

CHIRNSIDE PRIMARY SCHOOL

School Handbook for Parents and Carers

SESSION 2023-2024

Tel: 01890 818274



**INFORMATION AND GUIDE FOR PARENTS ON OUR SCHOOL
AND THE CURRICULUM**

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USEFUL CONTACTS & DATES

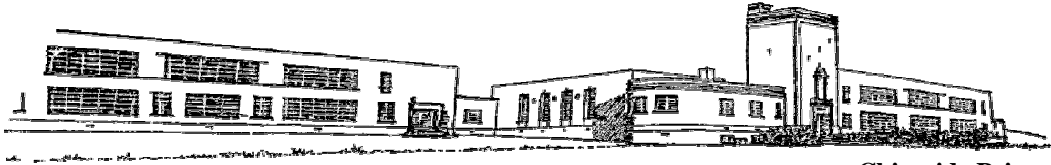
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SCOTTISH GOVERNMENT

Privacy notice



Enabling all our pupils to achieve their fullest learning potential



Chirnside Primary School

Berwickshire.

TD11 3XH

Tel: 01890-818274

Ms Kerry Collins Fax: 01890 817002
Headteacher



ChirnsidePS@scotborders.gov.uk

Dear Parents and Carers,

I would like to extend a very warm welcome to Chirnside Primary School. I hope you find the information in this handbook both helpful and informative.

At Chirnside Primary School, we aim to provide the best educational opportunities possible, for pupils, to enable them to become lifelong learners. It is our aim to provide an educational experience, which is of the highest quality working in close partnership with parents and carers. We strive to provide a broad range of learning opportunities to help develop our pupils into successful learners, confident individuals, effective contributors and responsible citizens. Our handbook highlights the vision, values and aims of Chirnside Primary School, gives you information about the curriculum and identifies some of the activities which take place in the school.

We hope that you find the information you are looking for in this guide but please do not hesitate to contact us at school if you require any further information.

Yours sincerely,

Kerry Collins NPQH B.Ed (Hons)
Headteacher

Introduction

The school lies on the Duns to Berwick Road to the south of the village, commanding clear views across the Merse of Berwickshire towards the Cheviot Hills.



Inside the school, a former junior

secondary building, there are spacious teaching areas, a full-sized gym hall, dining area, a library/music room and a curriculum kitchen. We are very proud of our school which is an A listed Art Deco building, much admired by everybody who visits the school.

Outside there are extensive grounds; at the back there is a very large grass area and the tarmac area at the front houses a full-size netball pitch and other playground markings.

As a result of a successful linked school and community bid to the People's Millions Lottery Fund, we saw the installation of an all-weather pitch in the grounds, which is shared, with our community and surrounding area.

The school has a nursery HUB for 2-4year olds and covers the primary stages P1 to 7. There are currently eight Primary classes, two at P1 and the nursery has capacity for up to 60 children. Information about the nursery is contained in a separate handbook.

School Vision:

To enable all our pupils to achieve their full potential.

Our School Vision:

Kind, safe and willing

At Chirnside Primary, we continually aspire to provide a supportive and nurturing school where children grow and learn in a safe and inclusive environment.

In partnership with parents and the wider community, we endeavor to:

- Inspire our pupils to be curious, enthusiastic and independent in their learning
- Instil respect and promote positive relationships
- Build our pupils' resilience in order that they can be the best they can
- Encourage pupils to become key contributors throughout their learning journey and into the wider world

Our School Aims

- To place children at the centre of all that we do
- To identify and rectify problems when children do not perform well.
- To celebrate and reward achievement and excellence.
- To involve parents fully in the life of the school and their own child's education
- To act as a focus for the community we serve
- To make the best use of all resources at our disposal
- To support, develop and value all our staff to improve the learning opportunities we offer our pupils.

- To ensure a positive ethos and climate of respect and trust, based upon shared values across our school community.

School Values

Kind – to ourselves and others in our actions and our words.

Safe – keep our hands & feet to ourselves and act in a safe way around school.

Willing – show respect for others and be willing to give of our best.

Chirnside Primary School Staff 2023 - 2024

Head Teacher

Ms K J Collins

Depute Headteacher

Acting - Mrs I Harvey

Mainstream Teachers

Mrs Hindhaugh

Mrs C Reap

Mr C Delaney

Mrs A Millar

Mrs K Gibb

Ms E Wilson

Mrs H Millar

Ms S Hannant

Ms V Sjoberg

Visiting Music Teachers

Ms M Cameron

Nursery

Mrs J Mabon (SEYO)

Mrs F Scott (EYO)

Mrs L Scott

Miss S Black

Miss Gemma Robertson

Miss S Waite

Ms S Dunn

Mrs C Weymiss

Mrs E Gallon

Mrs A Keenan

Office

Mrs L Wilkinson

Principal Teacher

N/A

Mainstream Auxiliaries

Mrs A Colvine

Mrs G Turnbull

Mrs L Wilson

Mrs D Couch

Mrs C Nic

Ms S Logan

Janitorial

Mr. D. Turner

Kitchen

Michelle Wilson

Joanne Lawson

Jacqueline Bell

Marianne Cowe

Cleaners

Marianne Cowe

Joanne Lawson

Julie Hunter

School Information

| | |
|------------------------------|--|
| Name | Chirnside Primary School |
| Address | Chirnside Primary School Berwickshire. TD11 3XH |
| Telephone Number | 01890 818274 |
| Email | ChirnsidePS@scotborders.gov.uk |
| Twitter | We regularly put information on our school twitter page |
| Facebook Page | www.facebook.com/chirnsideprimaryschool |
| Denominational Status | Non-denominational & Co-educational |
| School Roll | Current school roll is 209 (including Nursery). |
| House Structure | The children are placed into one of three houses which are Tweed, Blackadder and Whiteadder |

School Hours
(These are subject to change due to Covid and the bubbles we currently operate under)

| Monday-Thursday | | Friday | |
|-------------------------|-------------------|-------------------------|-------------------|
| School Starts: | 8.40am | School Starts: | 8.40am |
| Morning Break: | 10.30am - 10.45am | | |
| Lunchtime: | 12.25pm - 1.10pm | Brunch: | 10.45am – 11.15am |
| School Finishes: | 3.10pm | School Finishes: | 12.10pm |

Local Community

Chirnside Primary School enjoys good links with the wider community. Parents and wider family are always welcomed into the school. The Primary School has good partnerships with Berwickshire High School and the other primaries that feed into this secondary school. Strong links with partner agencies support us in meeting the needs of all children.

Accommodation



We are very lucky at Chirnside to have large school grounds internally our classrooms are over two floors, with large spacious classrooms that all have interactive white boards or apple Tv's within.

Other facilities include a large hall for PE a library, a canteen and learning support areas. We have our own nursery hub at Chirnside with its own direct access to an outside area with a separate entrance for parents.

We have large outdoor areas to play in including tarmac areas, school playing fields and an all-weather multi use games area.

We are very fortunate to also have a woodland adjacent to the school that we have full use of.

Playground



School safety

We take safety very seriously and any visitors to the school must enter by the main entrance and report to the school office. Anyone entering the school will be asked to sign the school visitor book. Children are supervised from 8:40am every morning at mid-morning and lunchtime break. School staff will supervise children. No child will be allowed to leave the school site in school hours unless accompanied by an adult. We ask parents/carers to keep updated with their contact details and inform the school if someone else is collecting their child from school that normally does not.



School Uniform and Dress Code

At Chirnside Primary School, we seek your co-operation in sending your child to school wearing the school uniform. School uniform encourages children to take pride in belonging to the school.



UNIFORM

Black/Navy school trousers or skirts
White shirt, blue polo shirt or blouse
Navy blue sweater / cardigan
Black shoes
Blue & white checked summer dresses

PRIMARY 7 UNIFORM

As above but with a green sweater.
(This distinguishes them when helping with school duties or when representing the school within the community).

PE KIT

Black or navy shorts
White T-shirt or T-shirt in the colour of their house, Tweed Red, Whiteadder Green, Blackadder Blue.
Black/white pumps or indoor trainers



Jumpers, jackets and polo shirts can be ordered from Border Embroideries website. Clothing ordered will be embroidered with the school badge. Mrs Wilkinson in the school office is happy to help out when it comes to ordering uniform. Parents do not need to purchase embroidered uniform.

PLEASE MARK ALL PERSONAL ITEMS OF CLOTHING OR PROPERTY WITH YOUR CHILD'S NAME OR INITIALS AS MANY ARTICLES ARE IDENTICAL

Attendance

Pupils are expected to attend school every day. Regular attendance is vital to a child's progress. The head teacher checks attendance for all children monthly and parents will be contacted to discuss any worrying patterns.

We would ask that you phone the school before 9am if your child is unable to come to school for any reason.

If we find that a child is not in their class by 9am you will be phoned or receive a "group call/message to confirm where your child is.

We ask where possible to only take holidays in the school holidays. All absences for holidays taken in term time will be marked as unauthorised. If in exceptional circumstances you need to take a holiday in term time, please request this absence in writing.

Curriculum for Excellence

Curriculum for Excellence is the education system in Scotland. It includes nurseries, schools, colleges and community learning from 3 to 18 and beyond.

The table below matches the five curriculum levels to stages of learning generally applicable, with flexibility (for example, for young people who are particularly able and/or have additional support needs).

| 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 to S3, but earlier for some. The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4. The fourth level experiences and outcomes are intended to provide possibilities for choice and young people's programmes will not include all of the fourth level outcomes. |
| Senior Phase | S4 to S6, and college or other means of study. |

From pre-school to the end of S3 (3-15) young people will experience a broad general education, which is designed to enable each child or young person to be...

- a successful learner
- a confident individual
- a responsible citizen
- an effective contributor.

Our curriculum is structured to enable children to use relevant real-life and enjoyable contexts, which build upon a child's own experiences. Teaching will have both direct and indirect teaching, which is planned for, following children's interests. We want to enable and to become long learners. Children that work both collaboratively and independently. Children that have a range of problem-solving skills and approaches and can effectively use ICT in their learning.

Much of our learning takes place using an interdisciplinary learning context. This is a process in which two or more subject areas are integrated with the goal of fostering enhanced learning. Interdisciplinary learning may take the form of in-depth studies lasting a number of weeks, or a short series of lessons. Teachers use the school's learning pathways and the 'experiences and outcomes' from 'curriculum of excellence' to ensure all children make progress and achieve wherever possible the end of school bench marks.



Teaching and Learning

Curriculum areas are not structures for timetabling: schools have the freedom to think imaginatively about how the experiences and outcomes might be organised and planned for in creative ways which encourage deep, sustained learning and which meet the needs of their children and young people.

Teachers and practitioners will share information to plan a child's 'learning journey' from 3-18, helping their progression from nursery to primary, primary to secondary and beyond, ensuring the change is smooth. They will ensure children continue to work at a pace they can cope with and with challenge, they can thrive on. Curriculum for Excellence balances the importance of knowledge and skills.

Every child is entitled to a broad and deep general education, whatever their level and ability. Every single teacher and practitioner will be responsible for literacy, numeracy and health and well-being, 1+2 languages, numbers and life skills that unlock other



subjects and are vital to everyday life. Curriculum for Excellence develops skills for learning, life and work to help young people go on to further study; secure work and navigate life. It brings real life into the classroom, making learning relevant and helps young people apply lessons to their life beyond the classroom. It links knowledge in one subject area to another helping children understand the world and make connections. It develops skills so that children can think for themselves, make sound judgments, challenge, enquire and find solutions.

There are many ways of assessing progress and ensuring children achieve their potential. Please read the section on **Assessment and Reporting for information.**

There is personal support to help young people fulfil their potential and make the most of their opportunities with additional support wherever that is needed. There will be an emphasis by all staff on looking after our children's health and well-being - to ensure that the school is a place where children feel safe and secure. Ultimately, Curriculum for Excellence aims is to improve our children's life chances, to nurture successful learners, confident individuals, effective contributors and responsible citizens, building on Scotland's reputation for great education.

Curriculum- Subject Areas

Literacy and English

Literacy is fundamental to all areas of learning; at Chirnside, we promote the development of critical and creative thinking as well as competence in listening and talking, reading, writing and team working skills, which are so important in life and the world of work



Writing begins with free patterns, leading to actual letter shapes and numerals. Close attention is paid to forming the letters correctly. Whole school reading and writing programmes ensures that skills are consolidated, developed and implemented into other curricular areas.

A variety of resources are available to ensure all children's skills can develop appropriately. These resources develop not only mechanical reading but assess comprehension and help develop writing and spelling skills.

We aim to support all children so that they develop at their correct pace and become proficient in understanding text, looking for deeper meanings, extending their vocabulary, appreciating a wide selection of literature and using life skills.

We use a range of reading schemes to build children's confidence of reading with fluency and expression, while ensuring a thorough understanding of the text. For some learners we use an online reading resource called 'IDL'. This resource supports the children to decode texts while providing them with online rewards for the progress they are making with reading.



Although pupils at Chirnside Primary School are able to use IPADS and Laptops to support their writing process, we believe that it is very important that children appreciate the importance of handwriting and neat presentation. Children are encouraged to develop lasting writing habits of a neat, legible style of presentation.

One of the most important aspects of writing is the quality of the ideas used. However, due attention will be paid to the more formal aspects of writing, namely spelling, handwriting, presentation and punctuation.

Pupils are encouraged to take turns when talking and to listen politely when other pupils are recounting an experience, presenting ideas or offering their suggestions. Children are encouraged to learn skills in presenting their ideas, expressing views and opinions and listening for a variety of purposes.

Languages

In Chirnside Primary School pupils from P1 – P7 participate in dedicated French lessons and activities each week.

The four key components within our languages programme develop pupils' skills in talking, listening, reading and writing. The teaching approaches used encourage plenty of interactive activities.

Following new national recommendations for 'Language Learning in Scotland', we are currently identifying new opportunities for enhancing our approach to Languages teaching within Chirnside Primary School.

All children from P1 will learn a second language to that of their mother tongue and will begin learning a third language from P5.

If you would like further information on the Languages: 1 + 2 Approach, then please access the following webpages:

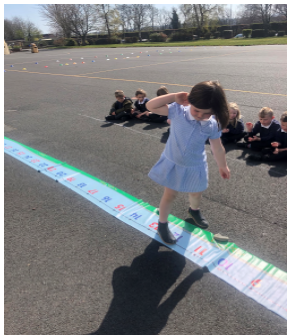
www.scotland.gov.uk/Resource/0039/00393435.pdf

www.educationscotland.gov.uk

Numeracy and Mathematics

We aim to enable pupils to:

- Develop essential numeracy skills, which allow them to participate fully in society.
- Develop a secure understanding of the concepts, principles and processes of mathematics and apply these in different contexts.
- Have an understanding of the application of mathematics, its impact on our society and its potential for the future.



Mathematics comprises of NUMBER, MONEY and MEASUREMENT; INFORMATION HANDLING; and SHAPE, POSITION and MOVEMENT. In all of these areas, pupils have the opportunity to develop PROBLEM SOLVING and ENQUIRY SKILLS.



Within Chirnside Primary School, we do not use one set resource for Maths and Numeracy but instead offer a variety of learning opportunities for the children. Children learn; at an appropriate pace; at a level suited to their individual needs; working in partnership with their peers; through active, fun and engaging activities.

Development of mental maths from the earliest stages is a high priority to ensure sound learning of concepts and to develop confidence in problem solving and enquiry skills.

Health and Well-being

At Chirnside Primary School, we ensure that all children experience what it feels like to develop, enjoy and live a healthy lifestyle.

We provide opportunities for pupils to:

- Experience positive aspects of healthy living and activities for themselves (both during and after school) ;
- Develop the knowledge and understanding, skills, abilities and attitudes necessary for their physical, emotional and social well-being now and in their future lives.
- Make informed decisions in order to improve their physical, emotional and social well-being.
- Apply their physical, emotional and social skills to pursue a healthy lifestyle.

We take a holistic approach to health and well-being and our programme of study aims to promote learning about:

- Health – mental, social, emotional and physical.
- Physical education and physical activity including sport.
- Eating for health, and hygienic practices.
- Personal safety.
- Drugs, alcohol and tobacco.
- Relationships and parenthood.

We have close links with our school nurse, Katrina Fairbairn, who supports our teachers in a variety of ways.



All children participate in PE every week, whether in the form of movement, games, dance or development of skills specific to a sport. All classes have two PE sessions within the week. There are various festivals and



tournaments throughout the session, including hockey, cross country, rugby and netball.

Each session children in the school are offered the opportunity to benefit from the excellent Active Schools Programme and additional sporting activities provided through our teaching staff and local community.

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

Sole • Active • Included • Responsible • Respected • Achieving • Healthy • Learning

Top Tips

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

| What? | Why? |
|--|--|
|  |  Helps concentration  Healthy Teeth  Helps digestion  Helps body grow and develop  Healthy skin  Energy |
| <p>Contacts</p> <p>Joint Health Improvement Team: health.improvement@borders.scot.nhs.uk</p> <p>Food & Nutrition Coordinator: Hazel.Scott@scotborders.gov.uk</p> <p>NHS Borders Oral Health Promotion: Helen.brand@borders.scot.nhs.uk</p> | |

Healthy eating and physical activity are essential for positive growth and development .
 Healthy snacks are provided during your child's ELCC journey, continue to give these types of snacks for your child to have at break times throughout primary school.



Bottles used in class should be filled with plain water only.
 Good hydration makes a difference to how children think, feel & function!



Social Studies

Through social studies, children develop their understanding of the world by learning about other people and their values, in different times, places and circumstances. They learn about people's achievements and about how to make sense of changes in society, of conflicts and of environmental issues.

Opportunities exist for studying the local environment and how it has evolved, which could include observation, fieldwork or an opportunity to discuss issues.

Sciences

Curriculum for Excellence experiences and outcomes in science provide opportunities for children to develop and practice a range of enquiry and investigative skills, scientific analytical thinking skills, and develop attitudes and attributes of a scientifically literate citizen in society. They also support the development of a range of skills for learning, life and work.

Technologies

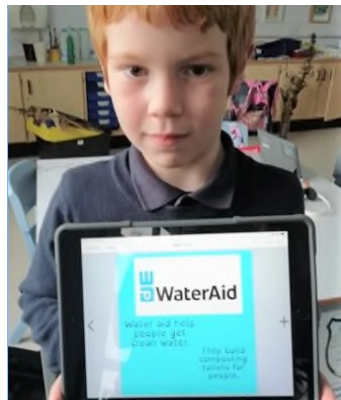
Technologies at Chirnside Primary School include craft, design, engineering, graphics, food, textile and information technologies.

We aim to develop our pupils' skills in order for them to participate in modern life so that they can:



- Develop an understanding of technologies and their impact on society – in the past, present and future.
- Apply knowledge, understanding and practical skills to design and create products, processes and solutions that meet needs in play and daily life.
- Gain the confidence and skills to embrace and use technologies.

The use of IT is evident throughout all stages of school to support learning, with suitable IT programs and websites used to reinforce new concepts.



In the Scottish Borders we are very fortunate to be part of the 'Inspire' program of learning. Through the Apple Academy teachers and pupils alike are supported to develop their digital skills through a variety of teaching apps. Every child in school from P4-P7 is given their own iPad to support their learning both in school and at home. In P1-P3, pupils have access to an iPad on a regular basis.

Expressive Arts

Expressive Arts include experiences and outcomes in art and design, drama, dance and music. Chirnside pupils are given opportunities to learn to:

- Express themselves in different ways and be creative.
- Experience enjoyment (and contribute to other people's enjoyment) through creative expressive performances and presentation.

- Develop important skills specific to expressive arts and also transferable skills.

At Chirnside Primary School, we aim to discover, maintain and enhance the creativity and imagination that is embedded within every young child. From 'Role Play Corners' to 'Whole School Productions', from 'Free Choice Art Tables' to 'Class Wall Displays', all children are encouraged to think creatively and to share their ideas with others, making our school a vibrant and stimulating place to learn.

Pupils within Second Level may be offered the opportunity of specialised tuition to learn a range of instruments. Sessions become available for this throughout the year. You will be notified if and when these opportunities arise. The purchase of an instrument can be costly however many of the instruments can be hired initially. Further details are available on request.

In a more formal setting, concerts involving drama, dance and music are presented to parents, friends and other links within our local community. Taking part in these presentations can help pupils develop skills in self-expression, with evidence of a visible increase in self-confidence.

Religious and Moral Education

The children at Chirnside Primary School progress through the Curriculum for Excellence Religious and Moral Education experiences and outcomes in order to:

- Develop their spiritual, social, moral and cultural values.
- Develop a knowledge and understanding of Christianity and other world religions.
- Appreciate moral values such as honesty, respect, fairness and concern for others.
- Investigate and understand the questions and answers that religions can offer about the nature and meaning of life.
- Develop their own beliefs, attitudes, moral values and practices through a process of personal search, discovery and critical evaluation.

We encourage children to become aware of the wide range of religious interpretations and their importance to believers. Parents have the right to withdraw their child from Religious Education lessons and Observance and should contact the school if they so wish.

Parents from ethnic minority religious communities may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Only written requests detailing the proposed arrangements will be considered.

Appropriate requests will be granted for up to three occasions in any one school session and the pupil noted as an authorised absentee in the register. The school has a very positive relationship with the local church and Minister, Mike Taylor and Berwickshire Youth Christian Trust. Several of our assemblies are held in the church throughout the year as part of our religious observance.

Opportunities for personal achievement

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

Our rewards include:

Pupil of the week

House points

Extra playtime

Class rewards

Weekly PE Star



Assessment for Learning

Literacy is fundamental to all areas of learning; at Chirnside, we promote the development of critical and creative thinking as well as competence in listening and talking, reading, writing and team working skills, which are so important in life and the world of work.

To enable every child to make progress from wherever their starting point we use 'Assessment for learning'.

Assessment ensures teachers are able to plan effectively for every child. It provides signposts for a child's next steps of learning and helps children to monitor their own progress and know how to become successful learners.

We assess children in different ways both formatively and summative. These include.

National assessments (SNSA's at P1, P4, P7)

Reading – NGRT and test

SWST Spelling

End of focus/topic assessment/tests, teachers.

Parent Partnership

Parents will be informed on progress through a range of opportunities. Parents evening will take place in November and March academic year. Around June, time parents will receive a written school report. The report will make reference to the knowledge and skills acquired. The report will show how each child is developing in relation to the four capacities as a successful learner, confident individual, responsible and effective contributor.

Parents/carers will have regular appointments view their child is learning throughout the academic year. The school will send out class newsletters at the start of each term to

inform you what your child's learning will be and how best you can support them. Parents are also invited to take part in curriculum workshops: project sharing sessions and stay and play sessions that we hold throughout the year. It is a proven fact that when parents and schools work together children achieve/attain better.

Further information for parents and carers on 'Assessment and Reporting' can be found on the following websites:

www.parentzonescotland.gov.uk (parents and carers)
www.educationscotland.gov.uk (teaching practice and support)
www.scotland.gov.uk/cfeinaction (real-life examples)



Transitions

Starting School - Enrolment

Enrolment of all children due to start Primary 1 in August usually takes place from the previous November- exact details are printed in the local press. Children who reach the age of five before 1st March of the following year are eligible for enrolment. Children who live in the catchment area of a particular school must be enrolled in that school. Parents will be informed of their right to make a placing request to another school of their choice if they so wish will be informed of the conditions pertaining to this.

A parent or guardian wishing to enrol a child at Chirnside Primary School is more than welcome to contact the school to make an appointment with the Headteacher to discuss school policy and answer questions. A tour of the school can be arranged. Placing request forms are available from the school office and online.

Transfer from Nursery

We are fortunate that our Nursery class is based within the school building, which promotes strong links throughout Early Level education. We have a comprehensive programme designed in consultation with the nursery to ensure that children receive the best possible start to their education in Chirnside Primary School.



There are numerous opportunities throughout the year for children within Nursery to build relationships with staff and children within Primary 1 and vice-versa.

Parent Information Meetings: In May or June each year, Nursery and Primary 1 parents are invited to information sharing meetings. This provides an opportunity to discuss practicalities on starting Nursery & School.

Buddies

Primary 7 pupils 'buddy' new Primary 1 pupils for the initial weeks of the new school year. The purpose of this project is to offer our younger pupils guidance and support in establishing school routines and independence. It also provides an opportunity for our senior pupils

to develop and demonstrate leadership and responsibility.

Tasks usually focus on break and lunch times, where senior Primary 7 pupils assist their buddies in putting on coats, encouraging positive play in the playground, routines in the lunch hall and accompanying them to our weekly assemblies.

Deferred Entry

Under current legislation in Scotland, parents/carers of children aged between four and a half and five at the start of the school session (those with January to February birthdays) have a choice about enrolling their child for primary school. Children can start school before they are five or can defer their start until the following August.

What must parents/carers do?

- Enrol the child at the catchment area school, where there will be an opportunity to indicate interest in deferring entry, during the period notified in the local press.
- Discuss the possibility of a deferred entry with staff in an early years' establishment.
- If there is agreement, that the child will benefit from an additional pre-school year the parents/carers and setting will make a joint submission to the Early Years Admission Panel (EYAP). If there is not agreement, then the parents/carers will make the submission and the setting will submit their information sheet separately.
- The EYAP consists of the Senior Education Officer (Early Years), Early Years Quality and Practice Officer and an Educational Psychologist.
- The Purpose of the EYAP is to consider applications and likely benefits for the individual children. They will accept, decline or seek further information. You will receive a letter confirming the decision and giving further instructions with regard to next steps.

Moving Up Days

At the end of each academic year, we provide an opportunity for pupils to 'move up' for a few sessions to their new class. This provides an opportunity for pupils to meet their new class teacher for the next session prior to the summer holidays.

We have found this to be beneficial to pupils in terms of alleviating any anxieties they may have about leaving their current teacher and moving on, whilst also providing an opportunity for the receiving teacher to meet their class and become familiar with pupils prior to the long summer break.

Transfer from Primary to Secondary School

Pupils are normally transferred from Primary to Secondary Education between the ages of 11yrs and 12yrs so that they will have the opportunity to complete at least 4 years of secondary education.

Children from Chirnside Primary School normally transfer to Berwickshire High School in Duns. Prior to transfer, guidance staff visit to speak to staff and pupils. Parents are invited to The Berwickshire High School to learn more about the school. Parents are invited on the evening of the first Induction Day. The children also spend two days in High School in June. Pupils follow a 'normal timetable' on both days and get to wear their new BHS uniform on the second of the two days. Liaison between Primary School and High School is continually being improved and the outcome can only benefit the child by making his/her transfer as easy and enjoyable as possible.

Support for Learning

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

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

- Being particularly gifted or able
- An illness, disability or sensory impairment
- Having English as an Additional Language
- Bereavement or family illness
- Problems at home

A child/young person's needs may last for a short time, and the problem may be resolved easily or, their needs might be more 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. 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 are recognised, and appropriate support can be provided. Children and Young Peoples' Support Services

Some children need additional care and support at school because of a disability or learning difficulty such as autism, dyspraxia, or Down's syndrome. They may have a minor temporary condition, for example, a speech impediment or a physical condition such as Cystic Fibrosis. Services in schools for children with additional needs and services for children and families who need care and support outside school are provided by CYPSS based in five localities across Scottish Borders Council. We work closely with colleagues in Social Work, Police and Health to provide support to pupils and their families when required. CYPSS for Berwickshire is located in Duns and can be contacted on 01361 886115.



Well-Being Indicators

Using the Well-Being Indicators is the national approach in Scotland to improving outcomes and supporting the well-being of our children and young people by offering the right help at the right time from the right people.

This 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.

The Well-Being Indicators enable everyone working with Scottish Borders children, young people and their families 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.

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.

If you believe your child has additional support needs, Scottish Borders Council publishes a range of informative advice. Visit the following webpage for further details. www.scotborders.gov.uk/info/886/additional_support_needs

Mediation

'Enquire' - the Scottish advice service for additional support for learning.

Operated by Children in Scotland, 'Enquire' offer independent, confidential advice and information on additional support for learning through:

- a telephone helpline - 0845 123 2303
- an email enquiry service - info@enquire.org.uk
- an online enquiry service.
- two websites - www.enquire.org.uk (for parents/carers and practitioners) and www.enquire.org.uk/yp (for children and young people)

The logo for 'Enquire' features the word 'Enquire' in a bold, sans-serif font. The 'E' is black, while the 'nquire' part is a vibrant purple color.

Learning Communities

We are part of the Berwickshire Learning Cluster made up of The Berwickshire High School and its cluster Primary Schools (Duns, Coldstream, Swinton, Greenlaw and Chirnside).

Through this Learning Community decisions about our curriculum, learning and teaching and other aspects affecting school life will be made at local level. All staff within this community will work in partnership to continue to improve teaching and learning across the Learning Community.

Educational Psychology

The school may advise that a child should be referred to the educational psychologist. The Scottish Borders Council Educational Psychology Service supports all schools in the region. Ms. Gillian Gibson, Educational Psychologist, has responsibility for Chirnside Primary. Before any referral can take place, the Headteacher will contact the parents to discuss the matter fully. The main purpose of any referral is to gain more information about the reasons for a learning difficulty so that a suitable learning programme can be devised. Ms. Gibson is also available to Miss Collins & Mrs Paterson to discuss any pupil with additional needs in an informal way.

Homework

Homework is given throughout the school this will support and reinforce the learning taking place within the school, for example reading daily, practicing phonics/spellings, learning times tables. Additional homework may be given if a pupil has been absent or has not completed his/hers in school.

Mobile phone use by pupils

Mobile phones **should be left at home**, as parents can communicate messages to their child by way of a telephone call to the school office. If there is a need to bring, a mobile phone to school for after school activities then **pupils will hand their phone to the school office for safekeeping and the phone will be returned at the end of the school day.**

Young Carers

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

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

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

Within Chirnside Primary School, we want our young carers to enjoy school and that it is a positive place to come, and they feel included. Please let us know if there are difficulties for your child in participating in learning, arriving on time, or any other issues which may affect their well-being at school. It is the intention of Chirnside Staff to offer all support they can to your child.

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

Parent Complaints

If you have any concerns, please do not hesitate to contact the school. Firstly, contact your child's class teacher if they are unable to help, please contact the Headteacher Miss Collins or the Deputy Ms Harvey, all of the above can be contacted through the school office.

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

We realise that we won't always get things right and we welcome feedback to help us to improve. If you are unhappy about something, the guidance below is intended to support you in dealing with it:

The Starting Point

You may first wish to write, email or telephone outlining your complaint.

This will allow the classroom teacher or a member of the management team time to investigate the complaint.

Solving the problem

Once the investigation has taken place, the member of staff dealing with the complaint will contact you to arrange an appointment to discuss the complaint. A solution may be suggested with agreement to review the situation after a set time.

Dissatisfaction with the solution

If you are dissatisfied with the school's response, please make it clear to the member of staff dealing with the complaint. The next step is to write to the Director of Lifelong Learning and ask for a meeting.

The Final Step

If you are still dissatisfied with the response, please make it clear. The next step is to approach your Councillor and ask for their help, they will be able to guide you through The Local Authority Complaint procedure.

Things not to do;

Do not raise the complaint through the Parent Council in the first instance. They will recommend you use the complaint's procedure and contact the school directly to have the issue dealt with.

Do not allow your problem or complaint to become a community issue with a wide audience; you and your child deserve better than that; remember if we don't know about something we can't help.

Out of School Incidents

The school has no authority to deal directly with out of school incidents. However, we may explore incidents and implement support procedures if required to minimise the negative impact on learning within school.

Positive Relationships Policy – Kind, Safe, Willing – our 3 most important rules

The school operates a whole school Positive Relationships Programme.

The whole system is based on creating a positive school environment within a structured framework of discipline, which is fair, equal and consistent. This is an essential part of our aim to be a high achieving school where each child reaches his/her maximum potential in all areas of learning. Much the success of this plan relies on your support.

Parents are the most important people in children's lives. Children learn more effectively if parents are supportive of what happens in school. Further information is contained in our Respectful Relationships and Anti-bullying Policy', a copy of which is available to parents on request.

Pupil Voice

Consultation with pupils about their views on their school environment and their learning play an important part in our drive to continually improve. At Chirnside Primary we believe that giving young people a 'voice' as partners in the process of school improvement, leads to a more effective learning organisation.

Each school year, we elect a pupil learning council with a representative from each class P1-P7. These pupils represent their own class. The purpose of the pupil learning council is to represent the views of all pupils and make learning the best it can be.

From time to time, throughout the school year, the pupil council attend Parent Council Meetings and share their ideas with or make requests of the Parent Body. Recent

examples of this involved the pupils putting together a bid for some new playground toys which the Parent Council then helped to raise funds for.

House Captains

The children are placed in one of the three houses: Tweed, Blackadder & Whiteadder. A House captain is elected for each house at the beginning of the year. The House Captains have the following responsibilities:

- Encourage good behaviour.
- Count up house points on a weekly basis and announce the results in assembly
- Help to organise house events throughout the year, such as Sports Day.

JRSOs

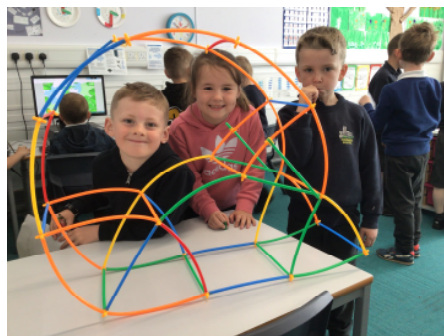
Chirnside Primary has 4 Junior Road Safety Officers from Primary 6&7. The JRSOs work hard to organise competitions and awareness raising events to inform pupils about road safety.



P7 Prefects

At the beginning of each school year the P7 pupils are invited to apply to become a prefect. Prefect responsibilities include:

- Monitoring the doors and corridors at break time
- Welcoming visitors to the school
- Setting up the school hall for assembly



Parents as Partners

We believe there should be a strong partnership between parents and teachers. You are the biggest influence on your child's life. It is essential that we should be working together to give your child a good start in life.

We encourage parents to become involved in school life on a number of different levels and we hope that you will feel able to join us in some capacity. We do our best to keep you informed by letter/newsletter about what is happening in school.



Parent/teacher consultations are held twice a year, in the autumn and Spring terms. All new parents are invited to a meeting the term before their child begins school.

When your child is about to begin an academic year, we invite parents to a meet the teacher meeting so you get an opportunity to see your child's classroom and hear about their regular routines and timetables. Alongside this we send out class newsletters at the

beginning of each new block of learning suggesting ways that you might like to support your child's learning at home.

At Chirnside Primary School we have an "open door" policy for parents, so that any worries about your child/children can be addressed early on and where necessary support can be put in place. We firmly believe there is no such thing as a silly question and encourage parents to come forward early with any concerns.

Parent Volunteers

We are very keen to have parents involved with our school and welcome any parent or carer who can offer to help. All kinds of help are useful, as outlined below:

- Accompanying classes on outings
- Sharing your special skills with pupils
- Cooking and helping in practical classes e.g., technology
- Helping with our lunch time or after school clubs
- Being a member of The Parent Council
- Sharing your skills and interests

Parents who help on a regular basis require a PVG Disclosure. Scottish Borders Council will meet the costs of this. If you are interested in becoming a parent volunteer, please contact Miss Collins in the first instance to discuss the opportunities available. We will then be able to request the appropriate PVG documentation for you. Once PVG checks are complete, parents are then able to help in school on a regular basis. Please ask for a copy of our **Volunteers Policy** for your information.

Parent Council

The Parental Involvement Act recognises that, as a parent, you have a vital role to play in your child's education. As a parent you are now automatically a member of the Parent Forum at Chirnside School. The Parent Council body has been in place representing all parents' and pupils' interests since September 2007. Meetings are at least every term with the Head teacher. Discussions vary in focus from school improvement planning to fundraising in order to enrich the life of the children in the school. There is also plenty of opportunity for chatting with other parents – this is a great way of making new friends.

Minutes of their meetings are always posted on the Parent Council Facebook Page.

The Parent Council of Chirnside School wish to build on the success of previous years; We welcome all parents to Parent Council meetings and to the AGM to be held in late September / early October where the new council will be elected.

The legislation sets out four areas of responsibility for a Parent Council, which are:

1. Support the school in its work with pupils and parents.
2. Represent the views of parents.
3. Promote contact and communication between the school, parents, the community, nursery and other providers.
4. Report to the Parent Forum



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.....Miss Collins.....
Deputy co-ordinator is Ms Harvey

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>

Class Size Policy

In law, the present maximum number of children in classes in P1 is 25; P2 & P3 is 30; P4-P7 is 33. The exception to this is a composite class, which has a maximum size of 25. The Council allocates its staffing to primary schools to ensure that the maximum class sizes outlined above can be adhered to at all times.

Your child may be placed in a composite class during their primary education. Composite classes are formed to make efficient use of teaching staff in a school. Composite classes occur where children from two or more year stages are grouped together e.g. P2/3 or, in the case of some small schools, P1/2/3.

The number of teachers in a primary school is based on the number of children on the total school roll, not on the number in any single year group. The Head Teacher decides on the best possible structure of classes based on the number of pupils enrolled.

Further information on composite classes is available online at:

www.scotborders.gov.uk/info/878/schools/367/composite_classes



Emergencies

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, temporary interruption of power, provision of transport or fuel supply.

In such cases we shall do all we can to let you know about the details of closure, temporary arrangements or re-opening. We shall keep you in touch by using methods of communication such as letters, group call (text messaging service), emails, school website and the local radio station- 'Radio Borders'.

**EMERGENCY
INFORMATION**

Equal Opportunities

Scottish Borders Council views the Scottish Borders as a place where everyone matters, where everyone should have equal opportunities and where everyone should be treated with dignity and respect.

In Chirnside Primary School we support Scottish Borders Council's Equal Opportunities policy. We endeavour to provide equal access for all children to a curriculum that is appropriate, promotes equal opportunities and social inclusion and meets their needs regardless of gender, race, religion or colour.



Health and Safety

The Health and Safety at Work Act 1974 applies to Chirnside Primary School as a place of work. Staff are instructed in their responsibilities in this respect and safety regulations apply to all aspects of school life, on and off the premises. Fire drills are held at regular intervals to ensure the safe and speedy evacuation of the school in an emergency. A new modern fire alarm system has just been installed in the school. In the interests of safety, vehicular access to the school playground is not allowed during school hours.

Our school is fitted with a security system that is in place at all times. All access to the school is through our secure entry process found at the main door. Children are instructed not to let anyone in to school so parents should not expect pupils to let them

in, even if they are known to them.

It is expected that pupils will behave responsibly and comply with all safety requirements. The support of parents in promoting good practice in matters of health and safety is of importance to the school.

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 well-being services and may share information with other external agencies and organisations that provide or assist with educational provision and with online payment solution providers.

- The Scottish Government for examination, career guidance and monitoring purposes.
- Parent Pay, ESP Systems and CRB to allow the school to offer cashless catering and to receive payment for school trips and events.
- Group call 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

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 at your school as soon as possible.

Your Rights

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

For more information on your rights please visit our website

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

Complaints

We aim to directly resolve all complaints about how we handle personal information. If your complaint is about how we have handled your personal information, you can contact our Data Protection Officer by email at dataprotection@scotborders.gov.uk or by telephone on 0300 100 1800.

However, you also have the right to lodge a complaint about data protection matters with the Information Commissioner's Office, who can be contacted by post at:

Information Commissioner's Office

Wycliffe House

Water Lane

Wilmslow

Cheshire

SK9 5AF

You can visit their website for more information <https://ico.org.uk/make-a-complaint/>.

If your complaint is not about a data protection matter, you can find details on how to make a complaint on our website:

https://www.scotborders.gov.uk/info/20016/have_your_say/155/make_a_complaint/1

CONFIDENTIAL

Medical and Health Care

Primary 1 pupils are given a medical by a local doctor or school nurse as required. Eye-tests are carried out on all children in Primary 1.

Audiometric tests, to detect hearing defects, are carried out following referral from us or your GP. The school can also refer any child for a test, if a parent or teacher expresses any doubt about hearing. The school would naturally consult with parents before starting this procedure.

The Schools Dental Service carries out dental inspections as part of a survey in P1 and P7.

The school nurse will occasionally visit the school and may issue leaflets to promote health education and offer advice to pupils and parents. Parents can contact the school nurse at any time to discuss a concern. Contact details can be found near the end of this handbook.

Please note, no medical examinations will be carried out without permission.

If a child takes ill in school or has an accident the parent or person to be contacted in an emergency will be informed if the condition is such that the child would be better going home or for treatment. **It is therefore essential that the school has on record information as to where parents or emergency contacts can be located at all times of the school day.** In cases of injury to a child where hospital attention may be necessary, the child may have to be taken there without delay. This would be done under the care of the school staff and parents contacted as soon as possible.



Medication to Pupils

Non-prescribed medication (including Paracetamol) will **not** be given to pupils by staff.



Individual members of staff may or may not be willing to administer prescribed medicines. Parents are asked to plan the giving of medicines in out-of-school hours where at all possible i.e., the child may return home at lunch time. Where this is not possible, parents must fill in and sign the form MED P (prescribed) before a volunteer member of staff administers the medicine. These forms are kept at the school Office. All medicines will be stored at the Office and pupils will have to

come there at the appropriate time(s) i.e., when the medicine must be taken. You are advised to bring only a small quantity of the medicine to school.

Where a pupil is on complex medication for an on-going condition, arrangements will be made for that individual to receive medicine. Procedures will be agreed by parents, school and medical staff.

Children with ongoing or severe medical concerns will have a medical action plan created. The school will check these plans annually to ensure that all information is up to date and that all relevant staff are aware of needs. If there are any changes to your child's medical condition, then please inform the school immediately.

Head Lice

Head lice are a recurring problem, and we would appreciate if parents could notify us if they find any in their child's hair so we can follow Health Board Guidelines ensuring confidentiality. The Chemist or Health Centre can advise on treatment. Research shows that the most effective way to eliminate headline is to fine comb on (conditioned) hair every week.



| | |
|-------------------------------|---|
| Vomiting, Diarrhoea and Fever | May return to school after 48 hours free from last bout of vomiting and diarrhoea. |
| COVID | If a child displays symptoms keep them home & seek a test – if positive let the school know Immediately and follow guidance from test & trace. |

School Meals Service

The Schools Health Promotion and Nutrition Scotland Act 2007 requires all local authorities to ensure that food and drink provided comply with nutritional requirements. School meals are very much part of a whole school approach and part of the daily learning experience for children in school.



At Chirnside Primary School we believe that school meal times should be an interesting and enjoyable time. Our philosophy is to help children toward a good diet by providing an attractive and interesting range of wholesome cooked food made from excellent fresh quality ingredients, and there is virtually no processed food offered or used at any stage in the process. Many of the foods used are sourced from local food providers in Scottish Borders.

Your child will have a choice of:

- soup with a sandwich or
- one of two main course options
- school packed lunch

These all come with the choice of either the daily dessert, fresh fruit or yoghurt and the choice of water or milk. The current price of a school lunch is £2.20.



Menus are issued online throughout the year and are based on a four-week menu cycle. A pre-ordering system (Parent Pay) is in place which allows you to spend time discussing your child's weekly choices in advance.

Parent Pay is a truly cashless catering system, making schools safer and giving you peace of mind. Paying for your child's school meals online gives you more control and greater visibility over the food choices they are making.

There's no need for children to take cash into school - you can top up your balance using any one of the payment methods accepted.

Your balance will be updated daily based on the meals your child selects.

View meal choices online in schools using compatible cashless till systems.

Space is provided for pupils to take packed lunches in the school dining room.

Online Menus can be found at:

www.scotborders.gov.uk/downloads/download/742/school_meal_menus or via Parent Pay.

It is the parent or carer's responsibility to apply for free school meals and application forms can be downloaded from Scottish Borders council website.

P1-P4 Free School Meals

All Scottish P1-P5 pupils will get free school meals from January 2015.

Free School Meal Entitlement



The government provides assistance to families on low income to access school meals through The Education (School Meals) (Scotland) Regulations 2003 and the Education (School Lunches) (Scotland) Regulations 2009.

To qualify for free school meals, you must meet one of the following criteria.

- receive Income Support, Job Seekers Allowance (Income Based) or Employment and Support Allowance (Income Related)
- Child Tax Credit (but not Working Tax Credit) with an annual income less than £15,910
- maximum Working Tax Credit and maximum Child Tax Credit with Income below £6,420
- Support under part vi of Immigration and Asylum Act 1999.

It is the parent or carer's responsibility to apply for free school meals and application forms can be downloaded from Scottish Borders council website.

Clothing Grants

The Government provides assistance to families on low income to access school clothing grant.

To qualify for school clothing and footwear grant, you must meet one of the following criteria:

- receive Income Support, Job Seekers Allowance (Income Based) or Employment and Support Allowance (Income Related)
- Child Tax Credit (but not Working Tax Credit) with an annual income less than £15,910
- maximum Working Tax Credit and maximum Child Tax Credit with Income below £6,420
- support under Part VI of Immigration and Asylum Act 1999
- Child Tax Credit and Working Tax Credit with an income less than £15,910.



The clothing grant is only paid once in a school year between August and the following March, per child.

If you are also making an application for housing and council tax reduction, that form also has a section where you can apply for these benefits.

It is the parent or carer's responsibility to apply for clothing grants and application forms can be obtained from your child's school or by downloading from Scottish Borders council website.

Transport

Free school transport and privilege lifts are available for some school children in the Scottish Borders.

Free school transport

Scottish Borders Council offer free school transport to:



- all primary pupils who attend and live more than 2 miles from their catchment school
- all secondary pupils who attend and live more than 3 miles from their catchment school
- on safety grounds if the normal walking route fails to meet certain safety criteria; contact Scottish Borders Council in such circumstances.

Appropriate transport will also be arranged for pupils who have additional support needs.

Apply for free school transport

If you feel that your child may be entitled to free school transport, then please contact the school office. We will confirm that your child is entitled to attend the school, take appropriate details and pass these to passenger transport staff who will advise you of transport arrangements.

Privilege lifts

Privilege lifts may be available for pupils who do not qualify for free school transport if there are vacant seats on school contract buses. Apply for a privilege lift online at the following address:

www.scotborders.gov.uk/site/xfp/scripts/xforms_form.aspx?formID=132&language=en

Please note:

- Seats are not guaranteed and may be withdrawn at any time if required for an entitled pupil.
- Privilege lifts do not apply for travel on timetabled local bus services. Travel on these services would require payment of a fare.

School transport during bad weather conditions

In times of bad weather please check whether transport is operating:

- on the school's page of the council website
- Scottish Borders Council social media channels
- by listening to Radio Borders on 96.8 FM
- contacting the transport operator.

Parent Parking

Parents who choose to collect their child by car are asked to **'Park and Stride' from the village and avoid parking on the busy main road outside the school.**

Nursery and Primary 1 parents are asked to use the Parish Church car park for this purpose. Parents of older pupils are requested to park responsibly on the Crosshill or use the car park at Southview, opposite the Community Centre.

Parents should not park and leave vehicles unattended in the 'D' at any time.

Only school transport pupils will use the 'D' at 3pm. All other pupils will leave the school grounds by the exit gate at the cemetery path.

We ask that all parents take note of the disabled bays at the front of the school and do not park in these unless they are disabled badge holders.

Useful Numbers

Chirnside Primary School Office 01890-818274

Chirnside Primary School Nursery 01890-818351

Medical Practice 01890-818253

Berwickshire High School 01361-883710

Scottish Borders Council

Council Headquarters Newtown St. Boswells Melrose TD6 0SA

Tel: 0300 100 1800

Email: enquiries@scotborders.gov.uk

School Email ChirnsidePS@scotborders.gov.uk

School Nurse

Katrina Fairbairn – 018907 50363 or 07795400497

Public Health Nurse for Schools

Sandra Dewar – 01361 883373 or 07969458641

Staff Nurse

Disclaimer

Whilst information provided in 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 you.

School Term Dates 2023-2024

Autumn term

- Monday 14 August 2023 - staff resume, in service day
- Tuesday 15 August 2023 - in service day
- Wednesday 16 August 2023 - pupils resume
- Friday 6 October 2023 - Last day for staff and pupils
- Monday 16 October 2023 In service day
- Tuesday 17 October 2023 All resume
- Monday 27 November 2023 - St Andrew's Day, schools closed.
- Thursday 21 December 2023 - last day or term for pupils and staff

Winter term

- Monday 8 January 2024 - all resume
- Friday 9 February 2024 - last day of term for pupils, February holiday
- Monday 12 February 2024 - Casual holiday for Berwickshire, Eyemouth, Cheviot, Eildon West (Galashiels) Eildon East (Earlston) and Tweeddale) – In service day for Eildon East (Selkirk) and Teviot & Liddesdale
- Monday 19 February 2024 - Eildon East (Selkirk) and Teviot & Liddesdale all resume, In service day for Eildon West (Galashiels) Eildon East (Earlston), Tweeddale, Berwickshire, Eyemouth and Cheviot
- Tuesday 20 February 2024 - Eildon West (Galashiels), Eildon East (Earlston), Tweeddale, Berwickshire, Eyemouth and Cheviot all resume.
- Thursday 28 March 2024 - last day of term for pupils and staff

Summer term

- Monday 15 April 2024 - all resume
- Monday 6 May 2024 - May Day holiday, school closed.
- Tuesday 7 May 2024 - staff resume, in service day.
- Wednesday 8 May 2024 - pupils resume
- Friday 28 June 2024 - last day of term for pupils and staff

Casual holidays

Berwickshire

- Monday 12 February 2024
- Monday 27th May 2024

These could be changed anytime and for the most up to date holidays check SBC.

Scottish Government Education Analytical Services

Information we obtain and hold about children and young people educated in, and the workforce of, Scotland's schools.

Privacy Notice

The Scottish Government's Education Analytical Services, which is part of the Scottish Government's Learning Directorate, has legal powers to request data with regards children and young people educated in, and the workforce of, Scotland's schools that schools, local authorities, awarding bodies (such as the Scottish Qualifications Authority) and other public bodies (such as Skills Development Scotland) hold for their own purposes.

For more information on the legislation, which allows this to occur, see:

- [Education and Training Act 1973](#)
- [The Education \(Scotland\) Act 1980](#)
- [The Jordanhill School Grant Regulations 1988](#)
- [The Special Schools \(Scotland\) Grant Regulations 1990](#)
- [Education \(Scotland\) Act 1996](#)
- [Standards in Scotland's Schools etc. Act 2000](#)
- [Local Government in Scotland Act 2003](#)
- [Children and Young People \(Scotland\) Act 2014](#)

Why do we need your data?

We need this information about children, young people and the workforce in schools in order to:

- plan and deliver better policies for the benefit of all pupils, or specific groups.
- better understand some of the factors which influence pupil attainment and achievement.
- share good practice.
- conduct teacher workforce planning.
- target resources better
- enhance the quality of research to improve the lives of people in Scotland.
- provide a window on society, the economy and on the work and performance of government by
 - [publishing statistical publications and additional tables about School Education](#)
 - [providing school level information](#)

More information about the Scottish Government's Learning Directorate is available at <https://beta.gov.scot/about/how-government-is-run/directorates/learning/>

Data we collect.

The data collected and processed by the Scottish Government will be on both children and young people being educated in Scotland's schools and staff working within these schools. The majority of the data on children is initially received by the school or local authority from parents/carers of children and young people when registering their child for education in Scotland and is regularly maintained by the school and the local authority responsible. The workforce data is again initially collected by local authorities, and largely held on local authority management information systems.

Although schools and local authorities require and collect a lot of additional information about the children and young people it is responsible for educating, and for its own workforce, not all of this information is shared with the Scottish Government. For example, we will not receive contact details for pupils that are collected for use within the school when contacting parents, etc. **We also do not collect the names of children or of the school workforce.**

Information on qualifications achieved by young people is shared by awarding bodies (e.g. the Scottish Qualifications Authority (SQA)) and includes details on the level and result of qualifications taken by young people. Information on the destinations of school leavers collected three and nine months after young people leave school are collected and shared with the Scottish Government by Skills Development Scotland.

Information is also collected and held by the Scottish Government on the educational establishments available in Scotland (such as schools), including contact details for those establishments and email addresses.

The information on children and young people that will be shared with, and processed by, the Scottish Government will be:

- Child's Sex
- Child's Date of birth
- Unique child identifier – Scottish Candidate Number
- Child's School Stage
- Student Status
- Child's National Identity
- Child Ethnicity
- Child's Asylum status
- Child's Home Postcode
- Child registered for Free School Meals
- Child's Home Language
- Level of English as an Additional Language
- Indicator to show if the child receives Gaelic medium education.
- Child's Additional Support Needs reasons and plan type
- Nature of additional support provided.
- Access to physical, curriculum, or communication adaptation required.
- Whether the child is a looked after child (e.g., in community/residential care)
- Child's mode of attendance at school (special schools only)
- Child's mainstream integration
- Local authority(s) for where the school the child is being educated.
- School identifier(s) for which school the child is being educated at
- Details of achievement against Curriculum for Excellence (CfE) levels in literacy and numeracy
- Details of child's attendance and absence
- Details of child's exclusions
- Admission date
- Details of qualifications
- School leaver destination

The data shared with, and processed by, the Scottish Government on the school workforce will be:

- Staff Sex
- Staff Date of birth
- Staff's registration number with governing body (i.e., GTCS)
- Staff teaching through medium of Gaelic.
- Staff's National Identity
- Staff's Ethnic Background
- Staff undertaking programme for Chartered Teacher Status
- Staff undertaking programme for Headship.
- Staff achieved standard for Headship.
- Staff able to teach through Gaelic medium.
- Staff Grade
- Staff status
- Local authority(s) the staff member is employed with.
- School(s) the staff member is employed at.
- Working pattern (i.e., Full-Time Equivalent)
- Staff Employment Type (e.g., permanent)
- Staff Roman Catholic Approved
- Staff post Start and End Dates
- Staff's Entry to Post Category
- Staff's Reason for Leaving
- Staff's Subject(s) Taught

A complete list of the data specifications and guidance notes for the Scottish Government's School Education data collections can be found here:

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

Who is processing the data for this project?

The source for most of this data is information held on local authority data management systems on children receiving education within Scotland, and its workforce.

The local authority data management system for the majority of this children and young people data is SEEMiS Group who process data for local authorities in Scotland.

SEEMiS are not using this data for their own purposes. SEEMiS Group are an education Management Information System provider and may be contacted at

letters@seemis.gov.scot.

However, not all of the data transferred to the Scottish Government is held on SEEMiS. Some information will come directly from other local authority management information systems, or from other public bodies to the Scottish Government.

ScotXed (within the Scottish Government) will securely transfer the data from SEEMiS, local authority systems or other public body's systems using secure transfer software and processes for collecting and validating data.

How do we collect and store the data

The transferring of individual level data between schools, local authorities and other public bodies with the Scottish Government uses ProcXed, a secure software for collecting and validating data. Some data is transferred directly from awarding bodies and public bodies using secure transfer systems. The storage of this data within Scottish Government is managed effectively by the ScotXed Unit (within the Scottish Government).

Protecting Individuals

The individual data about children and young people educated in, and the workforce of, Scotland's schools is collected by the Scottish Government's Education Analytical

Services for **statistical and research purposes only** for the performance of a task carried out for reasons of public interest.

The Scottish Government will not publish or make publicly available any information that allows individual people to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals.

Requirements of Others

Schools, local authorities and other public bodies who originally collected the data from individuals are required to provide privacy notices to its staff, parents and its children and young people to explain how their personal data will be collected and used, and who it will be shared with.

Retention of Data

Education data within the Scottish Government is managed effectively by secure systems on secure servers and is exploited as a valuable corporate resource, subject to confidentiality restraints.

Regarding the retention of data, [Article 5](#) of the GDPR “Principles relating to processing of personal data” states:

“Personal data may be stored for longer periods insofar as the personal data will be processed solely for archiving purposes in the public interest, scientific or historical research purposes or statistical purposes subject to implementation of the appropriate technical and organisational measures required by the GDPR in order to safeguard the rights and freedoms of individuals”.

The data are processed in line with this legislation. The information collected will be used to inform planning and provision of education, and the linkage of such data to educational outcomes or health data. For example, researchers or charities may be interested in applying for access to education data to meet their own research needs.

Data sharing must meet legal requirements.

On occasion, we may share data on individuals when it is lawful and ethical to do so, and after we have considered the following questions:

- is it in the public interest to share the data?
- are we only sharing the minimum amount of data and for the shortest possible time to meet the request?
- does the data sharing comply with the law and have we got the right consent, if needed?
- does the organisation asking for the data have sufficient security standards themselves and are they aware of statistical disclosure controls?

Organisations we may share individual level data with are:

- Education Scotland in order for this agency to carry out its functions.
- National Records of Scotland to carry out research relating to the national population census.
- Academic institutions and organisations to carry out additional research and statistical analysis which helps inform policy development and contributes to improving outcomes for Scotland’s people.
- Other Public Bodies who require the data in order to carry out their official functions.

How we meet ethical standards

Any sharing or linkage of data will be done under the strict control of Scottish Government, and will be consistent with our data policy and the National Data [Linkage](#) Guiding Principles. Decisions on the sharing or linkage of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government as part of a Data Access Panel. At all times the rights of the individual (children or adults) under the GDPR and other relevant legislation will be ensured.

What are my individual rights?

[Article 21](#) of the GDPR gives individuals the right to object to the processing of their personal data. However, where the processing personal data is for scientific or historical research, or statistical purposes, your right to object is more restricted.

[Article 21](#) (6) states:

“Where personal data are processed for scientific or historical research purposes or statistical purposes pursuant to [Article 89\(1\)](#), the data subject, on grounds relating to his or her personal situation, shall have the right to object to processing of personal data concerning him or her, unless the processing is necessary for the performance of a task carried out for reasons of public interest.”

As the data we process is lawfully gathered and necessary for the performance of a task carried out for reasons of public interest, you do not have a right to object to the processing of your personal data because it is necessary for the performance of a task carried out in the public interest.

Also, as we require this data for the performance of a task carried out in the public interest (and for no other purpose, such as direct marketing), [Article 17\(3\)](#) of the GDPR states that we are also not required to erase any personal data as we need to retain this data for this purpose.

The Data Protection Act received Royal Assent on 23 May 2018. [Part 6](#) of this Act “*Derogations etc. based on Article 89 for Research, Statistics and Archiving*” states that certain GDPR provisions do not apply to personal data processed for—

- (a) scientific or historical research purposes, or
- (b) statistical purposes,

to the extent that the application of those provisions would prevent or seriously impair the achievement of the purposes in question. However, these exemptions are only available where:

- (a) the personal data is processed in accordance with [Article 89\(1\)](#) of the GDPR (as supplemented by section 19), and
- (b) as regards the disapplication of Article 15(1) to (3), the results of the research or any resulting statistics are not made available in a form which identifies a data subject.

[Part 6](#) of this Act “*Derogations etc. based on Article 89 for Research, Statistics and Archiving*” also states that certain GDPR provisions do not apply to personal data processed for—

- (a) archiving purposes in the public interest

to the extent that the application of those provisions would prevent or seriously impair the achievement of those purposes. However, these exemptions are only available where:

- (a) the personal data is processed in accordance with Article 89(1) of the GDPR (as supplemented by section 19).

As the data we process is lawfully gathered and processed for Research, Statistics and Archiving in the public interest, in accordance with [Article 89\(1\)](#) of the GDPR, and that any results of the research or resulting statistics are not made available in a form which identifies individual children, young people or adults, you do not have a right to request access to the data we hold.

What if I have concerns?

The Data Protection Officer for this data is the Data Protection & Information Assets team, dpa@gov.scot.

If you have any concerns around this data collection please contact the DPIAT team, or Mick Wilson, Head of Education Analytical Services (Mick.Wilson@gov.scot).

- or by writing to us at: Education Analytical Services, Area 2A-North, Victoria Quay, Leith, Edinburgh, EH6 6QQ.

Alternatively, complaints may be raised with the Information Commissioners Office at casework@ico.org.uk.

