences and achievements. Pupils may also receive feedback in the form of written comment in their jotters from their teacher and/or from peers. Feedback will be constructive, telling the pupil what they have done well and what they should do next to continue improvement. We encourage pupils to take note of feedback and to act on it.



Committed to PLAY



www.playscotland.org



- independence - emotional intelligence
- critical thinking - self-confidence
- logic - resilience
- cooperation - development of oral language
- participation - conflict resolution

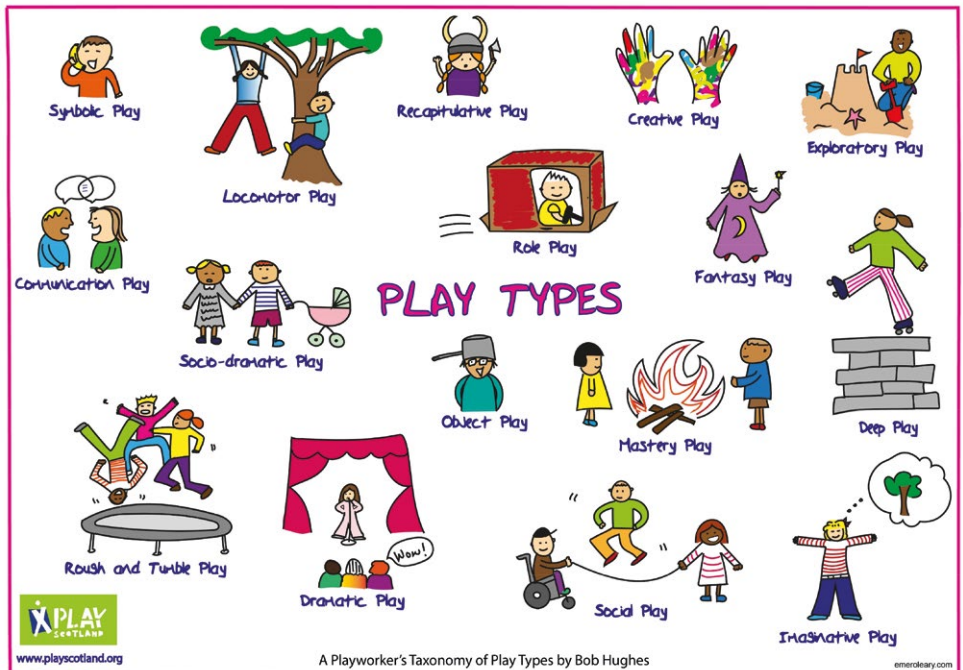
Playing is an integral part of children's day at School and in the Early Years. Children play before the bell goes in the morning; at playtime and lunchtime; and after school ends. Increasingly, playing is part of class time across Scotland too. At St Boswells Primary School we recognise the interconnections between playing, learning, growing, developing, being healthy and being happy.

Through play our learners experience all 4 contexts for learning; curriculum areas and subjects, interdisciplinary learning, ethos and life of the school, and opportunities for personal achievement.

Why we place importance of play in our curriculum

Play empowers children to learn at their pace through active learning, developing;

We are delighted that all staff at St Boswells Primary School are play champions. This means we are committed to support children's right to play. Play Champions are professionals and individuals who uphold children's right to play and commit to strategies and policies that support play.



Inspire Learning

The Scottish Borders Council (SBC) Inspire Learning programme is an ambitious programme to ensure all children are equipped with high quality digital resources and learning. The aims of the programme are to:

- **Raise educational attainment**
- **Provide equality of opportunity for all pupils**
- **Create a pupil centred curriculum which will provide engaging pupil-centred lessons**
- **Enable children and young people access to the most up to date educational resources**
- **Raise levels of engagement, motivation and interaction**
- **Improve facilitation of different learning styles**
- **Support remote and/or independent learning**
- **Improve self-management**
- **Improve the digital skills needed for the future workplace**



All children in P4 – P7 have their own iPad and children in P1 – P3 have access to a large stock to support their learning in school. We make regular use of digital technology across the school to enhance learning and teaching.

SHOWBIE

Showbie is a secure online learning platform where teachers and students can collaborate, share content, and use educational apps to supplement in-class learning. We use the app to share individual pupil achievements in their Portfolio, report progress in learning and we use the Class Group to share whole class achievements and information with parents/carers. Each year you will be given 2 codes which provide you with access to your child's portfolio and their Class Group Page.



showbie

Support for learning

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. In St Boswells PS we have an enhanced Learning Team which includes teachers and Additional Needs Assistants.

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 or their needs might be very complex, and they may require additional support for a number of years.

If you feel that your child needs additional support for learning, the first person to speak to is your child's teacher. You have the right to request an assessment of your child. Within our school 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.

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 the school level the government

recognises that parents or young people may wish to formalise their concerns. To assist with this the government has 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.



For more information, you can contact:

- (a) 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 call them on **0345 123 2303**.
- (b) Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576; www.siaa.org.uk
- (c) Scottish Child Law Centre, a charitable body registered in Scotland under registration number SC01274. www.sclc.org.uk

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

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

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Support for learning

Zones of Regulation

The Zones of Regulation is a complete social-emotional learning toolkit created to teach children self-regulation and emotional control.

The Zone Colours

The Zones of Regulation uses four colours to help children self-identify how they're feeling and categorise it based on colour.

The toolkit also helps children better understand their emotions, sensory needs, and thinking patterns. They learn different strategies to help them cope and manage their emotions based on which colour zone they're in.

Additionally, the Zones of Regulation helps

children recognise their own triggers, learn to read facial expressions, develop problem solving skills and become more attuned to how their actions affect other people.

The Green Zone

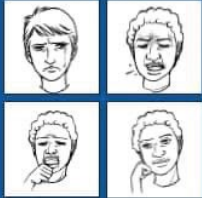



The green zone is used to describe when you're in a calm state of alertness.

Being in the green zone means you are calm, focused, happy, or ready to learn. This is predominantly the state all children like to be in. It's also the state most needed in the classroom in order to learn.

The Yellow Zone

The yellow zone describes when you have

The ZONES of Regulation®

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
			
Sad Sick Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Terrified Yelling/Hitting Elated Out of Control

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a heightened sense of alertness. This isn't always a bad thing, and you typically still have some control when you're in the yellow zone.

Being in the yellow means you may feel frustrated, anxious or nervous. But, it could also mean you're feeling excited, silly, or hyper – which is okay in the right situations.

The Red Zone

The red zone describes an extremely heightened state of intense emotions. When a person reaches the red zone, they're no longer about to control their emotions or reactions. This is the zone children are in during meltdowns.

Being in the red zone means you're feeling anger, rage, terror, or complete devastation and feel out of control.

The Blue Zone

The blue zone, on the other hand, is used when a person is feeling low states of alertness or arousal.

When you're in the blue zone you may be feeling down – sad, sick, tired, or bored. You're still in control, as you are in the yellow zone, but with low energy emotions.

Getting Back to The Green Zone

Along with being able to identify the zones, and know what zone they're in, your child also needs to know strategies to help them get back to the green zone.

Practicing co-regulation and self-regulation strategies while your child is in the green zone will help them learn the best ways to get back there during times when they're feeling stressed, frustrated, sad, etc.



Closing the Attainment Gap

As part of our work central to the National Priorities for Scottish Education, we aim to ensure that there is 'equity' of provision so that all children may achieve their potential. This means that we 'poverty proof' school events, outings and After School activities to support families. Should any parent or carer feel they require financial support, or think they have an idea about how we could improve accessibility, please do not hesitate to contact the school to speak to any of the Senior Leadership Team.





Getting it right for every child (GIRFEC)

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

The GIRFEC approach aims to make it easier for parents, children, young people and the services that support them – such as early 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.

**getting
it right**
for every child

- 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. If you would like any further information please ask your child's Headteacher. If you would like any further information please ask your child's Headteacher.

Promoting Positive Behaviour

At St Boswells Primary School we aim to make positive behaviour the responsibility of all. We expect the highest standards of behaviour and look to achieve this through our engagement with the UN Convention of the “Rights of the Child”. This promotes a shared commitment to respect for all in our school and wider community. Using a common language we wish to ensure everyone can fully engage with our vision and treat each other with respect, understanding and empathy. We look to our pupils, parents and staff to be role models in displaying positive behaviour for all to follow. Through the use of restorative practices, as well as reflection and mediation, we aim to resolve any issues as quickly and positively as possible. Our approach is consistent, feels secure and is nurturing, forgiving and encouraging. We

- have clear boundaries
- encourage learners to make good choices
- recognise positive interactions
- model positive interactions
- ensure there are logical consequences
- set reasonable expectations
- accept and move on ensuring that all situations can be resolved
- we teach learners about emotions

In St Boswells Primary School strong relationships are at the heart of our school. These relationships include

- Staff working with other staff.
- Staff and pupils working together.
- Pupils and pupils working together.
- Staff working with parents/carers and pupils

A Nurturing Approach

At the heart of our approach to positive relationships is our underlying whole school approach to Nurture. As a nurturing school, we recognise that positive relationships are central to both learning and wellbeing. A nurturing approach is based on the understanding of **6 Nurturing Principles**, which have been adapted and are outlined below:

- 1. Children’s learning is understood developmentally**
- 2. The environment offers a safe base**
- 3. The importance of nurture for the development of wellbeing**
- 4. Language is a vital means of communication**
- 5. All behaviour is communication**
- 6. Transitions are important in children and young people’s lives**

Your child’s class teacher will deal appropriately with minor discipline problems in accordance with our positive relationship guidance. But if your child’s behaviour causes repeated disruption then a member of the Senior Leadership Team will become involved. If the problem continues we would invite parents

into school to discuss further. It is vital that children see that home and school work together and we would hope that parents would support the school in any consequence given.



The School follows Scottish Borders Council Respectful Relationship Policy – further information on this can be found at www.scotborders.gov.uk/antibullying

Partnership with parents

Parents are encouraged to visit the school and participate in activities. Any parent who would like to help in the school should contact the school office. Information is sent home, keeping parents informed of school events and activities as appropriate. We regularly use the website, Facebook and Twitter to communicate school events and key learning across our school.

St Boswells Primary School Parents and Friends Partnership (PFP)

They are a group of parents, carers, teachers and school staff who give up a little time to help the school. Coming along to meetings is a great way to meet other parents and carers, and to hear about what is happening at the school. They hold regular fund raising events, and all proceeds are used to provide better facilities and educational experiences for the children.

They are always looking for fresh faces and ideas, so please come along to the meetings which are held every term. You can offer to become a Member of the Committee, or more informally support us by helping at events.

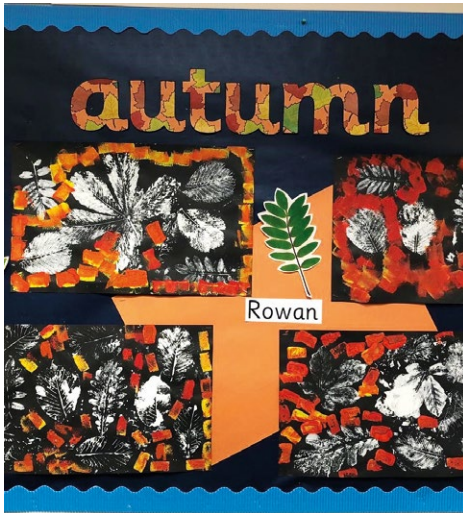
We are always looking for new ways to communicate with parents – please send us your good ideas!

The role of the PFP is to:

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

By law schools have a duty to promote parents' involvement in children's education. We are very keen that parents feel able to be involved in their child's education and learning that they are active participants in the life of the school and they feel able to express their views on school education generally.





Every parent who has a child at St Boswells Primary School is a welcome member.

Each parent can expect:

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

The type of things the parent council may get involved in include:

- Supporting the work of the school
- Gathering and representing parents' views to the Headteacher, Scottish Borders Council and Education Scotland
- Promoting contact between the

school, parents, pupils and the local community

- Fundraising and organising events
- Reporting to the parent forum
- Being involved in the appointment of senior promoted staff.

Volunteers in School

We welcome the invaluable support of volunteer helpers or people with expertise in school who assist with, for example:

- classroom activities e.g. craft, artwork
- school outings
- paired reading
- making costumes for concerts
- extra-curricular activities
- sports activities
- the library

If you would like to offer help in any way, please contact the school office. We would like to assure parents that helpers who volunteer to work in school on a regular basis have Scottish Borders Council Disclosures.

Committee Members

Role	Name
Chair:	Bryony Gill
Secretary:	Lauren Broomhead and Amy Murray
Treasurer:	Lorna Young
Event's Organisers:	Wilma Norris
Adviser to the Group:	Mr R Maunder (Headteacher)
Staff members:	Mrs C Foggin and Miss C Hardie

How our school works

Enrolment

Enrolment for Primary 1 and ELCC takes place in November. Further information available from the School Office and www.scotborders.gov.uk/xfp/form/635.



PLEASE NOTE: Parents of children who live out with the St Boswells School catchment area should contact the school if they wish to make a placement request for their child to attend. Online application forms must also be completed showing clearly that this is for a placement request and also stating their catchment school. This will then be processed by Scottish Borders Council with decisions sent to parents.

Arriving & departing

The Playground Supervisor is on duty at the school from 08.30am. Parents should ensure that pupils do not arrive before this time. **Please inform the school if it is necessary to change your arrangements to collect your child.**



Nursery Children

- All nursery children should be dropped off/picked up by their parent/carer at the nursery entrance.

Primary 1-7: Before School

- Children will enter the school grounds via the gates on the St Aiden's or Springfield sides of the school. For safety reasons, pupils must not be collected from, dropped off or walk through the staff car park. This car park is for the use of Staff, delivery vehicles and school transport only. When the bell rings children should make their own way to their lining up points.

Primary 1-7: After School

- Children will exit the school by their exit door. Parents waiting to collect children should wait in the school playground.

Children Arriving/Collected Late

- We understand that there are occasions where children may arrive late for school. Any pupil arriving late should enter the school through the main entrance.
- If any parent is delayed at the end of the day their child/children will be asked to wait in the main school entrance where parents can collect them.

Visitors

- In the interests of security for all of the children only pupils are permitted to enter the school through the pupil entrances. **All parents/visitors should enter the school through the main entrance.**

School uniform

At St Boswells Primary School we actively promote the wearing of school uniform. There is an extremely high level of support from parents for our school uniform policy. The wearing of uniform helps to build a sense of identity, pride and belonging within the school. When on visits, our pupils are often complimented on their smart appearance and responsible behavior by members of the community.

At St Boswells Primary we encourage children to wear school sweatshirts (navy) and polo shirts (white) with a black/navy/grey skirt, pinafore or trousers and dark shoes.

This has many practical advantages relating to safety, cost and appearance. The school maintains a very high standard in this area. Parents and children are actively encouraged to support this.

We have an online system for ordering school uniform.

Forms for financial assistance are available from the school or Scottish Borders Council.

The Agreed Dress Code for St Boswells Primary School is as follows:

P1–7 Boys

White polo shirt

Grey/navy/black trousers

P1–7 Girls

White polo shirt

Grey/navy/black skirt or trousers



All Pupils

School Sweatshirt, Cardigan /Jumper are in Navy. Our P7 pupils elect to wear a Royal Blue sweatshirt
All pupils are encouraged to wear black/dark shoes or boots

PE Kit

Children have a minimum of 2 hours PE a week and it is essential that they are appropriately dressed i.e. shorts, T-Shirt and gym shoes. Their PE kit should be kept in school and only taken home for washing. If your child wears earrings we would be grateful if you would ensure that he/she is able to remove and replace them independently before and after PE lessons. Alternatively, earrings are not worn on days when the class takes PE.



For details on applying for a school clothing and footwear grant visit: www.scotborders.gov.uk/freeschoolmeals

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School transport



Where possible we actively encourage children to walk to school. In addition to the obvious health and environmental benefits of walking, reducing vehicle numbers in the vicinity of the school improves safety for pedestrians.

In the morning bus children will be dropped off at car park in the designated bus drop off area and will be directed to the playground by a member of school staff.



Children are able to **cycle/scooter** to school and use the provided bike stands.

Children should dismount before entering the school grounds and push their bikes through the playground. It is mandatory that all children wear a bike helmet when riding their bike or scooter to school. There should be no cycling in the school grounds during or after school hours.



School meals

School meals are prepared in our kitchen. The cost of a meal is £2.40 per day (free for P1-5). Menus are available on the Parent Pay website: www.parentpay.com

To help reduce food waste, we encourage parents/carers to involve their child in the lunch choices.



School trips

Throughout the school year the children participate in a number of school trips which aim to enhance their knowledge and understanding of the world and bring their learning to life.

These outings are subsidised as much as possible by our school fund or parent council but the pupils may be asked to pay part of the cost. We ask parents to support us in this as all outings are carefully planned and highly relevant to the children's educational experience.

Parental permission will be sought for trips requiring transport and a letter giving details of the trip will be sent to parents prior to the event. Permission forms must be returned, fully-completed,



Transitions

We realise that change and transition can be an anxious time for some children so we have in place arrangements to make this as smooth as possible. Where any child requires additional visits to Primary 1 or Secondary 1 this will be arranged.

ELCC-Primary 1

Children attending St Boswells ELCC are in the school building every day to take part in activity in the hall. They are also regular visitors to events in school. During term 3 the children are invited into the Primary 1 classroom on a regular basis where they can become accustomed to the environment and the staff. There are a number of more formal visits where children joining from another setting are invited to attend. Parents are also invited to attend information sessions and to see the children in the Primary 1 environment.

Primary 7-Secondary 1

During the Primary 7 year, pupils have a series of visits to Earlston High School where they mix with pupils from other feeder primary schools to enjoy experiences in Literacy, Numeracy and Health and Wellbeing. Pupils have a 2 day visit in June where they follow their timetable. Earlston High School staff gather a range of information on each pupil to ensure that they are appropriately supported emotionally and academically.

by the stipulated deadline, or we are not permitted to take the child on that trip. Scottish Borders Council ensure insurances are in place. In line with Scottish Borders Council procedures, Risk Assessments are completed for all excursions.



Opportunities Fund

We recognise that to take part fully in all opportunities offered can be costly to families. For this reason the any family who requires financial assistance with trips or equipment will be supported. Requests can be made to the Headteacher and will be managed discreetly.

Terms & Attendance



Terms and Holidays 2023/24

Autumn term

Monday 14 August

Staff resume, in service day

Tuesday 15 August

In service day

Wednesday 16 August

Pupils resume

Friday 6 October

Last day for pupils and staff - mid term holiday

Monday 16 October

Staff resume, in service day

Tuesday 17 October

Pupils resume

Monday 27 November

St Andrews Days - schools closed

Tuesday 28 November

Casual holiday

Wednesday 29 November

All resume

Thursday 21 December

Last day of term for pupils and staff

Winter term

Monday 8 January

All resume

Friday 9 February

Last day for pupils - February holiday

Monday 12 February

Casual holiday

Monday 19 February

In service day

Thursday 28 March

Last day of term for pupils and staff

Summer term

Monday 15 April

All resume

Monday 6 May

May day holiday, school closed

Tuesday 7 May

Staff resume, in service day

Wednesday 8 May

Pupils resume

Friday 28 June

Last day of term for pupils and staff

Casual holidays

Eildon East (Earlston)

Tues 28 November 2023

Mon 12 February 2024



Attendance

Good attendance is vital to the success of our young people's education. Statistical evidence suggests that there are links between attendance levels and pupils' attainment. Society in general, and parents and schools in particular, have central roles to play in encouraging positive attitudes to education in young people.



Absence or Other Change in Circumstance

If your child is absent or there is any change in your personal circumstances (e.g. change of address) please inform the Primary School Administrator. It is important to let us know why a child is absent so that school records can be kept up to date. Children arriving late are recorded as such. A phone call or Group call message will be sent to parents if a child does not arrive in school and there is no explanation.

Holiday Absences

When a child is to be absent from school a letter should be sent to the Head Teacher to explain the reason for absence. It is also acceptable for a parent to telephone the school to say why the child is absent.

Only in exceptional circumstances where it is “important to the well-being and cohesion of the family following serious or terminal

illness, bereavement or other traumatic events” or where a parent’s employment is of the nature where school holiday-leave cannot be accommodated (for example emergency or armed services) may holidays in term time be authorised.

Family holidays where the school does not agree that there is a satisfactory reason for absence will be classified

as unauthorised.

The school will generally not provide work in advance of teaching, children will be required to catch up on work missed (where appropriate) on their return to school.

The Scottish Office has informed schools that any unexplained absence should be treated as an unauthorised absence that is truancy.



Medical Care

Minor injuries are treated by school staff with basic first aid training. Where professional medical treatment is considered necessary, parents will be informed by telephone and offered the opportunity to accompany their child to the doctor or hospital. If neither parent nor emergency contact can be reached, the Head Teacher/Principal Teacher will see that the child is taken for medical help; parents will be advised as soon as possible. When a child becomes unwell at school and is unable to complete his/her studies, parents will be informed and asked to collect the child from school.

Medical Examinations

Each school has a named School Nurse. The roles and responsibilities of the service revolve around the health needs of school age children and their families.

The school nursing service is involved in areas of health promotion and improvement for individuals, groups and their school communities. This may include class room activities and lessons, small group work, presentations and 1:1 work as well as working with education staff and families. Topics delivered include, drugs and alcohol, sexual health, nutrition, promoting good mental health, hygiene and infection control.

AN EMERGENCY TELEPHONE NUMBER MUST BE LODGED WITHIN THE SCHOOL AND THE SCHOOL MUST BE INFORMED OF ANY CHANGE OF NUMBER.



Children and young people are seen as part of

the National Child Health Surveillance programme which currently involves growth and selective vision screening for School Entrants and health promotion work with Primary 7 children to facilitate transition to secondary school.

Working with medical colleagues in Child Health, the nursing service takes referrals and reviews school aged children for differing health problems from mental health issues to obesity.

The Education staff use the service for training for the administration of complex medicines and help and advice on general health issues.



Medicines

Occasionally children may need to take medicine during the school day. The only medicine that can be administered by school staff must be prescribed by a doctor and can only be administered on completion of the 'Parental Request for Medicine to be Administered' by a parent/ carer. This is to safeguard the interests of both staff and pupils. It is the parent/ carer's responsibility to hand in and collect the medication to and from the school office.

The Primary School Administrator will keep any medicine in the office.

In some cases, where children have complex medical needs, an Individual Health Care plan will be devised in

collaboration with relevant health professionals, staff and parents.

Inhalers are often used and instructions regarding usage must be made clear to us and to your child. Staff are not responsible for the administration of these but will help and support when needed.

In summer time we strongly advise that you send your child to school with a hat and sun cream already applied. Please note school staff are not permitted to put sunscreen onto children.

Head lice: Please ensure that children are checked routinely for this and treat using appropriate chemical and mechanical (nit comb) preparation.

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Communicable diseases

Recommended minimum periods of exclusion from school of children who are cases or contacts of infectious diseases:



DISEASES	PERIODS OF EXCLUSION
Whooping Cough	21 days from outset.
Influenza	Exclusion until clinically well.
Measles	Until at least 5 days after the rash appears or clinically well, whichever is longer.
Chickenpox	5 days from onset of rash or until spots become dry – whichever is longer.
German Measles (Rubella)	5 days from onset of rash.
Mumps	Until swelling subsides
Polio/diphtheria/typhoid/ dysentery/food poisoning/ salmonella	Until certified as fit to return by Community Medicine Specialist (minimum 48 hours)
Salmonellosis	Minimum of 48 hours after clinically well.
Erysipelas/scabies/ringworm	Until treatment is initiated by a GP/Nurse.
Viral Hepatitis	7 days from onset of jaundice.
Hand, Foot and Mouth	Exclusion whilst clinically unwell and until spots are healing.
Impetigo	Exclusion until the sores are healed (not weeping) or given effective antibiotics for a minimum of 48 hours.
Roseola Infantum (exanthema subitum) – viral infection	Exclusion until clinically well.
Scarlet Fever	Exclusion until clinically recovered or 48 hours after appropriate antibiotics have started.
Conjunctivitis	Exclusion until symptoms are resolved or as directed by GP.
Herpes (Zoster)	No exclusion if blisters can be covered; otherwise, for 5 days after onset.
‘Slap Cheek’ (Fifth disease)	Exclusion until clinically well
Vomiting, Diarrhoea and Fever	May return to school after 48 hours free from last bout of vomiting and diarrhoea.

Please could parents ensure that children do not return to school after a period of illness until they are fully recovered

Policies & Procedures

School Improvement Plan and Priorities

Every year, the school publishes a School Improvement 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. We also publish a School Improvement Plan which outlines the key priorities for the school during the year ahead, following due consultation with staff, pupils and parents. 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 available in hard copy, on request.



Health and Safety

Emergency Procedures. 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.

We will request such information at the beginning of each new school year.

Emergency closure of the school/ adverse weather

In the event of an emergency arising whereby it is necessary to close the school, you will be contacted by 'Group Call' which is a text message to your mobile phone. It is the parents' responsibility to inform

the school of any changes to your contact details. If you know that your mobile phone does not have a signal, or you do not have a mobile phone, please inform the Primary School Administrator so that she can record an alternative landline number to contact you on.

Pupils will not be allowed to leave the school unaccompanied unless school staff are satisfied that there is someone at home to receive them.

Severe Weather

In the event of severe weather we will make every effort to keep the school open and continue as normal. However, there may be situations where this is not possible and it is therefore important that you follow the points below in terms of transport arrangements.

During adverse weather, school transport may be subject to cancelled services, amended routes, longer journey times or alternative bus stops used. In extreme cases there may be the need to cancel all school services.

Morning Journeys

1. School bus drivers and operators have complete discretion to cancel or vary school transport given any local weather conditions.
2. In the case of morning journeys to the school, the driver may decide that he/she either cannot undertake the journey or complete the trip to school. The driver would then return the children home. In the event of adverse weather conditions, parents should ensure that some arrangement has been made at home to cover this possibility.
3. Should the school transport for your child not operate in the morning because of adverse weather conditions but you decide to take your child to



- school yourself then you are expected to collect your child either at the end of the school day or at the time of early closure. Do not bring your child to school when buses do not run unless you are certain of being able to collect them at the end of the school day – even if the weather worsens.
4. School transportation may well be delayed due to adverse weather so pupils will have to wait longer and be exposed to the cold.
 5. Parents must ensure that their children are warmly dressed just in case the journey to school is very slow or even halted in bad weather. In normal circumstances, pupils should not wait more than 15 minutes if the bus is late. In severely cold weather, this 15 minute rule need not apply.
 6. If your child travels to school on connecting services, drivers will be told to wait for each other and not to leave any children standing in adverse weather conditions. Should the second bus not arrive children will be returned home. If the second bus does arrive but cannot complete the journey to school that driver will return children to their homes.
- What will happen if pupils are sent home early due to bad weather or other emergency?**
7. The Head Teacher with knowledge of local weather conditions will work with the Education Department to make decisions regarding a school closure or to send children home early should severe weather conditions threaten.
 8. Where pupils use school transportation a set of emergency instructions are used to contact transport operators and other schools using the same transport, and parents whose children have a long way to walk home from the drop-off points. Parents must ensure that some arrangement has been made to cover the possibility of pupils being sent home early.
 9. Schools routinely communicate with parents or groups of parents using Groupcall text messaging service. Once the decision has been made then Group call will be used to send updated information regarding sending pupils home early.
 10. Parents are asked to ensure that the school that their child attends has an up to date and accurate mobile telephone number on record for these purposes. It is further suggested that parents who may find it difficult or not possible to have their mobile telephone switched on throughout the day ensure that they check their phone on a regular basis for any Groupcall messages from the school when bad weather has been forecast or where they see deterioration in the weather.
 11. If school transport is in operation and you collect your own child from school during severe weather then the school office must be informed so that transport is not delayed while staff look for a missing child.

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Additional information to ensure the safe travel of pupils to/from school

12. The ultimate responsibility for the safety of children walking to and from bus pick-up/drop-off points rests with the parents. Parents must decide whether or not children can make their way to meet transport in low temperatures.
13. If you feel that your child should not walk home alone in bad weather from the drop-off point it will be your responsibility to meet him/her. Drivers will not normally set children down at any point significantly different from the usual one. The driver will use his/her judgment in deciding whether to leave the child or to keep him/her on the bus. In the latter case, your child would be taken to a nearby school or place of safety. Children must follow any instructions given to them by the driver in any emergency and should not leave the bus to make their own way home.
14. Where transport is unable to operate to take children home as a result of extreme weather conditions The Emergency Planning Team will work alongside our partners to provide alternative and safe transport home.

Arrangements have been made with Radio Borders to relay information about the cancellation of school transportation and group call and Scottish Borders Website will be used to inform parents of any important information.

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.

Use of the Internet

As part of the process of learning we allow our children supervised access to the Internet and email. 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.



Security

In the interests of school security external doors are kept locked while pupils are in class. Parents requiring access to the school should press the entry button at the Main School Entrance or Nursery Entrance. All visitors must report to the office to sign in the visitors book and collect a visitors badge, which should be returned at the end of the visit.



Policies

There are a number of National, Education Services and school policies which will provide information on a range of issues. Further details of all of these are available from your school or on the Scottish Borders Council website www.scotborders.gov.uk

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*

Child Protection

Keeping our children and young people safe in the Scottish Borders

- 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 (<http://onlineborders.org.uk/community/cpc>) 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: **Ross Maunder**

What to do if you have a child protection concern? (www.scotborders.gov.uk/childprotection)

It's everyone's responsibility to protect children.

If you have any concerns that a child is being harmed or is at risk of harm, please call without delay

- 01896 662787 (Duty Children and Families Social Work Team)
- 01896 752111 (Out of office hours that covers all areas)

Emergency contact

If you consider a child or young person is in immediate danger, call the Police on 999 immediately

Need more information about keeping our children and young people safe?

This link (<http://onlineborders.org.uk/community/cpc>) takes you to the Scottish Borders Child Protection Committee online website where you can find some suggested links to websites to better inform you about safety issues such as Internet safety and Child Sexual Exploitation as well as letting you know about opportunities for training in Child Protection. You can also find the Scottish Borders Child Protection Procedures on this website.

<http://onlineborders.org.uk/community/cpc>

Young Carers



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

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

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

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

Please let us know if there are difficulties for your child in meeting homework deadlines, arriving on time or any other issues which may affect their well being at school. It is the intention of St Boswells Staff to offer all support they can to your child.

- Detailed information about the Carers Act 1.4.18 is available on the Scottish Government website (<https://www2.gov.scot/Topics/Health/Support-Social-Care/Unpaid-Carers/Implementation/Carers-scotland-act-2016>)
- More information about the Scottish Borders Young Carers Service is available from the Action for Children website (www.actionforchildren.org.uk/what-we-do/our-work-in-scotland)
- The Partnership's Locality Plans are available at: www.scotborders.gov.uk/HSCPLocalityPlans



To Inspire and Succeed

RESPECT

EXCELLENCE

RESPONSIBILITY

#StBoswellsInspires



For more information, contact the Communications and Marketing team on 01835 826632 or communications@scotborders.gov.uk

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 (<https://www2.gov.scot/Topics/Statistics/ScotXed/SchoolEducation/ESPrivacyNotices>) 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

(https://www.scotborders.gov.uk/info/20060/access_to_information/877/privacy_statement/9) 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.

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

Useful links

www.scotborders.gov.uk

www.education.gov.scot

www.parentpay.com

www.liveborders.org.uk

www.unicef.org.uk/rights-respecting-schools

www.parentclub.scot

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