We are learning to be ....
We are learning to do ....
We are learning to learn ....
We are learning to live together.
Introduction

Welcome to Law Primary School

I am delighted to welcome you and your child to Law Primary School. I hope your association with the school as a parent will be a happy and rewarding one, enabling us to work together to achieve the best possible outcomes for your child.

This handbook provides important information, which I hope you find helpful. However, it is only by visiting that you will get a true impression of our school and its facilities. Please feel free to arrange a visit, when a member of staff will be pleased to show you around and answer your questions.

Our school is a vibrant school, very much at the heart of the Community. We have an inclusive approach and welcome and celebrate diversity, appreciating that we are all unique and bring differing backgrounds, skills and aptitudes to school. We have a strong focus on the core values of openness and honesty, courtesy and integrity and strive to provide high quality teaching and learning for all our children.

Jill Wareham

October 2013

Please note that the information in this handbook is accurate at the time of compilation (November 2013) but that it is subject to changes in roll, staffing and resources in future years.

“Parents” in this booklet refers to parents, carers and guardians.
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About our School

Staffing
The Headteacher is Mrs Jill Wareham. Further details of staff can be found in appendix 1.

North Berwick Nursery School
The majority of our P1 intake each year have attended North Berwick Nursery School. This is a separate school, situated on Law Road, North Berwick, which shares a building with the local Community Centre. With effect from August 2013 there has been a shared management structure in place across the two schools. One of the Depute Head Teachers has responsibility for the Early Level of Curriculum for Excellence and this spans both years at Nursery and Primary 1. A further two Depute Head Teachers are responsible for the First and Second Levels of Curriculum for Excellence.

Parent Council
The Joint Chair of the Parent Council is Dr Laura Forrest & Mr John Maslen. Further details of how to contact the Parent Council can be found in appendix 2

The Building
The building, which is of a semi-open plan design, was opened in 1975 with an extension built in 1998. Within the grounds there are extensive grass play areas, three hard-surface play areas and a Temporary Unit classroom, which is currently used as a music room. In 2010 new playground equipment was installed as a result of PTA fundraising. The school has been awarded two Green Flags by Eco Schools Scotland and we are recognised as a ‘Fair Trade’ school.

The School Day
Times of arrival and dismissal are as follows:

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Morning interval is from 10.25am until 10.40am.
Lunchtime interval is from 12 noon until 1.15pm for Primary 1 and 2 and from 12.20pm until 1.15pm for Primary 3 to 7.

It is the responsibility of parents to make arrangements for the collection of their child at the end of the school day. We recognise that in emergency situations these arrangements can occasionally break down. Children who are not collected at the end of the day should return to class and the office will try and contact someone to collect them. Please ensure that the office has an up to date emergency contact.

What to do if you have a concern
Any concern about your child should be raised with their class teacher in the first instance. We operate an ‘open door policy’ and aim to make our partnership as open and accessible as possible.
You can contact your child’s teacher in a number of ways. You can telephone or email the school office with a query and this will be passed to the relevant member of staff. You can hand a note to the office or send it to the class teacher via your child. If you want to arrange a meeting with a teacher this can be done by any of the means above. If the matter is urgent or cannot be resolved by the means outlined above, you can contact a member of the management team who will try to assist.

**Attendance and Punctuality**

Parents are responsible for ensuring that their child attends school regularly and on time. In case of unsatisfactory attendance, the Head Teacher will call on the Child & Family Support Worker (Attendance) to visit the home to discuss the problem with the parents. If such unsatisfactory attendance persists, 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. This Group has been formed to make recommendations to the Director on the statutory responsibilities of the Authority with regard to defaulting parents.

Requests for leave of absence for any reason should be made in writing to the Head Teacher. Requests for holidays over 2 weeks during the school term should be addressed to the Head of Education at East Lothian Council. In accordance with East Lothian Council policy, no work will be issued for pupils who take holidays out with the normal school holidays. However if parents feel that their children should be involved in some educational activity the following are suggested:

1. Scrapbook/diary of the holiday.
2. Revision of multiplication/division/addition/subtraction facts.
3. Reading of a book that is discussed with parents.

The need for parental co-operation in all aspects of attendance is very important. We appreciate your support in this matter.

**What to do if your child is ill**

Should a pupil be unable to attend school, e.g. due to illness, please telephone the school before the start of the school day. An answerphone service operates outwith office hours and a message can be left. A note explaining the reason for the absence must be given to the class teacher on the day of his/her return to school if a telephone message has not been left. Failure to contact the school will result in the absence being recorded on the computerised attendance records as an “unexplained absence”.

If a pupil becomes ill and is likely to be absent for some days, parents are asked to contact the school informing the Head Teacher of the situation. If a pupil goes home for lunch, becomes ill and cannot return to school for the afternoon session, parents are asked to contact the school before the beginning of afternoon school.

**Parental Involvement**

We recognise that effective partnership working between the school and parents/carers is essential for the learning and development of our children and we work hard to build and maintain positive relationships. More information about the Parent Forum and Parent Council can be found in appendix 2.

The school also has an active Parent Teacher Association (PTA). The PTA holds meetings and organises social and fundraising events throughout the session. Contact details of current office bearers can be found in appendix 2.

**Wet Weather Arrangements**

During very wet intervals children are allowed to stay in their classrooms where play materials are available, and a member of staff supervises the area. On wet mornings pupils are allowed into the cloakroom areas from 8.35am onwards, from their own playground doors and only bus children may gain entry to school via the front door to make their way down to their cloakrooms before going to their class bases at 8.45am. Supervision during this period cannot be guaranteed, but pupils are expected to behave in a responsible manner. We would ask that pupils have with them in school a waterproof or jacket of some kind in the event of light showers at break time.
Lunchtime Arrangements
Pupils can choose to have either a school lunch or bring a packed lunch from home. On days when pupils go home for lunch (wet or otherwise) they are advised not to return to school until 1.15pm. School meals are prepared by the school’s own kitchen, and served in the dining hall beginning with P1 - P3. The other classes follow a weekly rota of being “first in the queue”. Pupils can choose soup and a main meal or main meal and dessert. The meals are accompanied by a selection of breads, salad and a choice of milk or water. Supervision is by dining room supervisors and a member of the promoted teaching staff. Meals cost a fixed price of £1.90 which is paid to a catering assistant in the dining hall. Pupils should bring the correct money daily in a named purse or wallet. Tables are set aside in the Dining Hall for children who wish to bring a packed lunch.

Class Organisation
Classes are organised horizontally, i.e. within each class pupils will tend to have the same year of birth. Although named A, B, C, the classes are mixed in ability. When composite classes have to be formed this is done in accordance with the Council’s policy on the basis of age, i.e. a P3/4 class would be formed by combining a group of the eldest P3 pupils with a group of the youngest P4 pupils. Within a composite class the pupils will work at a level suited to their group and ability.

The class arrangements from year to year tend to be flexible. The same class group will not necessarily continue throughout school, with classes either being disbanded or created depending on the movement in overall numbers at a particular year stage. We know that friendship groups are important and we encourage children to mix with their friends at break times, through whole-school or stage events. Parents should also create opportunities to maintain friendships and encourage new ones.

Each class has its own teacher who is responsible for the various subjects within the curriculum, but there will be occasions when the class will be taken by a subject specialist, e.g. Physical Education, or by another class teacher as part of a team teaching project. A Depute Head Teacher is assigned to each of the school Areas, and is responsible for implementing school policy on curriculum, discipline and the welfare of the Area, arranging class visits, and dealing with matters referring to the Area as they arise.

Classes are formed in accordance within the Scottish Government Guidelines on class sizes. The maximum number of children is 25 in P1, 30 in P2 and P3 and a maximum of 33 in P4-P7. The maximum number of children in a composite class is 25. Each year stage is made up of approximately 3 classes but where numbers demand, composite classes are formed in accordance with East Lothian Council policy.

Perceptual Motor Group
This programme of work is delivered to certain pupils whom it is thought will benefit from specific work on their motor skills. The programme is designed to help them acquire movement skills fundamental to learning. These skills include movement and balance exercises, eye/hand co-ordination, eye/foot co-ordination, body and spatial awareness, all aspects of memory, listening for instructions and co-operation with others. If your child is identified as benefiting from this programme, you will be informed by letter.

Visitors to school
The school operates a security system whereby the only entrance to the school is by the entry phone at the main entrance. All parents/carers and visitors should enter and leave school at this point only. Visitors are requested to sign in at the office and wear a ‘Visitor’s Badge’ whilst in school.

Playground supervision
When pupils are at school, the responsibility for their safety rests with the Council. The Head Teacher and staff (including playground supervisors) undertake the responsibility as the Council’s representatives. This means that reasonable steps should be taken to prevent any pupils suffering injury and to ensure that accidents and difficulties can be reported to a responsible adult and appropriate action taken. Pupils are expected to adhere to the rules of the playground i.e. keeping hands, feet, and objects to themselves and playing in their own designated area. Any breach of these rules is noted in the Playground Incidents book and appropriate consequences will follow.
School Ethos
We endeavour to create a positive learning ethos in a variety of ways. Some of these are outlined below.

School Aims
The school aims are:

1. To deliver a well-balanced, high quality, well-structured curriculum.
2. To educate each child to achieve their highest possible standard of attainment.
3. To provide the highest quality of teaching and learning to meet the needs of all children.
4. To provide the best support to meet the emotional, physical and social needs of all pupils.
5. To provide a sense of identity and pride in the school working in partnership with parents and the wider community.
6. To make the best possible use of all resources available.
7. To develop ourselves professionally, building on the strengths we possess as a team.

Celebrating Success
We celebrate our pupils’ achievements, both in and out of school, in a number of ways. These include recognition in class, in assemblies, in the newsletter, in displays and in the local media.

The school as part of the community
Law Primary is an integral part of the local community and we value the relationships we have formed with a number of local organisations. These include the library, the RNLI, East Lothian Yacht Club, North Berwick in Bloom, the sports centre, the Edington Hospital, the Community Council, the Rotary Club and the Food Market. At Christmas, classes visit local homes for the elderly for carol singing. Links have also been established with the Community Centre and some pupils benefit from the Music Therapy they offer. Regular contact is maintained with the local churches and their leaders participate in our programme of assemblies. We visit the churches for our Harvest Festival and Christmas services.

The school has developed good links with both the local nursery and high school with regular liaison taking place between these establishments to aid the transition process for our children.

Outwith school hours our premises are used as a venue for many activities including Brownies, Guides, Judo, Drama, Youth Choir and a range of sporting activities organised by the Active Schools Co-ordinators. Enquiries regarding lets for the use of school accommodation can be made to Frances McInnes on 01620 827812.

Out of School Care
An After School Club, Breakfast Club and Holiday Club operate under the organisation of East Lothian Out of School Care Network. This is a voluntary organisation and company limited by guarantee which operates seven out of school clubs and one playgroup across East Lothian. They provide flexible, quality, affordable holiday clubs and inclusive childcare for local parents and carers, enabling them to take up or remain in employment, education and training.

ELOSCN operates a child-centred service where every child, including those with additional support/special educational needs, has the opportunity to enjoy a safe, caring, healthy and stimulating play environment. Contact details are included in appendix 2.
Rights Respecting School
Law Primary has begun the process of becoming a ‘Rights Respecting School’. This is a UNICEF accredited scheme which recognises achievement in putting the United National Convention on the Rights of the Child at the heart of a school's planning, policies, practice and ethos. A rights-respecting school not only teaches about children's rights but also models rights and respect in all its relationships: between teachers / adults and pupils, between adults and between pupils. Further information about the scheme can be found at http://www.unicef.org.uk/rrsa

Behaviour
Positive Behaviour Plan
In order to promote positive behaviour in school all teachers follow the Positive Behaviour Plan. It is based on two principles i) All Teachers have the right to teach ii) All pupils have the right to learn. It follows a system of Rules, Reward and Sanctions.
There are 5 core rules – the ‘Big Five’.
- Follow instructions
- Keep hands, feet and objects to yourself
- Be kind and helpful
- Try your best
- Look after the school environment

The Positive Behaviour Plan for each class is posted in the Parents’ Zone on our website http://edubuzz.org/blogs/law/

Standards of behaviour
Pupils are expected:-
- to be courteous in speech and manner in their relationships with school staff, visitors and fellow pupils.
- not to take actions which would be hurtful - physically or mentally, to others.
- not to cause damage to property belonging to the school or others.
- to carry out diligently assignments set in the school for homework.
- to keep personal belongings tidy both in classrooms and cloakrooms.
- to observe school guidance on matters relating to the everyday life of the school, e.g. walking in corridors, keeping to specified areas, entry and exit by specified doors.

Circle Time
Circle time is a part of the curriculum designed to promote better relationships and positive behaviour.
It is a democratic system, offering all children a practical opportunity to discuss concerns, debate moral values, practise positive behaviours and work out solutions and action plans in an enjoyable, fun context. Through the practical activities our children's self-esteem should be enhanced.
During Circle Time children will discuss the rules from the Positive Behaviour Plan and issues arising therefrom.
The rules will be discussed regularly with children and displayed openly in the classroom. They may provide themes for Assemblies throughout the year.

Bullying/Anti-Racism
Law Primary has zero tolerance of this form of behaviour and regards it as unacceptable. Any suspicions or reports of bullying are taken seriously. The school has an Anti-bullying Policy, as part of East Lothian Council's policy and procedures, which is issued to all parents at the start of every school year or when a pupil joins the school. Incidents of bullying are recorded as part of that policy. Every opportunity will be taken in class discussions or Assembly topics to discourage physical or mental bullying. Your support is vital in helping to prevent someone suffering, by letting us know if there is a problem, and also by discussing the topic with your child. In school children can approach ANY MEMBER OF STAFF, not just their own teacher, if they are being bullied. The anti-bullying co-ordinator for the school is Mrs Conlin, Principal Teacher. We also treat racism seriously and our policy means that any racist comments are logged and the parents of both parties notified. Throughout the year, in class and at assembly, the issue of racism is addressed.
The Curriculum
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:
http://www.eastlothian.gov.uk/curriculumforexcellence
http://www.educationscotland.gov.uk/thecurriculum/
http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnersexpect/skillsforlearning.asp

There are five levels:

- Early: pre-school years and P1 or later for some
- First: to the end of P4, but earlier or later for some
- Second: to the end of P7, but earlier or later for some
- Third & Fourth: S1 to S3 but earlier for some. The fourth level broadly equates to SCQF Level 4
- Senior Phase: S4-S6 and college or other means of studies

Further information about the curriculum can be found in appendix 5
When do we report to parents?
Report sheets indicating your child’s progress are issued to parents towards the end of the session in May. Progress can also be discussed at the two sets of Parents’ Evenings in October and February. Parents are welcome at any time in the school year to contact the school and arrange a suitable time to discuss their child’s progress or difficulties. The school will contact parents to arrange a meeting if difficulties with behaviour or schoolwork arise.

Extra curricular activities
Extra curricular activities are offered at lunchtime or after the school day depending on the interests and availability of staff. These include Football, Basketball, Netball, Singing Club, Art, Rugby, Country Dancing, Skipping, Chess, East Coast FM, Reading, Knitting, Sewing and other craft activities.

Homework
We believe homework has an important role in promoting links between home and school. We expect pupils to take a pride in their homework and ask for your support to ensure it is completed to an acceptable standard and returned on time. Homework is important in reinforcing and consolidating skills taught and enables you to be aware of what your child is learning. It encourages independent study, which will form an important part of lifelong learning.

Information will be issued at the start of the session which outlines the homework policy for each stage. This is also available on the website. Homework can take a variety of forms, including reading, spelling, maths and research work for projects in interdisciplinary learning.

Records
Information regarding address, date of birth, emergency contact, family doctor and parents’ place of work is held on computerised records (Seemis) and is transferred to the appropriate Secondary School on completion of the Primary Stage. Commencing in the Summer term of 2013, a profile of each P7 pupil (similar to those produced for Nursery children entering Primary school) will be forwarded to Secondary School.

Uniform
We encourage the wearing of school uniform. Leisure/sportswear is not seen as appropriate school wear and therefore we would ask you not to send pupils to school in jeans, football colours, brand name tracksuits/tops e.g. Adidas etc. Checked summer school dresses are appropriate in the summer season.

We discourage the wearing of jewellery and we cannot be held responsible for any jewellery that is lost or damaged during the school day. Uniform orders are taken at several points during the school year, with the main order being placed late in the summer term ready for the start of the new session in August. Please contact the School Office in the first instance regarding uniform orders. Uniform is also available from Patricia Bewsey Designs at Fenton Barns and Affleck’s Sports Shop on North Berwick High Street keep a small stock of polo shirts and sweatshirts with the school logo on.

Pupils are encouraged to wear the school uniform available in the following options:
- Sweatshirt in red (with school logo).
- Polo shirt in white (with school logo).
- For formal occasions such as the Primary 7 Transfer Ceremony a white shirt and tie is requested. With either style of uniform grey or black skirt/trousers should be worn.
- For gym lessons a T-shirt and shorts with training shoes should be worn. For the gymnastic block lightweight shoes of the elasticated black variety are encouraged on the grounds of safety and wear and tear on equipment. Any child who does not have the appropriate clothing may not be able to participate.

Indoor shoes
Because of the carpeted common areas we request that pupils change into indoor shoes (sandals, training shoes etc.) when they enter the building.
**Enrolment**
Each year, towards the end of the Autumn Term, parents/carers of children who are due to commence school at the beginning of the following session are invited to come to the school to enrol them. Out of district applications will also be processed at this time. Towards the end of the Summer Term there is an evening meeting for parents where they have the opportunity to meet the class teacher, visit the class area and see some of the books and materials that will be used. Children also have a one hour visit to school in this term. Parents who are unable to visit the school on the occasions indicated are asked to arrange a suitable alternative time with the Depute Head Teacher, (Early Level). Parents of pupils who may be joining the other stages within the school are asked to contact the school office to arrange a visit.

Further information can be found at:  
http://www.eastlothian.gov.uk/info/879/school_and_nursery_places/1391/enrolling_your_child_in_school

**Transfer from Primary to Secondary School**
Pupils from this school normally transfer to North Berwick High School, Grange Road, North Berwick  
Tel: 01620 894661. Transfer takes place after pupils have completed the session in Primary 7, and enter 1st Year at High School in August of that year. Parents are informed of the transfer arrangements by December of the pupil’s last year in primary school. Included in this information will be notice of the parents’ rights to request admission to the school of their choice in accordance with the provisions of the Education (Scotland) Act 1981. Please note that attendance at an associated primary does not mean transfer to the attached secondary school, only children in the catchment area are guaranteed a place.

Pupils transferring from this school to North Berwick High School receive talks from members of the High School Guidance Staff and visit the High School during the Summer Term. Parents are invited to an initial talk in November given by the High School Headteacher, Mr Sutherland. He also arranges a meeting at the High School for parents of pupils due to transfer. P7 profiles were introduced for the first time in the summer of 2012 as part of Curriculum for Excellence.

**Health and Wellbeing**

**School Travel**

**Car Access**
Only authorised vehicles i.e. staff, delivery, taxis and school buses may enter the school premises. We encourage children to travel actively to school wherever possible. If driving to school cannot be avoided, parents are asked to ‘Park and Stride’, i.e. park in a safe place a short distance from school and walk the final part of the journey.

A map showing the ‘Park and Stride’ route can be found at appendix 4

**Cycling to School**
Children who cycle to school, do so at their parent’s discretion. Primary 6 pupils have the opportunity to undertake ‘Bikeability’ training in school and we recommend that pupils complete this training before cycling to school unaccompanied. Children are also encouraged to wear helmets when cycling or scooting to school. A bike rack and a scooter rack are available. For the safety of all, children should not ride or scoot in the playgrounds.

**The School Health Service**

Throughout your child’s years at primary and secondary school, a team of specialist Health Service and Education staff will be seeing your child as part of a planned programme to make sure that he or she benefits as much as possible from all that the school has to offer, and to help prepare him or her 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 of children before they start school.
Many different services are provided. The issue of maintaining confidentiality is taken seriously by the School Health Team at all times. The staff involved make 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. Some of the services, e.g. testing for vision and hearing are normally provided to all children on a routine basis to discover which children may need further tests or treatment. Parents are not notified of these screening tests and any parent who does not want a child to be included should notify the school at the beginning of the session. Naturally, if treatment is thought to be required the child’s parents will be informed and consent requested.

Some of the staff concerned and the parts they play are as follows:

**School Nurses** are involved with health promotion and education, prevention of ill health, immunisation, health surveillance and screening. The attention of the School Doctor is drawn to any possible problems, and parents and the family doctor are informed if any further action is considered necessary.

The **School Nurse** may be helped by a **Health Assistant**. The School Nurse acts as an important link between home and school. She visits the school regularly and liaises with teachers to find out whether any pupil has a health need that requires to be addressed. The School Nurse can link with other members of the health team, in the community or in hospital, concerned with the child’s health. The Nurse reviews the medical notes of all children in Primary 1, 4 and 7, and S3 as well as those of all new entrants.

An information booklet about the school health service is issued to all P1 pupils and any new pupils coming from out-with the Lothian area.

Parents are also asked to complete a health questionnaire about their child at Primary 1, 7 and S3 and asked if they would like their child to have a full medical consultation with the School Doctor.

The **School Doctor** is trained in community paediatrics and is part of a team of doctors, including a **consultant community paediatrician** for your area. In addition, the doctor may ask for your consent to examine your child if his or her medical records are incomplete or if the doctor particularly wishes to check on his or her progress. You will be invited to be present at any medical examination and kept informed if the school doctor wishes to see your child again or thinks that he or she should be seen by your family doctor or a specialist in paediatrics. You can, if you wish, arrange for your family doctor to undertake the examinations instead of the school doctor but you may be charged a fee for this. In secondary schools the school doctor may consider whether any special information should be provided for the Careers Service.

The school doctor will be pleased to see you and your child at any time if you are concerned about his or her health or general progress at school.

With your consent, the school doctor also carries out immunisations to protect against various diseases:

- **Age 12-14** testing for resistance to tuberculosis and immunisations (BCG) where required.
- **Age 14-15** booster immunisation against diphtheria, tetanus and polio.

The **audiometric team**, who check children’s hearing, will not visit the school to check pupils hearing. Instead they will provide a local clinic based, appointment only service for all school aged children requiring a hearing assessment. These include:

- All children who are due to have a routine re-test as a result of being found to have a hearing loss at a previous test in school or as a pre-school child.
- All school age children newly referred for assessment, either P1 or other years.
  - The school medical officer will inform schools of the result of any assessment.

The **speech and language therapist** can provide assessment and if necessary treatment, if you, a teacher, your GP or the school doctor feels that your child may have a speech or a language problem.

Any enquiries concerning the provision of dental services should be made to the Director of the Community Dental Services, 16 Duncan Street, Edinburgh EH9 1SR (tel: 0131 667 7114).
We hope that the School Health Service can, together with yourselves, contribute to your child's overall well-being and development. Please do not hesitate to arrange, through the Headteacher, to see the school doctor or school nurse if you want any more information.

Minimising the Effects of Disabilities
Wheelchair access is available at several points and an internal ramp overcomes the difficulties presented by several steps between areas. The school aims to provide the best support to meet the emotional, physical and social needs of all pupils.

Medical Care
Arrangements for medication to be administered or self-administered in school
Guidelines have been issued to schools by East Lothian Council and they extend the requirement for parents/guardians of pupils requiring to have drugs/medication administered or self-administered in school to provide written instructions regarding the quantity, frequency, and the method of administration and any other relevant information. Parents of children requiring medication should obtain the relevant form from Mrs MacAulay.

Administration of Medical Procedures
All members of staff who have agreed to be trained in the administration of specific drugs to pupils suffering from epileptic seizures 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.

Illness or injury at school
If a child becomes ill while at school, parents, or nominated “emergency contact”, are telephoned and arrangements made for the pupil to be taken home. In the event of an accident where a serious injury is suspected parents are notified and arrangements made to take the child to the Edington Hospital, St Baldred’s Road, North Berwick or to the local Health Centre, St Baldred’s Road, North Berwick.
It is essential that we have accurate and up-to-date information as to parents' working arrangements and the name etc. of an “emergency contact”. 
Healthy Eating
We aim to educate our children about the importance of healthy eating and a balanced diet. We encourage children to bring a healthy snack, if desired, to eat at morning interval. As several of our children suffer from potentially life threatening allergic reactions to certain foods, we try to avoid the following products:

- All nuts and nut products (including coconut)
- Kiwi fruit
- Sesame products (including houmous)

Whilst we appreciate the kind thought behind the gesture, please do not send cakes or other treats into school to celebrate a child’s birthday. The distribution and consumption of these uses valuable teaching time and can pose problems for those with restricted dietary requirements. Thank you for your co-operation with these matters.

Milk
Free milk will be available to children of primary school age whose parents qualify for free meals. Any other child at primary school may be provided with milk at a subsidised cost. Payment for this can be made annually at the start of the new school year, after the Christmas holidays for the remainder of the year or at intervals as advised by the office.

Children are allowed to bring in a drinking bottle with water for use in class throughout the day. We also discourage fizzy, sugary drinks being brought to school.

Fruit
As part of a Scottish Government initiative, free fruit is offered to children in P1 and P2 on a Tuesday to Thursday inclusive. Fruit is available on the same days to children in P3 to P7 for a small sum. This payment is made annually at the beginning of the session.

Occasional and Emergency Arrangements
Wherever possible, prior written notice will be given to each pupil indicating any change of dismissal time and date, and any adjustment to bus or taxi timetables.

In the case of an emergency closure being necessary during the school day where prior warning is not possible, e.g. snowstorm, or where classroom temperatures fail to reach the stated minimum level, efforts will be made to contact parents of pupils from the country areas to let them know that the buses are being re-timetabled. Local children will be sent home if we are sure that a parent or emergency contact will be at home. If not they will remain in school until contact is made, or failing that, until normal dismissal time.

Please ensure that your child is aware of who their emergency contact is.

Support for Pupils
It is our aim to meet the needs of all our learners. This includes identifying the needs of, and providing support and challenge for, groups and individuals who may have additional support needs arising from, for example, the learning environment, family circumstances, disability or health needs, or social and emotional factors.

All staff are involved in support for pupils, but the Depute Head (Early Years) oversees the arrangements for this area of school life. We have two teachers who provide Support for Learning and a team of Learning Assistants and Additional Support Needs Auxiliaries.

If a parent thinks that a pupil needs additional support at any stage they should contact the class teacher in the first instance for further information and advice.
Pupil Voice
Each class from Primaries 1 to 7 has two representatives who are voted for by their classmates and elected each term. The Council meet regularly with staff to raise any issues brought to them by their peer group. The Council are ambassadors for their class and the school and may be asked to represent the school at events within the local community. Within their term of office, 1/2 of a school year, they will be given certain responsibilities e.g. arranging fund raising events, informing infant classes of current council issues etc.

ACCURACY OF INFORMATION: The information in this booklet is accurate at the time of compilation (November 2013) but is subject to changes in roll, staffing and resources in future years.
APPENDIX I

SCHOOL STAFF:

Head Teacher
Mrs Jill Wareham

Depute Headteacher - P2-P4
Mrs Gill Baillie

Depute Headteacher - Nursery-P1 (Acting)
Mrs Pamela Currie

Depute Headteacher – P5-P7 (Acting)
Mrs Alison Barbour

Principal Teacher – P1
Mrs Alison Conlin

Class Teachers:

1a Mrs A Conlin
1b Mrs A O’Malley/Mrs A Smith
1c Mrs H Antonelli
2a Miss V Duncan
2b Mrs G Luke/Ms S Youngson
2c Mrs J Jack
3a Miss K Spencer
3b Mrs W Brown
3c Miss K McGill
4a Mrs P Phillips
4b Mr P McBride
4c Mrs S Barlow/Mrs S Burgon
5a Miss A J Thomson
5b Vacancy
5/6 Miss M Dalgleish
6a Mrs S Bothwick
6b Miss C Brodie
6/7 Mrs S Gilkison/Mrs S Penman
7a Mrs A Barbour/ Mrs M Pathirana
7b Mrs J Baxter

Visiting Music Specialists
Mrs Broadley, Ms P Hair, Miss P Hickman, Mrs L Hood

Visiting Art Specialist
Mr A Connell, Ms M McLeod

Visiting French Specialist
Ms J Swan

Visiting P.E. Specialist
Miss A Imrie

Learning Support
Mrs I Stewart
Mrs A Smith (p/t)

Classroom Assistants
Mrs Ritchie
Ms A Morton
Mrs P Jones

Classroom Auxiliaries
Mrs M Caithness (p/t) Mrs M O’Connor (p/t)
Mrs J Crowe (p/t) Mrs G Turner (p/t)

Additional Support Needs Auxiliaries
Mrs S Walker, Mrs M Chandler, Mrs L Bryson

School Secretary
Mrs V Clark

Clerical Assistants
Mrs C Millar (p/t) Mrs G Craven (p/t) Mrs Y Lauder

Auxiliary (Medical Room)
Miss M Macaulay

Kitchen Supervisor
Mrs L Bell

Janitor
Mr S Walker

Crossing Patrol Officers
Mr McKillop, Mr Campbell, Mr Bruce

Information about staff is subject to change since personnel may vary within the year.
APPENDIX 2

LAW PRIMARY PTA

Joint Chair          Pippa Machetto          Vice Chair          Lorna Baron
01620 893234          01620 895796
Secretary             Anne McIntyre          Treasurer           Neil Gray
anne.mcintyre28@gmail.com          neil_c_gray@hotmail.com

Staff Members          Alison Smith, Alison Conlin

LAW PRIMARY SCHOOL PARENT COUNCIL

Co-Chair               Dr Laura Forrest           01620 248943
                       Mr John Maslen              01620 892130

Please contact us via our email: parentcouncil@law.elcschool.org.uk or on our facebook pages

Staff Members          Wendy Brown, Sheila Burgon, Sarah Barlow
Clerk                  Tracy O’Connor

AFTER SCHOOL CLUB

Playleader             07890 684095

NORTH BERWICK HIGH SCHOOL

Headteacher           Ms Lauren Rodger
North Berwick High School
Grange Road
North Berwick
TelephoneNumber: 01620 894661
# Term 1

<table>
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<th>Year</th>
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<tr>
<td>Inservice Day 1</td>
<td>Monday</td>
<td>19 August</td>
<td>2013</td>
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<tr>
<td>Inservice Day 2</td>
<td>Tuesday</td>
<td>20 August</td>
<td>2013</td>
</tr>
<tr>
<td>Pupils Resume</td>
<td>Wednesday</td>
<td>21 August</td>
<td>2013</td>
</tr>
<tr>
<td>September Holiday staff &amp; pupils break</td>
<td>Thursday</td>
<td>12 September</td>
<td>2013</td>
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<tr>
<td>September Holiday (schools closed for staff &amp; pupils)</td>
<td>Friday</td>
<td>13 September</td>
<td>2013</td>
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<tr>
<td>All Resume</td>
<td>Tuesday</td>
<td>17 September</td>
<td>2013</td>
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<tr>
<td>All Break (October break)</td>
<td>Friday</td>
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<td>2013</td>
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<tr>
<td>October Break</td>
<td>Monday-Friday</td>
<td>14 – 18 October</td>
<td>2013</td>
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<tr>
<td>Inservice Day 3</td>
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## Term 2

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<tr>
<td>All Resume</td>
<td>Monday</td>
<td>6 January</td>
<td>2014</td>
</tr>
<tr>
<td>Pupils break</td>
<td>Friday</td>
<td>7 February</td>
<td>2014</td>
</tr>
<tr>
<td>February break</td>
<td>Monday – Friday</td>
<td>10 – 14 February</td>
<td>2014</td>
</tr>
<tr>
<td>Inservice Day 4</td>
<td>Monday</td>
<td>17 February</td>
<td>2014</td>
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<tr>
<td>Pupils Resume</td>
<td>Tuesday</td>
<td>18 February</td>
<td>2014</td>
</tr>
<tr>
<td>All Break (Christmas)</td>
<td>Friday</td>
<td>20 December</td>
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School Session dates can also be found at: [http://www.eastlothian.gov.uk/info/860/term_holiday_and_closure_dates/932/school_term_dates](http://www.eastlothian.gov.uk/info/860/term_holiday_and_closure_dates/932/school_term_dates)

## Term 3

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<tr>
<td>All Resume</td>
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<td>22 April</td>
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<tr>
<td>May Holiday</td>
<td>Monday</td>
<td>5 May</td>
<td>2014</td>
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<tr>
<td>Inservice Day 5</td>
<td>Tuesday</td>
<td>6 May</td>
<td>2014</td>
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<tr>
<td>Pupils Resume</td>
<td>Wednesday</td>
<td>7 May</td>
<td>2014</td>
</tr>
<tr>
<td>Victoria Day Holiday</td>
<td>Monday</td>
<td>19 May</td>
<td>2014</td>
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<td>All resume</td>
<td>Tuesday</td>
<td>20 May</td>
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<tr>
<td>Term ends</td>
<td>Friday</td>
<td>4 July</td>
<td>2014</td>
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= 80 pupil days  
= 83 staff days

= 59 pupil days  
= 60 staff days

= 51 pupil days  
= 52 staff days
| TERM 1 | Staff In-service Day 1 | Monday | 18 | August 2014 |
| TERM 1 | Staff In-service Day 2 | Tuesday | 19 | August 2014 |
| TERM 1 | Pupils Resume | Wednesday | 20 | August 2014 |
| TERM 1 | Autumn Holiday (Schools closed) | Friday | 12 | September 2014 |
| TERM 1 | Schools closed | Monday | 15 | September 2014 |
| TERM 1 | All Return | Tuesday | 16 | September 2014 |
| TERM 1 | All Break | Friday | 10 | October 2014 |
| TERM 1 | Staff In service Day 3 | Monday | 20 | October 2014 |
| TERM 1 | Pupils Resume | Tuesday | 21 | October 2014 |
| TERM 1 | Term Ends | Friday | 19 | December 2014 |
| TERM 2 | All Resume | Tuesday | 6 | January 2015 |
| TERM 2 | All Break | Friday | 13 | February 2015 |
| TERM 2 | All Resume | Monday | 23 | February 2015 |
| TERM 2 | Pupils Break | Wednesday | 1 | April 2015 |
| TERM 2 | Staff In service Day 4 | Thursday | 2 | April 2015 |
| TERM 3 | All Resume (Staff and Pupils) | Monday | 20 | April 2015 |
| TERM 3 | May Day (Schools closed) | Monday | 4 | May 2015 |
| TERM 3 | All Resume | Tuesday | 5 | May 2015 |
| TERM 3 | Staff In-service Day 5 | Monday | 18 | May 2015 |
| TERM 3 | Pupils Resume | Tuesday | 19 | May 2015 |
| TERM 3 | Term Ends | Friday | 3 | July 2015 |
| Provisional 2015/16 | Staff Resume | Monday | 17 | August 2015 |

School Session dates can also be found at: [http://www.eastlothian.gov.uk/info/860/term_holiday_and_closure_dates/932/school_term_dates](http://www.eastlothian.gov.uk/info/860/term_holiday_and_closure_dates/932/school_term_dates)
PARK & STRIDE

Our Junior Road Safety Officers and Eco Committee encourage pupils to walk to school. Please try to keep Law Road clear, for example drive along St Baldred’s Road and up Lady Jane Road to Gilbert Avenue. If you must use a car, try to use the drop off zones and not the Sports Centre car park. The turning circle at the front of the school is for buses and delivery traffic only and should not be accessed by parents. Please help us keep all our children safe.

KEY

Law PS  Law Primary School
SC     Sports Centre
NBHS   North Berwick High School
SCP    School Crossing Patrol
PW     Pedestrian Walkway

Drop off points 3-4 min walk
Appendix 5

PRINCIPLES AND PRACTICE OF SUBJECT AREAS IN CURRICULUM FOR EXCELLENCE

Expressive Arts
- Be creative and express themselves in different ways
- Experience enjoyment and contribute to other people’s enjoyment through creative and expressive performance and presentation
- Develop important skills, both those specific to the expressive arts and those which are transferable
- Develop an appreciation of aesthetic and cultural values, identities and ideas and, for some prepare for advanced learning and future careers by building foundations for excellence in the expressive arts.

Health and Wellbeing
- Make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- Experience challenge and enjoyment
- Experience positive aspects of health living and activity for themselves
- Apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- Make a successful move to the next stage of education or work
- Establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children.

Literacy
- The use of relevant, real-life and enjoyable contexts which build upon children and young people’s own experiences
- Effective direct and interactive teaching
- A balance of spontaneous play and planned activities
- Harnessing the motivational benefits of following children and young people’s interests through responsive planning
- Collaborative meaningful links for learners across different curriculum areas
- Building on the principles of Assessment is for Learning
- Frequent opportunities to communicate in a wide range of contexts, for relevant purposes and for real audiences within and beyond places of learning
- The development of problem-solving skills and approaches
- The appropriate and effective use of ICT.

Mathematics

Number, money and measure
- Estimation and rounding
- Number and number processes
- Multiples, factors and primes
- Powers and roots
- Fractions, decimal fractions and percentages
- Money
- Time
- Measurement
- Mathematics – its impact on the world, past, present and future
- Patterns and relationships
- Expressions and equations

Shape, position and movement
- Properties of 2D shapes and 3D objects
- Angle, symmetry and transformation

Information Handling
- Data and analysis
- Ideas of chance and uncertainty
RELIGIOUS AND MORAL EDUCATION

- Recognise religion as an important expression of human experience
- Learn about and from the beliefs, values, practices and traditions of Christianity and the world religions selected for study, other traditions, and viewpoints independent of religious belief.
- Explore and develop knowledge and understanding of religions, recognising the place of Christianity in the Scottish context
- Investigate and understand the responses which religious and non-religious views can offer to questions about the nature and meaning of life
- Recognise and understand religious diversity and the importance of religion in society
- Develop respect for others and an understanding of beliefs and practices which are different from their own
- Explore and establish values such as wisdom, justice, compassion and integrity and engage in the development of and reflection upon their own moral values
- Develop their beliefs, attitudes, values and practices through reflection, discovery and critical evaluation
- Develop the skills of reflection, discernment, critical thinking and deciding how to act when making moral decisions
- Make a positive difference to the world by putting their beliefs and values into action
- Establish a firm foundation for lifelong learning, further learning and adult life.

SCIENCES

- Develop a curiosity and understanding of their environment and their place in the living, material and physical world
- Demonstrate a secure knowledge and understanding of the big ideas and concepts of the sciences
- Develop skills for learning, life and work
- Develop skills of scientific inquiry and investigation using practical techniques
- Develop skills in the accurate use of scientific language, formulae and equations
- Recognise the role of creativity and inventiveness in the development of the sciences
- Apply safety measures and take necessary actions to control risk and hazards
- Recognise the impact the sciences make on their lives, the lives of others, the environment and on society
- Develop an understanding of the Earth’s resources and the need for responsible use of them
- Express opinions and make decisions on social, moral, ethical, economic and environmental issues based upon sound understanding
- Develop as scientifically literate citizens with a lifelong interest in the sciences
- Establish the foundation for more advanced learning and, for some, future careers in sciences and the technologies.

SOCIAL STUDIES

- Develop their understanding of the history, heritage and culture of Scotland, and an appreciation of their local and national heritage within the world
- Broaden their understanding of the world by learning about human activities and achievement in the past and present
- Develop their understanding of their own values, beliefs and cultures and those of others
- Develop an understanding of the principles of democracy and citizenship through experience of critical and independent thinking
- Explore and evaluate different types of sources and evidence
- Learn how to locate, explore and link periods, people and events in time and place
- Learn how to locate, explore and link features and places locally and further afield
- Engage in activities which encourage enterprising attitudes
- Develop an understanding of concepts that encourage enterprise and influence business
- Establish firm foundations for lifelong learning and for further specialised study and careers.
**TECHNOLOGIES**

- Develop their 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 skills and confidence to embrace and use 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, to sustainable development to ethical, economic and cultural issues
- Broaden their understanding of the role that information and communications technology (ICT) has in Scotland and in the global community
- Broaden their understanding of the applications and concepts behind technological thinking, including the nature of engineering and the links between the technologies and the sciences
- Experience work related learning, establish firm foundations for lifelong learning, and, for some, for specialised study and a diverse range of careers.

Further information in relation to curricular areas

**Expressive Arts**

Pupils begin in the Infant Area by experiencing various art materials and forms e.g. painting, drawing, colouring, cutting, gluing and modelling. As they progress through the school they learn about the relationships between colours, line and shape, develop manual dexterity in craftwork, e.g. sewing, model making. We currently have the services of Art Specialists, Mr Connell and Ms McLeod.

**Music**

From the beginning of their school careers children are involved in music making - vocally or instrumentally, listening to music and the reading of music. Occasional use is made of radio and television programmes, and the visiting specialist, Mrs Elizabeth Broadley. Pupils from P4 onwards have the opportunity, if they have the interest and the aptitude, to learn to play the violin. Similarly P6 and P7 pupils can learn to play the flute, clarinet and saxophone. Pupils in P7 can learn percussion instruments. Pupils in P3 can also apply for cello lessons. Pupils can only opt to take tuition in one instrument.

Pupils receiving any one of the above tuition can become members of the School Orchestra, which meets after school and is taken by Mrs Hair, Music Instructor.

**Dance**

Dance is taught largely through PE and is an integral part of the Christmas parties.

**Drama**

Drama is linked to other areas of the curriculum e.g. RME with the class assembly, social studies enacting the Victorian classroom etc. We also engage the support of the East Lothian Drama Teacher, Marjorie Sweeney who delivers programmes to classes.

**Religious and Moral Education**

Children are taught about the Christian faith, its history and beliefs, and other world religions. Each Area has a weekly Assembly led by class teacher, Depute Head or Headteacher, a visiting Minister from one of the local churches, or by one of the classes. Parents not wishing their child to be involved in activities or studies on a religious or moral theme should contact the Headteacher.

**Health and Wellbeing**

The school has a PE programme delivered jointly by the class teacher and our visiting PE specialist. We make use of the school hall, school playground, playing fields and the Sports Centre. We also work closely with Sports Development Officers for short blocks of specific sports such as hockey and football and strive to achieve the target of 2 hours physical activity a week.

There is also a School Health Programme which promotes healthy eating, lifestyles and deals with issues such as substance abuse, relationships, sexual health and parenthood. The School has achieved Healthy Schools Level 3 Accreditation.
Science
Science is taught both as a discrete subject and linked to project work. A variety of resources are used including Renfrewshire Resources and online resources.

Literacy
The development of each child’s language is pursued through an integrated programme of language work involving listening, speaking, writing and reading. Early reading material is concerned with the building up of vocabulary, and progressing to a graded reading scheme, i.e. Link Up, Reading 360. To this is linked the child’s writing combined with speaking and listening. Video programmes, and ICT are used to widen experience and vocabulary, and as a stimulant for discussion.
Later on the children pursue their reading through appropriate fiction and non-fiction material. They also learn skills of comprehension and reference to help them understand more of what they read and to assist them looking for information. Alongside this will develop the necessary skills of spelling, punctuation, language structure, handwriting, each at a level appropriate to the child’s needs.
Environmental Study Projects will play important part in the development skills in factual and imaginative writing as do other areas of the curriculum e.g. Religious & Moral Education, Expressive Arts etc.

MODERN LANGUAGES: French is taught as a foreign language from P6 onwards by Mrs Swan.

SOCIAL STUDIES: Throughout the school studies are based on a balanced programme and over a series of topics covered will involve components –
- People, past events and societies
- People, place and environment
- People in society, economy and business.

Many of the topics are locally based e.g. People Who Work for us, The Seashore, North Berwick, Edinburgh, and involve visits to various locations as well as visits to the classrooms by local speakers.

The aim of the studies is to make children aware of their surroundings, to teach them skills of researching, recording, map reading, with an appreciation of the relationships between people, animals, the changing seasons, the earth’s structure and the passage of time.

MATHEMATICS: The mathematics scheme follows the East Lothian Core Programme and makes use of resources such as Heinemann Mathematics, and emphasis not only the acquisition of numerical facts, e.g. multiplication tables, but also practical work in weighing, measuring, shape and problem solving. Additional resources will be used where appropriate, i.e. other mathematics scheme, on-line resources, television programmes. We will relate work to real life situations where at all possible.

TECHNOLOGIES: ICT is delivered both as a discreet subject where skills such as word processing, animation etc. are taught and as a means to enhance study in other subjects such as Social Studies. This also involves supervised access to the Internet.

Approaches to learning

Methods Used
Learning in the school is based on a range of strategies, including investigating, problem solving and discussion, in addition to exposition by the teacher (or “direct teaching methods”), and often involves activities using a wide variety of materials. Each child will be assessed to determine his or her levels of work. Class, setting, group and individual methods will form the basis of the teaching in order that the curriculum can be tailored as far as possible to fit the needs of each child. Formative assessment techniques are used to identify pupils’ successes and next steps.
EAST LOTHIAN COUNCIL

Resources and People Services

John Muir House Handbook

(Appendix to School Handbook)

November 2013
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- Exclusion of pupils
- Assistance with provision of school clothing
- Free school meals
- Education Maintenance Allowances (EMA)
- Employment of Children
- Home Education
- Transport: Policy of the Council and Local Arrangements
- Road Safety
- Health and Safety
- Medical care
- Administration of Medical Procedures
- Emergency closure of schools
- Unacceptable Behaviour
- Schools within East Lothian
- Useful telephone numbers
- Scottish Government Education Department
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 have 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.

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
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. These are just some examples of good practice in East Lothian.

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.

To help achieve these aims, all parents/carers will automatically be 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@sol.co.uk, the website http://www.sptc.info or write to Scottish Parent Teacher Council, 15 Mansfield Place, Edinburgh, EH3 6BB.
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:
http://www.eastlothian.gov.uk/curriculumforexcellence
http://www.educationscotland.gov.uk/thecurriculum
http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnersexpect/skillsforlearning.asp

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: http://www.eastlothian.gov.uk/educationalexcursions
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.
- A teacher’s observation of ball control in P.E.

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.

Further information can be found at:
- [http://www.educationscotland.gov.uk/parentzone](http://www.educationscotland.gov.uk/parentzone)
**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). You must show these at the school by the beginning of December (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 obtained by e-mailing schoolplacements@eastlothian.gov.uk

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

**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](http://www.eastlothian.gov.uk/choosingaschool)
Further information can be found at: [http://www.eastlothian.gov.uk/PlacingRequests](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 district 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 district pupils have enrolled and the number of non-district 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.

**More Choices More Chances**
More Choices More Chances is Scottish Government’s broad strategic framework for improving outcomes for young people aged 16-19 yrs old by reducing the number who are not in education, employment or training. Whilst at school, there are a number of interventions offered to school age young people to better prepare them for life beyond school including: extended work experience placements, vocational courses (some of which are certificated) and business coaching. In addition to these opportunities, post school options include Activity Agreements and a variety of Employability Fund programmes offered at stages 2- 4. The More Choices More Chances partnership includes a range of partners including Edinburgh College and other learning/training providers.
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.

The catchment boundary lines are available to view via: http://www.eastlothian.gov.uk/site/scripts/download_info.php?downloadID=1588

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.

More Choices More Chances
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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 (freephone) 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](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.
School Improvement

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 twice 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 the following:

- 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 two 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
- Chairing cluster moderation meetings for Exceptional Needs resource allocation
- Reporting to Scottish Government, Education Scotland, e.g. on Curriculum for Excellence implementation
- 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

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 Scottish Qualification Authority. 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, mick.wilson@scotland.gsi.gov.uk or write to The ScotXed Support Office, Area 2D, Victoria Quay, Leith, EH6 6QQ.

**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 £15,910 or Child Tax Credit and Working Tax Credit with an 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)

**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 weekly payment of £30.00 paid directly to pupils from low-income families who stay on after the end of their compulsory schooling. 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 their term 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

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.

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 nursery, primary and secondary schools can be found at: [http://www.eastlothian.gov.uk/educationandlearning](http://www.eastlothian.gov.uk/educationandlearning)

Further information can also be found at: [http://www.eastlothian.gov.uk/educationandlearning](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 Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Depute Chief Executive</td>
<td>Alex McCrorie</td>
<td>01620-827633</td>
</tr>
<tr>
<td>Head of Education</td>
<td>Darrin Nightingale</td>
<td>01620-827633</td>
</tr>
<tr>
<td>Head of Children’s Well-being</td>
<td>Sharon Saunders</td>
<td>01620-827881</td>
</tr>
<tr>
<td>Acting Principal Educational Psychologist</td>
<td>Anita Harrison/Gill Davies</td>
<td>01620-827587</td>
</tr>
<tr>
<td>Business Manager</td>
<td>Richard Parker</td>
<td>01620-827494</td>
</tr>
<tr>
<td>Principal Inclusion &amp; Equality Officer</td>
<td>Fraser Parkinson</td>
<td>01620-827961</td>
</tr>
<tr>
<td>Parental Involvement Act (Parent Forums/Councils)</td>
<td>Val McIntyre</td>
<td>01620-827228</td>
</tr>
<tr>
<td>Free School Meals, Clothing Grants, Education Maintenance Allowance, Pupil Placement and Home to School Transport Policy</td>
<td>Fiona Brown</td>
<td>01620 827415</td>
</tr>
<tr>
<td>Primary School Lets</td>
<td></td>
<td>01620-827811</td>
</tr>
</tbody>
</table>

The undernoted staff are based at Randall House, Macmerry

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Telephone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service Manager (Children’s Services)</td>
<td>Marion Wood</td>
<td>01620-827881</td>
</tr>
<tr>
<td>Integration Team</td>
<td>Raymy Boyle</td>
<td>01620-829909</td>
</tr>
<tr>
<td>Area Resources Manager, Children’s Services</td>
<td>Celia Borland</td>
<td>01620 827930</td>
</tr>
</tbody>
</table>

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](http://home.scotland.gov.uk)

**Accuracy of Information**

The information contained in this booklet was accurate as at November 2013.

**November 2013**