

St Martin's RC Primary School Handbook 2019-2020



Visions, Values & Aims of the School

Vision

As a community of faith and learning we go over and above.

'Quae sursum Quaerite'

Values

- Kindness
- Belief
- Pride

Aims

It is our aim that every member of the school community is:

- Ready
- Respectful
- Safe

BASIC INFORMATION

NAME:	St Martin's R.C. Primary School
ADDRESS:	High Street, Tranent, East Lothian, EH33 1HJ
TEL. NO.	01875 610211
E-MAIL ADDRESS:	ldavies@st-martins.elcschool.org.uk
HEAD TEACHER:	Mrs Lauren Davies
PRINCIPAL TEACHER:	Mrs Fiona Hayes
SCHOOL SECRETARY:	Mrs Carol Ward

CLASSES: There are seven classes from P1 - P7 and a Nursery class

STAFF: Head Teacher, Principal Teacher (PEF funded Inclusion PT), Six Class Teachers, 2 part-time Class Teachers, 2 part-time ASN Auxiliaries (School), 1 full-time ASN Auxiliaries (School), 4 Classroom Assistants, 1 part-time School Auxiliary, 1 Nursery Senior Early Years Practitioner, 1 Full-Time Nursery Nurse, 2 Part-Time Nursery Nurse, 1 Business Support Admin, 1 Playground Supervisor and a Dining Room Supervisor.

Information about staff is subject to change as personnel may vary from year to year.

VISITING TEACHERS: Physical Education, Music, Piano Tuition & Art and Design

APPOINTMENTS: Parents are welcome to call at school. Please telephone or request an appointment.

SCHOOL ROLL: 165 pupils -

Primary 1/2	24 pupils
Primary 2/3	22 pupils
Primary 3	20 pupils
Primary 4/5	24 pupils
Primary 5	22 pupils
Primary 6	25 pupils
Primary 7	27 pupils

SCHOOL DAY:

P1 - P2 8.45 a.m. - 12.10 p.m.
1.15 p.m. - 3.00 p.m. Monday - Thursday

P3 - P7 8.45 a.m. - 12.30 p.m.
1.15 p.m. - 3.15 p.m. Monday - Thursday

Morning Break is from 10.30 a.m. - 10.45 a.m.

All pupils will dismiss at lunchtime every Friday

P1 - P2 at 11.50 a.m. and P3 - P7 at 12 noon

ENROLMENT: Notices are put in the local papers advising on dates etc. for enrolling children ready to start school. There are also notices put up in our Nursery Class as well as other authority run Nurseries and private Nurseries giving information regarding dates for enrolling children.

A programme of transition for pupils moving from Nursery to Primary 1 is in place and details are given to parents in May/June before their start in August.

Non-district pupils are required to complete relevant forms. Decisions on enrolment of these pupils are dependent on availability of pupil places.

TRANSITION

Nursery - Primary

Transition between nursery and Primary 1 at the end of the pre-school year is well planned. In the third term of the school year the nursery pupils are included in school events like the weekly assembly, whole school events, celebrations, and themed weeks like Maths week or Health week. There are also other specific activities in the spring and summer terms when the nursery children get together to get to know each other and their class teacher. You are asked to enrol your child in school in November of the preceding year.

Primary School - High School

Normally children attend the catchment area school known as the district school. If you wish your child to attend a non-district school, information will be sent to your home address when your child is in P7. It should be noted that attendance at St Martin's Primary School does not mean transfer to the attached secondary school. Our attached secondary school is Ross High School, Tranent, telephone number is 01875 610433. Denominational pupils are welcome to make an application as non-district pupils to St David's RC Secondary School, Dalkeith, telephone number is 0131 663 1961/2. During December, parents will be given information concerning transfer arrangements. All pupils and parents are invited to pay a visit to Ross High School or St David's before their children start at that school. Full details of their primary school work is transmitted to their secondary school at the end of the third term in P7.

There are many different transition events organised for our P7 class to help them prepare for their time at High School. In some cases additional support is given through the Community Development Officers through an enhanced transition programme. All referrals for this will be completed with parental involvement and consent.

NURSERY CLASS

In nursery, the main aims are to foster an enquiring mind and engender in the child an eagerness to learn. Children come to school with a variety of experiences learned in the family setting. At nursery, the children are presented with a framework of learning experiences that promote their development and learning in each of these key elements that underpins the focus on an introduction to early literacy and numeracy.

We use learning journals to document children's work which enables us to effectively track every child's progress and report this in a timely way to parents. Parents are then able to access these within the nursery, to view pictures and comments about their child's learning and feedback their own thoughts and comments. These journals are used to track the progress of each individual pupil. It clearly demonstrates where pupils are in their learning and what their next steps are so that they continue to move forward.

Observations are of significant importance in the nursery setting and inform the planning of the learning experiences for the children so that every experience the children receive is of interest and value to them.

These 'Learning Journals' can be easily accessed by parents/carers to encourage discussion with the child about their learning. This also aids communication between nursery and school.

During Session 2019/20, nursery staff will continue to use the framework of Curriculum for Excellence which is the new National Curriculum for all schools and which spans the age and development of pupils from 3-18yrs.

School staff organise meetings with the children and parents prior to transfer to school and details about these meetings will be sent out at the beginning of May 2019.

It should be noted that attendance at St Martin's Nursery Class does not lead to automatic entry to St Martin's RC Primary School.

CURRICULUM

During Session 2019/20, pupils from Nursery to P7 will be embarking on curricular programmes planned using the framework as detailed in the Curriculum for Excellence which is the National Curriculum for all schools and which spans the age and development of pupils from 3-18yrs.

A Curriculum for Excellence in Scotland aims to ensure each of our pupils develops the four capacities of being a successful learner, a responsible citizen, an effective contributor and a confident individual.

Curriculum for Excellence provides a sound progressive structure of learning experiences and outcomes for each child as he/she proceeds through the primary classes. A Curriculum for Excellence aims to provide depth, challenge, enjoyment and relevance for pupils to enrich their learning experiences. The Education Scotland website is a fantastic tool to use to find out more about our Curriculum for Excellence www.educationscotland.gov.uk/thecurriculum.

Our Curriculum Evenings during the year highlight the work that the school is doing in line with Curriculum for Excellence particularly focusing on specific aspects of teaching and learning as required.

The curriculum includes all aspects of school life - ethos, curricular areas, interdisciplinary learning and opportunities for personal achievement. Children will be offered well-planned experiences and outcomes across all curricular areas, with an emphasis in learning skills in literacy, numeracy and health and well-being embedded across the curriculum.

Curriculum for Excellence subjects areas are:

- Literacy and English Language
- Numeracy and Mathematics
- Social Studies
- Science
- Technology
- Expressive Arts (including Dance)
- Health and Well-being (including PE)
- Religious and Moral Education

When children enter primary school at around 5 years of age, they will already have significant knowledge and experience. All will have begun to develop intellectually and socially. From this point on, their curriculum should provide them with appropriate opportunities for further intellectual, aesthetic, physical, personal, social, moral and spiritual growth. Parents who have been the main influence on the child's development before coming to school will continue to have a major influence. School and parents will form a valuable partnership in this on-going development. All children have remarkable potential to learn between the ages of 3 and 18 years. It is of importance to the children themselves, and to society at large that their curriculum be designed, planned and taught in ways that fully realise this potential.

LITERACY AND ENGLISH LANGUAGE

Literacy and the development of language is at the centre of pupils' learning and it is through language that they gain much of their knowledge and many of their skills. The National Curriculum Literacy and English Language 3-18 is used by teachers to provide the framework of learning experiences provided for the children in three areas - **READING, WRITING, LISTENING and TALKING**. Pupils are taught to listen carefully and effectively, talk confidently and fluently, read with understanding and enthusiasm and write with expression and accuracy. In this way, they gain a sound knowledge of how language works and will become familiar with the many ways it is used. It is also important that children learn to present work in a way that can be easily understood, paying attention to punctuation, grammar, handwriting and spelling.

As part of Curriculum for Excellence the contexts used to create these literary experiences are increasingly relevant to the children's own experiences of the world in which they live and provide a rich resource for many varied language activities.

NUMERACY AND MATHEMATICS

Learning Numeracy skills and Mathematics, as with Literacy and Language, equip our children with skills for life therefore developing a solid foundation in mathematics is very important.

Numeracy skills need to be developed across every area of the curriculum and are structured using eight areas - **ESTIMATION AND ROUNDING; NUMBER AND NUMBER PROCESSES; FRACTIONS, DECIMALS AND PERCENTAGES; MONEY; TIME; MEASUREMENT; DATA AND ANALYSIS; IDEAS OF CHANCE AND UNCERTAINTY.**

Mathematics experiences and outcomes are structured broadly into three areas - **NUMBER, MONEY AND MEASURE; SHAPE, POSITION AND MOVEMENT; INFORMATION HANDLING.** Each of these areas contains different subdivisions.

Information Handling is concerned with the gathering, organising, display and use of facts and figures and will involve pupils in doing surveys, using diagrams and tables, making graphs and using spreadsheets and databases.

Number, Money & Measurement activities will teach pupils to add, subtract, multiply and divide in a variety of context. They will also learn to use money, work with time and investigate length, weight, area and volume.

Shape, Position & Movement develops understanding of symmetry, angles and compass directions through the study of geometric shapes. Problem solving and enquiry skills are developed throughout these other areas of the maths curriculum and should encourage children to think about what they are doing in mathematics, to question and explain.

SOCIAL STUDIES

In Social Studies pupils learn about the world in which they live. They develop a wide range of skills that help them investigate and understand their environment and also develop informed attitudes to environmental issues and their own health and welfare.

There are three main themes for study:

- **People, past events and societies** – events in the past, how we know about them and how they affect our lives now.
- **People, place and environment** – physical features of our environment, how they influence our lives and how we impact on the environment; our community and global communities.
- **People, society, economy and business** – how society is organised and how it works; social, political and economic issues.

These studies are usually approached in a cross-curricular way and can arise from topical issues, events in the community or interests of the children in the class. The teaching approach is skills-based and interactive.

SCIENCE

In Science, pupils investigate living things and the processes of life. They develop an understanding of energy, forces, earth and space. They are encouraged to develop their natural curiosity and understanding for the environment and their place in the living, material and physical world.

Teaching is centred round active learning, problem-solving, analytical thinking skills; investigation and enquiry; awareness of current issues and findings and their impact on our lives.

TECHNOLOGY

When studying Technology, pupils should be learning about its impact in the home, in schools, in industry and in the wider community. They will also be given the chance to use their own skills and offer solutions to design problems using different materials and resources.

Learning about Information and Communication Technology enables pupils to develop their skills in using computers to create and communicate information and data on a local and even global scale by accessing the internet and email.

EXPRESSIVE ARTS

The Expressive Arts (Art & Design, Drama, Music and Dance) places special emphasis on developing creativity, imagination and personal responses in each pupil. This is achieved

by using materials, techniques, skills and media: by expressing feelings, ideas, thoughts and solutions and evaluating and appreciating.

Group activities such as preparing and presenting exhibitions, shows, plays and concerts and taking part in team games and competitions have an important role to play in developing qualities of co-operation, responsibility for self and others, loyalty, leadership and enterprise.

HEALTH AND WELL-BEING

Health Education (including PE) is an important part of the work of the school where the children are given well-planned opportunities to learn about their own health and well-being, relationships and health and safety in the environment

As part of Curriculum for Excellence, Health Education is seen as a responsibility for all educators to foster a positive ethos within the school so that pupils are encouraged to consistently make healthy choices now and throughout their lives, whether it is about healthy eating, personal safety or physical activity.

When sensitive aspects of learning are approached (sex education, relationships, drugs awareness etc.) parents are made aware of this and are invited to view and discuss programmes and resources used at a parents' information evening.

The planning and teaching of Physical Education is shared between class teacher specialist and the Active Schools Co-ordinators. Our Active School co-ordinator Adam Martin keeps all pupils, staff and parents well informed about up and coming events, activity courses and development courses for adults. He attends curricular evenings, parents evenings and regularly visits our school at assembly to continue to motivate pupils to live an active life.

SPORTS and OUTDOOR ACTIVITIES

Outdoor Education is provided to the school through East Lothian Outdoor Education Service based in Musselburgh. The aim of this service is to provide first class experiences of outdoor education for school and other groups and to offer a support and advice for outdoor activity in East Lothian.

Our P4 pupils are offered swimming tuition for a block of 10 weeks every year at Tranent Swimming Pool. All children develop in their ability to learn to swim and different abilities are all catered for.

After a session of ten lessons the children are assessed and offered either free swimming sessions or further lessons at the pool. Children from upper stages take part in cross-country running, rugby, football, hockey, bowling, athletics, badminton and basketball.

The school has 3G pitches to accommodate outdoor activities.

SCHOOL CAMP

Our Primary 7 class have the opportunity each year of visiting Lockerbie Outdoor Education Centre. They usually attend in February and stay for four nights from Monday - Friday. There is a wide range of outdoor activities led by qualified instructors available for the children to take part in.

RELIGIOUS and MORAL EDUCATION

Religious Education covers most areas of human experience. For pupils, this objective will be achieved through a curriculum of Religious Education that is firmly based on the experience of Christianity, but pupils will also be encouraged to develop understanding of and respect for people of other faiths. Religious Observance complements Religious Education and provides 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. At present school assemblies are the most common vehicles for delivering religious observance. However at St Martin's the whole school community gather together at regular intervals for school Masses. By the establishment of a caring atmosphere and by the emphasis on good personal relationships, the ethos of the school will be an important element in developing appropriate MORAL VALUES and a sense of individual and collective responsibility. Activities in this area of the curriculum will help pupils to appreciate values such as honesty, fairness and respect for others and to develop a personal code of behaviour.

Parents, however have a statutory right to withdraw their children from religious and moral education and from religious observance, and this right should be made known to parents and their wishes respected. In no circumstances will a child be disadvantaged as a result of withdrawing from religious observance.

During the years in St Martin's, those children who belong to the parish community are prepared to receive the sacraments of Reconciliation, Eucharist and Confirmation.

We link with the Parish by celebrating Mass on Holidays of Obligation and at the start and end of each term.

MODERN LANGUAGE PROGRAMME - Language 1 + 2

All pupils from P1 - P7 are taught French in St Martin's.

MUSIC INSTRUCTION

Pupils who show interest and aptitude may receive piano instruction. Lessons are paid as per East Lothian's policy.

Mrs Wilson is our visiting Piano Instructor who works with children from P5 to P7. At the end of P4, pupils will be assessed in their ability and aptitude for piano and Mrs Wilson will select pupils who would benefit from instruction.

AFTER SCHOOL CLUBS

For every new school session details of the After-School and Active Schools Clubs will be issued at the beginning of the new school session.

ASSESSMENT and REPORTING ON PUPIL PROGRESS

In general the overview of Curriculum for Excellence Levels are:

Early Level - Nursery and P1

First level - P2 - P4

Second Level - P5 - P7

Every child in the school is entitled to experience learning at these age appropriate levels.

In St Martin's we use our Mini MATS/MAPS to effectively report to parents. The authority is currently working to ensure a standardised reporting system throughout all East Lothian Council schools.

This section will be updated as soon as possible to keep you well informed.

SCHOOL IMPROVEMENT

Each year in June, the school produces a School Improvement Plan. In St Martin's we have incorporated the National Improvement Framework in our School Improvement Plan.

Copies of the plan are available to all parents through our school website and additional copies are available from the school office.

At the beginning of each year the School Improvement plan is presented to the Parent Council and copies are made available. Parents are given the opportunity and encouraged to work alongside staff to take forward aspects of the School Improvement Plan.

Future improvements for the school are now being discussed termly by school staff at evaluation meetings and this informs the school's Standards and Quality report, a report that indicates the school's self-evaluation in relation to quality indicators as stated in the HMiE document 'How Good is Our School 4'. This report in turn helps the school build a School Improvement Plan that lends itself to the needs of the pupils and all other stakeholders in the school.

The school's performance in attainment is measured by SNSA (Scottish National Standardised Assessments) in P1, P4 and P7.

LOOKING TO THE FUTURE:

Strategies for School Improvement

- Monitor the attainment of each child in different curricular areas and concentrate support for children identified as under-achievers and challenge the children considered to be high achievers.
- Continue to involve parents in supporting their children
- Teachers, pupils and parents to work together closely to track the learning journey (attainment and achievement) of every pupil using the Mini MATS (My Achievement Tracker).
- School Improvement Plan Learning Teams to effectively involve children in the school improvements

With the hard work and dedication of staff and pupils and with the support of parents, I am confident that we can achieve all of these goals.

SCHOOL POLICIES

Details of school policies are available on the school website. All policies can also be easily accessed by contacting the school office on 01875 610211.

COMMUNICATION WITH PARENTS

Parents will be informed of their child's progress throughout the school year. There will be formal consultation times twice in the year - late autumn and summer terms - with the consultations happening after the Mini MATS / MAPS have gone home. These form the basis of an informed discussion at Parents' Evenings. A full pupil progress report will be distributed to parents in June.

At the start of every new school session we have a "Meet the Teacher" Open Evening and three Open Mornings throughout the school year.

As part of the school's Behaviour Policy, whole school assemblies take place every Friday at 9 a.m. where the achievements of pupils are celebrated. The parents of the class leading assembly are invited to attend the assembly to join in the celebrations of achievement.

The school has the Groupcall system in place which enables the school to contact parents/carers via text message. We also have a school Twitter account where classes share regular updates on learning, celebrations and pupil achievements.

In the event of any emergency school closures all parents/carers will be contacted by text message/telephone.

The Parent Council can be contacted via stmartinsparentcouncil@hotmail.co.uk.

It is the policy of the school to regularly update parents via e-mails, text message service, telephone calls and school website.

Parents who have concerns about their child's progress are welcome to contact the school and arrange an appointment with the class teacher. If a parent feels that the matter is of a sensitive nature and needs to be discussed with the Head Teacher then please do not hesitate to arrange an appointment through the school office.

ATTENDANCE

It is the policy of the school that should a child be absent due to sickness or any other reason that the school is informed no later than 9 a.m. that morning. If a phone call has not been received by the school by 9.15am, the school will make every effort to find the cause of the absence to reassure us of your child's whereabouts. On return to school your child should bring a note from a parent indicating the cause of their absence.

We try to encourage a punctual 8.45am start in the morning to help all teachers make a structured start to each day.

The school will not authorise holidays during term time unless exceptional circumstances meet the required criteria set down by East Lothian Council.

LEARNING AND TEACHING 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 involved in activities using a wide variety of materials.

Active learning is an approach used increasingly by teachers to maximise the learning potential for every child as it employs a range of strategies to suit the needs of each child's preferred learning style. It is an approach enabling pupils to explore solutions to problems using a range of resources and materials which they choose themselves. It enables pupils to rehearse previous learning at activities suited to their needs. It also allows pupils to extend their learning through role-play, imaginative play, relevant and real contexts, as well as promoting and embedding the idea that learning is fun.

Each child will be assessed to determine his or her level of work. Class, 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 strategies are used in classes to enable pupils to see their own progress daily in each of their curricular areas.

HOMEWORK

Teachers set different types of homework for different reasons to different pupils. Homework should be well explained to children and match their needs and abilities. Although homework is used for reinforcing or consolidating on-going class work, it should also provide opportunities for independent learning and parental involvement. Parents can help by ensuring that homework is done efficiently, thoroughly and regularly.

The school homework policy is due to be reviewed throughout the school year.

HOW TO MAKE A COMMENT, COMPLIMENT OR COMPLAINT ABOUT THE COUNCIL SERVICE

From the outset, we acknowledge the value of parental partnership. Fostering good relationships is a high priority in our school.

Parents can help in the following ways:

- Working in school
- Helping children with homework
- Attending Parents' Evenings/Curriculum Evenings
- Becoming a member of the Parent Council
- Helping with educational outings
- Being aware of our "Open door" policy

When parents have a concern/worry or change in family circumstances that they think will affect their child's learning, please come into school. Arrangements will be made to see you as soon as possible. We are partners in providing a productive learning environment for your children. We want them to progress. We want them to succeed. Together we can do this for the young people in our care.

We have copies of the Authority's leaflet "**Resolving Complaints - Parents and Schools Working Together**" that details other formal avenues you may wish to take.

PROFESSIONALS VISITING SCHOOLS

Schools can call on professionals from a number of different agencies/services for help and advice. These include Educational Psychologists, School Doctor, School Nurse, Outreach Teachers, Officers within Inclusion & Equality Division, Careers Advisor, Social Worker, Police and Integration Team Worker. Formal referral to any of these agencies/services would only take place with the consent of parents/guardians. There however will 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.

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 years of age 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.

ASL ACT 2004

This Act:

- Promotes through Code of Practice involvement of children with additional support needs in decision making processes and support their needs to enable their involvement
- The view of the child/young person and parents/carers will be recorded in the Co-ordinated Support Plan
- Code of Practice to state child/young person should play key part and should have a supporter available at meetings as above
- Expect children to attend or have the opportunity to put their views to Tribunals
- Permits young people or parents/carers to make a reference to a Tribunal - they can attend or have the opportunity to put their views to the Tribunal if a Hearing is called.
- Parents of pupils with additional support needs can make an application for Dispute Resolution - they should contact the Inclusion & Equality team to discuss how to apply.
- Common Ground Mediation promotes collaboration among parents, children, schools and educational services. To use this service parents can contact the Inclusion & Equality team for further information.

EAST LoTHIAN ACCESSIBILITY STRATEGY AND DISCRIMINATION ACT

In order to comply with current legislation, all East Lothian schools have audited their provision in educational and physical conditions to determine any barriers that would/could prevent access to the curriculum and environment for prospective pupils.

DRESS CODE

The Dress Code adopted at St Martin's is white or grey shirt, or white or blue blouse with school tie, grey or dark trousers or skirt and plain black sweatshirts, jumpers or cardigans. Sweatshirts and polo-shirts are also available. They are embroidered with the school name. Footwear should be shoes or boots, not trainers. Please ensure that

your child's clothing, gym shoes etc. are clearly identified. School badges and school ties can be bought at the School Office and cost £5.00 each.

Families in receipt of Income-Based Job Seekers Allowance or Income Support will qualify for assistance. Other cases may be considered in the case of exceptional circumstances. Parents who wish to apply for the scheme should complete an application form which is available from the Education & Children's Services, Inclusion & Equality, John Muir House, Haddington, EH41 3HA.

GYM KIT

This consists of a plain t-shirt and black shorts. These can be purchased from the school. Pupils may choose to wear their own but please note **we do not permit the wearing of team colours**. Pupils should remove all jewellery during P.E. lessons.

BEHAVIOUR POLICY

A copy of the school's Behaviour Policy is issued to all pupils on starting school.

Good discipline is necessary in a school to make it function smoothly, efficiently and, most importantly of all, happily. At St Martin's we have a whole school behaviour policy which is underpinned by our school aims of being Ready, Respectful and Safe. It reinforces the East Lothian policy of "unconditional positive regard for all learners" and aims to enable our pupils to realise their learning potential through the development of positive attitudes towards learning and achievement.

MEALS and MILK

Meals are provided daily and cost £2.05.

In order to ensure that every pupil receives the school dinner of their choice and a reduction in waste a colour-coded cube system is now in operation at the school.

Every morning the class teacher allows time for children to choose their preferred dinner option for that day and either a blue, green or yellow band is given to them at lunch time which they exchange for their dinner. A blue band represents the meat option, a green band represents the vegetarian option and a yellow band represents the baked potato/ baguette option.

Provision is made for those children wishing to bring their own packed lunches. Children in P6 and P7 have the option of having their packed lunch outside at the picnic benches.

Please note: the school milk provided now is semi-skimmed.

Under the Education Committee's policy, children in attendance at schools under the management of the Authority are entitled to free meals and milk if their parents are in receipt of Income Support or Income Based Job Seekers Allowance Income or Child Tax Credit (but NOT Working Tax Credit) with an annual income of less than £16,040 or Child Tax Credit **and** Working Tax Credit with an income of less than £6,402. No other children are eligible for free meals. Further information and application forms can be obtained from the school office or from the Department of Education and Children's Services, Inclusion & Equality, John Muir House, Haddington, EH41 3HA.

HEALTH AND SAFETY

In order to ensure the Health and Safety of all pupils in the school, staff regularly carry out formal and informal risk assessments that are electronically created and signed off by the Head Teacher.

School staff are fully instructed in their responsibilities in all Health and Safety aspects of school life, both on and off the premises. Further information on Health and Safety can be obtained from the school office or the Department of Education and Children's Services, Inclusion & Equality, John Muir House, Haddington, EH41 3HA.

MEDICAL CARE

- 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 him/her as part of a planned programme to make sure that he/she benefits as much as possible from all that the school has to offer and to prepare him/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 on 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.

School Nurses are involved with the health promotion and education, prevention of ill health and immunisation, health surveillance and screening. The attention of 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 school regularly and liaises with the teachers to find out whether any pupils have 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 a child's health.

The Nurse reviews the notes of all children in Primary 1, 4 and 7 as well as those of all new entrants.

An information booklet about the Health Service is issued to all Primary 1 pupils and any new pupils coming from out with the Lothian area.

Parents are also asked to complete a health questionnaire about their child in Primary 1 and 7 and asked if they would like their child to have a 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/her medical records are incomplete or if the doctor particularly wishes to check up on his/her progress. You will be invited to be present at any medical examination and be informed if the school doctor wishes to see your child again or thinks that he/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.

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

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 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 Primary 1 or other years.
- The school medical officer will inform the school of result of any assessment.

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

Any enquiries concerning the provision of dental services should be made to the Director of the Community Dental Service, 16 Duncan Street, Edinburgh EH9 1SR (tel. No. 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 Head Teacher to see the school doctor or school nurse if you want some more information."

ADMINISTRATION OF MEDICAL PROCEDURES

All members of staff who have agreed to be trained in the administration of specific drugs to pupils suffering from an 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.

If your child requires medication throughout the school day, please ensure you have completed and signed the appropriate form which can be obtained from the School Office. Please note that no medication can be administered to a pupil without parental consent.

EARLY CLOSURES

In the event of planned early closures, parents will be given previous warning. In cases of unforeseen closures all parents/carers will be informed via text message or telephone call. Where a parent was unable to collect a child, the school will then phone the emergency contact to make arrangements to have the child collected. It is therefore vital that contact information is kept up to date.

ANTI-BULLYING POLICY

The School follows the East Lothian Anti-Bullying Policy. Incidents of bullying are recorded as part of that policy. Please do not hesitate to contact the Head Teacher if you have a concern. To support parents, there is Anti-Bullying East Lothian (ABEL) who are an independent Advocacy Service for parents and pupils in East Lothian and can be contact at the Brunton Hall, Musselburgh on telephone number 0131 653 4525.

In St Martin's we hope to create a bully free zone by using the following pro-active strategies:

- Ethos Building
- Immediate Action

- Parental Co-operation
- Buddy System
- Peer Support
- Personal and Social Development
- Religious Moral Education
- Building Resilience Programme
- Creating Confident Kids Programme
- Keeping Myself Safe

CHILD PROTECTION PROCEDURES

Edinburgh, the Lothians and Borders, including East Lothian Council have reviewed and re-issued the "Inter-Agency Child Protection Procedures". 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 Department of Education & Children's Services, Health and the Police in East Lothian and will help toward building a partnership with parents in carrying out our duties and responsibilities to East Lothian children and young people.

We have a responsibility to pass on any Child Protection concern to the relevant agency.

In St. Martin's we have an effective system in place which all staff are aware of and are able to use. The Acting Head Teacher is the Child Protection Lead person in the school so any information that concerns a staff member will then be passed to the Acting Head Teacher (in her absence the Acting Principal Teacher) and dealt with promptly in order to ensure the safety of the child. All the staff at St. Martin's takes our responsibility and duty of care very seriously.

St Martin's RCPS Parent Council

Chairperson	Suzanne King
Vice Chair	Vacant
Treasurer	Karen Masterton
Clerk	Katie McFarlane
Nursery	Miss Anne Orr
P1/2 Parent Rep	Frances Lang
P2/3 Parent Rep	Suzanne King
P3 Parent Rep	Joanna Coyle
P4/5 Parent Rep	Ailsa McLeod
P5 Parent Rep	Sarah Brown
P6 Parent Rep	Helen Findlay
P7 Parent Rep	Karen Masterton
Church Rep	Suzanne King
Advisor to the board	Head Teacher Lauren Davies
Staff Rep	Daisy Hadden
Staff Rep	Angela Carlyle
Staff Rep	Elisa Alongi
Staff Rep	Katherine Cassidy

If you would like to get in touch with our Parent Council then please contact them by email at stmartinsparentcouncil@hotmail.co.uk. They also have a facebook page that you can contact them on or you can simply speak to one of the stated members in person.

HOUSE CAPTAINS / VICE CAPTAINS

We have 3 houses within St Martin's - Esk, Tyne and Forth. Each house is represented by a House and Vice Captain. House and Vice Captains support school development by leading on priorities as well as undertaking other duties including collecting house points, supporting at assemblies and leading house meetings.

JUNIOR ROAD SAFETY OFFICERS

Four children from Primary 7 form the core of the J.R.S.O. and attend the launch of the Walk to School Campaign and record their findings in a school survey as well as organising competitions to encourage road safety. They have regular meetings with the appointed member of staff. They work with Iain Reid (East Lothian Transport Officer) to strive to continue to improve the traffic situation outside the school.

ECO COMMITTEE

A group of pupils from P4 - P7 who meet 4 times over the school year to discuss ECO issues raised by the classes and also issues raised locally and nationally. A Class Teacher takes on the overall responsibility of the delegation of duties and organisation of meetings outside of school hours but the main responsibilities are with the pupils to work towards St. Martin's attaining their Green Flag.



EAST LOTHIAN COUNCIL

Resources and People Services

John Muir House Handbook

(Appendix to School Handbook)

December 2019

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Communication

School Communication with Parents

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

Parents who no longer live together – Information

Effective communication between the school and parents is vital. This can sometimes be difficult when parents separate or divorce. If parents separate or divorce, both parents will normally retain parental rights and responsibilities in respect of their child, unless the court has specifically removed some or all of these. This will mean that in relation to placing requests, appeals against certain educational decisions and access to pupils' records both parents will normally have an equal right to be involved. It also means that parents who don't have residence of the child do not necessarily lose all rights to information and involvement in decision-making relating to their child. Other people such as grandparents may also be awarded certain parental responsibilities or rights by virtue of a court order.

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

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

School Ethos

Creating a Positive Ethos

Developing a positive relationships ethos in the classroom, playground and wider community is essential for creating the right environment for effective learning and teaching. Robust policies and procedures ensure a consistent approach to improving relationships and behaviour across the whole community. Everyone involved in the school and community has a critical part to play in establishing open, positive and supportive relationships to ensure the wellbeing of all.

Schools use a range of approaches to promote a positive school ethos such as, restorative approaches, initiatives that promote the UN Convention of the Rights for the Child and broad approaches to creating a Nurturing Environment within schools.

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>

Respect for All – Anti-Bullying Policy

East Lothian is committed to creating and sustaining a safe, positive and inclusive environment in its Education and Early learning and Childcare Settings where respect is shown to and is given by all of its children, young people, staff and parents/carers.

Respect for All - Anti-Bullying Policy has a role to ensure a consistent approach across East Lothian in line with the Scottish Government's National Approach to Anti-Bullying for Scotland's Children and Young People. All schools adhere to this one policy in relation to Anti-bullying issues.

Respect me (Scotland's Anti-bullying Service) offer a range of support and advice on matters pertaining including the following:

- Respectme website <https://respectme.org.uk>
- Respectme videos <https://respectme.org.uk/resources/videos/>
- Respectme resources including: Bullying – Guide for parents and carers; Addressing Inclusion; For children and young people: Bullying – what are my options?; Responding to Bullying – What are my options?
<https://respectme.org.uk/resources/publications/>

Parent Forum and Parent Council

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

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

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

The role of the Parent Council is to:

- Support the school in its work with pupils
- Represent the views of all parents/carers
- Encourage links between the school, parents/carers, providers of nursery education and the community
- Consult with and report back to the Parent Forum.
- Be represented on the Appointment Panel to select a new Head Teacher or Depute Header Teacher

East Lothian Council's Parental Engagement Strategy 2017 aims to ensure that all parents and carers are encouraged and supported by all school staff to engage as partners in their children's learning and to become involved in the life of the school, with parents and young people being given the opportunity to influence and shape education policy. All schools and local authorities are required to report on its work to promote and improve Parental Engagement as part of the National Improvement Framework annual planning and reporting cycle. Parental engagement will also be a key focus of any Education Scotland Inspection/Care Inspectorate Inspection, School Review visits and East Lothian Annual Parental Engagement Consultation.

The Parental Engagement Strategy and further information on Parent Councils can be found at:-

https://www.eastlothian.gov.uk/info/210557/schools_and_learning/12100/parental_involvement

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 Bev Skirrow, Principal Officer, Resources and People Services, telephone number 01620-827228 or by e-mailing bskirrow@eastlothian.gov.uk or view the Parentzone website <https://education.gov.scot/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.

National Parent Forum of Scotland

Parent Councils across Scotland have nominated people to represent their local authority area as members of the National Parent Forum of Scotland (NPFS). The NPFS was set up to give Parent Councils and parents an opportunity to discuss and raise educational issues of mutual interest or concerns at a national level.

The Forum works in partnership with national and local government and other organisations involved in education and wellbeing issues to represent parents, with the aim of helping every pupil maximise his/her potential.

CONNECT

Connect is the national organisation for Parent Teacher Associations (PTAs) and Parent Councils (PCs) 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 info@connect.scot, the website <https://connect.scot/> or write to Connect, Mansfield Traquair Centre, 15 Mansfield Place, Edinburgh, EH3 6BB. East Lothian Council takes out an annual membership with Connect for their Parent Councils and this membership provides public liability insurance.

East Lothian Association of Parent Council Members

This Association meets approximately twice a term (one formal and one informal meeting) and is chaired by a parent and a representative is invited to attend from every Parent Council. Local and national matters are discussed and views and feedback are sought on a range of issues from parents/carers. The Chief Operating Officer (Education) and the Parental Involvement Officer attend these meetings.

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:

<https://education.gov.scot/parentzone/>

Other areas which can facilitate enhanced learning opportunities for pupils include:

- Instrumental Music Tuition
- Drama provision/Theatre
- Educational visits in museums/projects.
- Study Support and After School Activities
- Sport
- School Library Service

https://www.eastlothian.gov.uk/info/210557/schools_and_learning

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.

Educational Excursions

Educational Excursions are designed and planned in accordance with the East Lothian Council's comprehensive Guidelines.

Religious Observance

Religious Observance provides opportunities for the school community to reflect upon and develop a deeper understanding of the dignity and worth of each individual, and their contribution to the school and wider communities.

There is, however, a statutory provision in section 9 of the 1980 Act for parents to withdraw their children from participation in RO. This right should always be made known to parents and their views respected. Parents should be provided with sufficient information on which to base a decision about exercising this right.

The Scottish Government considers that Religious Observance complements other aspects of a pupil's learning and is an important contribution to pupils' development. It has an important part to play in the development of the learner's four capacities: a successful learner, confident individual, responsible citizen and an effective contributor. It should also have a role in promoting the ethos of a school by bringing pupils together and creating a sense of community. Schools are therefore encouraged to inform parents of this without applying pressure to change their minds.

There is no equivalent statutory right to withdraw afforded to children and young people. However schools should include children and young people in any discussions about aspects of their school experience, ensuring their views are taken into account. Doing so is in line with the Children and Young People (Scotland) Act 2014 and is especially relevant as children and young people become older and take more responsibility for their own learning.

Where a parent chooses a denominational school for their child's education, they choose to opt in to the school's ethos and practice which is imbued with religious faith and religious observance. In denominational schools, it is therefore more difficult to extricate a pupil from all experiences which are influenced by the school's faith character.

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

Assessment and Reporting

What is meant by assessment?

Assessment is carried out to see what children and young people know, understand and are able to do. Assessment is very important for tracking progress, planning next steps, reporting and involving parents, children and young people in learning.

Assessment covers:

- The ways teachers support and assess children's learning and monitor progress and identify next steps in learning.
- Reporting to parents/carers, in writing and in discussions, to help them understand their child's progress and what they can do to help their child's learning.
- Formal recognition of a child or young person's achievements through profiles and qualifications.
- Recognising our children's achievements through a range of new qualifications in the senior school, which build on everything they have accomplished throughout their schooling.

What is assessed?

Assessment is a way of supporting learning. It helps teachers, learners, parents and others to understand the depth and breadth of learning undertaken so that progress and next steps can be discussed and planned.

There are eight curriculum areas (containing a range of subjects). Each curriculum area is broken down into a set of experiences and outcomes (often referred to as Es and Os):

- The **Experience** describes the learning
- The **Outcome** represents what the learning will achieve. This is often explained, from the pupil's perspective as an 'I can....', 'I am able to....'

Teachers will assess what children know, understand and are able to do within the experiences and outcomes. Teachers will assess each learner's progress and achievements in:

- Knowledge and understanding
- Skills
- Attributes and capabilities

There are also three key areas which are covered by all teachers/practitioners:

- Literacy across learning
- Numeracy across learning
- Health and wellbeing across learning

Reporting across East Lothian Schools

East Lothian Council is committed to providing you with information about your child's progress and achievements, including their next steps in learning, to support your involvement in their education and learning. This information will include the latest Curriculum for Excellence level achieved in literacy and numeracy. Head Teachers and staff will include this information within the school's current arrangements for reporting on your child's progress and achievements in literacy and in numeracy.

How are we assessing?

Your child's progress is not only based on 'tests' but on the learning that takes place within the classroom and in different settings outwith the classroom.

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. For example, evidence may emerge as a result of children and young people taking part in a presentation, discussion, performance or practical investigation. Evidence could also be a drawing, report, or piece of art work that they have produced. Evidence may be captured as a photograph, video or audio clip as part of a particular learning experience.

Gathering evidence

Evidence of progress and achievement can be gathered by:

- children and young people through self-assessment. They will be encouraged and supported to look at and revisit their own work, to develop a better understanding of what they have learned, and what they need to work on.
- fellow pupils (peers) through peer assessment. Children and young people will be encouraged and supported to work together with others to assess what is good about their work and what needs to be worked on.

- teachers, parents and others who can help identify and support their next steps in learning.

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 curriculum is designed to enable your child to achieve greater breadth and depth of learning whilst also securing the development of skills and knowledge.

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.
- Reporting is used to sum up your child's progress in learning across the curriculum. This can be done in a variety of ways including parent/pupil consultations, short regular reports, learning journals, end of year reports.
- 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?

As part of ongoing learning

Children and young people's progress, strengths and needs are assessed as part of day-to-day learning and teaching. Teachers and others do this by, for example, watching and listening to learners carrying out tasks, by looking at what they write or make and by considering how they answer questions. Children and young people will be involved in planning their next steps in learning.

Time to time (periodically)

From time to time, teachers will assess children and young people's progress and achievements in order to be able to plan ahead and to record and report on progress. This will help to ensure that their progress is on track and that any necessary action is taken to support their learning.

At key points, transitions

Transitions are the moves children and young people make, from home to early learning and childcare settings, from stage to stage (and through Curriculum for Excellence levels) from primary to secondary, to further or higher education and employment. Sharing of assessment information with parents is important to ensure all learners are supported and have a positive experience. Information about a learner's progress and achievements will be passed on to make sure that

their broad general education and senior phase continue uninterrupted 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.

Scottish National Standardised Assessment (SNSA)

All our schools use Scottish National Standardised Assessment to support professional judgement about pupil's progress in literacy and numeracy. These assessments are used in conjunction with other assessment activities and the resulting data is not used in isolation to determine the pupil's knowledge, skills and ability. These assessments take place in P1, P4, P7 and S3.

Transitions

Enrolment

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

Further information can be found at:

https://www.eastlothian.gov.uk/info/210557/schools_and_learning

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. 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:

https://www.eastlothian.gov.uk/info/210557/schools_and_learning

There are no catchment boundaries for nursery provision.

Pupil Placement

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

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

Further information can be found at:

https://www.eastlothian.gov.uk/info/210557/schools_and_learning

Reserved Places/Roll Capping in Schools

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

The Senior Phase – Developing Scotland’s Young Workforce

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

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

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

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

Curriculum for Excellence, as a whole, is about providing learners with the range of learning pathways that meet their individual needs and aspirations and prepare them for learning, life and work. The Commission’s recommendations sit well with

these aims and will be taken forward within the context of Curriculum for Excellence in schools, building on the wide range of work that schools and their partners are already doing in this area.

Support for Pupils

Inclusion and Equality

East Lothian Council will meet the needs of children and young people who experience barriers to learning as a result of additional support needs, disability or factors impacting on their wellbeing.

The legislative and policy landscape includes, but is not limited to, the following:

- The *Education (Additional Support for Learning) (Scotland) Act 2004* (and subsequent amendment in 2009) outlines the concept of Additional Support Needs and the functions and duties that are placed on education authorities to identify and support those needs.
- The *Children (Scotland) Act 1995* represented a fundamental shift in emphasis from parents having rights over children to the principle that parents have responsibilities towards their children. The Act also made it essential that local authorities, NHS Health Boards and all professionals and agencies work in collaboration to provide integrated services for children and families.
- The *Standards in Scotland's Schools etc. (Scotland) Act 2000* requires education authorities to provide education for all children in mainstream schools, except under certain circumstances. In addition, it placed a new duty: to secure that the education is directed to the development of the personality, talents and mental and physical abilities of the child or young person to their fullest potential and to involve them in decisions, which will affect them significantly.
- The *Education (Disability Strategies and Pupil Records) (Scotland) Act 2002* requires schools to make reasonable adjustments for the needs of disabled children and ensure they must not discriminate against disabled children. The Education Authority must prepare and implement an accessibility strategy to increase the access of its disabled pupils to the curriculum, extra-curricular activities, to school buildings and to information.
- *Supporting Children's Learning: Code of Practice (third edition) 2017* explains the duties placed on Education Authorities and other agencies to support children and young people's learning. It provides guidance on the ASL Act's provisions as well as on the supporting framework of secondary legislation.
- The *Equality Act (2010)* simplified and strengthened previous protections for children and young people with 'protected characteristics' (e.g. age, race, disability and sexual orientation) from discrimination. This strengthened inclusion in education, including school trips and activities, for all children and young people regardless of their additional support needs or disability.

- The *Children and Young People Act (2014)* has wide reaching powers to promote the Scottish Government's aims to encourage effective and targeted services for children and families as well as the promotion of children's rights. Through the Getting It Right for Every Child (GIRFEC) National Practice Model, the Act promotes cross-boundary models of service delivery to make best use of expertise and resources in an integrated way with the wellbeing of children and young people being paramount. The wellbeing indicators (safe, healthy, achieving, nurtured, active, respected, responsible and included, collectively known as SHANARRI) ensures that a holistic approach is taken to ensure the wellbeing of all children and young people. The Act also introduced increased provision of early learning and childcare and a range of corporate parenting responsibilities to promote the wellbeing of children and young people in care.
- *The Carers (Scotland) Act 2016* (implemented in April 2018) states that each Local Authority has a duty to prepare an overarching young carer statement plus prepare for each young carer an individual statement which identifies personal outcomes, identified needs and any support to be provided to meet those needs.

Taken together these frameworks require Education Authorities to consider a wide range of issues facing children and young people and put in place processes and supports to:

- Identify and provide support to allow children and young people to overcome any barriers to learning and reach their full potential
- Prevent discrimination of pupils with disabilities/ protected characteristics and provide reasonable adjustments to ensure equality of opportunity in learning
- Plan for accessibility of the curriculum, school information and physical access
- Consider the wellbeing of children and young people

The following East Lothian Council policies and procedures outline the way in which the above legislative requirements are met:

- Child's Planning Framework guidance (2017)
- The Handbook of Procedures for the Management of Pupils with Healthcare Needs in Educational Establishments (2017)
- Admission to Specialist Educational Provision guidance (2017)
- Allocation of Resources to Support Children and Young People with Additional Support Needs (2017)
- Accessibility Strategy (2015-2020)
- Included Engaged – Positive Approach to preventing and managing school exclusions

- Included Engaged – Assessing and providing for ASN for children and young people
- Included Engaged – Managing distressed and challenging behaviour

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

Further information can be found at:

https://www.eastlothian.gov.uk/info/210557/schools_and_learning

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.

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.

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 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:

***Educational Psychology Service John Muir House,
Haddington, East Lothian, EH41 3HA. Telephone number
01620-827827***

Further information can be found at:

https://www.eastlothian.gov.uk/info/210557/schools_and_learning

Sometimes a young person may require some help or support from staff out with the school environment. Schools can call on professionals from a number of different agencies/services for help and advice to meet the needs of individuals. This can be from within East Lothian Council or wider, and can include Educational Psychologists, officers with the Education Services, School Nursing Service, Skills

Development Scotland careers advisers, Children and Family workers (social workers or Family Support workers), Third Sector agencies or NHS allied health professionals. Information sharing with these services is necessary in certain circumstances in order for East Lothian Council to carry out duties related to its Public Task. In any circumstances where information sharing does not fall within the "Public Task" requirement, consent will be sought from parents/carers and the young person in compliance with procedures outlined in the Data Protection Act. If a young person is over the age of 12 and has the capacity to do so, they may give their consent without that of their parents. Where appropriate, the consent to share should be recorded by the professional. Additionally, there are situations where if consent to share has not been given and the professional believes that in not sharing the child could be at risk or further risk of harm, then information can be shared. The reason for sharing should be discussed with the parent/carer and child or young person and be recorded with the reasons for sharing. (See paragraph below). If parents are concerned about this they should contact the school for further information, or the Information Governance Compliance Officer at East Lothian Council – foi@eastlothian.gov.uk

Exceptional circumstances in which information may be disclosed without consent

In addition to situations where information is required to be shared in order for East Lothian Council to satisfy its Public Task duties, 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 01875-824090

(Mon-Thurs 9am-5pm and Fri 9am-4pm), the Emergency Social Work Service by calling 0800 7316969 at any time outside normal office hours. The contact details are Children's Wellbeing, Randall House, Macmerry, EH33 1RW, Tel 01875 824309

(e-mail: 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:

https://www.eastlothian.gov.uk/info/210558/social_care_and_health

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.

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, a rolling programme of school reviews are carried out each year. These visits involve staff from across the service including Quality Improvement Officers, Head Teachers, Early Years Officers and Educational Psychologists. 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 Service

At present there is one Chief Operating Officer (Education) and four Quality Improvement Officers who have responsibility for support and challenge across all East Lothian schools. In addition, we have one Quality Improvement Officer who works across the South East Improvement Collaborative (SEIC). Responsibilities to individual schools include:-

- Provide support pre, during and post Education Scotland Inspection
- Support and monitor development planning ensuring links to How Good Is Our School? How good is our Early Learning and Childcare 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 review visits to schools and provide reports as appropriate.

Two Quality Improvement Officers each have 3 clusters of schools within their remits

- 1) Dunbar, Tranent & Haddington
- 2) Prestonpans, Musselburgh & North Berwick

One other Quality Improvement Officer has the overall responsibility for Early Years across all Early Learning and Childcare provisions and partnership settings.

Other important elements within the Quality Improvement Service role include:

- Monitoring of children who are home educated
- Parental complaints and Freedom of Information Requests
- Reporting to Scottish Government, Education Scotland

- Managing Local Authority educational developments, e.g. Leadership Development, Assessment & Moderation
- Involved in the recruitment process at school level and Depute Head Teacher level.

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:

https://www.eastlothian.gov.uk/info/210557/schools_and_learning

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 Family Support Worker to visit the home and discuss the problem with the parents. If such unsatisfactory attendance continues the Head Teacher, working with other agencies will decide whether the case should be referred to the Children's Reporter. 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 appointments 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:

https://www.eastlothian.gov.uk/info/210557/schools_and_learning

The Children and Young People (Scotland) Act 2014

The Children and Young People (Scotland) Act 2014 is aimed at making sure every child and young person is able to access appropriate support in order ensure their wellbeing allows them to develop into healthy young adults. The principles and values of Getting It Right For Every Child are underpinned by the United Nations Convention on the Rights of the Child ensuring each child is safe, healthy, active, nurtured, achieving, respected, responsible and included.

East Lothian Council's Education Department has an obligation to ensure that every school age child until 18 has an entitlement to a Named Person and that every parent is entitled to know who the Named Person is for their child. East Lothian Council also has an obligation to ensure that where necessary, a statutory "Child's Plan" is completed.

East Lothian Council's use of Pupil Data

The personal information East Lothian Council needs to collect on your child/children is required to secure the safety and welfare of every child of school age and ensure that their education is directed to the development of the personality, talents and mental and physical abilities of the child or young person to their fullest potential

The information is stored and processed electronically. The data is processed because we have a legal obligation to do so, and is done so in accordance with the GDPR and the Data Protection Act 2018.

For more information about how and why we use personal data, please visit www.eastlothian.gov.uk/enrolment

Scottish Government Statutory Returns

The Scottish Government have legal powers to request data with regards all children and young people being educated in Scotland's schools which schools, local authorities, awarding bodies (such as the Scottish Qualifications Authority) and other public bodies (such as Skills Development Scotland) hold for their own purposes.

The Scottish Government need this information in order to:

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

For more information on the collection and processing of your child's/children's personal data by the Scottish Government, please visit <https://www.gov.scot/Topics/Statistics/ScotXed/SchoolEducation/ESPrivacyNotices> and select the Privacy Notice titled "EAS Learning Analysis Unit - Privacy Notice for parents".

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. Children over 12 should be asked for consent to share confidential information. 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. Schools will follow the Included Engaged – Positive Approach to preventing and managing school exclusions policy.

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 Support or Income-based Jobseekers Allowance or

Income Related Employment and Support Allowance or Child Tax Credit but NOT

Working Tax Credit with an annual income of less than £16,105, Child Tax Credit

and Working Tax Credit with an annual income of less than £6,900 or Universal

Credits with a monthly take home pay below £610 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:

https://www.eastlothian.gov.uk/info/210557/schools_and_learning

Free School Meals

Under the Education Committee policy, children in attendance at schools under the management of the Council are entitled to free school meals if their parents are in receipt of Income Support or Income-based Jobseekers Allowance or Income Related Employment and Support Allowance or Child Tax Credit but NOT Working

Tax Credit with an annual income of less than £16,105, Child Tax Credit and Working Tax Credit with an annual income of less than £6,900 or Universal Credits with a monthly take home pay below £610. 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:

https://www.eastlothian.gov.uk/info/210557/schools_and_learning

Free School Meal (Primary 1, 2 and 3)

All pupils in Primary 1, 2 and 3 are entitled to a free school meal (but not free school milk). People receiving the following benefits should continue to complete a **Free School Meal Application Form** to ensure they are not charged for school milk.

- Income support/Income based job seekers allowance
- Employment support allowance (income related)
- Child tax credit but NOT working tax credit with an annual income less than £16,105
- Child tax credit AND working tax credit with an annual income less than £6,515
- Universal Credit with a monthly take home pay below £610

Education Maintenance Allowances (EMAs)

Education Maintenance Allowances (EMAs) have been available since August 2004 for young people aged 16 planning to continue their education in school. It is a fortnightly payment of £30.00 per week paid directly to the pupil where the pupil's household income meets the qualifying criteria. Further information and Application Forms are available on line https://www.eastlothian.gov.uk/info/210557/schools_nurseries_and_learning/11902/education_maintenance_allowance and further information is available from Resources and People Services, Business Unit, John Muir House, Haddington, EH41 3HA.

Employment of Children

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

Further information can be found at:

https://www.eastlothian.gov.uk/info/210557/schools_and_learning

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:

https://www.eastlothian.gov.uk/info/210557/schools_and_learning

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.

Parents who choose to send their children to a school other than the catchment 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:

https://www.eastlothian.gov.uk/info/210557/schools_and_learning

Road Safety

East Lothian Council working with Police Scotland 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.

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, pupils will be seen from time to time by a team of specialists from the School Health Service 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

Apart from a few exceptions, all areas of the school curriculum, including school camps should be accessible to pupils with healthcare needs. Forward planning may be required to accommodate needs. Advice can be sought from the Head Teacher and the School Health Service.

All members of staff should follow the East Lothian Handbook of Procedures for the Management of Pupils with Healthcare Needs in Educational Establishments

(Feb 2017) and in doing so will be covered by East Lothian Council's Public Liability Policy.

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 & Children's Services. The Head of Education & Children's Services 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 Transport Officer at East Lothian Council.

The Head Teacher will prepare and send to the Head of Education & Children's Services 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, the Council's Facebook page, and the Council's website <https://www.eastlothian.gov.uk/>

Whenever possible, schools will update their own school website with information.

Complaints Procedures

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

Further information can be obtained at:

https://www.eastlothian.gov.uk/info/210560/your_council/12166/comments_complaints_and_compliments/1

Unacceptable Behaviour

East Lothian Council does not tolerate aggressive or abusive behaviour towards staff.

Schools within East Lothian

A list of all primary and secondary schools can be found at:

https://www.eastlothian.gov.uk/info/210557/schools_and_learning

Useful Telephone Numbers

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

Depute Chief Executive	Alex McCrorie	01620-827864
Head of Education & Children's Services	Vacancy	01620-827222
Chief Operating Officer (Quality Improvement and Early Learning and Childcare and East Lothian Works)	Lesley Brown	01620-827647
Principal Educational Psychologist	Lynne Binnie	01620-827998
Education Service Manager (Strategy & Operations)	Richard Parker	01620-827494
Parental Involvement Act (Parent Councils/Forums)	Bev Skirrow	01620-827228
Free School Meals, Clothing Grants, Education Maintenance Allowance, Pupil Placement & Home-to-School Transport Policy	Fiona Brown	01620 827415
Primary School Lets		01620-827811

School Session Dates

School session dates for 2020/21 are available on the Council's website

<https://www.eastlothian.gov.uk/>

Scottish Government can be contacted at:

Scottish Government Education Department

Victoria Quay

EDINBURGH, EH6 6QQ

<https://www.gov.scot/>

Accuracy of Information

The information contained in this booklet was accurate as at October 2019.

December 2019