

YARROW Primary School

SCHOOL HANDBOOK for PARENTS & CARERS



2024/2025



Dear Parent/Carer

WELCOME TO YARROW PRIMARY SCHOOL

At Yarrow Primary School, we aim to give each pupil the opportunity to be successful, confident, effective and responsible individuals in society.

We are a small community and there is always great excitement when a new pupil comes to join us. We hope that your child will soon feel a part of our school, where our staff encourages pupils to value each other.

At Yarrow Primary we aim to provide a broad and balanced education, which allows each child the opportunity to achieve their best. We set high expectations for attainment and encourage our pupils to work hard. We are concerned with the development of the whole child and seek to support pupils in their intellectual progress as well as in their emotional, social and moral development. A happy child with a positive self-esteem and able to interact well with others is much more likely to become a successful learner.

This handbook provides you with basic information about the school. I will be happy to answer any other queries you may have. We look forward to working together with you to achieve the best for your child.

Yours sincerely

Mr. R. Williams

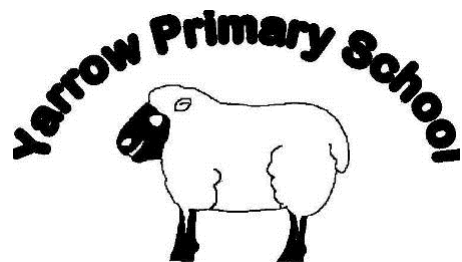
Russell Williams
Headteacher

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Yarrow Primary School
Yarrowfeus
Yarrow Valley
Selkirk
TD7 5NE



Disclaimer

Throughout this handbook, the word "parent" is intended to mean the guardian or any person who has parental responsibilities (within the section 1 (3) of the Children (Scotland) Act 1995) for the care of a child, or young person. Please note that whilst information provided within this handbook 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.

Contents

4.	The School Early Learning Centre (ELC) Staff Contact Details
5.	School Vision, Values & Aims School Hours
6.	Communications Security Admissions, Placing Requests & Transitions
7.	Attendance Introduction to the Curriculum
8.	Collaborative Learning Language
9.	Mathematics Modern Language
10.	Technologies Sciences
11.	Social Studies Religious & Moral Education
12.	Religious & Moral Education Health & Wellbeing
13.	Health & Wellbeing Expressive Arts
14.	Expressive Arts
15.	Pupil Assessment and Reports Additional Support for Learning and Special Educational Needs
16.	Additional Support for Learning and Special Educational Needs Discipline
17.	Getting it Right for Every Child (GIRFEC) Young Carer Statement Educational Psychology Service
18.	Uniform, Stationery & Jewellery

19.	Lost Property School Meals Transport Cycling to School
20.	Snack Medical Examinations Dental Care Head lice Accidents / Illness in School Medication
21.	Fire Drill Weather School Closures Educational Visits Extra-Curricular Activities
22.	Homework School Improvement
23.	Parental Involvement Parent Council & Friends of Yarrow
24.	Healthy Beginnings
25.	Child Protection
26.	British Sign Language Complaints Procedure
27.	Transferring Education Data About Pupils
28.	Transferring Education Data About Pupils
29.	Transferring Education Data About Pupils
30.	Useful Links
31.	Holiday Dates

THE SCHOOL

Yarrow Primary School is a non-denominational school serving the widely scattered rural community of the Yarrow Valley. It is situated in Yarrowfeus, 10 miles from Selkirk on the main A708 Selkirk to Moffat road. The school enjoys a rural location surrounded by hills and farmland. The children have a large play area and a garden consisting of trees and raised beds.

The school was built in the early 1960s and the building comprises two classrooms, an office area, a small kitchen and toilet facilities. Pupils walk the short distance to the Village Hall for Physical Education.

The school serves the following catchment area:

North - Mountbenger Farm	4 miles
South - Windyhouse	6 miles
East - Yarrow Fishery, Tinnis	3 miles
West - Dumfries and Galloway Border	14 miles

The current school roll is 23 pupils ranging from P1-P7 (correct as of August 2024).

EARLY LEARNING CENTRE

Our partner school, Kirkhope Primary School has a purpose built ELC attached. Please see separate handbook for full details on our early learning and childcare setting facilities.



STAFF

Yarrow Primary School operates under a Shared headship with Kirkhope Primary School. In order to meet the needs of both schools it is essential that there is a certain flexibility to the Head Teachers timetable. If you wish to contact Mr. Williams please telephone Yarrow Primary in the first instance. Contact details can be found opposite.

Headteacher	Mr. Russell Williams
Principal Teacher	Mrs. Tracy Rae
P1-7 Class Teacher (Tues)	Miss Jenny Kiernan
Business Support Assistant	Mrs. Fiona Hewson
Classroom Assistant	Mrs. Alison Brown
	Mrs. Tania Phillips (Tues.)
	Mrs. Claire Hannaway (Wed.)
Playground Supervisor	Mrs. Alison Brown
	Mrs. Tania Phillips (Tues.)
	Mrs. Claire Hannaway (Wed.)
P.E. Teacher	Mrs. Sara Green
Art Teacher	Mrs. Janey Lowthian
Support for Learning Teacher	Mrs. Katie Wilson
Catering Assistant	Mrs. Fiona Bryson
Cleaner	Mrs. Jan Laing
Music Teacher	Mr. Ian Lowthian

CONTACT DETAILS:

Russell Williams (Headteacher)
rwilliams@scotborders.gov.uk

Yarrow Primary School,
Yarrowfeus
Yarrow Valley
Selkirk
Scottish Borders
TD7 5NE

01750 82235

Online:

www.yarrowprimaryschool.co.uk



SCHOOL VISION, VALUES and AIMS

In collaboration with our Parent Council, pupils, staff, and the Selkirk Learning Community, we completed a full review of our school vision, values and aims. The vision is a shared vision across all of the Selkirk Learning Community and one which will be familiar with all children attending primary and secondary school in the Selkirk area. Our values have been agreed by all stakeholders and presented in a way that can easily be remembered - RESPECT. We uphold these values in everything that we do. Our aims encompass the key elements that we are required to deliver to ensure that our vision is achieved.

Our Vision

“Achieving Excellence Together”

Our Values

Our positive ethos and climate of respect and trust is based upon shared values across the school community, including parents, staff and pupils. These shared values are:

- Responsibility
- Empathy
- Sharing
- Perseverance
- Equality
- Co-operation
- Truthfulness

Our Aims

- To Get It Right for Every Child (GIRFEC).
- Through a high quality learning environment, deliver a curriculum that enables our children to become successful learners, confident individuals, effective contributors and responsible citizens in society.
- To develop within our children skills for learning, skills for life and skills for work.
- To promote and celebrate personal and wider achievement.
- To ensure that pupils feel valued and listened to and that they value themselves.
- Through ongoing self-evaluation, looking inwards, outwards and forwards, continuously improve to ensure the best outcomes for our children.

SCHOOL HOURS

Monday - Thursday:

Morning	9.05am - 12.30pm
Interval	10.30am - 10.45am
Lunch	12.30pm - 1.10pm
Afternoon	1.10pm - 3.30pm

Friday:

Morning	9.05am - 10.30am
Interval	10.30am - 10.45am
Lunch	12.00pm - 12.30pm
Afternoon	12.30pm - 12.50pm

COMMUNICATION

We aim to keep all parents fully informed about events or developments within the school through the Groupcall Xpressions App. Please ensure the school has your up-to-date mobile number and email address to receive communications.

Class teachers are happy to discuss concerns parents may have about their child but are unable to do so during teaching time without a prior appointment. Parents are asked to contact the class teacher for an appointment using their child's homework diary or alternatively, please contact Mrs. Hewson in the school office on 01750 82235 or Fiona.Hewson@scotborders.gov.uk.

SECURITY

Our school operates a secure entry system. If you wish to come into the school, please ring the buzzer at the main entrance and a member of staff will let you in. All visitors are asked to sign in and wear a visitors badge so that all staff and children know that they are authorised to be in school and also for fire regulations.

ADMISSION, PLACING REQUESTS & TRANSITIONS

If you are considering enrolling your child at Yarrow Primary, please contact the Headteacher to arrange a visit to see our school and have any queries answered which you may have.

The school session begins in August. Pupils who are entering Primary 1 are usually enrolled in November, following the advertisement of the enrolment dates in the local press. Scottish Borders Council policy states that pupils should normally attain the age of five by the end of February of the following year.

Placing Requests

We are happy to welcome children who do not live in our official catchment area. Parents of those children, who may feel their child would benefit from the particular qualities of a small rural school, should contact the Headteacher to arrange a visit to see the school and discuss this further before making a decision. Children must enrol to their catchment school in the first instance before submitting a placement request form.

Transition

Children attending Kirkhope & Yarrow ELC can either transition to Kirkhope or Yarrow Primary Schools depending on where they live. We have a transition programme during the summer term for ELC children to have taster sessions in the school setting to allow for smooth transition into Primary 1.

The school works closely with other primary schools in the Selkirk cluster and Selkirk High School to deliver a comprehensive transition programme for Primary 7 pupils moving into high school. This begins in October/November of their P7 year when they take part in a 3-day/2-night outdoor residential stay with their P7 peer group from all of the Selkirk schools. Following this there are planned visits to the high school and visits from high school staff in the lead up to transition. Pupils identified as needing support with transition are given further opportunities through an enhanced transition programme.

More information about school enrolment and placing requests can be found at: www.scotborders.gov.uk/info/20038/school_and_nursery_places

ATTENDANCE

Good attendance is key to ensuring that your child has the best chance of achieving their full potential and it is expected that your child will attend on a daily basis unless there is a reason, for example, part time home educated or absence due to illness. If your child is unwell, you are required to contact the school before 9.30am to let us know. Holidays within term time are discouraged as it is disruptive to your child's education. If your child is absent due to a family holiday, it will be marked as "unauthorised". If attendance falls below 90%, this will trigger a letter to highlight the issue and further monitoring.

INTRODUCTION to the CURRICULUM

Curriculum for Excellence

The curriculum at Yarrow Primary School is based on Curriculum for Excellence in Scotland and aims to achieve a transformation in education in Scotland by providing a coherent, more flexible and enriched curriculum from 3 to 18. This is what we strive for at Yarrow Primary.

The purpose of the curriculum is to help every learner develop knowledge, skills and attributes for learning, life and work which are encapsulated in the **Four Capacities** - to enable each child or young person to be a **successful learner**, a **confident individual**, a **responsible citizen** and an **effective contributor**. Further information can be found at Parentzone: <http://www.educationscotland.gov.uk/parentzone> and Education Scotland: <http://www.education.gov.scot/>

Our curriculum is designed on the basis of the following principles:

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence
- Relevance

The eight curriculum areas are: Expressive arts, Health and wellbeing, Languages, Mathematics, Religious and Moral education, Sciences, Social studies and Technologies.

We aim to provide a broad and balanced education for all pupils, taking account of the individual needs of each child.

Using the Experiences and Outcomes from Curriculum for Excellence and within a framework that ensures progression towards national benchmarks, units of work are designed by pupils and staff in partnership to suit the interests and particular needs of our pupils. Planning, teaching and assessment ensure that pupils gain breadth in the curriculum, are challenged appropriately and have opportunities to apply their knowledge and skills in different contexts.

COLLABORATIVE LEARNING

We have close links with our partner school, Kirkhope Primary. We maintain this relationship through joint planning across schools which provides opportunities for collaborative working throughout the year. This includes Collaborative Learning Days whereby pupils and staff come together at the host school (Kirkhope/Yarrow) for a day of theme-based, cross-curricular activities. This allows pupils to work with others at the same stage as well as working as part of a larger group. Recent projects have included an inter-generational project with older residents in the valleys, and a Golden Eagle Project as part of the re-introduction of this magnificent creature into the valleys.



A CLOSER LOOK at OUR CURRICULUM AREAS

LANGUAGE

Language underpins all aspects of the curriculum and is the key to successful learning. In our Language programme we are concerned with the development of the four elements of **Listening, Talking, Reading and Writing**.

Listening: Essential in any learning process and we encourage children to develop good listening habits from an early age. Activities are planned to develop skills in listening for a variety of purposes. These include listening for information and instructions, as well as listening for pleasure. Pupils should develop the ability to become effective and critical listeners, able to reflect upon ideas, experiences and opinions and respond in an appropriate way.

Talking: Having the confidence to share information, ideas and opinions is an essential life skill. Our pupils are given many opportunities for discussion and dialogue to help them reinforce concepts and clarify new ideas. We highly value giving pupils the opportunity to 'talk their thinking'. Spoken activities are a regular part of the class routine and opportunities are planned to allow pupils to develop talking skills for a range of purposes and in a variety of situations, one to one, small groups and larger audiences.

Reading is taught in a structured way which aims to ensure that children experience success and enjoyment of books from Primary 1. The Jolly Phonics programme is used at the early stages combined with practice in recognising common words, and use of illustrations and context.

Children are introduced to a wide range of texts including adventure, fantasy and humorous stories, as well as poetry, drama, online texts and non-fiction. Emphasis is placed on the importance of understanding the text at all stages and, as pupils become more fluent readers, activities are designed to develop increasingly sophisticated comprehension skills.

Writing: A wide range of skills require to be mastered for children to become fluent writers. We often find that children who are keen readers are better writers, absorbing and using ideas to develop their own writing style. Personal writing about their own experiences, imaginative writing and functional writing of reports, instructions, letters etc. require children to be able to write in different styles for different purposes and audiences. A programme of technical skills in handwriting, spelling, grammar, punctuation and sentence structure compliment a writing programme where new skills can be applied in different contexts.

MATHEMATICS

Maths is all around us and we strive to ensure that our pupils develop an awareness of the real life practical application of the mathematical skills they learn. Children have opportunities to learn cooperatively with others, as well as independently.

Our Mathematics curriculum aims to develop in our pupils the ability to confidently:

- Interpret information
- Reason logically
- Analyse information
- Solve problems
- Think creatively
- Think abstractly

These skills are taught within the following areas of mathematics:

Number, money and measure

- Estimation and rounding
- Number and number processes
- Multiples, factors and primes
- Powers and roots
- Fractions, decimal fractions and percentages
- Money
- Time
- Measurement
- Mathematics – its impact on the world, past, present and future
- Patterns and relationships
- Expressions and equations.



Shape, position and movement

- Properties of 2D shapes and 3D objects
- Angle, symmetry and transformation.

Information handling

- Data and analysis
- Ideas of chance and uncertainty.

Of utmost importance to us is that pupils are involved in active learning and are able to see the links across different areas of mathematics, as well as connections to their everyday life.

MODERN LANGUAGES

At Yarrow Primary School, pupils learn French as a daily routine from P1-7. One of our key aims is to develop young people's 'communicative competence' in French so that they are able to use and enjoy the language effectively in real situations and for a range of relevant purposes in work and leisure throughout their life.

We use a variety of resources, including the Glasgow resource pack which is used across the Scottish Borders. The pupils experience French at second level and we strive to provide them with stimulating opportunities for early achievement of some or all of the second level outcomes and, in the longer term, opportunities for depth and breadth of learning.

In order to make clear the links between learning in English and French, the experiences and outcomes are planned for using the same structure, i.e. listening and talking, reading and writing.

TECHNOLOGIES

Technology is not seen as a subject in isolation. It is an important part of everyday life and children are given many opportunities to use many types of technology to assist and enhance their learning in school. All our staff and children use GLOW, the Scotland's secure online education community, to enhance teaching and learning. We also ensure all our children learn how to use the internet safely and securely. The use of ICT is integral to learning and teaching and is a stimulating and creative tool.

Our smart board provides pupils with a visual and interactive way of learning that really makes learning fun and engaging. Design and technology provides an active and fun approach to learning. We use a wide range of contexts for learning about technologies and strive to offer opportunities for personalisation and choice for our pupils. We look for opportunities for learning about technologies through other curriculum areas so that our pupils can see the connections across and between subjects.

The technologies curriculum covers six main areas:

- technological developments in society
- ICT to enhance learning
- business
- computing science
- food and textiles
- craft, design, engineering and graphics.

SCIENCES and SOCIAL STUDIES

Yarrow Primary School benefits from a wide range of resources to support learning in science and social studies. In addition, we share high quality resources with our partner school, Yarrow. We also obtain excellent topic boxes of resources from Scottish Borders resource centres in Galashiels and Selkirk, as well as artefacts from the museum.

Whenever possible we use the environment around us to support learning and teaching. This includes use of our outdoor classroom and grounds, working in partnership with Buccleuch Country Estate and excursions, e.g. Dynamic Earth, Glasgow Science Centre, to local businesses, etc. Topics are enriched by objects, photographs and information which the children find with parents' help and enjoy sharing with the class. Active learning experiences are of importance.

SCIENCES

Today's society demands increasing skills in technology and science and pupils are given opportunities to observe and explore basic scientific principles and use their skills to adapt or design solutions to problems. Our science curriculum is designed to stimulate the interest and motivation of our pupils and we strive to plan challenging, engaging and enjoyable learning activities. We take advantage of opportunities for study in the local, natural and built environments, looking for opportunities to deepen our pupils' knowledge and understanding of the big ideas of the sciences.

We seek to develop skills in critical evaluation, inquiry, investigation and analysis under the following main topics:

- Planet Earth
- Forces, electricity and waves
- Biological systems
- Materials
- Topical science

Children are encouraged to appreciate the wonders of nature and develop responsible attitudes towards the natural environment. Above all, we nurture our pupils' natural curiosity and their desire to create and work in practical ways.



Children dissecting owl pellets to investigate what they eat.

SOCIAL STUDIES

We aim to develop pupils' knowledge and understanding of their own environment and beyond. Through the study of their own community and other societies, both past and present, we hope that pupils will learn to respect others and take their place in society. The social studies curriculum is structured under the following three main organisers:

- people, past events and societies
- people, place and environment
- people in society, economy and business.

We aim to develop our pupils' skills in investigating, exploring, discussing and presenting from early to fourth level. We also look for opportunities to use the context of Social Studies as a way to develop literacy and numeracy skills.

RELIGIOUS and MORAL EDUCATION

In the study of Religious and Moral Education pupils have opportunity to learn about the significance of religious faith in many people's lives and explore the need for a moral code in society. Pupils learn about and learn from the beliefs, values, practices and traditions of Christianity and other world religions, other traditions and viewpoints independent of religious belief.

Pupils will have opportunities to explore and develop knowledge and understanding of religions, recognising the place of Christianity in the Scottish context. Through reflection, discovery and critical evaluation, we help our pupils make a positive difference to the world by giving them opportunities to put their beliefs and values into action.

Topics we use start from the children's own experience e.g. Precious Things, Give and Take, Places of Worship etc. and through stories, discussion and visits the learning is made meaningful for the children. Pupils are encouraged to express their own views and feelings and listen with respect to the views of others.

The programme covers the following broad themes:

Christianity: Celebrations, Festivals, Ceremonies, Customs, Sacred Writings, Stories and Key Figures, Beliefs, Sacred Places, Worship and Symbols.

Other World Religions; Celebrations, Festivals, Ceremonies and Customs of several other religions e.g. Islam, Hinduism, Judaism.

Development of Beliefs and Values: The Natural World, Relationships with Others, Moral Values, Exploring Questions etc.

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



HEALTH and WELLBEING

We take a holistic approach to promoting health and wellbeing, one that takes account of the stage of growth, development and maturity of each individual, and the social and community context.

We aim to help our pupils become more aware of their own identity and build positive relationships with others. Role-play is a useful activity in helping children to explore different attitudes, values and experiences.

Health and Wellbeing is the responsibility of all and is included in all aspects of the pupil's learning as well as delivering comprehensive 3-18 programmes of Sexual Health, Relationships and Wellbeing, Building Resilience and Rights of the Child.

Using the Wellbeing Indicators; SAFE, HEALTHY, ACHIEVING, NURTURED, ACTIVE, RESPECTED, RESPONSIBLE and INCLUDED, we strive to develop children's awareness of what it means to be healthy, encouraging them to begin to take responsibility for their own wellbeing. We deliver a comprehensive 3-18 programme of Sexual Health, Relationships and Wellbeing, as well as a whole school programme of Building Resilience and Rights of the Child.

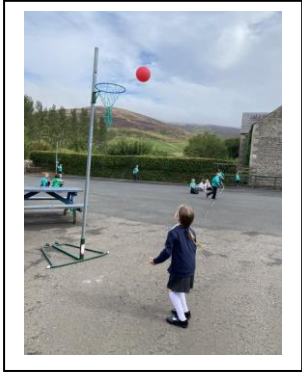


The main themes within this area of the curriculum are:

- Food & Health
- Mental, Social, Physical and Emotional Wellbeing
- PE, Physical Activity and Sport
- Planning for Choices and Change
- Relationships, Sexual Health and Parenthood
- Substance Mis-use

PE, Physical Activity and Sport:

There are five areas covered by our P.E. programme. These are games skills, dance, gymnastics, athletics and swimming. In recent years the school has entered teams in netball, football and rugby, depending on the interests of the children. We also take part in the active schools rugby and hockey festivals. We join with our partner schools for an annual Sports Day in June and a rural sports day of fun, games and sport. Sports offer excellent opportunities for our pupils to meet with their peer groups from other schools. All pupils, P1-7 receive a six week block of swimming lessons at Selkirk Swimming Pool as part of their PE programme.



EXPRESSIVE ARTS

The Expressive Arts play an important part in children's development by encouraging their imagination, creativity and enjoyment. Through activities in **Art and Design, Dance, Drama, Music** and **Participation in Performances and Presentations** children are also helped to understand themselves and others by sharing and expressing thoughts, feelings and experiences. Expressive Arts can also provide a very valuable means of learning in other areas of the curriculum. For example, drama can be used to explore strategies for diffusing conflict or re-enacting life in the past. An art display often encourages children's enthusiasm in a topic and helps to reinforce their knowledge and understanding.

ART and DESIGN

Our Art and Design Programme aims to develop a balanced progression of skills in Drawing, Painting, Printing, Collage, 3D and Fabric. There are opportunities to study and discuss the work of artists and designers. Children enjoy seeing their work on display and staff make every effort to maintain interesting displays of all pupils' work.

DANCE

Through dance, our pupils have the opportunity to be creative and to experience inspiration and enjoyment. Our pupils enjoy creating, performing and taking part in dance which contributes to their physical education and physical activity. We encourage our pupils to develop their technical skills and the quality of their movement, and use their imagination and skills to create and choreograph dance sequences. We also encourage our pupils to further develop their knowledge and understanding and their capacity to enjoy dance by giving them opportunities to evaluate performances and comment on their work and the work of others.

DRAMA

In drama work children learn techniques such as role-play, mime, improvisation and working as a team. However, drama must have a purpose in order to be meaningful and worthwhile. Drama skills are therefore developed through creating situations which are like real life, enabling pupils to experience scenarios, and explore their thoughts and feelings in the safety of make believe. For this reason drama lessons usually link into other areas of the curriculum as described above. Of course it is also used to entertain an audience as in the annual Christmas concert!



MUSIC

All pupils have the opportunity to enjoy taking part in music making through singing and playing percussion instruments. All pupils have regular music tuition provided by a local musician through the Youth Music Initiative. This is a combination of keyboard and accordion. During the course of the year the YMI also facilitate music projects with, for example Scottish Youth Orchestra. Music is an important part of the annual concert which every pupil takes part in.

PUPIL ASSESSMENT and REPORTS

Assessment evidence is gathered on a day by day basis as teachers observe and monitor pupil progress. This is necessary in order to plan the next stage of learning and also to keep records of progress and report to parents. The attainment of each pupil is tracked in the key focus areas of numeracy and literacy, using summative and formative assessment. This allows the teacher to make a professional judgement about where within a CfE (Curriculum for Excellence) level each child is working. This attainment data is submitted to Scottish Borders Council on an annual basis. We ensure that the pace and challenge of learning, teaching and assessment is appropriate for each individual child.

Pupils are encouraged to set personal targets, reflect upon their achievements and engage in self-assessment as well as peer-assessment. Pupils also have regular conversations with their teacher to discuss their learning. In conjunction with the teacher, learning targets and success criteria are agreed and recorded in a variety of ways. Pupils are involved with monitoring their progress together with the teacher, their peers and parent's input.

Learning Logs are sent home four times a year with various pieces of assessed work in different curricular areas. They encourage dialogue between the learner and home to ensure there are good home school links.

Pupil progress is measured against the National *Curriculum for Excellence* which is divided into Learning Experiences and Outcomes. These are set out in the following levels:-

Level	Stage
Early	The Pre-school Years and P1 or later for some.
First	To the end of P4 but earlier or later for some
Second	To the end of P7 but earlier or later for some
Third and Fourth	S1- S3 but earlier or later for some. The Fourth Level broadly equates to SCQF level 4
Senior phase	S4 – S6 and college or other means of study

Parents are given the opportunity to comment on their child's progress and achievements through Parent/Teacher and Parent/Head teacher consultations and through giving feedback on the

yearly school reports. Parent appointment evenings are planned twice a year, normally November and March, although parents are welcome to make an appointment at any time to discuss their child's progress. Written progress reports are issued in June and cover key aspects of learning.

ADDITIONAL SUPPORT for LEARNING and SPECIAL EDUCATIONAL NEEDS

At any point in their lives children or young people may need extra help with their education. This may be for any reason and at any time. This is often referred to as additional support for learning or having additional support needs. Teachers will use a range of formative and summative assessments along with advice from Support for Learning Teacher and in consultation with parents to identify and address any support needs. Referral to support agencies such as Education Psychologist, behaviour support, home/school link worker, Speech & Language therapy may be used to support pupils when appropriate. 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.

For further information about additional support needs including the authority's policy in relation to provision for additional support needs and arrangements for additional support, including other opportunities available under the Additional Support for Learning (Scotland) Act 2009 including

- Identification of children who have additional support needs,
- Identification of children who require, or would require, a co-ordinated support plan and the role of children and parents in this
- The mediation services provided
- The officer or officers of the authority from whom parents of children having additional support needs, and young persons having such needs, can obtain advice and further information about provision for such needs

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

At times, parents/carers and schools may come into dispute. While we would always hope that difficulties could be resolved at the school level we recognise that parents or young people may

wish to formalise their concerns. To assist with this we have a complaints procedure and also offer independent mediation and adjudication. It is also possible under certain circumstances to refer the case to the Additional Support Needs Tribunal for Scotland.

The statutory framework for Additional Support for Learning is the Education [Additional Support for Learning] [Scotland] Acts 2004 and 2009.

For more information, you can contact:

Enquire, the Scottish advice service for Additional Support for Learning. They have a wealth of information, including practical guides and fact sheets for both parents/carers and young people. You can find the website at www.enquire.org.uk, or ring them on 0345 123 2303.

Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576. www.siaa.org.uk

Scottish Child Law Centre, a charitable body registered in Scotland under registration number SCO1274. www.sclc.org.uk

DISCIPLINE

Promoting positive behaviour is focused around our school values:

Responsibility, **E**mpathy, **S**haring, **P**erseverance, **E**quality, **C**o-operation, **T**ruthfulness

The school operates a Respectful Relationship policy. School and classroom rules are kept to a minimum with a focus on promoting positive behaviour and are concerned with the safety and consideration of everyone. Pupils are reminded of the rules and are given a verbal warning and a chance to reflect on their behaviour if a rule is broken. Staff and pupils understand the process that is followed if behaviour issues are escalated. Staff endeavour to be fair and consistent with pupils and encourage attitudes of mutual respect within our school community.

Achievements and positive behaviour are celebrated. Any conflict can usually be resolved through calm discussion and opportunity to air grievances and solve the problem. Parents are informed at an early stage if their child's behaviour is giving cause for concern so that we can work together to resolve the problem.

Our playground supervisor is vigilant and reports any signs of negative behaviour to the Headteacher. Please take time to talk to your child about their school day. If your child complains of recurring problems in the playground or in the school building or bus, please alert the Headteacher immediately.

More information about Respectful Relationships can be found at:

www.scotborders.gov.uk/antibullying

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

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

YOUNG CARER STATEMENT

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

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

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

Within Yarrow 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 meeting deadlines with work, arriving on time or any other issues which affect a young person.

We can also support the young person and family referring them to 3rd sector support networks out with Education.

THE EDUCATION 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 Manager for Learning 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

UNIFORM, STATIONERY and JEWELLERY

Following the Scottish Borders Council Education Circular, stating that all schools should comply with Regional Guidelines on Dress Code, the Yarrow School uniform was agreed with parents as follows:

Jade Green Polo Shirt and/or T-shirt with school logo

Jade Green Sweatshirt and/or Cardigan with school logo

Jade Green Gingham Dress with school logo

Dark Skirt or Trousers/Shorts (i.e. navy, black or dark grey)

Whilst not compulsory, we do encourage the children to wear school uniform which has proved very popular. It is expected that children dress sensibly and neatly for school. It is strongly recommended that inappropriate clothing should not be worn.

Plain dark coloured shorts/jogging bottoms, plain sweatshirt (no hoodies), plain t-shirt (preferably white) and PE shoes/trainers should be kept in school at all times for Physical Education.

Polo shirts, t-shirts, sweatshirts, fleeces and other items can be ordered from the school office. A supply of second-hand uniform items are available from the office for a small donation.

Books, jotters, pencils, and rubbers are provided by the school. Please encourage your child to take care of their books and jotters. Drinks should never be kept in the same bag because they often leak, leading to unnecessary damage, expense and inconvenience to all.

Jewellery should be kept to a minimum. Long earrings are not permitted for safety reasons. Jeans or fashion sportswear must not be worn to school.

All pupils should bring a clean, filled water bottle to school with them on a daily basis.

Support for clothing grants are available. Parents who think they may be eligible should make application to Scottish Borders Council. Forms are available from the school or on the Scottish Borders Council website.

Please mark items of clothing clearly with your child's name for easy identification if it is mislaid.

LOST PROPERTY

Any loss of property should be reported as soon as possible to the school. Usually the earlier it is reported, the easier it is to locate it.

SCHOOL MEALS

School meals are freshly prepared on the school premises. The cost is £2.64 for a two-course meal with the choice of two dishes. Scottish Borders Council operates a four-week rotating menu and parents are asked to order and pay for their child's lunch using the Scottish Borders Council ParentPay online lunch ordering system.

Children not having a school lunch can bring a packed lunch. All children and supervising staff eat together and good table manners are encouraged and reinforced.

School Policy with regards to home packed lunch items: When providing your child with a home packed lunch please ensure all items such as grapes, cherry tomatoes, etc. are sliced in half. This is due to these items causing a high risk of choking! Please also note that we are a nut free school.

Free school meals are available. Parents who think they may be eligible should make application to Scottish Borders Council. Forms are available from the school or on the Scottish Borders Council website.

All P1-P5 and ELC pupils are entitled to a free school lunch, as per Scottish Government guidelines.

TRANSPORT

All pupils who live over two miles from the school are transported to school by the school bus or a taxi. Parents of pupils who are not entitled to free transport may be granted a privileged lift providing there are seats available.

Further information on school transport is available in a booklet provided by Scottish Borders Council or from the Transport Manager at Council Headquarters.

CYCLING to SCHOOL

Cycle Safety training is given to P4-7 pupils. We would recommend that a pupil completes this training before using the main road for cycling to and from school. Appropriate safety wear should also be considered. The school cannot accept responsibility for the security of bicycles.



SNACK

As part of our Eco School and Health Promoting School ethos, we encourage children to make healthy choices at snack time. Following guidance from dental professionals, we do not encourage sweets or chocolate for snack.

We offer fresh fruit or freshly prepared toast on a daily basis. At present this is managed by Friends of Yarrow (Parent Council) who ask parents to pay towards this.

If children are provided with occasional treats such as cakes, we encourage them to choose to eat them after lunch, therefore lessening the time that sugary foods may be on their teeth.

MEDICAL EXAMINATIONS

Primary one and new pupils may be given a medical examination by the School Doctor. Some children may have further regular checks at other stages of the school for particular reasons. Parents are given appointments and expected to be present at medical examinations. The School Nurse, carries out a review of height, weight and vision at primary 3 and primary 7. A medical questionnaire is sent home for completion before the primary 7 review.

DENTAL CARE

The School Dentist visits the school annually. They make an initial examination of pupils' teeth, after which all pupils will bring home a card. Parents may then choose to have treatment carried out either by the school dentist or by the family's own dentist. If your child requires treatment by the school dentist between visits, please contact the school and we will get in touch with the dentist.

Childsmile operates in the school whereby every child brushes their teeth after lunch.

HEADLICE

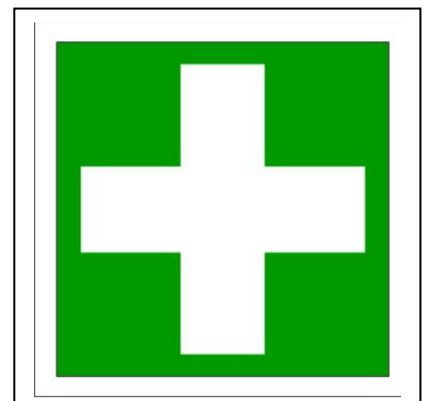
Outbreaks of head lice infestation occur from time to time in all schools. If you find any infestation in your child's head, please ask the chemist for the most effective treatment. We would appreciate if you could inform the school as soon as possible.

ACCIDENTS / ILLNESS IN SCHOOL

Minor injuries, such as bruises or abrasions, are treated by school staff. A number of school staff are qualified First Aiders. Where an injury is more serious and the child requires medical attention or where a child is unwell and considered unfit to continue the school day, parents will be informed immediately. **It is very important that the school has an emergency contact telephone number for each pupil.**

MEDICATION

School staff are not permitted to administer any non-prescribed medicines i.e. paracetamol, creams, lotions etc. Prescribed medicines can be administered, **but only on completion of form MED 1**. Forms are available from the school office.



FIRE DRILLS

Each classroom has a fire escape route displayed. Once each term the fire drill is practised. The Janitor or Headteacher times and records this event. In addition, the fire alarm system is tested weekly.

WEATHER

In wet or stormy weather conditions, children travelling on foot or by car should arrive at school just before 9.05am and should come directly into school. Children travelling by bus should enter the building on arrival. During the winter months it is possible that the school may have to close during heavy snow conditions. Our priority is always the safety of pupils and staff (see below).

SCHOOL CLOSURE

In very exceptional circumstances it may be necessary to close the school e.g. heating/electricity failure or deteriorating weather conditions. **It is essential that an emergency contact number for each pupil is given to the school.** Parents will be informed in the event of school closure and arrangements will be made to return children home safely. Alternative arrangements will be made for any child whose parent cannot be contacted. We recommend that you listen to Radio Borders during bad weather as they will be kept informed as to any bus cancellations or school closures. The school will also communicate via the Groupcall Xpressions app.

EDUCATIONAL VISITS

During the course of Primary Education, pupils will go out of school on many occasions. Parents are asked to complete a form (EV2) which agrees to their children benefiting from visits within the local area on foot, or transported a short distance e.g. to the local church or the village hall. Parents are informed, in advance, of all other proposed outings and day visits, and parental permission is sought for each trip.



EXTRA-CURRICULAR ACTIVITIES

When possible, after school clubs are organised, usually in partnership with Active Schools. Clubs are sometimes organised during lunchtimes. Parents who would like to run an after-school club are welcome to contact the school.

There is a residential for Primary 7 pupils. This is organised for all P7 pupils in the Selkirk cluster area as part of their transition to high school. It takes the form of a two night / three day. Activities include team-building, problem solving, archery, and climbing.

HOMework

Guidelines suggest that infants spend up to 15 minutes daily on homework, increasing to 30 minutes by P5-7. Your co-operation with homework is important and your support and encouragement forms a vital part of the link between home and school. Every pupil has a Home Learning Diary that indicates homework to be completed. We ask parents to ensure that the work is done with care and to sign in the appropriate place in the Diary. Homework is given to consolidate and allow extra practice in work already taught in the classroom or to do some personal research on a topic. If your child is experiencing difficulties and you are not sure how to help, please do not worry or cause distress over homework. Please do write a note or speak to the teacher and the problem can be resolved.

Establishing good study/homework habits will give your child experience of self-discipline which becomes very important when they eventually transfer to Secondary education. Please use the Home Learning Diary to liaise with the school regarding any issues that may arise during home learning. Some guidelines for homework are:

- Provide a quiet working environment away from distraction - not in front of the television.
- Set aside a regular time in the late afternoon or early evening for homework.
- Insist on good standards of presentation and handwriting in written work. Ask for it to be rewritten if necessary.
- If maths methods in your child's book are unfamiliar to you it may be better not to show an alternative method, which may cause confusion. Please contact us to demonstrate the methodology to you.
- Enjoy the experience! It will be easier for everybody if homework is not seen as a chore. See it as an opportunity to discuss school work with your child.

SCHOOL IMPROVEMENT

The school produces an annual Standards and Quality Report which is based upon evaluation of the previous year's School Improvement Plan. The current School Improvement Plan and Standards and Quality Report are available on the school's website and copies are also available on request from the school office.

School inspection reports from HMIE can be found at:

<https://education.gov.scot/inspection-reports/scottish-borders>

PARENTAL and COMMUNITY INVOLVEMENT

It is very important for your child to have a positive attitude to school and learning. We believe that a good partnership between parents and teachers is very important in achieving this.

Parents' Evenings are held twice a year, when you will be offered an appointment to discuss your child's progress with the class teacher. We are also happy to see parents at other times if you have any concerns. Please contact the Headteacher or the school office to arrange an appointment. If the matter is urgent or requires a short amount of time, please feel welcome to call into school before or after class time if possible. You will understand that we do try to keep interruptions to teaching time to an absolute minimum.

Yarrow School welcomes parental and community involvement and support. Your help is valuable for various activities throughout the session and offers of help are always appreciated. Parents are invited to volunteer any relevant interests and skills. Please let us know if you find yourself with some spare time and would like to help in school in any way. The children do enjoy having you there to share some of their school experience with them.



Mr. Collins is helping us to learn about the different stages in Water treatment. He works for Scottish Water and is also one of our parents.



Curriculum information workshop for parents

FRIENDS of YARROW (Parent Council & Forum)

“Friends of Yarrow” is the Parent Council group for Yarrow Primary School and meets several times throughout the year for business meetings. Regular fundraising meetings are held as required throughout the year. **All parents are automatically members of Friends of Yarrow and are encouraged to come to these meetings.**

The Office Bearers for Friends of Yarrow are:

Chairperson	Mrs. Caitlin Hume
Secretary	Mrs. Julia Thomson
Treasurer	Mrs. Kirsty Irving

The Headteacher or a representative attends all meetings in an advisory role. For contact details for the Parent Council, please contact the school office.

HEALTHY BEGINNINGS

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

Healthy Beginnings

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

Top Tips

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

What?	Why?
	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> Helps concentration </div> <div style="text-align: center;"> Healthy Teeth </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;"> Helps body grow and develop </div> <div style="text-align: center;"> Helps digestion </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;"> Healthy skin </div> <div style="text-align: center;"> Energy </div> </div>

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



CHILD PROTECTION

Our settings in the Scottish Borders work hard to keep our children and young people safe - all children and young people have a right to feel safe within the setting, home and community.

Within our setting we strive to provide a safe, secure and nurturing environment for our children and young people, which promote inclusion and achievement. All staff in Education have a statutory and professional responsibility to take action if we have reason to believe a child is suffering or is at risk of abuse.

Our **Scottish Borders Child Protection procedures** set out what we will do if we have reason to believe a child is being abused or is at risk of abuse, either within the home or the community. These procedures are designed to ensure that children and young people get the help they need when they need it.

All staff are aware of their child protection responsibilities and every year all staff in our setting attend a child protection update. Many of our staff undertake additional multi-agency child protection training.

Every setting has a Child Protection co-ordinator who has the responsibility for overseeing child protection concerns as well as those young people who are care experienced within the setting.

The Child Protection co-ordinator for the setting is **Mr Williams**.

What to do if you have a child protection concern?

It's everyone's responsibility to protect children.

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

01896 662787 (Duty Children and Families Social Work Team)

01896 752111 (Out of office hours that covers all areas)

Emergency contact

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

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

This link takes you to the Scottish Borders Child Protection Committee online website where you can find some suggested links to websites to better inform you about safety issues such as Internet safety and Child Sexual Exploitation as well as letting you know about opportunities for training in Child Protection. You can also find the Scottish Borders Child Protection Procedures on this website.

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

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

COMPLAINTS PROCEDURE

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

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

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

- in person at a Scottish Borders Council customer services office
- by phoning the Council on 0300 100 1800
- by email to PeopleComplaint@scotborders.gov.uk
- via the complaints form on the council website www.scotborders.gov.uk

TRANSFERRING EDUCATIONAL DATA ABOUT PUPILS

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

What pupil data will be collected and transferred?

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

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

Why do we need your data?

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

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

Your data protection rights

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

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

Concerns

If you have any concerns about the ScotXed data collections you can email the Senior Statistician, Peter Whitehouse, at Peter.Whitehouse@scotland.gsi.gov.uk or write to The ScotXed Support Office, SEED, Area 1B, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, braille and large print.

Want more information?

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

Scotxed Collections

Scottish Local Authority schools collect pupil and teaching staff data each year for statistical analysis by the Scottish Government (the ScotXed data collections). More information on the type of information collected and what is done with it can be found using the following link. <http://www.gov.scot/Topics/Statistics/ScotXed/SchoolEducation/ESPrivacyNotices>

Pupil Records

We keep records of home address, telephone numbers, e-mail addresses, GP information and emergency contacts for all our pupils. If you change your contact details, it is vital that you let the school know immediately so that we can contact you if your child is unwell.

Data Protection

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

Why we need your information

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

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

- The Education (Scotland) Act 1980, Education (Scotland) Act 1980
- The Education (Placing in Schools etc. Deemed Decisions) (Scotland) Regulations 1982
- The Standard in Scotland’s Schools Act 2000
- Education (Scotland) Act 2016
- We also use your information to verify your identity where required, contact you by post, email or telephone to maintain our records.

Who we will share information with

- We will share information with health and wellbeing services and may share information with other external agencies and organisations who provide or assist with educational provision and with online payment solution providers.
- The Scottish Government for examination, career guidance and monitoring purposes.
- ParentPay, ESP Systems and CRB to allow the school to offer cashless catering and to receive payment for school trips and events;
- Groupcall to allow the school to communicate with you;
- The NHS for health monitoring;
- Netmedia to enable the online arrangement of parents evenings;
- Internal Scottish Borders Council departments to allow the provision of catering and transport.

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

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

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

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

How long do we keep your information for?

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

Photographs/videos

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

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

Your Rights

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

For more information on your rights please visit our website <http://www.scotborders.gov.uk/DPYourRights> or if you would like a hard copy of this information, please contact us using the contact details provided above.

Complaints Regarding Data Protection

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

- Yarrow Primary School
www.yarrowprimaryschool.co.uk
- Kirkhope Primary School
www.kirkhopeprimaryschool.co.uk
- Selkirk High School
www.selkirkhighschool.org.uk
- Scottish Borders Council
www.scotborders.gov.uk
- Education Scotland Parent Zone
<http://www.educationscotland.gov.uk/parentzone/index.asp>
- Education Scotland
<http://www.educationscotland.gov.uk/>
- Skills Development Scotland
<http://www.skillsdevelopmentscotland.co.uk/>
- SBC Parental Involvement Strategy:
http://www.scotborders.gov.uk/info/859/parental_involvement/671/parental_involvement_policy
- SBC School Enrolment Information including placing requests:
<http://www.scotborders.gov.uk/info/878/school?evacid=mp>
- Information on Additional Support for Learning
http://www.scotborders.gov.uk/info/886/additional_support_needs
- Information on the Education Statistics Privacy Notice
<https://www.gov.scot/Topics/Statistics/ScotXed/SchoolEducation/ESPrivacyNotices>

HOLIDAY DATES

For session 2024-2025

Autumn term

- Monday 12th August 2024 - Staff In-service Day (school & ELC closed)
- Tuesday 13th August 2024 - Staff In-service Day (school & ELC closed)
- Wednesday 14th August 2024 - All school and ELC pupils resume

Mid-term holidays

- Monday 14th October - Friday 18th October 2024
- Monday 21st October 2024 - Staff In-service Day (school & ELC closed)
- Tuesday 22nd October 2024 - All school and ELC pupils resume
- Monday 2nd December 2024 - St Andrew's Day holiday (school & ELC closed)
- Friday 20th December 2024 - Last day of term

Christmas holidays

- Monday 23rd December 2024 - Friday 3rd January 2025

Winter/Spring term

- Monday 6th January 2025 - All school and ELC pupils resume

Mid-term holiday

- Friday 14th February 2025 - Last day of term
- Monday 17th to Friday 21st February 2025 - Mid-term break (school & ELC closed)
- Monday 24th February 2025 - Staff In-service Day (school & ELC closed)
- Tuesday 25th February 2025 - All school and ELC pupils resume
- Friday 4th April 2025 - Last day of term

Easter holidays

- Monday 7th April to Friday 18th April 2025

Summer term

- Monday 21 April 2025 - All school and ELC pupils resume

Mid-term holidays

- Monday 5th May 2025 - May Day holiday (school & ELC closed)
- Tuesday 6th May 2025 - Staff In-service Day (school & ELC closed)
- Wednesday 7th May 2025 - All school and ELC pupils resume
- Friday 13th June 2025 - Selkirk Common Riding Holiday (school & ELC closed)
- Wednesday 25th June 2025 - Last day of term