

# LANGLEE PRIMARY SCHOOL



## School Handbook 2023 / 2024



Believe you can Achieve!

At Langlee we are Safe, Respectful and Ready to Learn

## Contents

Page	Subject
3	Headteacher's message Chief Education Officer's message
4	School information
5	Contacting the school Communication with parents
6	Communication flow chart
7-8	School staff
9	School ethos
10	Curriculum rationale Assessment
11	Attendance and lateness
12	Breakfast club Parking School lunches PE Assembly
13	Active schools Forest schools Home learning School uniform
14	School uniform (ctd) School improvement
15	Additional support for learning
16-17	Langlee Early learning and childcare (ELC)
17-18	Langlee Early Years Centre (EYC)
19	Parental involvement
20-24	Health and wellbeing
24	Inspire learning
25	Young carers British sign language
26	Getting it right for every child (GIRFEC)
27	Educational Psychology Service Health and safety
28	Transitions Emergency closure
29	School and council policies
30	Child protection
31	School holidays
32	Our partners Disclaimer

## Message from the Headteacher

Dear parents, carers and families,

I'd like to offer you and your child a very warm welcome to Langlee primary school. We look forward to getting to know you so we can build positive relationships between home and school to enhance your child's learning experience throughout their educational journey with us.

We encourage open communication to ensure we can provide support when children or families are experiences challenges. We strive to provide a caring, nurturing and inclusive environment where children feel valued and listened to. We encourage children to be safe, respectful and ready to learn. We hope this handbook will give you useful information which helps you to understand the day-to-day routines of the school as well as information about the curriculum and the varied learning activities the children will engage in. We continue to have a strong focus on health and wellbeing along with literacy and numeracy. If you would like further details about our school or have any questions, please do not hesitate to contact us.

Yours sincerely,

Jenny Grant

Headteacher



## Message from the Chief Education Officer

Dear Parent/ Carer, At Scottish Borders Council we are ambitious for all our children and young people and strive to ensure that Scottish Borders is a place where every child is valued and included. We have set clear priorities in our ambitious improvement plan for 2023/24 and in order to achieve our priorities we need to work in partnership for all the children and young people in our care, and we all have a role to play. Our education establishments are places where children's unique talents, skills and abilities will be nurtured, valued and respected. We want our young people to attain, achieve and contribute to the economic success of the Scottish Borders. We will continue to focus on prevention and early intervention, building

resilience and supporting children, young people and families to develop the skills and capabilities that will enable them to navigate the challenges of modern life.



Yours sincerely, Justin Sinclair

School Information

Langlee Primary School  
Langlee Drive, Galashiels, TD1 2EB  
T: 01896 664174  
E: [langleeps@scotborders.gov.uk](mailto:langleeps@scotborders.gov.uk)  
FB: @langleeprimary  
W: [www.langleeprimary.com](http://www.langleeprimary.com)

HEAD TEACHER: Miss Jenny Grant

SCHOOL ROLL: 230

ELCC ROLL: Capacity for 80

NURSERY & SCHOOL DAY TIMES

Nursery sessions: 08.45 - 12.00 and 12.30 - 15.15

Whole day sessions are available. School can provide a lunch for your child.

School sessions: 08.45 – 3.15 (Mon - Thurs)

School sessions: 8.45-12.15 (Fri)



## CONTACTING THE SCHOOL

If your child is absent from school, please let us know by phoning the school office or using groupcall. SHOWBIE or the school Facebook page is not a reliable way to contact us regarding absence. It is important that you let us know each day if your child is off for more than one day. If your child is absent, please remember to cancel their school lunch. If your child has sickness and/ or diarrhoea they should be absent from school for 48 hours after. For information about other illnesses please see the link below

<https://www.nhs.uk/live-well/is-my-child-too-ill-for-school/>



## COMMUNICATION WITH PARENTS

School website: [www.langleeprimary.com](http://www.langleeprimary.com), Homework diaries, Telephone Calls, Newsletters, Facebook Page, Email, Class Showbie pages, Xpressions App

<https://parents.groupcall.com/setup/accountregistration>

Reports and parental meetings- In our efforts to be more eco-friendly we are trying to send information home electronically where possible.

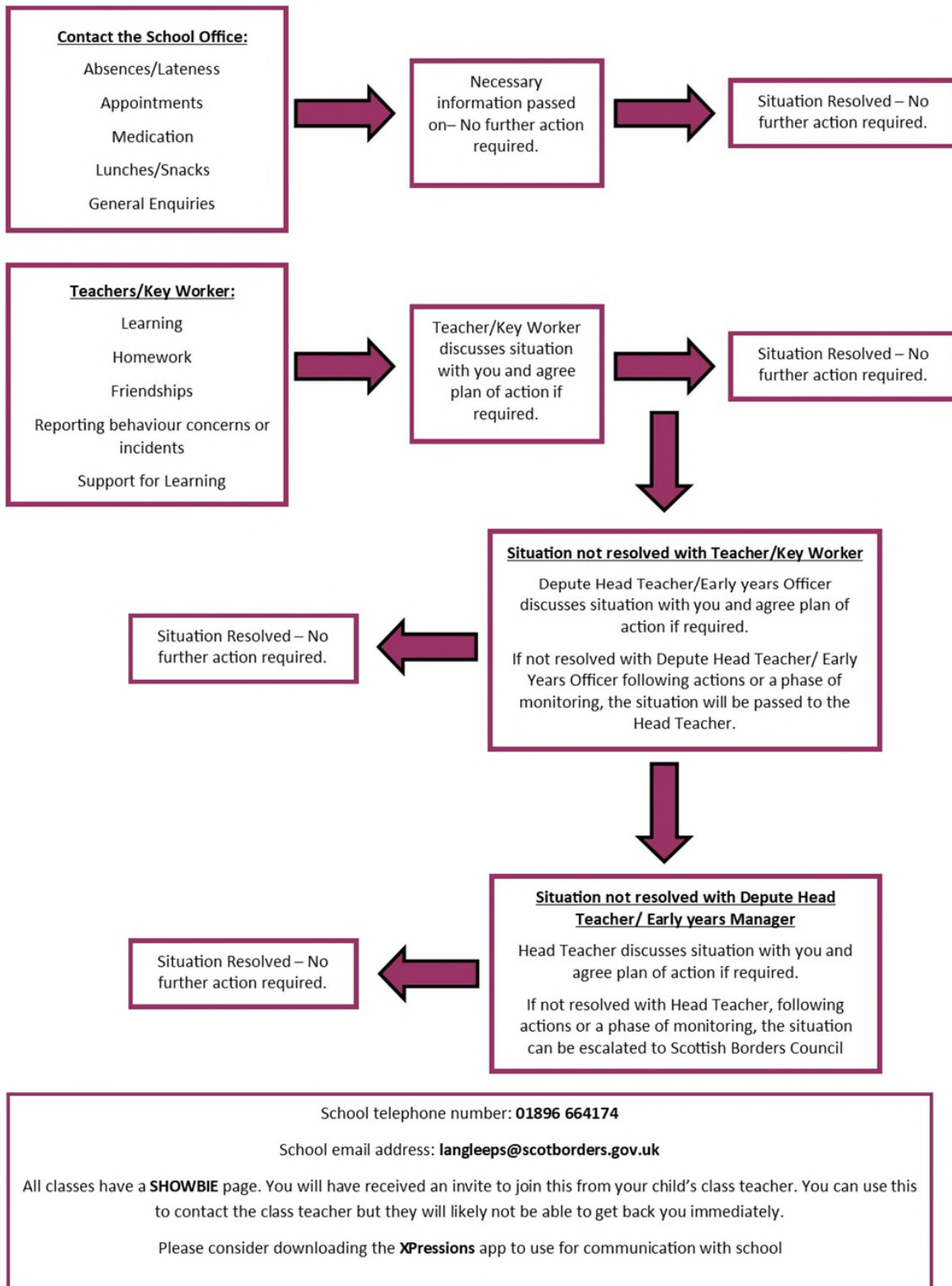
Parents are asked to provide an email address when enrolling their child and sign up for the Xpressions App from the Apple Store or Google Play.

Reporting is carried out through the year using an app called SHOWBIE. Your child's class teacher will send a link for you to join the class page.

In order for you to contact the correct person for any enquiry, please see the communication flowchart below:

# LANGLEE PRIMARY SCHOOL COMMUNICATION FLOW CHART

Please use this chart as a guide for who to contact and what will happen when you contact us. If you have something sensitive or confidential to communicate, please contact the School Leadership Team



STAFF

Headteacher

Ms Jenny Grant

Depute Headteachers

Mr Keith Guthrie, Mrs Laura Richardson, Mrs Shona Thomas

Class Teachers

Miss Katrina Swinton P1

Miss Sarah Bonsall P1/2

Miss Laura Grahame P2/3

Mrs Shelley Hamilton and Miss Angela Thorpe (Th) P3/4

Mrs Amanda Reid (M,T) and Mrs Catriona Goddard (W,Th,F) P4

Miss Sarah Notman P5/6

Mr Ben Keay P6

Mr Stuart Mitchell P7

Mrs Judith Angus (W) P5/6, (Th) P1

Nurture Teacher

Miss Heather Dewar

Support For Learning

Mrs Laura Casson, Mrs Sandra Russell

Literacy Intervention teacher

Mrs Deborah Ivalo

PE

Mr Lubo Georgiev

Additional Needs Assistants

Mrs Heather Anderson, Mrs Lana Antul, Miss Anne Bain, Mrs Elaine Brown, Mrs Louise Corry, Mrs Lyndsay Dalgleish, Miss Lynne Dodds, Miss Pauline Renwick, Ms Tracey Sweeney, Mrs Megan Syme, Mrs Tracey Tait, Miss Jodie Wilson, Miss Eilidh Scott

Early Years Centre Manager

Mrs Charlene Barrie

Senior Early Years Officer

Mrs Linda Gillie

Early Years Officers

Mrs Annie Bell

Ms Val Makepeace

Early Years Practitioners – ELC

Mrs Pauline Allison, Miss Becky Frankland, Miss Becca Grieve, Miss Jill Lawson, Miss Rachel Allan, Miss Sarah Brodie, Mrs Ludmila Maliha, Mrs Joan Martin, Miss Clare McMurdo, Mrs Donna Rawlings, Miss Shirley Third

Early Years Practitioners – P1 & 2

Miss Becca Grieve, Mrs Sarah Muir, Mrs Lynnette Whitehead

Modern Apprentice in ELC

Miss Mackenzie Douglas

Administration Assistants

Mrs Sarah Glen

Kitchen Unit Supervisor

Mrs Anne Purves

General Assistants

Mrs Crystal Lindores

Janitor

Mr James Hogg

Cleaning Team

Miss Lynne Dodds, Miss Carol Hogg, Mr Ross Gillan, Mrs Ania Tyton, Miss Lesia Shepelenko, Miss Jevgenija Polakova

Crossing Guide

Mr Danny Scott



**Believe you can Achieve!**

**At Langlee we are Safe, Respectful and Ready to Learn**

At Langlee PS, 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.

#### ETHOS

We aim to create a stimulating, safe and secure environment where pupils, parents feel valued and respected regardless of race, colour, creed, disability or sex.

#### VALUES & CITIZENSHIP

We aim to prepare pupils for responsible citizenship by developing values and attitudes compatible with living in a democratic and multi-cultural society.

#### PARTNERSHIPS

We aim to foster partnership between home, school and the wider community and to actively encourage parental involvement in your child's education.

#### MANAGEMENT, LEADERSHIP & QUALITY ASSUARANCE

We aim to encourage a culture of supportive management that promotes a team approach and to recognise that all staff have a leadership role in school.

#### At Langlee PS we aim to:

- Establish a safe, secure and stimulating learning environment where everyone is respected and valued.
- Ensure that pupils are active participants in their own learning and can confidently identify their strengths and what they need to do to improve.
- Use a variety of informed, differentiated teaching approaches which take account of prior learning and are matched closely to individual needs.
- Develop learners' curiosity, creativity and ability to think critically through well planned tasks which involve solving problems, working collaboratively and independently.
- Enable pupils to understand the purpose of their learning, make connections and apply their skills and knowledge to real life situations.
- Provide opportunities for children to develop confidence and resilience through personal success and achievement in our wider learning environment.
- Reflect upon and share our good practice to ensure inspiring learning and teaching continues to thrive.

# Curriculum Rationale

## LANGLEE PRIMARY SCHOOL CURRICULUM RATIONALE

Believe you can Achieve!

At Langlee we are Safe, Respectful and Ready to Learn

### Langlee Vision:

At Langlee, our priority is to provide a nurturing environment where children feel safe, respected and learn and can be empowered to thrive and fulfil their potential. We are committed to delivering high quality learning experiences that are relevant to the pupils' needs and take into account their individual skills, knowledge and interests. These purposeful experiences are not confined to the classroom and we make good use of outside agencies to support learning and develop understanding of, and exposure to, the wider world, including the skills needed in continued education and employment. We aim to ensure all children are able to live their lives according to the Wellbeing (SHANNARI) indicators and receive an education which enables them to become the very best they can be.

### Langlee Aims:

To ensure children are Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible and Included. To receive an education which enables our learners to be Confident Individuals, Effective Contributors, Responsible Citizens and Successful Learners. To develop resilient young people equipped to tackle problems in their life and learning with a growth mindset.

### What's special about Langlee?

- We have safe and respectful children who demonstrate their qualities through their actions and attitudes towards others.
- We have a nurturing, dedicated group of staff who build respectful relationships, leading to positive outcomes for our learners and their families.
- We have an open, warm and welcoming ethos which creates positive relationships.
- We have approachable, friendly staff that have high expectations for all pupils.
- We have opportunities for all pupils to participate in a range of activities outwith the classroom.
- We have learners who know their views matter and are considered when decisions are made.
- We have outdoor spaces which allow staff and pupils to explore purposeful, outdoor learning.
- We understand the community around us and play a part in involving it in the life of the school.
- We have high expectations of all our learners and celebrate their resilience and perseverance.

### The Langlee curriculum

The Langlee Curriculum consists of four contexts for learning

#### Ethos and life of the school

The starting point for learning is a positive ethos and climate of respect and trust based upon shared values across the school community.

#### Personal achievement

Pupils need opportunities for achievements in the classroom and beyond, giving them a sense of satisfaction and building motivation, resilience and confidence.

### The curriculum

#### Curriculum areas

Subject areas through which learning is planned and assessed

#### Interdisciplinary learning

The curriculum includes space for learning across subject boundaries

Ethos and life of the school	Personal achievement	Curriculum areas	Interdisciplinary learning
Promoting Positive relationships	Recognising success out of school	Discrete knowledge and skills	Topic based learning
Building resilience	After school clubs and groups	Planning progressions	Out of school visits
Creativity Friday	Performances and productions	Rigorous assessment	Digital learning
Legendary Langlee Learners	Pupil voice groups	Child led learning	Outdoor learning
Zones of regulation	Assembly shout-outs	Knowledge of pupils as individuals	Mixed class learning
The Langlee Experience	Forest schools	Targeted interventions	Developing the Young Workforce

### The Langlee Experience

An important part of what we offer our pupils is The Langlee Experience. It gives our pupils opportunities to experience, enjoy and achieve in a range of activities and learning outside the traditional classroom-based curriculum. By providing these wider experiences, we broaden their horizons, giving them the chance to extend their comfort zone and build their resilience when faced with new

As with all schools in Scotland, we follow 'Curriculum for Excellence' which helps our children gain the knowledge, skills and attributes needed for life in the 21st century. It is divided into 4 'capacities' and the experiences children gain during their time at Langlee is designed to help them be the best they can be to help shape the future of Scotland and further afield.



### Health and Wellbeing

At Langlee, we firmly believe that for the most effective learning to take place, the Health and Wellbeing of the pupils and staff is vital. To achieve this, we have a wide range of work and interventions in place to promote positive Health and Wellbeing. Underpinning all our Health and Wellbeing learning are the Wellbeing (SHANARRI) indicators which inform the experiences all children in Scotland are entitled to as part of their lives.



## 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.

## Attendance and Lateness

Regular attendance and being on time for school has a huge impact on the progress a child makes, not only in their learning but in their ability to build positive relationships with others. Please ensure that getting your child into school regularly and on time is a priority.

When we speak to the children about lateness we try to put it in terms they can understand. For example, if you work and you are regularly late for work, your employer would not take a positive view of this. If you are getting a bus and you are at the bus stop after the time the bus is due, you will miss the bus. Lateness causes disruption to learning as well as making children feel uncomfortable and embarrassed if they have to walk into the class when everyone else is already in and organised.

Attendance	Days Missed	Learning Missed	IMPACT ON SUCCESS
100%	0 Days Missed		Gives the best chance of success.
95%	9 Days	1 Week and 4 Days	
90%	18 Days	3 Weeks and 4 Days	Less chance of Success. Makes it harder to progress and build relationships with others.
85%	27 Days Almost half a term missed.	5 Weeks and 3 Days	
80%	36 Days Half a term missed.	7 Weeks and 3 Days	Serious implications on learning and progress. Impact on relationships with others and friendships as well as coping strategies
75%	45 Days Almost 1 whole term missed.	9 Weeks and 1 Day	



- If your child is late, they should still use the normal (bridge or back door) way of entering the school until 9am. After 9am the carpark and MUGA gates are locked and children should enter through the front door.
- Please remember to book school lunches before 8.00 each morning, preferably speaking to your child about what they would like.
- If lunches are not booked, the teacher needs to stop teaching to book a lunch for your child.
- If your child is running late, let the office know that they will be in so their lunch is not cancelled.
- If your child is absent, please try to remember and cancel their lunch.
- Sorting out lunches takes a tremendous amount of time which could be better spent on other things.

### Breakfast Club

Breakfast is a vital part of preparing a child for their day at school. Our free breakfast club is open from 7.45am to 8.30 am for all mainstream p1 to p7 pupils. Entry is through the back door beside the rugby pitch and children can come in, have a drink, some cereal, fruit and toast then play some games until they go out to the playground at 8.30.

### Parking

The area around the school gets quite busy at drop off and pick up times so please arrive in plenty time to get a safe parking spot. Please show consideration to local residents by not parking over driveways or on pavements. The car park at the front of the school is for blue badge holders only and only with the prior agreement with school staff. After 9am and before 3pm this car park can be used for visitors. The car park at the back of the school is for staff only. Children walking to school should avoid walking through the car park area and stick to the paths.

### School Lunches

School lunches are prepared in our school kitchen and must be booked on the ParentPay system by 8am. When your child starts school, you will be given login information to use this system. Pupils can also bring in a packed lunch if they wish. There are three choices per day; two hot meals and soup and a sandwich option. All children in Scotland from p1 to p5 are entitled to free school meals. Outwith P1 to P5, your child may be entitled to free school meals, click the link below to find out if you are eligible.

[https://www.scotborders.gov.uk/info/20040/clothing\\_meals\\_and\\_transport/480/free\\_school\\_meals\\_and\\_help\\_with\\_schoolwear](https://www.scotborders.gov.uk/info/20040/clothing_meals_and_transport/480/free_school_meals_and_help_with_schoolwear)

### Physical Education

At Langlee 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.

### Assemblies and Gatherings

Weekly assemblies are held on a Friday to celebrate success across the school and recognise our Legendary Langlee Learners. If your child has achieved something outside of school we would love to share this at our assemblies. During these assemblies we also teach the children about Building Resilience. End-of-term services at Christmas and Easter are traditionally held at St John's Church.. Parents who wish to exercise their right to withdraw their child from religious instruction and/ or religious observance should contact the school to discuss alternative arrangements for their 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/sport/sportsdevelopment/active-schools](http://www.liveborders.org.uk/sport/sportsdevelopment/active-schools)



### Forest Schools

The philosophy of Forest School is to encourage children's holistic development through positive outdoor experiences. Children are offered outdoor opportunities to engage in tasks and activities in a woodland environment, a classroom without walls. They can develop their physical, social and emotional skills whilst learning to manage risk (theirs and that of other participants) within a controlled area. Activities include fire making and using storm kettles, den building, knot tying, bug hunting and plant identification. Activities are child led and child-initiated which gives the children ownership of their learning. Sessions are provided by Branching Upwards as well as school staff. Details of appropriate clothing and further information will be provided when your child is taking part.

### Home Learning

Homework is set regularly to help raise attainment, to consolidate class work or give practice in spelling, maths, times tables etc. Homework tasks may be communicated to parents through the use of Showbie, a Homework Diary and/or a Reading Record and the class curriculum overview. It is important to find time to read with your child especially at the early stages. Further up the school it is equally important that the children read at home too. Please check schoolbags daily!

### School Uniform

At Langlee Primary School we actively promote the wearing of school uniform. This has many practical advantages relating to safety, cost and appearance. Parents and children are actively encouraged to support this. Casual clothes and bright colours are not part of school uniform. It is important for the wellbeing of your child that they have suitable clothes for the weather, including footwear. You can apply for financial assistance here:

<https://www.scotborders.gov.uk/clothing-meals-transport/free-school-meals-help-schoolwear>



### P1-6

White polo shirt or shirt

Grey/navy/black trousers, skirt, shorts or dress

school sweatshirt/jumper or cardigan in maroon

### P7

White polo shirt or shirt

Grey/navy/black  
trousers, skirt, shorts or  
dress

School sweatshirt/  
jumper or cardigan in  
black



All pupils are encouraged to wear black/dark shoes or boots to school and children should bring a change of shoes for PE and for wearing on days when it's wet or snowy and shoes need to be changed. For uniform with the school badge, please visit <https://www.border-embroideries.co.uk/schools/langlee-primary-school.html>

For PE, a t-shirt or polo shirt , leggings or shorts and gym shoes or trainers should be worn. These can be left in school or brought in on PE days. PE kit should not be worn to school.

### 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.

## Support for Learning- Additional support for learning

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

### Inclusion and Pupils with Additional Support Needs

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

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

The statutory framework for Additional Support for Learning is the Education [Additional Support for Learning] [Scotland] Acts 2004 and 2009. A good place to find independent information is Enquire, the Scottish advice service for Additional Support for Learning. They have a wealth of information, including practical guides and fact sheets for both parents/carers and young people. You can find the website at [www.enquire.org.uk](http://www.enquire.org.uk), or ring them on 0845 123 2303. Additional support may be given in the short term or for longer periods of time. If you feel your child needs extra support, the person to speak to in the first instance is the class teacher. You have the right to request an assessment for your child either through school or your GP.

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

## Early Learning & Childcare (ELC)

OUR VISION- LEARNING AND GROWING TOGETHER AT LANGLEE ELC

OUR VALUES- EMPATHY, HAPPINESS, HONESTY, HUMOUR AND LOVE

OUR AIMS- SAFE HEALTHY ACHIEVING NURTURED ACTIVE RESPECTED RESPONSIBLE INCLUDED

### General Information

- At Langlee ELC learning is supported and extended through play-based spaces, experiences and interactions, which are developmentally appropriate and link with the early level of Curriculum for Excellence.
- Your child's clothing should be comfortable and practical which will allow them to be independent in toileting. Langlee ELC jumpers and polo-shirts can be ordered online from the Border Embroideries website if you wish to purchase one, although there is no set uniform for ELC children.
- We encourage outdoor play in all weathers, so a coat and/or jumper and appropriate footwear should always be brought. A sun hat should be worn during hotter weather. It is important to provide a bottle of sun cream labelled with your child's name, which can be kept in ELC and used during hotter weather.
- Please label coats, jumpers and shoes as they can get easily lost and muddled up.
- Sickness and Absence- Please phone if your child is unable to attend because of illness. If your child is not well in any way please keep them at home. If we have not heard from you we will call. If your child has had sickness and/or diarrhoea they need to be kept at home for 48 hours after the last episode of illness.

### ELC Sessions

Langlee ELC offers 30 hours per week for ELC 2, ELC 3 & ELC 4 children over term-time.

At Langlee ELC we have 2 play spaces; Rainbow Room and Sunshine Room. All play spaces have free-flow access to indoor and outdoor play spaces.

Drop off and pick up times

Mon –Thurs:

8.40-3.15

Fri:

8.40-12.20

### Security

Our main door and gate are always locked apart from drop off and pick up times. If you are dropping your child off late or picking them up early, please come to the main Nursery door. Please inform a member of staff if someone else will be collecting your child.



### Snack

We provide a drink of milk or water and a healthy snack in the mornings and afternoons. The choice varies but includes fruit or vegetables, and healthy carbohydrates. Please let us know if your child has any special dietary requirements or allergies. A Scottish Government scheme is now providing free milk and healthy snacks to ELC children so there will no longer be a charge for snack.

### Lunch

All ELC children are entitled to a free school lunch. However, children can bring a packed lunch if they would prefer. ELC school lunches can be ordered online using the Parent Pay system. You will be given login details for this once your child starts. When ordering lunches it is important you choose one of the hot options and ensure you order lunches before 8am for that day. Sandwich/packed lunch options are not available for ELC children.

Like us on Facebook: Langlee Primary ELC 2 / ELC 3 & 4 Year Olds

<https://www.facebook.com/people/Langlee-Primary-ELC2-ELC3-ELC4-Year-Olds/100057559843657/>

Join our SHOWBIE app

Contact Us: Langlee Drive, Galashiels TD1 2LD 01896 664164

### Langlee Early Years Centre

Langlee Early Years Centre is situated on the Ground Floor of Langlee Primary School. Although we work closely with the school team, we welcome and support all families within the local community with children age Pre-Birth to 5 Years. We aim to provide a safe comforting environment for Parents and Children to play, learn and grow together, we achieve this through a range of groups.

### Meet and Play

An opportunity for parents and children to play together and socialise with others, we have various resources within our play room and outdoor area including blocks, role play area, cosy corner, bokes, and messy play (we love messy play!) We often incorporate Bookbug into our Meet and Play sessions as EYCM Charlene is a Bookbug Leader.



**LANGLEE EARLY YEARS CENTRE**  
Providing a range of Parent and Child Sessions to Support Family Learning in a Stimulating and Fun Environment

Open all year round including school holidays!

Sessions we offer include:

- Meet and Play Toddlers/ Babies
- Family Teatime Club
- Tea and Toast
- Cooking Group
- Monthly Mental Health Chat
- Sole Mates Walking
- Little Seedlings Growing

Plus many more...

Find us on Facebook  
@ Langlee Early Years Centre



### Sole Mates Walking

Walking group for parents, we meet at Langlee Primary School main entrance and go as far and fast as our walkers are comfortable with. Children are welcome to come along, we ask that young children are kept in buggies for the duration of the walk.

### Cook Along

Online cooking session where we make healthy delicious meals. You are provided with the ingredients and recipe then encouraged to join us on Microsoft Teams to Cook Along together. This session is extremely popular as its lots of fun, we cook many different things from soups to cheesecake.



### Langlee Larder

Langlee Larder is our food share service open to all families who attend Langlee Primary School, ELC or EYC. We maintain a stock of ambient foodstuff which is topped up with fresh food on Mondays and Thursdays. Our fresh food comes from Neighbourly and Fareshare therefore we cannot predict what will be available, however we do try to offer a range. We will never ask any intrusive questions, and arrangements can be made for people to attend the Larder at a more quiet time if they wish, please come and see us if you need a top up of food.



### Courses and Programmes

Throughout the year we offer various courses and programmes including but not exclusively- Baby Massage, All About Me, Stronger September, Weaning, Promoting Positive Parenting, Incredible Years, The Summer Holiday Programme, and Christmas for Less. All of our courses and programmes have a limited number of places therefore pre booking is essential. We advertise all of upcoming courses and programmes, and our regular session schedule on our Facebook page “Langlee early Years Centre”.

## Parental involvement

Parents are encouraged to visit the school and participate in activities. Any parent who would like to help in the school should contact their child's teacher. Information is sent home, keeping parents informed of school events and activities as appropriate using groupcall, email, Facebook and class SHOWBIE pages.

### Parent Council

Langlee Parent Council holds regular meetings throughout the year. Meeting times are advertised in advance and everyone is very welcome to attend – you don't have to be a member of the Parent Council to come along. These meetings are very informal and friendly. Anyone can raise an issue for the Parent Council. Please contact the school if you would like to discuss any aspect and we will pass it to the members. We are always looking for new ways to communicate with parents – please send us your good ideas!

The role of a Parent Council is to: Act as a voice for all the families of the school and work in partnership with the school and community to give the children the best possible education. They also support the school by organising 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 our school is a member of the Parent Forum. The parent council is a group of parents who have chosen to represent the parent forum. As a member of the Parent Forum, each parent can expect to:-

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

## Health and Wellbeing

### Building Resilience- Promoting mental, emotional, social and physical wellbeing

Building Resilience is a primary school resource which explores ten tools that promote mental health and wellbeing. It engages pupils, families and staff to raise awareness and understanding of these tools. The tools allow children to explore strategies they can use to help them develop skills which will help them to develop a positive mindset and overcome barriers they face in their lives. We hold assemblies that introduce the tools, one at a time, to the pupils and they follow up on this work in their classrooms. It is designed to allow children to build relationships with others and keep going when they are finding things tough. There are a number of resources online which you can use to find out more about each topic. While there is no building resilience

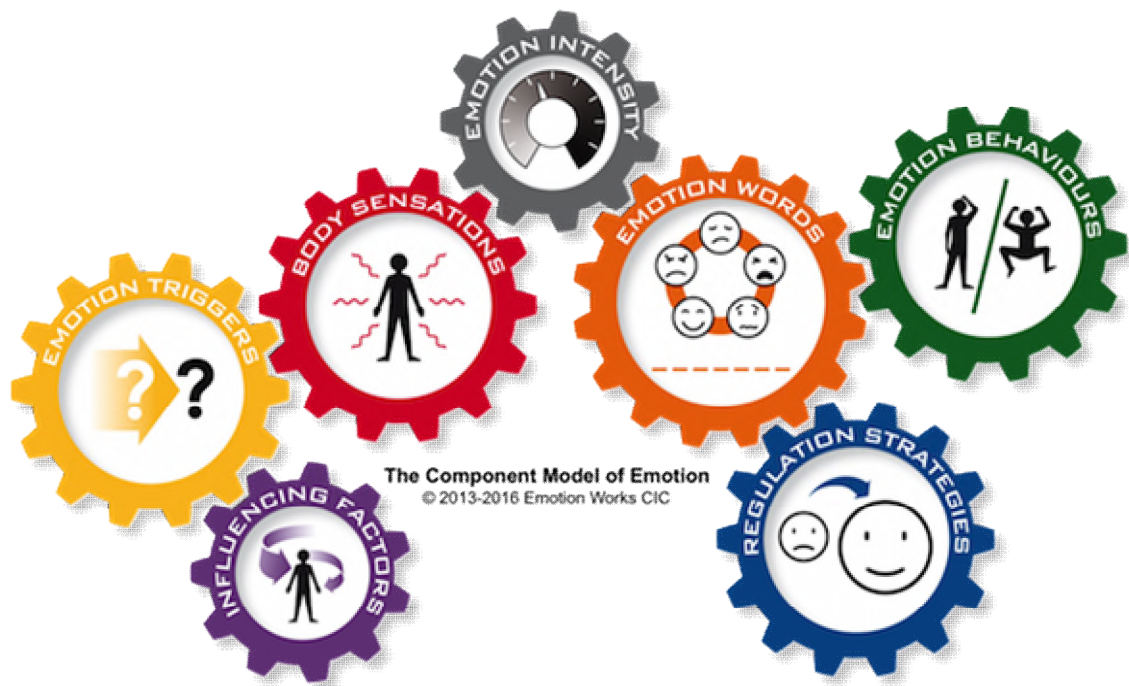
website, you can search on Youtube for bbc teach growth mindset

<https://www.youtube.com/watch?v=vRQkxeBDEFO&list=PLEKmmExiePdrPUHbwAnm2ZzC1SRj>

[SXoSD](#) or class dojo growth mindset

<https://www.youtube.com/watch?v=2zrtHt3bBmQ&list=PLIChyVOpASG3KSFhoYh7MFcgPTqczpV17>





### Emotion Works

Emotion Works is an educational programme for emotional learning and literacy. Based around a visually supportive framework for learning and talking about emotions, the goal is to build emotional language and understanding in children and young people to help develop emotional competence and resilience. The Emotion Works model provides children with a way of recognising and naming emotions and feelings. The 'Cog Model' framework identifies categories of emotional knowledge and competences that link together to help show how 'emotions work'. The links between the different Cog categories demonstrate the causal connections between concepts

such as:

1. **Emotion Words- naming the emotion.**
2. **Body Sensations - where / how the emotion is felt.**
3. **Emotion Triggers- causes / events.**
4. **Behaviours- expressions / reactions.**
5. **Regulation strategies.**
6. **Intensity.**

The first 4 of these cogs form the 'cogs model' which all classes (Primaries 1-5) now use. 'Cogs' 5 and 6 are used in senior classes. Classes have 'cogs' and resources to remind and bring the pupils back to as they support them with expressing their emotions and feeling either in a whole class lesson, in small group work or one to one work.

[www.emotionworks.org.uk/about/](http://www.emotionworks.org.uk/about/)

## Zones of Regulation

Regulation is something everyone continually works on whether we are aware of it or not. We all encounter trying circumstances that can test our limits. If we can recognize when we are becoming less regulated, we are able to do something about it to manage our feelings and get ourselves to a healthy place. This comes more naturally for some, but for others it is a skill that needs more attention and practice. This is the goal of The Zones of Regulation.

Sorting Our Emotions Into Four Zones- Feelings are complicated. They come in different sizes, intensities, and levels of energy that are unique within our brains and bodies. To make them easier to talk about, think about, and regulate, The Zones of Regulation organizes our feelings, states of alertness, and energy levels into four coloured Zones – Blue, Green, Yellow, and Red. The simple, common language and visual structure of The Zones of Regulation helps make the complex skill of regulation more concrete for learners and those who support them. We learn to regulate our Zones to meet our goals and task demands, as well as support our overall well-being.

Blue Zone- The BLUE ZONE describes low states of alertness and down feelings, such as when a person feels sad, tired, sick, hurt, lonely, or bored. Our energy is low and our body is moving slowly when we are in the Blue Zone.

Green Zone- The GREEN ZONE describes a calm, alert state. We may be feeling happy, focused, content, peaceful, or calm in the Green Zone. The nervous system feels safe, organized, and connected in the Green Zone, helping us be primed to learn. However, we can learn in other Zones too.

Yellow Zone- The YELLOW ZONE describes when our energy is higher, and our internal state starts to elevate. Our emotions get a little stronger. We may be experiencing stress, frustration, anxiety, excitement, silliness, confusion, nervousness, be overwhelmed, or have the wiggles, when in the Yellow Zone.

Red Zone- The RED ZONE describes a state of extremely high energy and intense, very overwhelming feelings. We may be in an extremely heightened state of alertness, potentially triggering our fight, flight, freeze or flee protective response. We may feel elated, euphoric, anger, rage, devastated, out of control, panicked, or terrified when in the Red Zone.

All the Zones are Okay

A core belief of The Zones of Regulation is that all the Zones are okay. We routinely experience several of the Zones across a day. It's critically important that we don't convey the message that the Green Zone is the only acceptable Zone to be in. Acknowledge, accept, and support these feelings, never make anyone feel like the Green Zone is the norm.

# The ZONES of Regulation™

			
<b>BLUE ZONE</b> Sad Sick Tired Bored Moving Slowly	<b>GREEN ZONE</b> Happy Calm Feeling Okay Focused Relaxed	<b>YELLOW ZONE</b> Frustrated Worried Silly/Wiggly Excited Loss of Some Control	<b>RED ZONE</b> Mad/Angry Terrified Elated/Ecstatic Devastated Out of Control

## Inspire Learning

This programme is aimed at raising attainment and supporting equality and inclusion for all children and young people. It is about investing in the learning of our young people and putting them at the heart of education, improving outcomes and success for all. The successful rollout of digital technology in schools will ensure our children and young people develop a level of general and specialist digital skills that are vital for learning, life and work in an increasingly digital world.



The “Inspire Learning” is SBC’s Digital Learning Transformation Programme and has to date delivered an Apple iPad to every teacher, ELC practitioner and every P4 to S6 pupil across all Borders schools, as well as class sets of shared iPads for the use of every P1 to P3 pupil and



Early Years. The programme continues to support teachers in the best use of the technology in the classroom and is committed to achieving a uniquely high digital skills and education baseline for all Borders teachers through an extensive, bespoke package of professional learning and development.

## Young carers

Young carers are people, under the age of 18 years, who are providing care and support to parents, siblings, or other family members who have a physical or learning disability, illness, mental health difficulty, sensory impairment or who misuse drugs and alcohol. Young carers carry out significant caring tasks and assume a level of responsibility for themselves and/or another person which would be taken on by an adult.

Some of the most common care tasks you may provide are:

- shopping
- help with moving around
- giving medication
- help to dress, shower or wash
- offering emotional support

for further information please see:

<https://www.scotborders.gov.uk/children-families/young-carers>

## 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





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. If you would like any further information please ask your child's Head teacher.

## 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 <https://www.scotborders.gov.uk/support-pupils/educational-psychology-service>

## 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. An injury to the face or head will be reported to you as soon as possible. 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.

## 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 summertime 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.

### 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 Langlee ELC are in the school building every day to take part in activity in the gym hall and eat their lunch in the dinner hall. They are also regular visitors to events in the 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

During the Primary 7 year, pupils have a series of visits to Galashiels Academy where they mix with pupils from other local primary schools to enjoy experiences in Literacy, Numeracy and Health and Wellbeing. They also attend the Remembrance Day assembly and sporting events. Pupils have a half day visit in February, and a 2 day visit in June where they follow their timetable. Galashiels Academy staff gather a range of information on each pupil to ensure that they are appropriately supported emotionally and academically. Local groups such as TD1 youth hub provide opportunities for children to develop confidence and resilience before going to high school and we can refer children to be part of these groups during school time.

### 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 they can record an alternative landline number to contact you on.

## School and council policies

Information about school and council policies and procedures can be found below

Scottish Borders Council school information:

<https://www.scotborders.gov.uk/schools-learning>

school meals:

<https://www.scotborders.gov.uk/clothing-meals-transport/school-meals/3>

free school meals and clothing grant:

<https://www.scotborders.gov.uk/clothing-meals-transport/free-school-meals-help-schoolwear>

anti-bullying:

[https://www.scotborders.gov.uk/downloads/file/570/respectful\\_relationships\\_and\\_anti-bullying\\_policy.pdf](https://www.scotborders.gov.uk/downloads/file/570/respectful_relationships_and_anti-bullying_policy.pdf)

complaints:

<https://www.scotborders.gov.uk/say/making-complaints/4>

data protection:

<https://www.scotborders.gov.uk/access-information/data-protection-rights>

inclusion framework:

<https://scottishborders.moderngov.co.uk/documents/s40940/Item%20No.%204%20-%20Appendix%201%20-%20Inclusion%20Framework%202019.pdf>

inclusion policy:

<https://scottishborders.moderngov.co.uk/documents/s40955/INCLUSION%20POLICY%20DRAFT%20-%20REVISED%202019-20.pdf>

employment of children:

[https://www.scotborders.gov.uk/info/20025/licensing/670/employment\\_byelaws\\_for\\_children\\_and\\_young\\_people/1](https://www.scotborders.gov.uk/info/20025/licensing/670/employment_byelaws_for_children_and_young_people/1)

school transport:

<https://www.scotborders.gov.uk/clothing-meals-transport/free-school-transport-faqs>

## 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: Jenny Grant and Keith Guthrie

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

<https://www.scotborders.gov.uk/children-families/child-protection>

## SCHOOL HOLIDAYS

28 March 2024 - last day of term. Easter holiday- Friday 29 March to Friday 12 April 2024

### Summer term

Monday 15 April 2024 - all resume

Monday 6 May 2024 - May Day holiday

Tuesday 7 May 2024 - staff resume, in service day

Wednesday 8 May 2024 - pupils resume

Friday 28 June 2024 - last day of term

### Casual holidays

Eildon West - Galashiels

Monday 3 June 2024

### Autumn term

Monday 12 & Tuesday 13 August 2024 - staff resume, in service days

Wednesday 14 August 2024 - pupils resume

### Mid-term holidays

Monday 14 October - Friday 18 October 2024

Monday 21 October 2024 In service day

Tuesday 22 October 2024 - Pupils resume

Monday 2 December 2024 - St Andrew's Day, schools closed

Friday 20 December 2024 - last day of term

### Christmas holidays

Monday 23 December 2024 - Friday 3 January 2025

### Winter/Spring term

Monday 6 January 2025 - Term starts, all resume

### Mid-term holiday

Friday 14 February 2025 - last day of term for pupils

Monday 17 to Monday 24 February 2025 - mid term break

Friday 4 April 2025 - last day of term

### Easter holidays

Monday 7 April to Friday 18 April 2025

Our partners in supporting your children



Disclaimer

All information is correct at time of printing but is subject to change without notice. It is possible that there may be some changes by the time you read this.