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Communication

School Communication with Parents
The Children (Scotland) Act 1995 amended the definition of “parent” in the Education (Scotland) Act 1980 to “Parent includes guardian and any person who is liable to maintain or has parental responsibilities in relation to, or has care of, a child or young person”. Communication with parents can take many forms and has many purposes. Schools are supported by East Lothian Council to use a range of ways to ensure that all parents have the information that they need to support their own child’s learning and to help them become involved in the life of the school.

Divorced/Separated Parents – Information
Effective communication between the school and parents is vital. This can sometimes be difficult when parents separate or divorce. If parents are separated or a divorce was granted after November 1996 both parents will retain parental responsibilities, unless the court has specifically removed those responsibilities. In relation to placing requests, appeals against certain educational decisions and access to pupils’ records both parents will normally have equal rights. Even if a divorce was granted prior to November 1996 the parent without custody may not have lost all rights to information and to be involved in decision-making. The above definition may also give others rights.

Schools will therefore request the names and addresses of both parents at the time of enrolment and at the annual update of data. The parent/s with whom the pupil resides will automatically receive all communications from the school. If a parent lives away from the family home they will, when the school is first informed of their address, receive a Recorded Delivery letter enquiring whether or not they wish to receive information about their child’s education. If no reply is received it will be assumed they do not wish to be kept informed and there will be no further communication unless a request for information is subsequently received. If they wish to be kept informed they will receive copies of all communications regarding the pupil including copies of reports and notification of Parents’ Meetings. The parent with whom the pupil resides will be informed that this is happening.

The school is dependent on the parent with whom the pupil resides supplying the appropriate information i.e. the address of the parent not living in the family home, details of Court proceedings prohibiting that parent’s involvement in the child’s education or any other relevant documentation. Parents/Carers should note that children can only be collected from school by the parent with whom they reside unless the parent/carers have authorised an alternative arrangement. If someone else is to collect the pupil the school should be informed in advance.
School Ethos

Creating a Positive Ethos
East Lothian Council schools endeavour to create a positive learning ethos in a variety of ways. Some schools have taken on initiatives such as UNICEF’s accredited scheme which promotes the learning of the UN’s Convention of Rights for the Child. Some schools have taken on approaches to promoting positive behaviour such as restorative practice and/or the Nurturing Classroom/School. Being Cool in School is an Authority-wide initiative in schools which encourages pupils to assert themselves appropriately as they face everyday situations.

More information can be found from the Scottish Government’s website on “Improving relationships and promoting positive behaviour in Scotland’s schools” at: http://www.scotland.gov.uk/Publications/2008/04/15100117/1

Anti-Bullying Policy
All schools have an Anti-Bullying Policy as part of East Lothian Council’s Anti-bullying Policy and incidents of bullying in schools are recorded as part of the Policy.

Further information can be found at: http://www.eastlothian.gov.uk/antibullying

Anti-bullying East Lothian (A.B.E.L)
Anti-bullying East Lothian (A.B.E.L) is located at the Brunton Hall, Musselburgh. A.B.E.L is a voluntary organisation that arose out of the strong desire of parents to do something for themselves to overcome the devastating effect that bullying can have on children, their families and their community. A.B.E.L offers information and support to the young person being bullied and their family and the young person displaying the bullying behaviour and their family.

Further information can be found at: http://antibullyingeastlothian.org.uk
Parental Involvement

**Parent Forum and Parent Council**
The Scottish Schools (Parental Involvement) Act 2006 encourages and supports more parents/carers to become involved in their children’s education. The main aims of the Act are to:

- Help parents/carers become more involved with their child’s education and learning.
- Welcome parents/carers as active participants in the life of the school.
- Provide easier ways for parents/carers to express their views and wishes.

All parents/carers are automatically members of the Parent Forum at their child’s school and will be entitled to have their views represented to the school, education authority and others, through a representative Parent Council for the school. As a member of the Parent Forum, parents/carers will have a say in selecting their Parent Council (the representative body) to work on behalf of all parents/carers at the school.

The role of the Parent Council is to:

- Support the school in its work with pupils
- Represent the views of all parents/carers
- Encourage links between the school, parents/carers, providers of nursery education and the community
- Consult with and report back to the Parent Forum.

The Parent Council arrangements came into effect in August 2007. For more information on the Parental Involvement Act or to find out about Parents as Partners in their children’s learning contact the school or Val McIntyre, Principal Officer, Resources and People Services, telephone number 01620-827228 or by e-mailing vmcintyre@eastlothian.gov.uk or the Parentzone website http://www.educationscotland.gov.uk/parentzone

Head Teachers now have a legal obligation to consult with their Parent Council to establish what they would like included in the School Handbook and ensure it is incorporated. Discussions should take place at Parent Council meetings and any decisions taken must be reflected in the school handbook. Further information can be found at: http://www.eastlothian.gov.uk/parentcouncils

**Parent Staff Associations**
Where a Parent Staff Association exists at a school information on the Parent Staff Association will be provided by the school.

**Scottish Parent Teacher Council (SPTC)**
The Scottish Parent Teacher Council is the national organisation for Parent Teacher Associations (PTAs) and Parent Associations (PAs) in Scotland and runs an independent helpline service for all parents. You can contact the Scottish Parent Teacher Council by telephone 0131-474-6199, by e-mail sptc@sptc.info, the website http://www.sptc.info or write to Scottish Parent Teacher Council, 15 Mansfield Place, Edinburgh, EH3 6BB. East Lothian Council takes out an annual membership of the SPTC for their Parent Councils.
The Curriculum

Curriculum for Excellence
Schools follow the principles and practice of Curriculum for Excellence. This 3-18 curriculum aims to ensure that all pupils will be successful learners, confident individuals, responsible citizens and effective contributors. These four main aims are referred to as the Four Capacities and underpin the work that schools do. Curriculum for Excellence comprises 8 curricular areas consisting of: Expressive Arts, Health and Wellbeing, Languages (including English, Gaelic, Classic and Modern Languages), Mathematics, Religious and Moral Education, Sciences, Social Studies and Technologies.

The curriculum is expressed in learning experiences and outcomes for learners. The principles of challenge and enjoyment, breadth, progression, depth, personalisation and choice, coherence and relevance inform the learning of all pupils. All pupils will be encouraged at all stages to think about why they are learning a particular topic and how associated skills can be used in real life and in other areas across the curriculum. All pupils are engaged with teachers in planning and assessing aspects of learning and often have the choice of topics and ways to present their learning. Whilst there are eight subject areas learning will often be linked across subject areas to help children apply their knowledge and skills in new and different situations.

Further information on Curriculum for Excellence can be found at: www.educationscotland.gov.uk/parentzone

Other areas which can facilitate enhanced learning opportunities for pupils include:
- Instrumental Music Tuition
- Drama provision/Theatre
- Educational visits in museums/projects.
- Study Support and After School Activities
- Sport
- School Library Service

Further information can be found at: http://www.eastlothian.gov.uk/communitylifeandleisure

Outdoor Education
Outdoor Education is provided to schools through the East Lothian Outdoor Learning Service based in Musselburgh. The Outdoor Learning Service provides high quality, safe and sustainable outdoor learning opportunities. The service promotes progressive experiential learning and the benefits of healthy lifestyles. It responds to the needs of East Lothian schools and the wider community, delivering outdoor learning in an effective, inspirational and motivating manner.

Further information can be found at: http://www.eastlothian.gov.uk/outdoorlearning

Educational Excursions
Educational Excursions are designed and planned in accordance with the East Lothian Council's comprehensive Guidelines. Further information can be found at: www.elcvisits.org.uk
Religious Observance

Religious observance should provide opportunities for the school community to reflect on, and develop, a deeper understanding of the dignity and worth of each individual and their contribution to the school and wider communities. In recognition of Scotland's Christian heritage, schools are encouraged to use the rich resources of this tradition when planning religious observance. Many school communities contain pupils and staff from faiths other than Christianity or with no faith commitment. This should be taken fully into account in supporting spiritual development. It is of central importance that all pupils and staff can participate with integrity in forms of religious observance without compromise to their personal faith stances.

At present school assemblies are the most common vehicle for delivering religious observance. There should be a clear distinction between assemblies devised for the purpose of religious observance and assemblies for other purposes such as celebrating success. Religious observance might include opportunities for class, year, stage or whole school observance as well as involvement by pupils and others, including school chaplains, in planning and presentation.

There is a statutory provision for parents to withdraw children from participation in religious observance. This right should always be made known to parents and their wishes respected. Parents should be provided with sufficient information on which to base a decision.

Where a child is withdrawn from religious observance, schools should make suitable arrangements for the child to participate in a worthwhile alternative activity. In no circumstances should a child be disadvantaged as a result of withdrawing from religious observance.

Further information can be found at: www.eastlothian.gov.uk/religioninschools
**Assessment and Reporting**

**What is meant by assessment?**
Assessment tells us what children and young people know, understand and are able to do. Assessment is a process which supports your child's learning from Nursery through to S3 and not a series of events “done to them.” By involving your child in the whole process of learning and assessment and allowing them to take responsibility for their own learning, it raises their standards of achievement and develops their skills for learning, life and work. Progress therefore becomes a measure of your child’s success in setting high expectations and successfully achieving them.

**What is assessed?**
Curriculum for Excellence comprises 8 curricular areas consisting of: Expressive Arts, Health and Wellbeing, Languages (including English, Gaelic, Classic and Modern Languages), Mathematics, Religious and Moral Education, Sciences, Social Studies and Technologies. There are also 3 key areas which all teachers are responsible for teaching: Literacy across learning, Numeracy across learning and Health and Wellbeing across learning.

**Assessment and Reporting across East Lothian Schools**
Each curriculum area is broken down into a set of experiences and outcomes. These experiences and outcomes in each area are then grouped as Early Level (Nursery—P1); First Level (P2-P4); Second Level (P5-P7); Third and Fourth Levels (S1-S3). The Experience describes the learning whilst the Outcome represents what the learning will achieve. This is often explained from the pupil’s perspective as an ‘I can....’ statement.

**What's in an “outcome”?**
- The learning within each outcome is given to your child as a series of learning intentions.
- Each learning intention is supported by success criteria which are your child’s steps to achieving success in learning.
- As each pupil achieves the success criteria, teachers and your child can both see the progress in learning which is being made across outcomes within each curricular area.

**How are we assessing?**
Teachers look at a range of evidence of learning which your child has produced before summing up his/her progress at that point in time. Some concrete examples of evidence might be:
- Self-assessment of a written story focusing on paragraphing, use of descriptive language and a coherent plot.
- A maths “check-up” worksheet on equivalent fractions.
- A PowerPoint presentation on a country’s climate, land composition and geographical landmarks.

Evidence of children and young people's progress and achievements will come from day-to-day learning and through the things they may write, say, make or do.
How do teachers report on your child’s progress?
Progress is now defined as “how much” and “how well” your child is learning, and not solely on “how fast” although pace is still important. The new curriculum is designed to enable your child to achieve greater breadth and depth of learning whilst also securing the development of skills and knowledge. Therefore reporting must now include information on progress which is either developing, consolidating or secure depending on how well your child has developed a breadth of learning, in challenging aspects and applied this learning in other curricular areas or contexts.

If your child has had opportunities to show breadth, challenge and application in the different curricular areas, but has not evidenced each through their learning and across a level, the teacher may report that your child is “developing.”

If your child demonstrates a range of evidence, where he/she has met challenges and deepened his/her learning, then your child will be “consolidating” their progress.

If your child has demonstrated that they have knowledge and understanding and skills across a breadth of learning, whilst meeting challenges across this breadth to deepen their learning and applied all of this in another context or curricular area consistently, then the teacher will report that your child is “secure.”

There is a range of ways in which your child’s teacher reports on his/her progress. Here are a few examples:
- “Learning Stories” are used to build a picture of progression for your child in each curricular area.
- Pupil reports are used to sum up your child’s progress in learning across the curriculum.
- E-portfolios are used to provide ongoing evidence of your child’s progress.

All learning is a journey of progress, which is rarely linear and takes many routes and pathways. Your child may take longer to progress in some areas in order to ensure the security that will enable them to make progress confidently.

Teachers will report also on your child’s effort and also on the level of support given.

When do schools assess?
Assessment takes place as part of everyday learning and teaching, periodically and at key transitions. As part of everyday learning, teachers are continuously assessing their pupils’ progress using learning intentions and success criteria as measures of pupils’ success. From time to time, teachers will use tests to assess children and young people’s progress and achievements in order to be able to plan ahead, record and report on progress and support learners.

Transitions are the moves children and young people make, from home to nursery, from stage to stage, from primary to secondary, to further education and employment. Information about a learner’s progress and achievements will be passed on to make sure that their broad general education continues at the correct level and at an appropriate pace for them.

Where can I find out more information about assessment and reporting?
Your child’s school will be able to provide you with more information on how they carry out specific assessments and how they report on your child’s progress.
Standardised Assessment

All our school use standardised assessment to support professional judgement about pupil’s progress in literacy and numeracy. These tests are used in conjunction with other assessment activities and the resulting data is not used in isolation to determine the pupil’s knowledge, skills and ability. Standardised assessment takes place at P1, P3, P5, P7 and S2.
Transitions

**Enrolment**
If you want your child to go to their catchment school, you should register your child directly with that school. You will need to provide your child's birth certificate and two pieces of proof of residence showing your current address (one of which must be your most recent council tax assessment letter or book and a recent utilities bill dated within the last six months). For pupils due to start Primary 1, you must show these at the school by the beginning of December, prior to your child starting school in the following August (please contact your catchment school to check enrolment days). This allows the Business Unit within Resources and People Services to give your child, as a resident in the school's catchment, priority for a place.

Further information can be found at: [http://www.eastlothian.gov.uk/enrollingyourchild](http://www.eastlothian.gov.uk/enrollingyourchild)

**School Catchment**
Every school has a catchment area; each catchment area has clear boundaries. Children living in the catchment area are given priority for places in this school. Entitlement to a place in a school is based on home address and **not** on attendance at an associated school or nursery class. In some areas there are separate Catholic schools available for parents wishing their child to be educated in this type of school. Children living in the catchment area and baptised in the Catholic faith are given priority for places in this school.

Each primary school in East Lothian feeds into a corresponding secondary school (click on the link to view details). The boundary lines for each primary and secondary school catchment area in East Lothian for the most remain so since circa 1980’s, and were originally recorded on printed copies of A-Z street maps and Ordnance Survey Maps. To improve accessibility of information, each school catchment area map was re-digitised for public use on the East Lothian Council’s website, as approved by Education Committee in May 2011.


For an overview map of all the catchments, download the following map from the East Lothian Council website. There are no catchment boundaries for nursery provision.

**Pupil Placement**
The law allows parents to express a preference for a different school (such a school is often referred to as a non-catchment school) rather than placing their child in their local school. The Council is obliged to grant a placing request wherever possible. While most requests are granted in some cases this is not possible. The Council can only refuse a placing request if any of the criteria as per Section 28A (3) Education (Scotland) Act 1980 is met. If a placing request is refused the parent has the right to appeal this decision. An appeals panel will hear the appeal and if they come to the conclusion that they do not think the grounds of refusal quoted stand or that even though the grounds of refusal stand it is still inappropriate to refuse the place, they can overturn the decision and the child would be allocated a place in that school.

Pupil placement process must meet set timescales, all requests received by 15 March must be considered at the same time. Parents must receive the outcome of their
request before the end of April. If a school is oversubscribed detailed reports outlining all the placing requests for that school are presented to the Pupil Placement Sub Committee for approval.

Further information can be found at: http://www.eastlothian.gov.uk/choosingaschool
Further information can be found at: http://www.eastlothian.gov.uk/PlacingRequests

**Reserved Places/Roll Capping in Schools**

Resources and People Services obtains information on the migration of pupils from certain schools where we may need to reserve places for incoming catchment pupils. Reserving places is crucial in areas where there are high levels of house build or high migration into catchment. This also informs whether it will be necessary to roll cap certain stages within a school or the whole school to maximum number.

By the end of December we have received class organisation returns from primary and secondary schools for the next school year. This information is vital as it informs the Services of how many catchment pupils have enrolled and the number of non-catchment places that can be granted. It is also an early warning for any problems i.e. over school capacity or large increases in pupils’ numbers because of house build. Detailed reports requesting roll capping of schools or retaining places for pupils moving into the catchment area are always presented to Education Committee for approval.

**The Senior Phase – Developing Scotland’s Young Workforce**

The Commission for Developing Scotland’s Young Workforce was set up in January 2013 to provide recommendations to Scottish Ministers on how Scotland’s approach to vocational education and training could be improved, and how the Scottish Government could get more employers involved in all aspects of education and employing more young people.

In June 2014, the Commission published its final report entitled “Education Working for All” which sets out 39 recommendations.

Many of these recommendations are of relevance to school-age young people, including that:

- Preparing all young people for employment should form a core element of Curriculum for Excellence.
- Senior phase pathways should include industry-recognised vocational qualifications alongside academic qualifications.

Curriculum for Excellence, as a whole, is about providing learners with the range of learning pathways that meet their individual needs and aspirations and prepare them for learning, life and work. The Commission’s recommendations sit well with these aims and will be taken forward within the context of Curriculum for Excellence in schools, building on the wide range of work that schools and their partners are already doing in this area.
Support for Pupils

Pupils Who Have Additional Support Needs
All East Lothian schools offer a range of support for children and young people with additional support needs. There are a number of additional services both within the Authority and from external agencies that offer enhanced support to pupils with additional support needs.

Provision and resources are accessed through the local authority’s processes of resource allocation and Staged Assessment and Intervention, in consultation with professionals, the child or young person and their family.

The Council’s Policy document “Framework for Meeting Additional Support Needs” provides a framework for full and effective inclusion of pupils who have additional support needs. The Authority has an Accessibility Strategy for schools which enables access to Communication, Environment and the Curriculum for all pupils. Schools also take account of the Equalities Act 2010.

The Education (Additional Support for Learning Act) (Scotland) 2004 (amended 2009)
The Education (Additional Support for Learning Act) (Scotland) 2004 (amended 2009) states that:-

- A child or young person who has additional support needs, and also his/her parents or carers, should be involved in any decisions-making. They can have a supporter with them at meetings or have an advocate present to present their case for them. A young person’s views must be taken into account for post-school transitions.
- Young people and parents/carers should be provided with information and advice about their own, or their child’s additional support needs. They can also request, at any time, an assessment to establish additional support needs or if a Co-ordinated Support Plan is required, or for a Co-ordinated Support Plan to be reviewed.
- A young person who has additional support needs or his/her parent or carer can make a placing request to another education authority or an independent school.
- The local authority is required to provide a free mediation. Common Ground Mediation is East Lothian Council’s provider. It promotes collaboration between parents, children, school and education services. Anyone involved in a disagreement can access this service.
- Young people and parents or carers can make an application to use the free, national Dispute Resolution process to resolve certain types of dispute.
- Young people and parents or carers can appeal to the national Additional Support Needs Tribunal to challenge a decision about a Co-ordinated Support Plan and certain other matters relating to additional support needs. Free advocacy can be provided for this.

Information is available from Resources and People Services, Business Unit, John Muir House, Haddington, East Lothian, EH41 3HA.

Further information can be found at: http://www.eastlothian.gov.uk/additionalsupportneeds
Enhanced Transition for pupils with Additional Support Needs
All children and young people go through a number of transition stages in their school education when they move from one setting to another. Children and young people with additional support needs will need different levels and types of support. In East Lothian, we manage this through the Staged Assessment and Intervention Framework. The team working with the child or young person, the child or young person themselves and their parents are best placed to decide on the level of planning and the nature of intervention needed.

Further information can be found at: http://www.eastlothian.gov.uk/transition

East Lothian Educational Psychology Service
Educational Psychologists are part of Resources and People Services. Educational Psychologists make regular visits to all nursery, primary and secondary schools.

What do Educational Psychologists do? Educational Psychologists work collaboratively with other professionals, parents and carers, to help children and young people overcome barriers to learning. They support school staff to enhance learning environments, to ensure they are effective for all children and young people, whatever their learning needs.

How does an Educational Psychologist become involved with my child? If you have any concerns about how your child is getting on at school, the first thing to do is share them with school staff. If staff feel that an Educational Psychologist may be able to help, they will contact their link Educational Psychologist for a consultation or invite them to a staged assessment meeting in school. If the Educational Psychologist is going to become formally involved with your child, then parental permission for this will always be sought. You are also welcome to contact the Educational Psychology Service directly if you would prefer.

You can contact the Educational Psychology Service , Telephone number 01620-827827 or write to East Lothian Council, Educational Psychology Service, John Muir House, Haddington, East Lothian, EH41 3HA.

Further information can be found at: http://www.eastlothian.gov.uk/educationalpsychology

Professionals visiting schools/information sharing and confidentiality
Schools can call on professionals from a number of different agencies/services for help and advice. These include Educational Psychologists, officers with the Educational Services, School Doctor, School Nurse, Careers Advisor, Social Worker, Family Support Worker etc. Formal referral to any of these agencies/services would only take place with the consent of parents/carers. There will however be occasions when issues may be discussed in confidence without formal referral and therefore without such consent. If parents are concerned about this they should contact the school for further information.
Exceptional circumstances in which information may be disclosed without consent

Disclosure of personal information without consent may be justified where failure to do so may expose the service-user or others to risk of serious harm. Staff should always make every effort to gain consent but the health and safety of the individual has primacy over the right to confidentiality. Exceptional circumstances may include:

- Child Protection: staff should adhere to the Edinburgh and Lothians Inter-agency Child Protection Procedures.
- Protecting vulnerable adults
- Protection of Children (Scotland) Act 2003
- Life threatening or dangerous situations, for example, where a young person:
  - shows signs of physical, emotional or sexual damage
  - is at risk of significant harm or threatening suicide.

Child Protection

The East and Midlothian Child Protection Committee (EMCPC) is the key group dealing with child protection work in East Lothian and Midlothian. Child abuse can happen to any child and in any family background. We all have a duty to protect children, whether we are professionals or private individuals.

If you think a child is being abused or neglected, speak to a member staff at the child's school, the Children's Services duty social worker by calling 01875 824 090 (Mon-Thurs 9am-5pm and Fri 9am-4pm), the Emergency Social Work Service by calling 0800 731 6969 at any time outside normal office hours. The contact details are:

  Children's Wellbeing
  Randall House
  Macmerry, EH33 1RW
  Telephone: 01875 824309 (Email: childrenandfamilies@eastlothian.gov.uk)

The Procedures promote a high level of inter-agency co-operation when working with children who may be in need of protection. Training is available for all staff in East Lothian Council to ensure that their skill and commitment is used effectively in identifying and protecting children who have been abused or may be at risk of abuse.

The Procedures will further encourage the partnership that exists between the Resources and People Services, Health and the Police in East Lothian and will help towards building a partnership with parents in carrying out our duties and responsibilities to East Lothian children and young people.

Further information can be found at: http://www.eastlothian.gov.uk/childprotection

Children and Young People who are looked after

There are some children and young people who are looked after or looked after and accommodated (LAC) and who may have additional support needs as directed by the Education (Additional Support for Learning Act) (Scotland) 2004 (amended 2009).

Schools are very aware of who their LAC pupils are and the supports and strategies which may be required to meet their diverse needs. The Educational Psychology Service works closely with schools and staff from Children’s Wellbeing to support these often vulnerable young people.
**Team Teach**

We pride ourselves in East Lothian on providing a safe learning environment for our pupils. In exceptional situations, some of our children may get anxious or agitated, and we will do our best to help pupils through using communication skills, distraction techniques and removing triggers where possible.

There may be times when children need more help; this may require staff’s positive physical support to ensure; the pupil’s own safety; the safety of other pupils and staff; that property is not seriously damaged. In East Lothian, we have adopted the ‘Team Teach’ approach to manage this level of behaviour on the few occasions it occurs, and staff are trained and accredited to use a range of ‘Team Teach’ techniques.

In these instances all incidents are recorded in school. Parents are informed as a matter of course. Children who are likely to need help in this way will have a Positive Handling Plan that will be discussed with you, and routinely followed by all school staff. If required we will ask parents to share relevant information with other people/agencies supporting pupils, e.g. transport, respite, link family, etc, to maintain a consistent approach for children and young people. If you have any questions about how we manage behaviour at school, or about the ‘Team Teach’ approach please contact the Head Teacher.
The Standards in Scotland’s Schools Act (2000) requires that every local authority aims to secure improvement in the quality of school education which is provided in the schools managed by them. As part of East Lothian Council’s legislative duty to ensure that schools are supported in improving standards for pupils each year, evaluation visits are carried out in every school at least once during each school session. By focusing on improvements in performance during these visits, schools are supported in ensuring high standards are achieved and maintained.

The Role of Quality Improvement Officers
There are 3 Quality Improvement Officers who have responsibility for support and challenge across all East Lothian schools. Responsibilities to individual schools include:

- Provide support pre, during and post Education Scotland Inspection
- Support and monitor development planning ensuring links to How Good Is Our School? Child at the Centre and Service Improvement Framework outcomes
- Provide advice on staffing/finance/resources issues
- Support development/progression of Curriculum for Excellence
- Analyse and use data to challenge schools to raise attainment and achievement
- Participate in the appointment of senior members of school based staff
- Provide support in the resolution of disciplinary matters; complaints; and other school based issues
- Devise and promote strategies to address areas where performance should be improved; monitor and report on progress
- Undertake evaluation visits to all schools and provide reports as appropriate.

The 3 Quality Improvement Officers each have 2 clusters of schools within their remits:
1) Dunbar & Tranent
2) Haddington & Prestonpans
3) Musselburgh & North Berwick

Other important elements within the Quality Improvement Officer role include:
- Monitoring of children who are home educated
- Parental complaints and Freedom of Information Requests
- Reporting to Scottish Government, Education Scotland
- Managing Local Authority educational developments, e.g. Leadership Development, Assessment & Moderation
- Involved in the recruitment process of Head Teachers and Depute Head Teachers.
Local Authority Policies and Practical Information

Composite Classes
There are composite classes in most schools across East Lothian. They help us to deliver effectively within the school’s budget and are based on pupil age. All classes whether composite or not, contain pupils of different abilities and levels of development. Teachers are expert in how to structure learning for pupils of differing abilities and composite classes do not pose any greater challenge than single-year classes. We know that friendship groups are important and we encourage children to mix with their friends at break, through whole-school or stage events. Parents should also create opportunities to maintain friendships and encourage new ones.

Further information can be found at: http://www.eastlothian.gov.uk/compositeclasses

Absence and Attendance
Parents are responsible for ensuring that their child attends school regularly and where an absence should occur, informing the school as to the nature of non-attendance and possible length. In cases of unsatisfactory attendance, the Head Teacher will call on the Child & Family Support Worker (Attendance) to visit the home and discuss the problem with the parents. If such unsatisfactory attendance continues the Head Teacher, following discussions with the Child & Family Support Worker (Attendance) and other agencies will decide whether the case should be referred to the local Area Attendance Advisory Group. Parents should be encouraged to take holidays wherever possible out with term times. Where parents wish to keep their child off school for some reasonable purpose, they are asked to write to the school before doing so. Where pupils have a rearranged appointment during school hours e.g. dentist, hospital the pupil should bring a note or appointment card to school before the appointment.

Further information can be found at: http://www.eastlothian.gov.uk/attendance

The Children and Young People (Scotland) Act 2014.
The Children and Young People (Scotland) Act 2014, is aimed at making sure every child and young person gets all the support they need to do well in their lives and will be fully implemented by August 2016. East Lothian Council is working to make sure the authority is ready for August 2016 when the planned changes happen.

East Lothian Council’s Education Department has an obligation to ensure that every child age 5-18 has a Named Person and that every parent is entitled to know who the Named Person is for their child. East Lothian Council also has an obligation to ensure that where necessary, a statutory “Child’s Plan” is prepared and upheld. The Named Person function will become a statutory requirement by August 2016

Transferring Educational Data about Pupils
The Scottish Government and its partners collect and use information about pupils through the Pupil Census to help to improve education across Scotland. Below explains why we need this information, how we use it and what we do to protect the information supplied to us.
Why do we need your data?
In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as the SQA and Skills Development Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:

- plan and deliver better policies for the benefit of all pupils
- plan and deliver better policies for the benefit of specific groups of pupils
- better understand some of the factors which influence pupil attainment and achievement
- share good practice
- target resources better
- enhance the quality of research to improve the lives of young people in Scotland

Data policy
Information about pupils’ education is collected through our statistical surveys in partnership between the Scottish Government and Local Authorities through the ScotXed Programme which aims to help schools and Local Authorities by supporting efficient collection, processing and dissemination of statistical information. The Scottish Government then provides analysis of the data to support research, planning, management and monitoring of education services as well as to produce National Statistics publications.

Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. Data is held securely and no information on individual pupils can or would be made publicly available by Scottish Government.

The individual data collected by Scottish Government through the Pupil Census is used for statistical and research purposes only.

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

Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the SQA. On occasion, in order to help meet our aim of improving the life of young people in Scotland, we may make individual data available to partners such as the National Registers of Scotland to carry out research relating to the national population census and also academic institutions and organisations to carry out additional research and statistical analysis to meet their own official responsibilities. Any sharing of data will be done under the strict control of Scottish Government, and will be consistent with our data policy. This will ensure that
no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government. At all times pupils’ rights under the Data Protection Act and other relevant legislation will be ensured.

**Concerns**

If you have any concerns about the ScotXed data collections you can email the Head of Schools Analysis, Mick Wilson, at mick.wilson@scotland.gsi.gov.uk or write to The ScotXed Support Office, Area 2D, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print. The information provided by you is processed electronically & stored by East Lothian Council for admin purposes in accordance with the Data Protection Act 1998. You have the right to see & access this information at any time. Extracts of this information will be shared with the Scottish Government & East Lothian Council’s Education and Childrens’ Services annually, exclusively for research & analysis purposes; whereby individual children will not be identified.

Extracts of pupil data will also be shared with the Electoral Registration Officer to offer the opportunity to register on the Electoral Roll when approaching their 16th birthday; and may also be shared with the NHS for monitoring child health immunisation, dental and vision programmes. East Lothian Council holds & shares information on school leavers, in order to support & provide career planning services. This will consist of name, address & school results, but may also contain sensitive personal data, e.g. information about health or any convictions. To help with career choices, information may be shared with: East Lothian Council Services, SDS (Careers Scotland), Colleges or Universities, National Training Providers & relevant Voluntary Organisations. The Council will use the information in accordance with the Data Protection Act 1998. Changes of circumstances must be notified in writing to the school immediately.

**Consulting with pupils**

Under the Children (Scotland) Act 1995 the views of children should be taken into account when major decisions are being made which will affect their lives. Generally children over 12 are presumed in law to have a view but younger children may also be mature enough to have a view and should be given the opportunity to express it. While the Local Authority and schools may not be bound by this they do consult with pupils and the methods used will be included in the School’s handbook. This could include formal consultation through Pupil Councils, pupils co-opted to Parent Councils, questionnaires, suggestion boxes, review and planning meetings, as well as arrangements to consult with individual pupils at appropriate times (subject choice, exclusions etc.).

**Exclusions of pupils**

Exclusion from school is used on occasions when the safety of the pupil concerned or others is at risk if the pupil remains in school. The period of exclusion should be as short as possible and used as a “breathing space” to enable the school/family/other agencies to work together to support the child/young person to return to school successfully.

Further information can be found at: [http://www.eastlothian.gov.uk/exclusion](http://www.eastlothian.gov.uk/exclusion)
**Assistance with Provision of School Clothing**
East Lothian Council 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-Based Job Seekers Allowance, Income Support and Income Related Employment and Support Allowance will qualify for such a scheme. Other cases may be considered in the case of exceptional personal circumstances. Parents who wish to apply for the scheme should complete an application form which is available from Resources and People Services, Business Unit, John Muir House, Haddington, EH41 3HA.

Further information can be found at: [http://www.eastlothian.gov.uk/schoolclothingandfreeschoolmeals](http://www.eastlothian.gov.uk/schoolclothingandfreeschoolmeals)

**Free School Meals**
Under the Education Committee policy, children in attendance at schools under the management of the Council are entitled to free school meals if their parents are in receipt of Income Support or Income-based Jobseekers Allowance or Income Related Employment and Support Allowance or Child Tax Credit but NOT Working Tax Credit with an annual income of less than £16,105 or Child Tax Credit AND Working Tax Credit with and annual income of less than £6,420. No other children are eligible for free meals. Further information can be obtained from Resources and People Services, Business Unit, John Muir House, Haddington, EH41 3HA.

Further information can be found at: [http://www.eastlothian.gov.uk/schoolclothingandfreeschoolmeals](http://www.eastlothian.gov.uk/schoolclothingandfreeschoolmeals)

**Free School Meal (Primary 1, 2 and 3)**
All pupils in Primary 1, 2 and 3 are entitled to a free school meal (but not free school milk). People receiving the following benefits should continue to complete a Free School Meal Application Form to ensure they are not charged for school milk.
- Income support/Income based job seekers allowance
- Employment support allowance (income related)
- Child tax credit but NOT working tax credit with an annual income less than £16,105
- Child tax credit AND working tax credit with an annual income less than £6,420

**Education Maintenance Allowances (EMAs)**
Education Maintenance Allowances (EMAs) have been available since August 2004 for young people aged 16 planning to continue their education in school. It is a fortnightly payment of £30.00 per week paid directly to the pupil where the pupil’s household income meets the qualifying criteria. Application Forms and further information is available from Resources and People Services, Business Unit, John Muir House, Haddington, EH41 3HA.

Further information can be found at: [http://www.eastlothian.gov.uk/emas](http://www.eastlothian.gov.uk/emas)

**Employment of Children**
Children under the statutory school leaving age can only be employed within the terms of the bye-laws on the Employment of Children. These regulations do not permit the employment of children under 13 years of age, and for those over the age there are limits on the hours and type of employment which are allowed. Parents and
employers **must** both complete an application form for an employment permit before the employment begins. Forms and information are available from the school office. Further details can be obtained from Resources and People Services, Business Unit, John Muir House, Haddington, EH41 3HA.

Further information can be found at: [http://www.eastlothian.gov.uk/employmentofchildren](http://www.eastlothian.gov.uk/employmentofchildren)

**Home Education**
If parents wish to remove their child from mainstream education and home educate their child, they must write to the Head of Education in the first instance stating reasons for this withdrawal and ask for permission. Families are contacted by a member of staff within Resources and People Services annually and offered the opportunity to meet a Quality Improvement Officer and discuss the education provision for the child/children. If a family declines a meeting, they must submit information, in writing, about how they are meeting the educational needs of their child/children.

All enquiries made about home education are recorded in the department and a letter is sent to the family. Included with the letter is a leaflet for parents/carers giving details of websites offering advice and support.

For information can be found at: [http://www.eastlothian.gov.uk/homeeducation](http://www.eastlothian.gov.uk/homeeducation)

**Transport: Policy of the Council and Local Arrangements**
The Council's current policy is to provide home to school transport for those pupils attending the catchment school who live more than two miles from that school. Bus passes are issued where public transport exists and contract transport is arranged where there is no suitable public transport. Where there are vacant seats on contract buses, these may be made available to pupils who are not normally entitled to free transport on a "grace and favour basis" but must be applied for each session. These can be withdrawn should the seat be required for pupils who qualify for this provision.

Travelling expenses are also met in the case of any pupil whom the Council requires to attend a school other than the district school, if the pupil meets the distance qualification and where appropriate, free travel is provided for pupils receiving special education. Parents who choose to send their children to a school other than the district school will not receive assistance in relation to travel to and from school.

Further information and an application form can be obtained from Resources and People Services, Business Unit, John Muir House, Haddington, EH41 3HA.

Further information can be found at: [http://www.eastlothian.gov.uk/schooltransport](http://www.eastlothian.gov.uk/schooltransport)

**Road Safety**
East Lothian Council working with Lothian and Borders Police and other agencies are committed to reducing the numbers and severity of road casualties. They have identified a number of important initiatives to help reduce the number of road casualties. These will require a notable change of behaviour by everybody, particularly from drivers in built-up areas.
These initiatives aim to reduce the number of car journeys to and from school by pupils, parents and staff to:

- Encourage children to walk or cycle to school, thereby improving the safety for the pupil on the journey to school
- Provide pupils and parents with appropriate training to allow them and their children to journey to and from school safely
- Improve pedestrian safety in and around school
- Raise awareness amongst pupils, parents, and staff of the wider health and environmental problems associated with increase car use
- Improve the local environment for everyone by reducing pollution, congestion and addressing safety issues around the school.

Parents should always be reviewing their current or intended mode of travel to and from school and consider whether or not it should be changed or modified to help the school, pupils, staff and other parents to reduce the number of child casualties.

Further information can be found at: [http://www.eastlothian.gov.uk/roadsafety](http://www.eastlothian.gov.uk/roadsafety)

**Health and Safety**

Resources and People Services have prepared statements of safety policy for all areas of its responsibility in accordance with the Health and Safety at Work Act 1974. School staff are fully instructed in their responsibilities in this respect, and safety regulations apply to aspects of school life, both on and off the premises. It is expected that pupils will behave responsibly and comply with all safety requirements. The support of parents in promoting good practice in health and safety matters is of great importance to the school.

**Medical Care**

Throughout their years at primary and secondary school, all pupils will be seen from time to time by a team of specialists, Health Service and Resources and People Services staff to make sure they benefit as much as possible from all that school has to offer, and to help them prepare for life after leaving school. 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.

**Administration of Medical Procedures**

All members of staff who have agreed to be trained in the administration of specific drugs to pupils suffering from all epileptic seizure or a severe allergic reaction and who are required to apply specific drugs to those pupils will be covered by East Lothian Council’s Public Liability Policy.

Further information can be found at: [http://www.eastlothian.gov.uk/adminofmedication](http://www.eastlothian.gov.uk/adminofmedication)

**Emergency Closure of Schools**

The first priority of the Head Teacher must be to keep the school open if at all possible. However, the early closure (or part closure) of a school in an emergency may be required because of fire, flood, loss of building services, extreme weather conditions or some other event. When children have to return from school at a time earlier than normal, parents may not be able to arrange for them to be received at home by themselves or by an adult who will look after them. Head Teachers must be reasonably satisfied that there will be a responsible adult available to receive the
child, and must be prepared to make arrangements for the supervision of certain children in school, until the normal closing time of the school.

In these circumstances, the Head Teacher should consult with the Head of Education. The Head of Education will use all of the information available both centrally and locally to decide whether the school should be closed and whether this would be for pupils only or for the whole school community. It should be noted that close contact will be maintained with the School Transport Officer at East Lothian Council.

The Head Teacher will prepare and send to the Head of Education the relevant information for notifying the media, through the Corporate Communications Team of East Lothian Council. This information should include the name of the school which is closing, whether it is a partial or whole school closure, i.e. to pupils; pupils and staff; community groups and the reason why the school is closing. Information will also be required on how long the closure will be and how the media, parents, carers and pupils will be informed when the school will be reopening. Once approval has been granted to close a school, Resources and People Services will notify the Corporate Communications Team to ask them to inform the media and upload messages to the Council’s communications channels, such as its Twitter feed, intranet and the Council’s website http://www.eastlothian.gov.uk. Whenever possible, schools will update their own school website with this information.

**Complaints Procedures**
Most complaints can and should be resolved at school level. If you have cause for concern, the first person to approach will normally be the Head Teacher. If a meeting is required with the Class or Guidance Teacher, Head Teacher or another senior member of staff then this should be arranged as quickly as possible. If you still remain dissatisfied then the procedures contained within “How to make a comment, compliment or complaint about a Council service” should be followed.

Further information can be obtained at: http://www.eastlothian.gov.uk/complaints

**Unacceptable Behaviour**
East Lothian Council does not tolerate physical or verbal abuse towards staff. Such abuse is a criminal offence and may lead to prosecution.

**Schools within East Lothian**
A list of all primary and secondary schools can be found at: http://www.eastlothian.gov.uk/educationandlearning

**Useful Telephone Numbers**
The undernoted staff are based within Resources and People Services, John Muir House, Haddington, EH41 3HA.

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Telephone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Depute Chief Executive</td>
<td>Alex McCrorie</td>
<td>01620-827864</td>
</tr>
<tr>
<td>Head of Education</td>
<td>Darrin Nightingale</td>
<td>01620-827222</td>
</tr>
<tr>
<td>Head of Children’s Well-being</td>
<td>Sharon Saunders</td>
<td>01620-827633</td>
</tr>
<tr>
<td>Principal Educational Psychologist</td>
<td>Lynne Binnie</td>
<td>01620-827998</td>
</tr>
<tr>
<td>Education Service Manager (Strategy &amp; Operations)</td>
<td>Richard Parker</td>
<td>01620-827494</td>
</tr>
<tr>
<td>Education Service Manager (ASL and Early Years)</td>
<td>Alison Mitchell</td>
<td>01620-827565</td>
</tr>
<tr>
<td>Principal Inclusion &amp; Equality Officer</td>
<td>Fraser Parkinson</td>
<td>01620-827961</td>
</tr>
</tbody>
</table>
School Session Dates

School session dates for 2016/17 and 2017/18 were approved by the Education Committee on 22 September 2015 and can be found at:
http://www.eastlothian.gov.uk/info/860/term_holiday_and_closure_dates/932/school_term_dates

The Scottish Government can be contacted at:
Scottish Government Education Department
Victoria Quay
EDINBURGH, EH6 6QQ
Telephone Number 0131-556-8400

http://home.scotland.gov.uk

Accuracy of Information
The information contained in this booklet was accurate as at November 2015.

November 2015