



# 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 would like to give your child a confident start to their school career and to offer you continuing help and encouragement. We wish to work in partnership with you so that we join together to make your child's school life a happy and interesting experience which allows the development of a sense of personal achievement.

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

All members of staff are interested in your child's welfare. If you have any doubts or problems which are affecting your child's progress in school do not hesitate to inform us.

Please note, all information contained in this booklet is correct as of December 2016 and is subject to change in roll, staffing and information on resources.

Please contact us if you would like more details or guidance or if you would like to visit us here at school.

Leigh Brunton  
Acting 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 a beautiful 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!

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

- Show respect
- Accept each other
- Try our best
- Be honest
- Value diversity and culture

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 in the Church Bulletins of St. Joseph's Peebles and St. James' Innerleithen.
- Children with their birthday on or before the 28<sup>th</sup> February are eligible to begin school in the August after their 5<sup>th</sup> Birthday.
- Parents and children will visit the school before the session begins in August; this visit usually takes place in June.
- 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. For boys it is recommended that they wear a white or gold polo shirt, a school sweatshirt and grey or black trousers. For girls, a white or gold polo shirt, sweatshirt, grey or green skirt, black or grey trousers or a green pinafore dress in the summer. 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 entrance. 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**

The Authority operates a scheme of provision to ensure that a pupil is sufficiently and suitably clad to take full advantage of the education provided. Families in receipt of Income Support, Income Based Job Seekers Allowance or Income Related Employment and Support Allowance may qualify for such a scheme. Other cases will be determined according to the personal circumstances of the family. Parents wishing to apply for assistance should complete an application form which is available from Scottish Borders Council website [www.scotborders.gov.uk](http://www.scotborders.gov.uk) or by calling 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.

If you think your child qualifies for 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.

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.

### **Toothbrushing**

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 line up at the front of our building each morning. Playground supervision is available from 8.30am. When the bell rings at 8.45 am a member of staff will open the door and let children into school.

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

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

### **Transport**

The Education Authority will pay travelling expenses of those pupils attending their catchment school who live more than three miles from that school. Parents may, however, be required to take their children to a designated pick up point.



Parents who choose to send their children to a school other than their catchment school will not receive assistance in relation to travel to and from school, unless the children are from a Catholic family.

Halyrude 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 2016-2017**

Acting Headteacher	Mrs Leigh Brunton
Principal Teacher	Mrs Margaret Thomson

#### **Teaching Staff**

Primary 1/2	Miss J Purves
Primary 2/3	Mrs L Ireland
Primary 4/5	Mrs M Thomson/Mrs C Macfarlane
Primary 6/7	Mrs C Bony

Support for Learning	Mrs J Hughes
P.E.	Mr R Davidson
Music	Mrs A Inglis

#### **Support Staff**

School Administrator	Mrs C Learmond
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Additional Needs Auxiliaries	Mrs P Anderson, Mrs C Day, Mrs C Hogg, Mrs S Hood, Mrs T Logan, Mrs S MacNeish, Mrs K Peterson, Mrs V Shaw, Miss H Wallace, Mrs J Wilson and Ms D Kwasek.
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Classroom Assistant	Mrs S MacNeish
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School Meals	Mrs C Turnbull
Playground Supervisor	Mrs N McGarry
Peripatetic Janitor	Mr S O'Hara
Cleaners	Mrs N McGarry Mr P Shearlaw Mrs L Simpson

### **Transition Arrangements**

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

A member of staff will visit all our prospective primary one children in their pre-school provision and liaise closely with staff to ensure that all appropriate information is gathered to ensure a smooth, safe and happy transition into our school. The children also visit us here in school during the final school term prior to them joining us.

#### **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.

### **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 is our child protection co-ordinator. 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 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 9 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 working parties and review groups

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 and Mrs Hilary Scott. 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. Mrs Scott explains:

'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 Depute Head.

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 Overview**

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 Dynamic Earth or the Scottish Parliament.

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:**

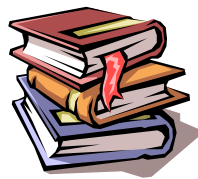
✓ <b>Mathematics</b>
✓ <b>Language including French</b>
✓ <b>Health and Wellbeing (including physical education)</b>
✓ <b>Expressive arts - dance, drama, music and art and design</b>
✓ <b>Social studies</b>
✓ <b>Sciences</b>
✓ <b>Religious Education</b>
✓ <b>Technologies</b>

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 and sometimes Italian.

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.)

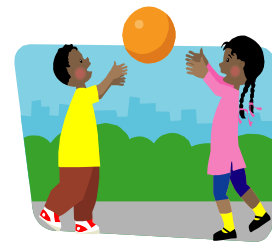
In developing numeracy skills children will learn:

- 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
- that feeling 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

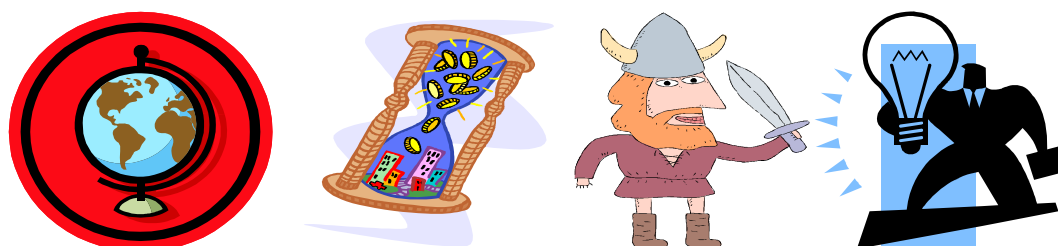
- choose and explore ways they can move rhythmically, expressively and playfully, discovering how to control their body and how to use space and resources creatively
- enjoy taking part in dance experiences, becoming aware of different features of dances from a range of styles and cultures.

## 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.

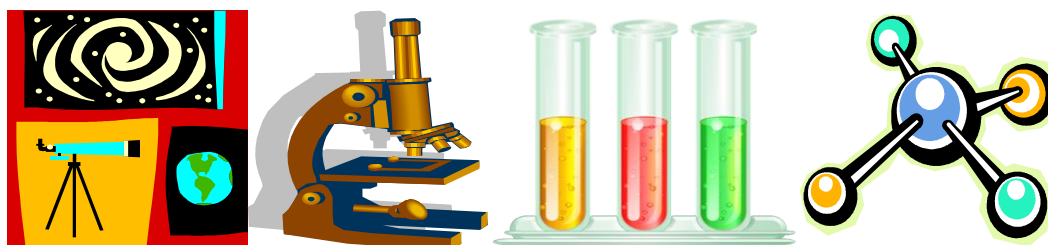


**Social Studies** - Children are taught People - Past and Societies; People - Place and Environment; and People - Society, Economy and Business.

### 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:**

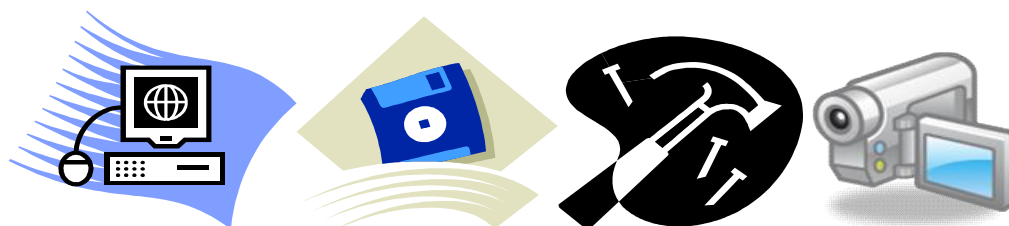
- learn about the beliefs, values, practices and traditions of the Roman Catholic religion.
- develop knowledge and understanding of Christianity and other world religions
- recognise religion as an important expression of human experience

- 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**

### **Support for Pupils**

#### **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) .

## 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 May, 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 reports are issued in March. A copy of the report issued to parents is held in our school pupil database and treated as confidential. When a child leaves Halyrude, 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/ Pupil Voice

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 eg Pupil Council, Eco Group, Junior Road Safety Officers (JRSO) 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:-

Football, netball, choir and Live Borders Active Schools activities.

## **Section Ten**

### **Improving our 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 and Parent Councils and welcome feedback and an open sharing of views which will influence the School Improvement Plan for next session which outlines our priorities for the year ahead.

We have worked hard over the past year to improve our communication skills through newsletters, our school website, our Facebook page and

Twitter feed. We will regularly update our newsletters and digital platforms with details of our school improvements.

## **Section Eleven**

### **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 the Sunday of the May Day holiday weekend. 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 were delighted to welcome French visitors to our school.



### **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.