



School Handbook

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Dear Parents, Carers and Families,

Welcome to Halyrude Primary School and to what we hope will be a long, happy and productive association with our school.

Coming to a new school or to school for the first time is an exciting experience. We will work in partnership with you to support your child in all aspects of their learning and wellbeing.

The purpose of this booklet is to provide you with key information regarding Halyrude Primary School.

Please look at our school website, our Facebook page and Twitter feed for up to date information on what is happening in school.

Please do not hesitate to contact us if you would like more details or guidance or if you would like to visit us here at school.

Leigh Brunton

Head Teacher

## **Section One**

### **Our School**

Halyrude is a Roman Catholic primary school based in the beautiful Scottish Borders town of Peebles. We are a faith school and welcome children of all faiths and none.

We pride ourselves on our warm and welcoming ethos and we work hard to give our children a nurturing experience where everyone's contribution is recognised and valued. Staff in Halyrude have very positive partnerships with parents, carers, the church and local community and are committed to providing excellent learning experiences for all.

We are very lucky to have such an attractive learning environment. Our school was refurbished in 2011 and is a warm, spacious and welcoming place to learn. We also have extensive school grounds and plenty of space to play and have fun! We are developing our gardens and children enjoy playing and learning in our outdoor classroom.

Our School has five classrooms, a computer suite, dining hall and gym hall. We also share our building with the Tweeddale Support Centre which supports children from Tweeddale schools with additional and complex needs and the children have very strong relationships with each other.

We work closely with our families and have a supportive Parent Council who meet regularly and a social committee who plan events for the school community to enjoy.

The children benefit greatly from clubs run in school by our staff and sporting organisations such as Live Borders. We also take part in all local community and sporting events.

## **Vision, Values and Aims**

### **Vision**

Learning to succeed and care

### **Values**

- Achieving
- Included
- Respectful

Halyrude Primary School is a Rights Respecting School. This means that we uphold the UNICEF values based on the United Nations Convention on the Rights of the Child. The children in school are learning about their rights and each class has contributed to and agreed upon a class charter which is on display in each classroom.

## **Section Two**

### **Practical Information**

#### **The School Day**

|                               |                  |
|-------------------------------|------------------|
| <b>Monday - Thursday</b>      |                  |
| Playground Supervisor on duty | 8.30 am          |
| School begins                 | 8.45 am          |
| Interval                      | 10.30 – 10.45 am |
| Lunch break                   | 12.10 – 1.00 pm  |
| School ends                   | 3.20 pm          |
| <b>Friday</b>                 |                  |
| Playground Supervisor on duty | 8.30 am          |
| School begins                 | 8.45 am          |
| Brunch                        | 10.45 – 11.15 am |
| School ends                   | 12.15 pm         |

For term dates please log on to <http://www.scotborders.gov.uk>



### **Admission and Enrolment**

- Parents from the area wishing to enrol in P1 will be prompted to contact the school by advertisements placed in the local press in November when an enrolment week will take place. Notices are also placed online and in the Church Bulletins of St. Joseph's Peebles and St. James' Innerleithen.
- Children who are five on or before the 28<sup>th</sup> February are eligible to begin school in the August.
- Parents and children will be invited to visit the school before the session begins in August; this visit usually takes place in June with a series of additional visits for children in the weeks leading up to this joint visit.
- We welcome families at any point during the school year if they are considering enrolling their child in Halyrude and wish to meet us and look around our school. Please contact the school office on 01721 720238 if you wish to make an appointment.

### **School Uniform**

The wearing of school uniform encourages a sense of identity for every child to belong to the school family. We ask that parents give their full co-operation in ensuring that their child wears his/her school uniform every day in P1-P7. When pupils are representing our school in the community school uniform must always be worn.

A wide range of uniform items are available for purchase at Castle Warehouse, Old Town, Peebles. Brown&out, a local firm at South Park, Peebles also supply uniforms. You should register and purchase items on their website [www.brownandout.co.uk](http://www.brownandout.co.uk). Our Parent Council receive a percentage of each sale from Brown&out. Our school colours are green and gold – we suggest children wear a white or yellow polo shirt, a school sweatshirt/cardigan, a grey or green skirt or dress, a summer dress or grey or black trousers. School fleeces & waterproof jackets are also available. Shoes should be black. PE uniform is a plain white T/polo shirt, black shorts and black gym shoes.

### **Lost Property**

The lost property box is situated at the pupil exit. It is the child and parent's responsibility to retrieve lost property. It is essential that all items of clothing worn at school are named so that they can be returned if they are found in school.

### **Clothing Grants & Free School Meals**

If you think your child qualifies for Clothing Grants/ free school meals due to family circumstances please apply via Scottish Borders Council's website [www.Scotborders.gov.uk](http://www.Scotborders.gov.uk) or call 0300 100 1800.

### **School Meals**

Children may go home for lunch, bring a packed lunch or have a school meal. Lunches are ordered via an online ordering system ParentPay [www.ParentPay.com](http://www.ParentPay.com). Activation codes to register for ParentPay are provided by the school once a child starts school. Current prices and menus can be found on Scottish Borders Council's website [www.Scotborders.gov.uk](http://www.Scotborders.gov.uk) If a child has any particular dietary requirements, perhaps because of religious belief or health reasons, please contact the school who can arrange an appropriate school meal.

Currently all P1-3 pupils are entitled to receive free school meals as part of a Government initiative. These meals still have to be ordered via the ParentPay system.

Children having lunch in school must not leave the playground unless the school has received, and authorised, a written request from a parent/carer. Children may also bring a packed lunch to school in a suitable named container. Parents are asked not to include glass bottles. Please note we are a nut free school due to allergies.



### **Snacks and Drinks**

Children are encouraged to bring a small snack for eating at morning break. They are also asked to bring a water bottle filled at home with water only, no juice. The children will have the opportunity to fill their bottles at school if required. Children may bring juice to have at lunch

time if they are having packed lunch but please do not send fizzy juice. Thank you.

### **Tooth brushing**

All classes in school brush their teeth once per day. This is supported by the Child Smile Service. Further details will be included in information packs given to new parents.

### **Playground Arrangements**

Children are invited to play with loose parts play in the section of rear playground behind the fence in the morning. Playground supervision is available from 8.30am. When the bell rings at 8.45am the children make their own way into school via the rear door.

At the end of the day, children will leave the building by the door at the front of the building.

At break and lunch, children use the playground at the back of the building.

### **Transport**

There is a bus which travels from Innerleithen via Cardrona. Please contact the school if you wish to enquire about a place on the bus for your child.

Halyrude Primary School has a policy for Safe Routes to school. We encourage walking and cycling to school. Parents who bring their children to school by car are asked to park thoughtfully in the streets surrounding the school. Police have and will challenge those who park on yellow zig-zag lines as these are positioned to ensure our pupils' safety. We promote safety on our roads with our Junior Road Safety Officers.

### **School Staff List 2018-19**

Headteacher  
Principal Teacher

Mrs Leigh Brunton  
Mrs Margaret Thomson

### **Teaching Staff**

Primary 1/2  
Primary 3/4  
Primary 4/5

Miss J Purves  
Mrs L Pearson  
Mrs M Thomson/Mrs C Macfarlane

Primary 6/7  
Support for Learning  
P.E.  
Music  
ICT

Mrs C Bony  
Mrs J Hughes  
Mr R Davidson  
Mrs A Inglis  
Mrs R McCarter

### **Support Staff**

School Administrator

Mrs C Learmond

Additional Needs Auxiliaries

Mrs C Hogg, Mrs S Hood, Mrs T Logan, Mrs S MacNeish, Mrs K Peterson, Mrs V Shaw, Ms H Wallace and Mrs Janette Wilson.

Classroom Assistant

Mrs S MacNeish

School Meals

Mrs C Turnbull

Playground Supervisor

Mrs N McGarry

Peripatetic Janitor

Mr S O'Hara

Cleaners

Mrs N McGarry  
Mrs L Simpson  
Mr G Scott

### **Transition Arrangements**

#### **Pre-School:**

There will be frequent opportunities for children to visit Halyrude and school staff liaise closely with pre-school staff to ensure that all appropriate information is gathered to ensure a smooth, safe and happy transition into our school.

#### **Secondary Provision:**

When our children leave Halyrude, they normally transfer to Peebles High School. Their contact details are: 01721 720291 or [peebleshs@scotborders.gov.uk](mailto:peebleshs@scotborders.gov.uk)

Halyrude staff work closely with staff at Peebles High School to ensure a smooth transition for all our pupils. Additional meetings will be held for children who require enhanced transition arrangements.

## **Section Three**

### **Health and Safety**

#### **Pupil Records**

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

### **Scottish Government Privacy Notice**



#### **Scottish Government Education Analytical Services**

#### **Information we obtain and hold about children and young people educated in Scotland's schools**

#### **Privacy Notice**

##### **Who are you?**

We are the Scottish Government's Education Analytical Services, which is part of the Scottish Government's Learning Directorate.

##### **Are you allowed to ask for this personal data about my child/children?**

Yes, we have legal powers to request data with regards all children and young people being educated in Scotland's schools which 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.

##### **Why do you need this data about my child/children?**

We need this information about your child/children 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/>

### **Where do you get your data about child/children from?**

The majority of the data about your child/children is initially received by the school or local authority from yourself when you register them for education in Scotland, and is regularly kept up-to-date on systems managed by the school, the local authority or the public body responsible.

Do you get all the data schools and local authorities have about my child/children?

No. Although schools and local authorities require and collect a lot of additional information about your child/children, not all of this information is shared with the Scottish Government. For example, we will not receive any contact details that schools have about you or your child/children (e.g. telephone numbers, email addresses, etc.). We also do not collect the names of children.

Who else do you get data about my child/children from?

We also get information on any qualifications your child/children achieve by awarding bodies (e.g. the Scottish Qualifications Authority (SQA)). This includes details on the level and result of qualifications taken by your child/children. When your child/children leave school, information on the what they are doing three and nine months after leaving school are collected by Skills Development Scotland and then shared with the Scottish Government.

### **What data about my child/children is shared with you?**

The information about you that is shared with, and processed by, the Scottish Government will be:

- Your child's Sex
- Your child's Date of birth
- Your child's Unique ID – Scottish Candidate Number
- Your child's School Stage
- Your child's Student Status
- Your child's National Identity

- Your child's Ethnicity
- Your child's Asylum status
- Your child's Home Postcode
- Whether your child is registered for Free School Meals
- Your child's Home Language
- Your child's level of English as an Additional Language
- Whether your child receives Gaelic medium education.
- Your child's Additional Support Needs reasons and plan type
- The nature of additional support provided to your child
- Where your child requires access to physical, curriculum, or communication adaptation
- Whether your child is a looked after child (e.g. in community/residential care)
- Your child's mode of attendance at school (special schools only)
- Your child's mainstream integration
- Local authority(s) identifiers for which school(s) your child is being educated at
- School identifier(s) for which school(s) your child is being educated at
- Details about your child's achievement against Curriculum for Excellence (CfE) levels in literacy and numeracy
- Details about your child's attendance and absence at school
- Details about your child's exclusions from school
- Your child's admission date
- Details about your child's qualifications
- Details about your child's destination after leaving school

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 about my child/children for this project?**

The source for most of this data about your child/children is information held on school and local authority data management systems.

The data management system for the majority of this data held about your child/children is SEEMiS Group who process data on behalf of 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](mailto:letters@seemis.gov.scot).

Does all the data about my child/children that is shared with you come from a single data source?

No, not all of the data about your child/children 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.

How is the information about my child/children shared with you?  
ScotXed (within the Scottish Government) will securely transfer the data held about your child/children from SEEMiS, local authority systems or other public body's systems using secure transfer software and processes for collecting and validating data.

**How do you collect and store the data about my child/children?**

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

**Why do you need the data about my child/children, and for what purpose?**

The individual data about your child/children 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.

**Will my child/children be able to be identified from the data?**

No. The Scottish Government will not publish or make publicly available any information that allows your child/children to be identified, nor will data be used by Scottish Government to take any direct actions on your child/children as a result of the information it holds about them.

**Should I have known that data about my child/children was being shared with you?**

Yes. Schools, local authorities and other public bodies who originally collected the data from individuals are required to provide privacy notices to you and your children to explain how your personal data about your child/children will be collected and used, and who it will be shared with.

**How long will you keep the data about my child/children?**

Data held about your child/children 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.

The personal data we hold about your child/children will be stored for longer periods as the data will be processed solely for archiving purposes in the public interest, scientific or historical research purposes or statistical purposes and is subject to implementation of the appropriate technical and organisational measures required by the GDPR in order to safeguard the rights and freedoms of individuals.

**Will the data about my child/children be legally shared with others, and for what purpose?**

The information collected about your child/children will be used to inform planning and provision of education. This could require the linkage of data about your child's education to other data sources (such as health, social work, etc.). For example, researchers or charities may be interested in applying for access to education data to meet their own research needs.

On occasion, we may share data about your child/children 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 data about you 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 do you ensure ethical standards are met?**

Any sharing or linkage of data about your child/children 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 about your child/children

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 your child's rights under the GDPR and other relevant legislation will be ensured.

**What are my individual rights?**

The GDPR gives you and/or your child the right to object to the processing of your personal data. However, where the processing personal data is for scientific or historical research, or statistical purposes, these rights to object is more restricted.

**Can my child/children or I object to the processing of my data?**

No. As the data we process is lawfully gathered and necessary for the performance of a task carried out for reasons of public interest, you or your child/children do not have a right to object to the processing of your child/children's personal data.

**Can my child/children or I ask for their data to be deleted?**

No. As we require the data for the performance of a task carried out in the public interest (and for no other purpose, such as direct marketing), we are also not required to erase your child/children's personal data as we need to retain this data for this purpose.

**Can my child/children or I ask to see what data you hold about my child/children?**

No. As the data we process is lawfully gathered and processed for Research, Statistics and Archiving in the public interest, 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 or your child/children do not have a right to request access to the data we hold about them.

**What if I have concerns?**

The Data Protection Officer for this data is the Data Protection & Information Assets team, [dpa@gov.scot](mailto: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](mailto: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](mailto:casework@ico.org.uk).

**Security**

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

**Fire Drills**

Each classroom and communal area has a fire escape plan on display. Fire drills happen once per term throughout the school year and our fire alarms are tested each week after school.

**Child Protection**

All our members of staff are trained in Scottish Borders Council child protection procedures. Mrs Brunton and Mrs Thomson are our child protection co-ordinators. Child protection guidelines can be found online at:

[https://www.scotborders.gov.uk/info/20054/children\\_and\\_families/596/child\\_protection](https://www.scotborders.gov.uk/info/20054/children_and_families/596/child_protection)

**Mobile Phones**

We understand that many parents wish their children to bring a mobile phone to school, especially if they are walking to school by themselves. We do however require all children to give their mobile phone to the class teacher on entry to class so that it can be kept securely until the end of the school day. Mobile phone use is not permitted in school.

## **Section Four**

### **Communication**

We aim to keep all parents fully informed about events or developments at Halyrude through monthly newsletters, school Facebook, Twitter and Groupcall. Please ensure the school has your up to date mobile number and email address to receive communications.

Class teachers are happy to discuss concerns parents may have about their child but are unable to do so during teaching time without a prior appointment as class cover would have to be arranged. Parents are asked to contact the class teacher for an appointment using their child's homework diary or alternatively, office staff will gladly arrange for parents to make an appointment with the Headteacher or Class Teachers to discuss any concerns parents may have. Please telephone 01721 720238 or email [HalyrudePS@scotborders.gov.uk](mailto:HalyrudePS@scotborders.gov.uk)

Find us on Facebook: Halyrude Primary School

Find us on Twitter: @HalyrudePS

Our website: [www.halyrudeprimary.com](http://www.halyrudeprimary.com)

There are two formal Parent Teacher consultations held each year as well as regular open mornings and afternoons.

### **Absence**

Parents are responsible for ensuring that their child attends school regularly. Good attendance at school is necessary for children to progress in their learning. If we have concerns about your child's attendance, we will discuss this with you.

Parents should either telephone/text - 01721 720238/ 07860 049576 or email the school [HalyrudePS@scotborders.gov.uk](mailto:HalyrudePS@scotborders.gov.uk) between 8.30 am and 8.45 am on the first day of their child's absence. A telephone call is also vital if your child is unable to return to school after lunch. If a telephone call is not received and your child is absent a text message will be sent to you via the Groupcall System to alert you of the absence.

It may be necessary from time to time for parents to take children out of school during the school day, e.g. for dental or medical appointments. In such circumstances children will only be allowed to leave school if an adult comes to collect them. A written note explaining that this will happen should be given to the class teacher on the morning of the appointment. It is important that children develop

the habit of being punctual. A record of lateness is kept on the school pupil database.

**Parents are discouraged from taking holidays during term time. Absences for holidays are extremely disruptive to the child in question and indeed to others in his/her class.**

The Scottish Executive has issued instructions that the majority of family holidays taken during term time should be categorised as unauthorised absence. Only in exceptional circumstances (e.g. following bereavement can a family holiday be authorised).

Parents cannot be given permission by the Headteacher to take holidays in term time. If parents choose to make this decision they should inform the school in writing and their child will be marked in the register as unauthorised absence. Additional work will not be prepared by the Class Teacher to support the child during his/her unauthorised absence.

### **Emergency School Closure**

In the event of severe weather, the school may operate under resilient schools procedures. In the event of this happening, parents will be informed by Groupcall therefore it is essential we have up to date contact details for parents and emergency contacts.

For children travelling by bus, the bus company may make the decision to leave school early in the event of severe weather. If this is the case, we would not allow children to travel on the bus until we had confirmed that an adult would be at home to meet them.

## **Section Five**

### **Parental Engagement**

Parents and Staff are encouraged to work in partnership to develop strong links between home and school. Parents are encouraged to support the school in many ways by:

- Helping to escort children on outings.
- Becoming a classroom volunteer to assist with paired reading, library, maths games, painting etc.
- Bringing their expert knowledge in a particular field to enhance pupil project work.
- Being a leader in an extra-curricular activities out with the school day

- Participating in school groups such as our Rights Respecting Schools committee
- Participating in Parent Council meetings and other groups such as the gardening group

Volunteers are required to complete a Protection of Vulnerable Groups (PVG) form to be vetted by the Scottish Criminal Records Office if they are to work in school with groups of children. This is not required for parents who are supporting us with walking on outings.

Parents frequently inform the school if the home routine has been upset e.g. by hospitalisation of a member of the family, arrival of a new baby, the death of a family pet etc. This is an excellent idea, as school staff can help to support your child during times of change.

We also welcome parents who would like to share their talents with the children, for example, running a chess club, running club, football etc. Please contact the school if you wish to volunteer.

### **Parent Council**

We have a very active and supportive Parent Council chaired by Dr Maude Donkers. They organise regular events and encourage all new and existing parents to feel welcome and be involved. Our Parent Council communicates all matters relating to its work very regularly to the parent body via their Facebook page. A message from the Parent Council:

'We meet on a regular basis to discuss matters relevant to the school as well as forthcoming events. We welcome parents to join us should they have any issues or suggestions and also to hear more about the progress the school is making as well as plans for the future. Our core aim is to promote and support the school, its staff and pupils.'

We work hard to ensure the parent body is communicated to in a proactive way. However, the meetings are to discuss school matters and not your individual child. Any issues or concerns of this nature should be discussed with the school Head Teacher and Principal Teacher.

We support the thriving social committee and the work they do to fundraise for the school and host fantastic events throughout the year.'



### **Home Learning (Homework)**

Home learning activities support and extend classroom learning. They are varied in nature and may include reading, writing, spelling, research, topic work, and mathematics. In order to promote partnership, we encourage parents to share home learning with their child.

## **Section Six**

### **Curriculum Rationale**

The curriculum is the totality of experiences which are planned for children and young people throughout their education. It includes the ethos and life of the school as a community; curriculum areas and subjects; interdisciplinary learning; and opportunities for personal achievement. The curriculum in Scottish schools is Curriculum for Excellence.

The children also regularly attend community events such as sporting festivals at the Gytes or Peebles High School, reading and science events at the Eastgate Theatre, take part in quizzes with other schools and also participate in outings to enhance learning, for example to Neidpath Castle or Bowhill.

These experiences are designed and planned to help the children develop the skills they will need for their life and work.

More information can be found below and on the following websites:

Parentzone:

<http://www.educationscotland.gov.uk/parentzone/index.asp>

Education Scotland : <http://www.educationscotland.gov.uk/>

Skills Development Scotland :

<http://www.skillsdevelopmentscotland.co.uk/>

**There are eight areas of the curriculum:**

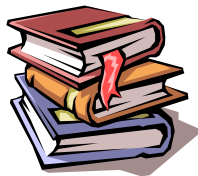
|   |
|---|
| ✓ <b>Mathematics</b>  |
| ✓ <b>Language including French</b>                                |
| ✓ <b>Health and Wellbeing (including physical education)</b>      |
| ✓ <b>Expressive arts – dance, drama, music and art and design</b> |
| ✓ <b>Social studies</b>   |
| ✓ <b>Sciences</b>   |
| ✓ <b>Religious Education</b>                                      |
| ✓ <b>Technologies</b>   |

The purpose of the curriculum is to help children and young people to become:

- successful learners
- confident individuals
- responsible citizens and
- effective contributors

The curriculum puts the child at the centre and describes the experiences and outcomes for learning and its progression. It supports learners in developing their values and beliefs and enables them to:

- Achieve the highest possible levels of literacy and numeracy and cognitive skills
- Develop skills for life and work
- Develop knowledge and understanding of society, the world and Scotland's place in it
- Experience challenge and success so that they can develop well-informed views and act responsibly. It will encourage them to adopt an active and healthy lifestyle



### **Literacy and English**

This is defined as listening; talking; reading and writing. Pupils are also taught modern languages including French.

In developing literacy skills children will learn to:

- communicate and collaborate with others to build relationships
- reflect on and explain their thinking
- describe and share experiences
- engage with a range of texts
- write for a variety of reasons and compose stories, poems and plays

- explore the richness and diversity of language, how it can affect them and the wide range of ways in which they can be creative
- enrich and extend their vocabulary through, listening, talking, watching and reading
- reflect on how well they listen, talk, read and write
- act on feedback to help them improve and provide useful feedback to others
- take advantage of the opportunities offered by ICT.



**Mathematics** -Children are taught Number, Money and Measure; Shape, Position and Movement; Information Handling. (Problem Solving is integrated across the maths and numeracy curriculum.)

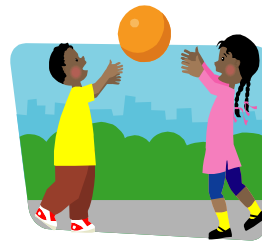
In developing numeracy skills children will learn:

- to understand the four processes of number (addition, subtraction, multiplication and division)
- good mathematical vocabulary
- common units of money and measure
- to estimate
- two and three dimensional shapes, figures, position and movement
- to collect, organise, display and interpret information
- to tackle investigations and problems
- how maths is relevant in the 'real' world
- to mentally manipulate and calculate number

- to use a calculator and computer where appropriate



## **Health and Wellbeing**



### **In developing health and wellbeing children will learn:**

- that we all experience a variety of emotions that affect how we think, feel and behave
- to describe their feelings about what is going well or where support is needed
- to develop resilience
- that feelings and behaviour change depending upon what is happening within and around them. This helps them understand the way others behave.
- to value friendships and know that caring, sharing, fairness, equality and love are important in building friendships
- that people can often feel alone and can be misunderstood and left out by others
- the importance of showing support by a caring reaction.
- the importance of mental wellbeing, and know that people do not always enjoy good mental health
- the rights to which they are entitled in society and the responsibilities which fall on them. They will learn to respect the rights of others.

- that representing the school and/or wider community encourages self-worth and confidence and allows them to contribute to and participate in society.
- to assess and manage risk, to protect themselves and others, and to reduce the potential for harm when possible.
- to participate in a range of sporting activities and improve their levels of fitness as well as building team work and co-operative skills.

We will inform parents by letter, newsletter and curricular overviews when we plan to teach subjects such as puberty and drugs awareness. If you have any questions, please do not hesitate to contact us.



**Expressive Arts** - In developing the expressive arts children will be inspired by a range of imaginative stimuli, including popular culture. Working on their own and with others, they will express their ideas, thoughts and feelings through creative work.

**Children will have the freedom to explore through:**

#### **Art and design**

- discover and choose ways to create images and objects using a variety of art materials, exploring line, shape, form, colour, tone, pattern and texture
- through natural curiosity, exploration and imagination, they will work on their own and with others to solve design problems.

#### **Dance**

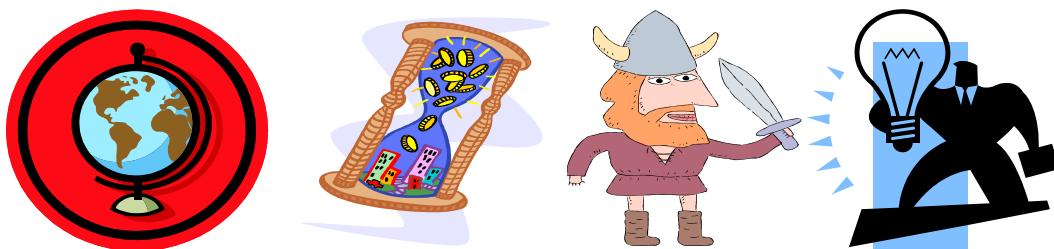
- choose and explore ways they can move rhythmically, expressively and playfully, discovering how to control their body and how to use space and resources creatively
- enjoy taking part in dance experiences, becoming aware of different features of dances from a range of styles and cultures.

## **Drama**

- chose and explore movement, expression and voice in different kinds of role play and drama
- explore real and imaginary situations, helping them to understand their world.

## **Music**

- use their voice, musical instruments and music technology to discover and enjoy playing with sound and rhythm
- enjoy singing and playing along to music, from a range of styles and cultures.

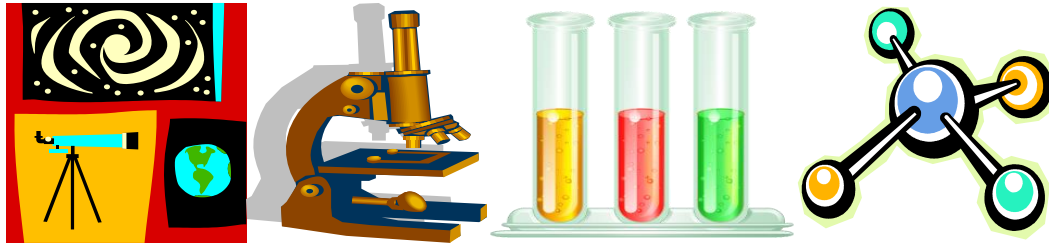


**Social Studies** - Children are taught People - Past and Societies; People - Place and Environment; and People - Society, Economy and Business.

### **In developing social studies children will learn to:**

- develop an understanding of how Scotland developed as a nation, resulting in an appreciation of their local and national heritage within the global community
- broaden their understanding of the world by learning about human activities and achievements in the past and present
- develop their understanding of their own values, beliefs and cultures and those of others
- locate, explore and link periods, people and events in time and place
- locate, explore and link features and places locally and further a field
- engage in entrepreneurial activities which stimulate an enterprising attitude
- develop an understanding of concepts that stimulate enterprise and influence business

- establish firm foundations for lifelong learning and for further specialised study and careers.



**Sciences** - Children are taught about Planet Earth, Forces, Electricity and Waves, Biological Systems, Materials and other areas of Science arising from events or interests.

**In developing the sciences children will learn through our physical world, our living world and our material world. Children will learn about:**

- planet earth, sustainability, biodiversity, climate and earth sciences and astronomy
- energy and the environment, energy transfer, energy sources and energy in food and electricity
- forces and motion
- life and cells, keeping their bodies healthy, cells, biotechnology, reproduction and using their senses.
- communication, communication systems, light and sound
- materials, properties and uses, chemical reactions and forensic science.



**Religious Education** -Children are taught about Christianity and other World Religions.

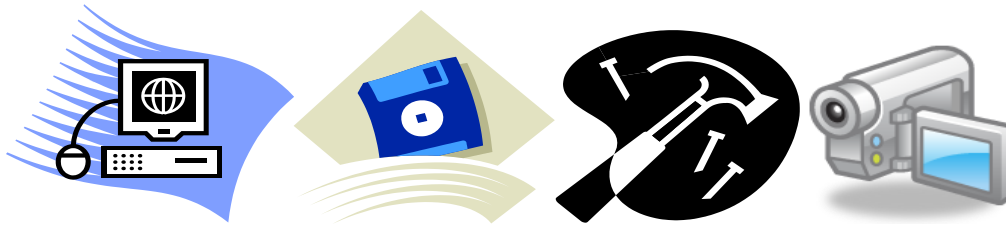
**In Religious Education children will:**

- learn about the beliefs, values, practices and traditions of the Roman Catholic religion.
- develop knowledge and understanding of Christianity and other world religions
- recognise religion as an important expression of human experience
- explore and establish values such as wisdom, justice, compassion and integrity and establish values in their moral development
- investigate and understand the responses which religions can offer to questions about the nature and meaning of life
- develop the skills of reflection, discernment, critical thinking and deciding how to act when making moral decisions
- develop respect for others and their beliefs, and an understanding of practices which are different from our own
- develop their beliefs, attitudes, moral values and practices through reflection, discovery and critical evaluation, and make a positive difference to the world by putting their beliefs and values into action

Children celebrate mass with the Parish community every month either in school or in St Joseph's Church as well as on Holy Days of Obligation. Our interactions with other schools in our town underpin the importance of respecting the traditions of others.

**PLEASE NOTE - The Scottish Government has issued regulatory advice which makes clear that Religious and Moral Education should be taught. We actively promote inclusion in all aspects of our Catholic ethos.**

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



**Technologies** - In developing technologies a range of different contexts for learning will draw on important aspects of everyday life and work. This includes creative, practical and work related experiences and outcomes in craft design, engineering, graphics, food, textile and information technologies.

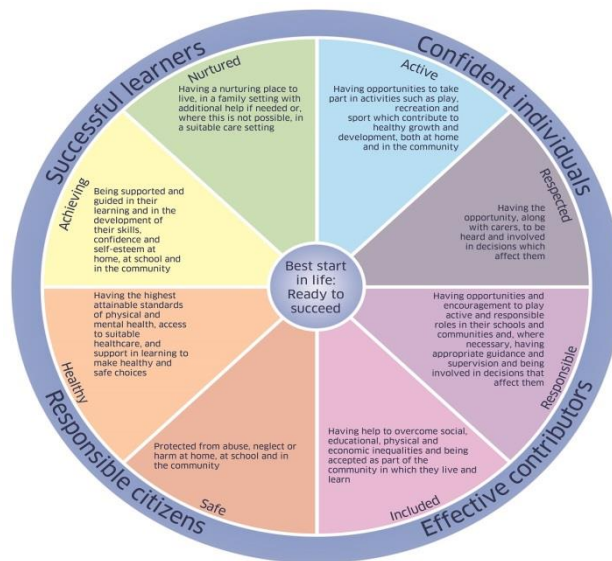
In developing technologies children will become informed, skilled, thoughtful, adaptable and enterprising citizens, and they will learn to:

- develop a considered understanding of the role and impact of technologies in changing and influencing societies
- contribute to building a better world by taking responsible, ethical actions to improve their lives, the lives of others and the environment
- gain the confidence and skills to embrace and use new technologies now and in the future, at home, at work and in the wider community
- become informed consumers and producers who have an appreciation of the merits and impacts of products and services
- be capable of making reasoned choices relating to the environment, sustainable development and ethical, economic and cultural issues.
- Broaden their understanding of the role that information and communication technology (ICT) has in Scotland and in the global community
- Experience work-related learning, and establish firm foundations for lifelong learning and, for some, specialised study and careers.

## **Section Seven**

### **Getting It Right for Every Child**

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



The GIRFEC approach aims to make it easier for parents, children, young people and the services that support them – such as early years services, schools and the NHS – to work together to get it right.

Practitioners work together to support you and your child, working across organisational boundaries and putting your child and you at the heart of decision making, ensuring we give all our children and young people the best possible start in life.

GIRFEC means that everyone working with Scottish Borders children, young people and their families are encouraged to:

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

GIRFEC is part of the Children and Young People (Scotland) Act 2014 and the GIRFEC provisions are planned to be fully implemented by

August 2017. If you would like any further information please ask your child's Headteacher.

### **Support for Learning**

Children may require additional support at different times throughout their school life with their learning. Mrs Hughes, 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.

Some examples of additional support needs may include:

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

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

A child/young person's needs may last for a short time, and the problem may be resolved easily. Or their needs might be very complex, and they may require additional support for a number of years.

If you feel that your child needs additional support for learning, the first person to speak to is your child's teacher. You have the right to request an assessment of your child. Within our school we operate a model of staged intervention where support is provided in varied ways to meet individual needs. Our approach to assessment ensures that the needs

of children and young people are recognised and appropriate support can be provided.

You can also speak to a Team Leader at the local Children & Family's Support office:

Tweeddale Locality Office  
Rosetta Road  
Peebles  
EH45 8HG  
Tel: 01721 726310

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.

Additional information can be found through the following link:

[http://www.scotborders.gov.uk/info/886/additional\\_support\\_needs](http://www.scotborders.gov.uk/info/886/additional_support_needs)

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

[www.scotborder.gov.uk](http://www.scotborder.gov.uk).

If you do want to make a complaint, you can do it either in person, by phone, in writing or by email. You can do this through your child's teacher or a senior member of staff (the Headteacher or a Depute Headteacher) or indeed any member of staff. You can also make a complaint via the complaints form on the council website

[www.scotborders.gov.uk](http://www.scotborders.gov.uk) .

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

- in person at a Scottish Borders Council customer services office
- by phoning the Council on 01835 824000
- by letter to the Complaints Officer, Education and Lifelong Learning, Scottish Borders Council, Council Headquarters, Newtown St Boswells TD6 0SA
- by email to [schoolsservicesadmin@scotborders.gov.uk](mailto:schoolsservicesadmin@scotborders.gov.uk)
- via the complaints form on the council website [www.scotborders.gov.uk](http://www.scotborders.gov.uk) .

## Carers Act

**DRAFT** News release from Scottish Borders Health and Social Care Partnership: **Monday 2 April 2018**

### **New Carer's Act for Scotland launched on 1 April 2018**

The new Carers (Scotland) Act was launched by the Scottish Government on April 2018 and brings with it a number of important changes.

The Act applies to both adult and young carers and aims to support carers' health and wellbeing and help make caring more sustainable. Overall, the goal is to deliver improved:

- carer engagement and involvement
- carer health and well-being
- early intervention
- personal outcomes for carers
- information and advice
- emergency care planning
- discharge planning with reduced delays and readmission.

The definition of a carer is being broadened to mean any individual who provides or intends to provide care for another individual. This will include anyone who provides unpaid support to family or friends who could not manage without this help e.g. caring for a relative, partner or friend who is ill, frail, disabled or has mental health or substance misuse problems.

The current carer assessment is being replaced with carer support plans for adults and a young carers statement for young carers. These will act as a gateway to various types of support, including statutory services, emotional support, training, advice, information, access to short breaks and respite, benefits advice and signposting to other services.

New eligibility criteria are being introduced that will identify the carers that the Council will be required to support. The carer support plan will identify other ways that carers can be enabled to carrying out their caring role.

Carers will also have the right to be involved in the development of local strategies and services that affect their caring role.

Dr Stephen Mather, Chair of the Scottish Borders Integration Joint Board, said: "The contribution that carers make not only to the lives of the people they care for but also to their local communities and the Borders as a whole should not be underestimated. This Act aims to make sure that the vital role they play is recognised, with the Council, NHS Borders and other members of the Health and Social Care Partnership fully committed to taking their views into account as an equal partner when, for example, carrying out assessments or undertaking hospital discharges or care planning.

"Improving support for unpaid carers is also one of the key priorities of the recently approved Health and Social Care Locality Plans, with each of the five plans setting out our commitment to ensuring that an adult carers support plan, young carers statement and eligibility criteria are in place. A short breaks statement containing both local and national information is also being developed and we are working towards having a Carers Strategy in place by April 2019."

Lynn Gallacher, Borders Carers Centre Manager, welcomed the new Act, saying: "This is a key piece of legislation that promises to promote, defend and extend the rights of adult and young carers across Scotland. The challenge now is to implement the Act to ensure these benefits are realised for our local carers."

For more information, contact the Borders Carers Centre on 01896 752431, at: [admin@borderscarers.co.uk](mailto:admin@borderscarers.co.uk) or: [www.borderscarerscentre.co.uk](http://www.borderscarerscentre.co.uk). They provide a confidential and comprehensive carers' advice and support service and can help with any queries people may have, including developing a carers support plan.

Young carers under 18 should contact the Scottish Borders Young Carers Service provided by Action for Children on 01896 750173. Young adult carers from around the age of 16 who are beginning to use adult services should contact the Borders Carers Centre.

### **Notes to editors**

- Detailed information about the Act is available on the [Scottish Government website](#)
- More information about the Scottish Borders Young Carers Service is available from the [Action for Children website](#)
- The Partnership's Locality Plans are available at: [www.scotborders.gov.uk/HSCPLocalityPlans](http://www.scotborders.gov.uk/HSCPLocalityPlans)

For more information, contact the Communications and Marketing team on 01835 826632 or [communications@scotborders.gov.uk](mailto:communications@scotborders.gov.uk)

### The Educational Psychology Service

The Educational Psychology Service (EPS) works with all SBC schools to support children's learning and wellbeing.

We provide advice and training to school staff on how children learn, and advise on ways to help children who require support.

If requested by the school, we can arrange follow-up for individual children and young people, together with their families and teachers, to help support their learning, or with social or emotional issues. This is generally achieved by meeting the children, their families and school staff, to review the support they have already received and agree ways in which we can all help your child in school. In some cases, we may agree that a psychologist will work on a one-to-one basis with your child to obtain a clearer picture of how they can best be supported.

If you have any worries about your child, please contact their school, in the first instance, to arrange a meeting to discuss your concerns. All

schools have access to a range of support Services and your child's Head Teacher will be able to advise you about when the EPS may be able to help.

Further information about the EPS is available on the Scottish Borders Council website. Here you can access a downloadable leaflet for parents and carers, which explains in more detail how we may be able to work with you to support your child in school.

Please see [www.scotborders.gov.uk/EPS](http://www.scotborders.gov.uk/EPS)

## **Section Eight**



### **Assessment and Reporting**

Teachers assess a pupil's progress by a number of methods which include observation and discussion of learning as well as more standardised assessments.

Twice yearly, in November and April, parents are given the opportunity to meet staff to discuss their child's progress. The school values these opportunities to discuss progress with parents whose attendance at these sessions is much appreciated, but parents are, of course, always welcome in school and appointments may be made at any stage throughout the year to discuss any matter of concern.

Progress will be reported throughout the year using our Online Learning Journals platform which you are also invited to contribute to.

When a child leaves Halrude, this electronic record is sent to the new school whether it is another primary or the secondary school the child is transferring to.

Children also record their learning in learning logs where they also have individual targets so that they can plan their next steps in learning. There will be an opportunity for parents to share learning logs at home and during open mornings/afternoons.

## **Section Nine**

### **Personal and Social Development**

At Halyrude we place great emphasis on your child's personal and social development which is fundamental aspect of the education of the whole child.

We aim to promote the awareness of the needs of others; values in society and for your child to take increasing responsibility of his/her own life.

Halyrude operates a Respectful Relations Policy in school. Pupils and Staff were involved in the creation of this policy and parental support is appreciated in ensuring the programme is effective.

We aim to:

- Develop a positive ethos in our whole school community, understanding that rights and entitlements are the building blocks of successful thriving communities.
- Promote respectful relationships between children, staff, parents and our wider school community.
- Reward children who demonstrate respectful relationships and rewarding this through the use of praise, stickers, certificates and personal time or Golden time.

A copy of our Respectful Relationship Policy is available on our school website [www.Halyrudeprimary.com](http://www.Halyrudeprimary.com) or on request.

### **School Groups**

We run a number of pupil voice groups within our school e.g. Rights Respecting Schools group, Junior Road Safety Officers (JRSO), librarians, sports leaders and Playground Helpers.

We acknowledge in Halyrude that in order to promote the positive ethos of the school the staff has to encourage an atmosphere of openness with the pupils and develop and encourage mutual respect. Consequently we see it as important to create a platform in order for the pupils to voice opinions and work with teachers on any matters of concern.

### **School Health Service**

The School Health Service is part of the Community Child Health Service and has direct links with those who carry out health checks on children before they start school.

Many different services are provided. The staff involved makes every effort to work closely with parents and with others who are caring for your child, both at school and in other branches of the Health Service. Our school participates in daily tooth brushing which is supported by Child Smile.

**The school must be informed at the time of enrolment of any special medical conditions or requirements. A form must be signed at the office requesting the administration of prescribed medicines. We do not administer non prescribed medication in any circumstances without this form.**

### **Extra curricular activities**

There are several clubs running at lunchtime and after the school day has ended which vary from time to time according to the availability of adults who are willing to organise them.

We currently have available at Halyrude:-

Netball, choir and Live Borders Active Schools activities including athletics and yoga.

## **Section Nine**

### **Improving the school**

We work hard in our school to provide the highest standards of education for all our children. We continually evaluated the educational experiences we provide to highlight strengths and areas we wish to improve upon.

Staff, parents' and pupils' views will be regularly canvassed in order to improve the quality of provision in the school. We look forward to working with our Pupil groups and Parent Councils and welcome feedback which will influence the School Improvement Plan for next session which outlines our priorities for the year ahead.

We regularly spend time in classes, discuss learning with the children and look at their work in order to inform next steps. Staff engage in

regular professional learning and discussion based on our improvement plan.

## **Section Ten**

### **Community Links**

We work closely with the other schools in Tweeddale as well as Peebles High School and attend all community events. Examples of the events we attend are listed below:

#### **Beltane**

Each year, Halyrude pupils join children from Priorsford and Kingsland in celebrating the annual Beltane Festival. This is a community event and full details can be found on their website:

[www.peeblesbeltanefestival.co.uk](http://www.peeblesbeltanefestival.co.uk)

#### **Three Bridges Race**

Again, we join with the other children from Tweeddale schools to take part in this race which takes place on a Sunday in May. Competitors run the length of the three bridges in Peebles either individually or as part of a relay team.

#### **County Sports**

All children from P1-P7 are invited to attend the County Sports in May of each year. This is a community event held in the evening and a real highlight for families and children alike.

#### **Sporting Festivals**

We attend all sporting festivals hosted by Live Borders including hockey, rugby and athletics festivals.

#### **Science and Literacy Events**

We attend events at the Eastgate Theatre which have included reading and science festivals.

The above are just some examples of community involvement. We are very keen to work with partners in our local community as well as those further afield, P6/7 are currently involved in e-twinning with a school in France and we have been delighted to welcome French visitors to our school on a number of occasions.

#### **Parent Feedback**

We hope you have found this handbook to be informative. We would welcome any feedback and suggestions for ways to improve our handbook for next year.