

# Lasswade Primary School



School Handbook  
2023 - 2024

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August 2023

Dear Parent/Guardian

I am delighted to welcome you and your child to Lasswade Primary School. I hope your association with the school, as a parent of our children, will be a happy and satisfying one, enabling us to work together to educate your child for life.

The main purpose of this booklet is to provide the information that parents of prospective or new pupils might wish to have about the school. I hope that you will find it helpful. If you have any questions which are not answered by the following information or if there are any additions or amendments you would like to see included in this booklet, please let me know.

Of course it is only by visiting that you will get a true impression of our school and its facilities. Please feel free to arrange a visit. I'll be pleased to show you around and answer your questions.

At Lasswade we consider mutual understanding and partnership between parent and school to be very important in helping to make a child's stay here both profitable and happy. We welcome parents' involvement and support in their child's education.

Our team of teaching and non-teaching staff is committed to providing the best possible educational experience for every child in our school. We look forward to working with you and your child.

You can be assured that we will do everything possible to make your child's time here a worthwhile and rewarding experience.

Yours sincerely

Yvonne Gemmell  
Head Teacher

## BASIC INFORMATION ABOUT THE SCHOOL

Address: Lasswade Primary School  
7a Pendreich Drive  
BONNYRIGG  
EH19 2DU

Telephone No: 0131-271 4615

Website: [lasswade.mgfl.net](http://lasswade.mgfl.net)

Twitter: @lasswadeps

@LasswadeELC

Head Teacher: Miss Yvonne Gemmell

Depute Head Teachers: Mrs Johanne Watson

Mrs Natalie Mack

Principal Teacher: Miss Gillian O'Hara

Lasswade School, originally situated at School Green, Lasswade, was the school for the Lasswade and district area for the last century. In 1956 the Secondary Department moved to Bonnyrigg and since then that has been the Secondary School for the Bonnyrigg and Lasswade district, while the Primary Department remained at School Green.

The new Primary School was built at Viewbank and opened in 1977. The entire Primary School moved to the new premises which were intended generally to provide schooling for children in the Lasswade, Broomieknowe, Viewbank, Pendreich, Eldindean, Waverley areas and streets of central Bonnyrigg adjacent to the school. The modern open-plan school is set in its own grounds, with a playing field. The main building consists of three large wings, with two smaller wings. An Early Learning and Childcare Setting (Nursery) was established in August 2001. A large hall serves the dual purpose of Dining Hall/Gymnasium. The School is a co-educational establishment and is non-denominational. All primary stages are catered for, from P1 to P7 and the ELC caters for children from age 3-5.

There are generally two classes at each stage and, according to national agreements; the maximum class size is 25 for P1 30 for P2 and P3, and 33 for P4-7. If pupil numbers at any stage are above 33, but very much less than would warrant the formation of two classes, a composite class is formed *i.e.* a

class made up of pupils from two stages e.g. P1 and P2. When this is necessary the criterion used is age as per Midlothian Council guidance. The nursery has capacity for 64 pupils on a full time basis in line with the Scottish Government entitlement of 1140 hours. ELC timings can be found below.

### ENROLMENT

Parents who have been offered or seek a place for their child at Lasswade Primary School are most welcome to visit the school, preferably by phoning the school to make an appointment. Parents who live out with the school's catchment area and who wish their children to attend Lasswade Primary can obtain an application form from their Catchment School or Midlothian Council, Pupil Placement.

### THE SCHOOL DAY

#### ELC

Monday to Thursday

8.45am - 3.15pm

Friday

8.30am - 12.30pm

#### P1 - P7

Monday to Thursday

8.50am - 3.20pm

Friday

8.50am - 12.25pm

Morning Interval

10.30am - 10.45am/10.50am - 11.05am

School Lunch

12.10pm - 1.00pm (P1-3)

12.25pm- 1.15pm (P4-7)

## THE SCHOOL'S VALUES, VISION AND AIMS

At Lasswade Primary School we value:

- Equality
- Enjoyment
- Education

At Lasswade Primary School we are:

- Safe
- Hard working
- Respectful

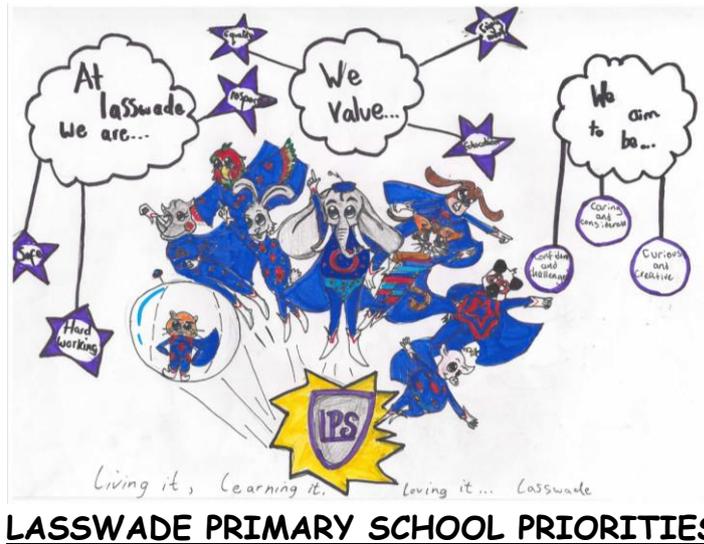
We aim to be:

- Confident and Challenged
- Caring and Considerate
- Curious and Creative

### Living it, learning it, loving it ..... Lasswade

We are committed to providing learning opportunities which will enable children to become:

- *Successful Learners* - we will learn together and do our best. We will actively learn new things and develop skills for life.
- *Confident Individuals* - we will be happy and healthy. We will respect ourselves, look forward to the future and feel safe.
- *Responsible Citizens* - we will respect and value others. We will listen, make decisions and have a caring school community.
- *Effective Contributors* - we will be enterprising, creative, solve problems and work together. We will be able to express our opinions and be fulfilled.



**Raising Attainment to Ensure all Children and Young People in Midlothian Achieve Outcomes that Lead to Positive Destinations: Learning & Teaching, Curriculum, Equity**

- Staff across Midlothian will implement and use the Midlothian Reading Progression Toolkit to ensure consistency in delivery and assessment of reading
- Staff will update the Lasswade Reading Policy and develop a robust moderation programme which works alongside the Midlothian Reading Progression Toolkit
- Staff will support the progression of oral and social interaction skills in our ELC setting through implementation of social groups and key strategies
- Consistent and innovative approaches to teaching numeracy will improve engagement, confidence and progress
- Staff will engage in high quality training of numeracy teaching and learning
- ELC staff will ensure a numeracy rich setting and engage in numeracy moderation to ensure consistency
- A robust model of sharing numeracy data will be used in the transition of ELC to P1
- Staff will further develop data dialogue and moderation to inform learning, teaching and assessment
- Staff will engage in Action Research to improve literacy and numeracy

**All Children and Young People Feel Valued & Included, and have the Same Opportunities to Succeed: Relationships, Well Being & Care, Inclusion & Targeted Support**

- Adjustments will be made to the content covered at each stage of the Relationships, Sexual Health and Parenthood (RSHP) resource
- Staff will share information about the RSHP resource with parents
- Staff will create updated Guidance for the Glasgow Wellbeing Profile
- All staff will engage in training for the Glasgow Wellbeing Profile to ensure effective delivery and use
- The Glasgow Wellbeing Profile will be implemented and analysed in Term 1 and Term 3 to identify and address concerns children may have
- Interpretation of the Glasgow Wellbeing Profile data will be used by staff to implement appropriate support strategies
- Staff will be trained in delivering the Headstrong Programme for P7 children

## CURRICULUM FOR EXCELLENCE

Curriculum for Excellence is being implemented across all Scotland for all 3-18 year olds - wherever they learn. It aims to raise standards, prepare our children for a future they do not yet know and equip them for jobs of tomorrow in a fast changing world.

Curriculum for Excellence enables professionals to teach subjects creatively, to work together across the school and with other schools, to share best practice and explore learning together.

Teachers and practitioners will share information to plan a child's 'learning journey' from 3-18, helping their progression from nursery to primary, primary to secondary and beyond, ensuring the change is smooth. They'll ensure children continue to work at an appropriate pace and are also challenged. Your child will be encouraged to work and develop at a pace most compatible with his/her own needs. Clearly this means a different pace for different children. Within each class and in key subject areas, your child may be working in one of three or four groups, matched to ability. A child's rate of progress can vary as he/she moves through school, so there is always flexibility with regard to the group within which your child is working. Children can and do change groups.

Curriculum for Excellence balances the importance of knowledge, skills and attitudes. Every child is entitled to a broad and deep general education, whatever their level and ability. Every single teacher and practitioner is responsible for literacy and numeracy - the language and numbers skills that unlock other subjects and are vital to everyday life.

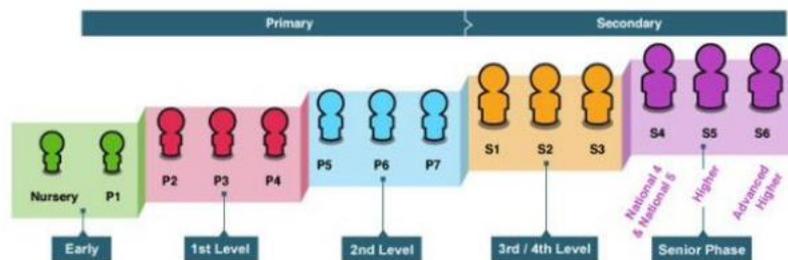
Curriculum for Excellence also develops skills for learning, life and work to help young people go on to further study, secure work and navigate life. Throughout our learning programmes there is an emphasis on learning for a purpose. Teaching and learning is placed within a 'real world' context wherever possible, making learning relevant and helps young people apply knowledge and skills to their life beyond the classroom.

Our curriculum also links knowledge in one subject area to another, helping children to understand the world and make connections. It develops skills so that children can think for themselves, make sound judgements, challenge, enquire and find solutions.

There's personal support to help young people fulfil their potential and make the most of their opportunities with additional support wherever that's needed. There will be a new emphasis by all staff on looking after our children's health and wellbeing - to ensure that the school is a place where children feel safe and secure.

Ultimately, Curriculum for Excellence aim is to improve our children's life chances, to nurture Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens building on Scotland's reputation for great education.

This is a simple guide to show children's progression through Curriculum for Excellence Levels. All children progress at different rates and work is differentiated to meet their needs.



## LITERACY and LANGUAGES

The development of each child's language and literacy is pursued through an integrated programme of literacy work involving listening, talking, writing and reading. Each child comes to school with a wide range of experiences and it is on these that the early stages of literacy are built.

Much emphasis will be placed on listening and discussion in the development of effective communication. We aim to help the child to progress from learning to read to reading to learn and this is achieved through a reading programme which includes appropriate fiction and non-fiction material. It is also important to create in the child a love of books and parents can be an invaluable help in this respect.

Alongside this the child will develop the necessary skills of spelling, punctuation, language structure and handwriting, each at a level appropriate to the child's needs. Writing will form an important part of this development where the child can reflect and learn more about him/herself. They can imagine, learn about others and express their thoughts in writing.

In line with National Guidance, children at Lasswade Primary School are further developing their learning in French and Mandarin (Second Level) this session.

### **NUMERACY AND MATHEMATICS**

From ELC the aspects of mathematics studied are:

**NUMERACY** involves children learning about numbers and number processes. It focuses upon number word sequences, counting objects and collections, spatial patterns and the representations of numbers and much more. It also involves learning the processes of numbers and how this is applied in addition, subtraction, multiplication and division.

**Data & Analysis** is concerned with the gathering, organising, display and use of facts and figures and will involve pupils in carrying out surveys, using diagrams and tables, making graphs and using spreadsheets and databases.

**Measure** involves pupils learning about length, weight, area and volume.

**Angle, Pattern & Symmetry** pupils learn about 2D & 3D shape, geometric shape, angles, co-ordinates and compass direction.

**Time** children learn to read and interpret time on both analogue and digital formats.

**Money** involves children applying their knowledge of number processes to support in money calculations.

In addressing all of the above, pupils will develop **Problem Solving and Enquiry Skills**, encouraging them to think, question and explain what they are doing in mathematics.

These aspects play an important role in our everyday lives. The children's learning, therefore, often takes place in the context of real situations where mathematics is presented as a problem solving activity. Children use their knowledge and skills to reach a solution. The **SEAL** (Stages of Arithmetical Learning) approach is used to support a sound understanding of number and number processes.

Learning comes from practical activities initially and by this method the children acquire a sound understanding of the concepts. This is especially true in the early stages where sand and water-play, building and artwork lay the foundations for the basic ideas. Practice in fundamental processes at all stages leads to competence in dealing with problems. Emphasis is placed on developing and reinforcing mental arithmetic strategies.

Numeracy and Mathematics has strong links with other areas of the curriculum such as science, technology and social studies and these links are developed where possible. In addition to its practical uses, however, mathematics and numeracy can be an enjoyable activity in their own right and opportunities are taken to investigate patterns, games, puzzles and other aesthetic aspects.

### **HEALTH AND WELL BEING (HWB)**

At Lasswade Primary Health and Well Being permeates our whole school ethos. A structured HWB programme from ELC to P7 encourages healthy behaviour and, at the same time, recognises that responsibility for improving health does not lie solely with the individual. It is a responsibility shared among all members of the health-promoting community.

HWB covers Mental, Emotional, Social and Physical Wellbeing. As well as Planning for Choices and Changes, Physical Education, Physical Activity and Sport, Food and Health, Substance Misuse and Relationships, Sexual Health and Parenthood. We aim to help the pupils to acquire the relevant knowledge and understanding, not just of the human body and how it works but also of the social and emotional factors that influence health. A range of programmes are used to support the delivery of HWB including Building Resilience, Tree of Knowledge and Keeping Myself Safe. Ensuring children are aware of online safety is an ongoing priority in this digital age.

A Physical Education programme is followed through from ELC to P7 and children take part in a number of physical activities in a school week. Each child has two hours of physical education a week. Our P4 pupils, through Midlothian services, participate in an annual programme of swimming instruction. Our P6 pupils participate in an annual programme of skiing instruction at Hillend.

A fundamental aspect of HWB is the education of the whole child. It is essentially concerned with the development of life skills. All aspects of a child's experience at home, in school and out with school contribute to personal and social development. Through our school aims, curriculum and programme of

HWB we aim to help our pupils to have a positive regard for self, and for others and their needs; develop life skills to enable them to participate effectively and safely in society; identify, review and evaluate the values they and society hold and recognise that these affect thoughts and actions; take increasing responsibility for their own lives.

Our school assemblies are held weekly with our Senior Leadership Team and these reinforce and promote HWB as part of our wider school ethos. Assemblies are split into ELC- P4 and P5 - 7 to ensure content is delivered at an appropriate age and stage level.

Partnerships with parents and the community enhance the experiences offered to pupils. We have four ECO Green flags for our ECO work and are also very proud to be a Level 2 Rights Respecting School, having gained this accreditation last session. The United Nations Rights of the Child permeates our practice in every classroom and throughout everyday school life.

**Education for Citizenship** As our pupils are growing up in a multicultural society, we try to give them some awareness and appreciation of the culture and traditions of the world we live in. We aim to foster good relations between people of different racial groups and to discourage adverse attitudes and activities. We actively seek links in our local community to work alongside and as an extension of this we branch out into the wider global community. Our school assemblies promote and celebrate diversity through delivering content on a range of religious and cultural beliefs and traditions.

## **SOCIAL SUBJECTS AND SCIENCE**

From ELC to S3, all children spend time learning about their environment and their place in it (Social Studies). As the children develop over the years, they learn more about aspects of their environment which are further from their immediate experience.

In Social Studies, the emphasis is on: People, Past Events and Societies, People, Place and Environment and People in Society, Economy and Business.

In Science, the focus for learning is on: Planet Earth, Forces, Electricity and Waves, Biological Systems, Materials and Topical Science.

Opportunities are used, wherever possible, for fieldwork in the local environment and for handling materials from the local environment. Pupils gain first-hand experience, where possible, through educational outings to various sites.

Guest speakers, including parents and friends of pupils, are invited to talk about their experiences. We are always grateful to parents who allow their children to bring articles from home in connection with a topic. That old gas mask in the attic could add an invaluable dimension to a study of the war years.

During the study of a topic, various skills such as planning, collecting evidence, recording and presenting, applying skills and presenting solutions, interpreting and evaluating are developed. Developing informed attitudes, curiosity and responsibility for the environment are also encouraged, as is working both independently and co-operatively with others.

Each year of your child's primary education, we will send home an outline of the work intended to be carried out that year by the pupils at your child's stage. This will include the topics we aim to study each year. We hope you will enjoy working with us in expanding your child's knowledge, understanding and enjoyment of their world.

### TECHNOLOGIES

From ELC to P7 children are taught skills to enable them to make effective use of information and communication technology. As a Midlothian school, all learners from P1 to P7 are issued a personal device to support their learning experience as part of the 'Equipped for Learning' programme. This year, all P1 & P2 pupils will receive an iPad while all P3 - P7 pupils will receive a Chromebook. The school is continually upgrading its other I.C.T. resources, which include PCs, visualisers, Marty Robots, Smartboards, Micro:bits and a range of appropriate software including Google Workspace For Education. This session we will be developing and embedding effective use of Chromebooks and iPads across all curricular areas and stages. The effective use of technology permeates all aspects of the curriculum. All our learners also participate in our Digital Citizenship and Wellbeing learning programme to support their development of a healthy and safe attitude towards using technology.

## **THE EXPRESSIVE ARTS**

The Expressive Arts (Music, Drama, Dance and Art and Design) play an important part in pupils' development. All pupils follow a programme which fosters appreciation, enjoyment, imagination, personal responses, self-expression and creativity. Teachers ensure that pupils experience a broad and balanced range of activities in each area of The Expressive Arts.

Pupils from P5 have the opportunity to learn a musical instrument. This session we have instructors for violin, viola, cello, woodwind and brass instruments.

## **RELIGIOUS AND MORAL EDUCATION**

Religious and Moral Education helps pupils learn about important aspects of Christianity, and other major religions, and to understand why people attach great importance to their religious beliefs. Pupils are also given the opportunity to think about personal aspects of religion and moral issues. Throughout their programmes of study, we aim to support and encourage pupils' spiritual, moral, social and cultural values and to consider questions about meaning and purpose in life. This important aspect of education brings to pupils an understanding of acceptable standards of behaviour and helps to develop a respect for others and sensitivity to their feelings, interests and needs. It is not taught in isolation, but is integrated into the whole school curriculum.

The intention is not to commend a particular religious view but to give pupils some understanding of those religious beliefs which give meaning and purpose to the lives of individuals and groups within society.

We are fortunate in having a great deal of support from our School Chaplain who meets with class groups and attends assembly on a monthly basis. Assemblies and services, in which the children play a significant part, are held regularly. Our Assemblies are an opportunity for all pupils and staff to come together, to enjoy a sense of community, to worship, to explore further religious, social and moral matters and to discuss school business. Mainly they are taken by the Head Teacher, Depute Head Teacher or School Chaplain, but on occasions there are visiting speakers. Only some of the assemblies focus on religious themes.

While it is hoped that every pupil can benefit from our programme of Religious and Moral Education other arrangements can be made for children, whose parents, because of their own beliefs, wish them to be withdrawn from assembly.

Parents of these children should discuss this with the Head or Depute Head Teachers.

### **ASSESSMENT AND REPORTING TO PARENTS**

Pupils' progress is monitored by continuous assessment of performance in class. This can be formative assessment where teachers use questioning, discussion and feedback that helps the child move forward with their learning. Assessment can also be summative involving a structured programme of regular screening and diagnostic testing, which informs planning of appropriate programmes of work for individuals and groups.

Records of each pupil's progress in the basic subjects in each school year are kept. A written report on each pupil's progress is made in Term 3, and a copy of this report is sent to parents. This report is passed on when a pupil has a new teacher, moves to a new school and transfers to Secondary School. In the same way the primary school receives from ELC class a profile which gives us an understanding of the child's early development.

### **CONSULTATION WITH PARENTS**

In addition to annual written reports, parents' evenings are held twice annually. If we have concerns, we will contact parents at an early stage so that we may work together to resolve issues. Likewise, if there is ever any concern about progress, please ring the school to arrange a time when the class teacher will be available to talk with you. The Head Teacher and Depute Head Teachers may also be contacted to discuss issues relating to individual pupils or to wider school issues. It is best to telephone to arrange a convenient time.

### **CONSULTATION WITH PUPILS**

Under the Children (Scotland) Act 1995 the views of children should be taken into account when major decisions are being made which will affect their lives. Generally, children over 12 are presumed in law to have a view but younger children may also be mature enough to have a view and should be given the opportunity to express it. While schools may not be bound by this they do consult with their pupils. At Lasswade this includes formal consultation through our Lasswade Has a Voice Pupil Groups, questionnaires, suggestion boxes, review and planning meetings, as well as arrangements we may make to

consult with individual pupils at appropriate times. Our P3 - 7 children are also invited to attend Parental Consultations in March and to contribute to this process.

We are an Eco School and we have achieved 4 Green Flags. Eco schools is an international initiative aimed at raising environmental awareness in schools and putting over the message - Think Globally - Act Locally. The programme requires the school to look at ten key areas, which have an environmental impact; Litter, Waste Minimisation, Energy, Water, Transport, Health and Well Being, Sustainability, Biodiversity, Food and the Environment and the School Grounds.

Children with additional support needs (in line with the ASL Act 2004) will be consulted in a number of ways -

- 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 will be recorded in the Co-ordinated Support Plan.
- Code of Practice to state child should play key part and should have supporter available.
- Expect children to attend or have opportunity to put their views to Tribunals.

### HOMWORK

Homework can be a very valuable addition to the work your child does in school. Pupil will have core Reading, Spelling and Numeracy/Maths homework each week. This is issued on a Monday via Google Classroom and completed by a Friday.

Pupils may be asked to practise something which has been taught in school. Pupils in P1 - 3 will be asked to complete a piece of reading and pupils in P4 - 7 are asked to complete 20 minutes of reading per night in line with the Accelerated Reader programme. Some spelling words may need to be learned and the teacher will have discussed with pupils methods of learning those words. Work on reinforcement of Maths Concepts may also be set.

Your help, support and encouragement, your sharing of time with your child are all part of the value of homework. If, however, the homework set causes over-anxiety in your child, please contact the school to discuss the matter.

## RESIDENTIAL

Our Primary 7 pupils will be offered the opportunity to attend a residential visit this session. This involves outdoor education and allows children to take part in a variety of outdoor activities such as climbing, abseiling, orienteering and archery.

## PUPILS WITH ADDITIONAL SUPPORT NEEDS

Midlothian Council policy 'Education for All' promotes the inclusion of pupils with additional needs, including pupils with significant special needs. Further information is provided in a guide for parents, carers and young people 'Education for All.' Should parents wish a copy or additional information on 'Education for All', the first point of contact in our school is Miss Gemmell, Head Teacher.

The Midlothian Assessment and Planning Staged System (MAPSS) has been developed to take forward the Getting It Right approach across Midlothian. This is a staged system of support, providing a common, co-ordinated approach across all agencies to ensure the delivery of appropriate, proportionate and timely help to all children/young people as they need it.

Lasswade Primary recognises that some children may require additional time and resources to meet their needs and we try to identify any support needs as early as possible and implement support strategies, often involving the Support for Learning Teacher. Learning support involvement may take the form of consultation with the Class Teacher, support in class or extraction for small group work.

For some pupils Individual Education Plans are drawn up through liaison with Learning Support staff, teaching staff, parents, pupils and external agencies where appropriate. This identifies specific and measurable long and/or short term targets, in consultation with school staff and potentially outside support agencies. The school will also agree with parents a regular arrangement for monitoring pupil progress in their targets and the arrangements and timescales for meetings with school staff and any outside agency staff who may involve in supporting a pupil.

Our Learning Support Teacher, Learning Assistants, Class Teachers and Outside Agencies work very much as part of a team in identifying and addressing support strategies appropriate to pupils with additional support needs. We also

recognise the need to support pupils who show particular aptitudes.

If parents have any concerns about their child/children, they should contact school in the first instance.

If further advice is sought a request can be made by contacting the ASN officer:

Education, Communities and Economy  
Midlothian Council  
Fairfield House  
8 Lothian Road  
Dalkeith  
EH22 3ZG

Email: [asn.officer@midlothian.gov.uk](mailto:asn.officer@midlothian.gov.uk)

Tel: 0131 271 3689

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## SCHOOL UNIFORM

Wearing school colours - grey, purple and black - is encouraged.

**Black sweatshirts/hoodies are available for P7 ONLY.** These less formal items of clothing are practical for modern education while still retaining a sense of uniformity. Branded uniform, with our school badge, can be purchased from the [Border Embroideries website](#). Please note, school uniform with a branded school badge is not compulsory. School colours and appropriate uniform is acceptable.

### GYM KIT

For purposes of hygiene and safety, gym shoes, shorts and t-shirt should be worn. House t-shirts, if desired, can be purchased from [Border Embroideries website](#).

**Uniform order forms are available the [Border Embroideries website](#)**

### ACCEPTABLE DRESS FOR SCHOOL

Garments ordered from Borders Embroideries

Grey or black skirt or trousers

Any plain grey or purple sweatshirt or sweater

Any white, grey, lilac or purple polo shirt

White or grey shirt with grey and purple striped tie

Black school style shoes

Gym shoes, shorts and t-shirt for Physical Education

### UNACCEPTABLE DRESS FOR SCHOOL

Football strip

Beach or cycling shorts

Designer knitwear displaying manufacturer's logo

Trainers displaying manufacturer's logo

T- shirts with slogans

Leggings

Denim

### ALTERNATIVE FOOTWEAR

Alternative footwear should be brought for changing into in wet weather, and after playing on the grass. Parents should provide indoor footwear for children to wear whilst in the school building.

**It is essential that all items of clothing, including footwear, are marked with the child's name.**

## ASSISTANCE WITH PROVISION OF CLOTHING AND FOOTWEAR

The Authority operates a scheme of clothing grants to assist parents in ensuring that a pupil is sufficiently and suitably clad to take full advantage of the education provided. Families in receipt of **Income-based Job Seekers allowance, on Income Support or Child Tax Credit (within the limit of an annual income up to £16, 105)**, will automatically qualify for such a scheme. Other cases will be determined according to the personal circumstances of the family. Parents who wish to apply for the scheme should complete an application form which is available from this school or the Education Division, Fairfield House, 8 Lothian Road, Dalkeith, EH22 3ZG.

## POSITIVE BEHAVIOUR

A high level of discipline has always been expected and achieved in school. Success is largely attributed to close co-operation between home and school. We aim to continue and reinforce the good behaviour expected at home. Good behaviour is praised and this positive reinforcement is coupled with moral training.

Sanctions, where necessary, are chosen to suit the occasion and the child, and may include withdrawal of privileges in school. Pupils are asked to apologise for any negative choices which may have been made.

Self-discipline is encouraged so that, even during a relatively free and unstructured activity, pupils know what is expected of them and what is acceptable and appropriate behaviour.

Parents are consulted if behaviour requires their intervention. Discipline is based on consideration for others, the safety of the individual and the smooth running of the school. Pupils are encouraged by their teachers to discuss and formulate a Class Charter, which identifies different rights and pupils and adult's actions.

For reasons of safety children are not allowed to play at the front of the school, ride bicycles or play with skateboards within the school grounds. We ask that pupils move around the school sensibly in order to respect the learning of others.

Children are not allowed to leave the school precincts during school hours, without permission. When a parent requires a child to leave school during the

school day, e.g. for dental appointment, a written request should be submitted and all children must be collected by an adult.

Pupils are taught to take responsibility for the environment and as part of this teaching, are encouraged to place all litter in the bins provided. Parents can play an invaluable part here by reinforcing the litter rule at all times.

Opportunities are taken during our weekly assembly to discuss social and moral issues and to highlight examples of praiseworthy behaviour.

Parents are asked to ensure that their child's behaviour in school is in accordance with these guidelines. It is vital and for the benefit of the child that parents co-operate with and support school staff.



# Lasswade 'Ready to Learn'



## Rationale

The procedures we have in place to support children at Lasswade in making good behaviour choices and to ensure everyone in our school has the right to be safe and to learn.

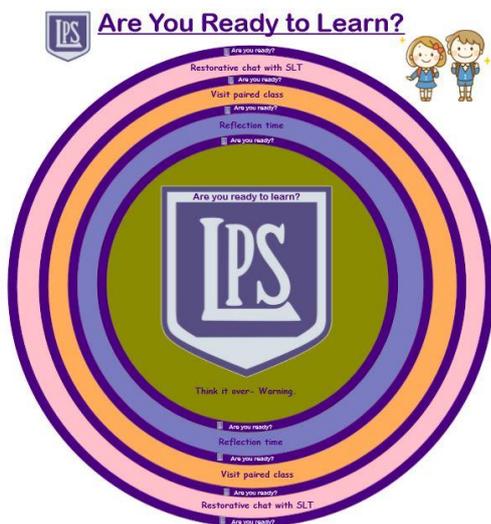
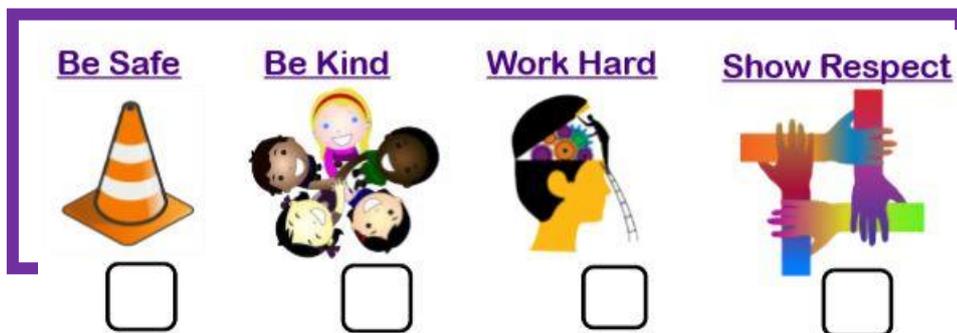
## Supporting Readiness to Learn

Our school ethos and culture ensures we support children's learning and social & emotional needs. We recognise that the vast majority of children behave well and we regularly celebrate this in school.

Like all schools, we experience low level inappropriate behaviour and on occasion more challenging behaviours from children experiencing particular difficulties. When a child is experiencing difficulties, the school aims to work together with parents/carers and other professionals where appropriate. We use a restorative approach to manage and support behaviour and ensure we meet the needs of individual learners.

This policy also links with our Midlothian's 'Anti Bullying Policy' which is available on our school app, our school vision and values, our individual class Rights Respecting Schools charters and our whole school Health and Wellbeing programme.

Our expectations for everyone in our school are to:



## ANTI-BULLYING

The school operates a strict anti-bullying policy in line with Midlothian Council Policy and Procedure. Any cases of bullying which are reported are dealt with promptly and parents are asked to become involved if the matter cannot be resolved immediately in school. Our school aims to create an ethos where bullying is eliminated with examples of pro-active strategies, e.g. buddying, annual Anti-Bullying Week, social skills training, etc. If you have any concerns about any discipline or matters related to anti-bullying, please do not hesitate to contact our Senior Leadership Team.

## ATTENDANCE

Parents are responsible for ensuring that their child attends school regularly. In cases of unsatisfactory attendance, the Senior Leadership Team will make contact with families to discuss. Letters are sent out regularly by school to families where attendance drops below 90%. It is important that pupils are punctual and parents must ensure that their child is at school by 8:50am each morning.

Details of all absences are now collected by computer for the Scottish Government. Each absence has a specific code which must be marked against it. Children coming in late will continue to have this marked on the register. If a child has a dental or doctor's appointment during the school day, the school should be informed that this is the reason for absence.

Holidays should be taken within the school holiday period but every session many requests are made for pupils to have holidays within term time. The new guidance states that family holidays taken within term time will be classed as **unauthorised absences**, and marked accordingly in the register.

Parents should telephone by 9:00 a.m. if a child is unable to attend school that day. If no phone call is received, we will endeavour to make contact with parents/guardians by text and/or phone.

Parental co-operation is sought in all aspects of behaviour and attendance.

## **PERSISTENT LATENESS OR UNSATISFACTORY ATTENDANCE**

In cases of unsatisfactory attendance or persistent lateness, set procedures will follow:

- Parents will be informed by letter of the concern, followed by a request for a meeting.
- Should no immediate improvement follow, the school may make contact with outside agencies for support.

## **TRANSPORT: POLICY OF THE AUTHORITY**

All 5 to 21 olds living in Scotland are entitled to free bus travel through the Young Scot/National Entitlement Card. You can apply online at [freebus.scot](http://freebus.scot)

Where a pupil attends their catchment primary school and:

- lives more than two miles from it by walking route, or
- there is not a suitable walking route

and there is no public transport available, the council will arrange school transport.

If your child has a place in the complex needs provision you should refer to your Education Resource Group (ERG) decision letter for details about school transport.

Parents who choose to send their children to a school other than their catchment school will not receive assistance in relation to travel to and from school.

## **SCHOOL MEALS AND MILK**

Children in attendance at schools under the management of the Authority are entitled to free school meals if their parents are in receipt of **Income Support** or **Income Based Job Seekers Allowance and Child Tax Credit (within the limit of an annual increase up to £16,105)**.

Further information and an application form can be obtained from the School or from the Free Meals and Free Clothing Section, Midlothian Council, Education Division, Fairfield House, 8 Lothian Road, DALKEITH, EH22 3AA.

All P1-P5 pupils currently receive a free school meal under the Scottish Government initiative. They can choose from a hot or cold selection.

Free milk is available to all children in ELC education and to children in Primary schools whose parents are in receipt of Income Support. Any other child of primary school age may be provided with milk at reduced cost.

Free fruit is available Tuesday, Wednesday and Thursday to all children in P1 and P2.

## **EATING LUNCH AT SCHOOL**

Our school operates a lunch system which offers a wide choice of food. The choices shown below are in accordance with the Nutritional Guidelines and Health Education Board for Scotland criteria, ensuring that school meals within Midlothian are healthy and wholesome.

Children in P1 - 3 eat in the dinner hall. Children from P4-7 who require a school dinner eat in the dinner hall and children who bring a packed lunch eat in their classrooms. We have a staggered lunch time to ensure children have time to eat and play. Menus are sent home on a termly basis or are available from the Midlothian Website [www.midlothian.gov.uk](http://www.midlothian.gov.uk) or on our school app.

## **NUT AWARE SCHOOL**

Please be aware that several children in our school have nut allergies. We would ask you be vigilant about the products which you are sending to school for your child's snack and lunch. Further information can be found on our school app and Twitter feed.

## HEALTH AND SAFETY

### HEALTH AND SAFETY AT WORK ACT

The Education, Communities and Economy Division has prepared policy statements on Health and Safety for all areas of its responsibility in accordance with the Health and Safety at Work Act 1974. Schools staff are fully instructed in their responsibilities in this respect, and safety regulations apply to all 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 importance to the school.

### SCHOOL SECURITY

In order to keep our pupils and our premises secure we operate a school security system. The Security System is operated by a buzzer at the front entrance.

When admitted all parents, visitors and workmen must report to the School Office. Persons visiting school must sign the visitor's book and receive a badge, which permits them access to classrooms, cloakrooms, corridors, toilets, teaching areas. The visitor's book enables us to have a record of everyone in the building at any time.

**No parent or visitor is permitted to go through the school hall or into any of the teaching areas without permission.**

### PLAYGROUND AND LUNCH HALL SUPERVISION

When pupils are at school, the responsibility for their safety rests with the Authority, and the Head Teacher and staff undertake this responsibility on behalf of the Authority.

At morning interval and lunchtime pupils are supervised in the playground and in the classrooms and outside at lunch time. This means that reasonable steps should be taken to prevent any pupils suffering injury and to ensure that accidents or difficulties can be reported to a responsible adult and appropriate action taken. However, it is not possible to guarantee that no such accidents will occur.

A note is sent home in the event of any minor head knock occurring during the school day and parents are advised by telephone of incidents of concern.

### **START OF THE DAY - SCHOOL OPENING**

The Authority does not provide playground supervisors in advance of the start of the school day and pupils are expected to arrive in school dressed for the prevailing conditions. However, in inclement weather, pupils are allowed access to the classrooms at 8:45am, under the same conditions that apply during indoor intervals.

The children are supervised in the building and so should be able to come into the building by themselves. This avoids congestion and health and safety issues of wet floors and buggies in corridors.

### **INDOOR INTERVALS**

During inclement weather pupils remain in their classrooms over break and lunchtime periods. Playground Supervisors and the Senior Leadership Team monitor class areas.

### **PARENTS' CARS**

Since the great majority of our pupils live within walking distance of the school and to avoid the hazards caused by traffic congestion in the vicinity of the school walking to school is encouraged.

Parking restrictions are in place around our school to ensure the safety of our pupils and families. Please download our school app for further information and maps showing restricted streets.

**Pendreich Drive is now closed between 8:15am & 9:00am and between 3:15pm & 3:55pm (Monday - Thursday) and 8:15am & 9:00am and 12:10pm & 12:55pm (Friday) as part of the School Streets Scheme.**

## **CROSSING GUIDES**

Crossing guides are stationed at the junction of Pendreich Drive and Eskbank Road; corner of Pendreich Drive and Pendreich Terrace; and children should cross at these points.

When a Crossing Guide is absent from duty, the Crossing Guide Supervisor will try to provide cover but this cannot be guaranteed. We shall try to inform parents and pupils on such occasions.

If there is a possibility that no one will be on duty, you may wish to collect your child from school.

## **MOBILE PHONE USE IN SCHOOL**

Our school recognises that for health and safety reasons some parents may wish their child to have a mobile phone. All mobile phones should be handed into the school office at the start of each day. However, the school is unable to take responsibility for such items. Phones should not be switched on during the school day or used in any way in the playground before starting in the morning, during break and lunch intervals. In this way we can ensure outside contact with pupils during the school day is possible only with the knowledge of school.

## **WHAT HAPPENS IF MY CHILD HAS AN ACCIDENT OR BECOMES UNWELL AT SCHOOL?**

When a child becomes ill or has an accident in school a decision will be taken on whether the child may stay at school or whether we should contact his/her parents (or possibly the child's emergency contact or family doctor if the parents cannot be contacted). Parents, or a responsible person, will be encouraged where possible to collect the child from school.

A pupil involved in an accident may require to be taken by car or ambulance to the hospital casualty department, usually the Royal Hospital for Sick Children in Edinburgh. Again parents will be contacted either to come to school or go directly to hospital. An adult will always remain with the pupil until the parent arrives.

Please do not send pupils to school if they are feeling unwell. If a pupil has had sickness or diarrhoea, then they must not return to school until 48 hours after

their last bout of sickness or diarrhoea. The school strictly follows the NHS Guidelines for Absence. A copy of this can be found on our school app.

It is most important that parents inform the school of any special medical conditions or requirements for the child.

It is the responsibility of every parent to provide the school with an **up-to-date** name, address and telephone number of an emergency contact. If ever there is a change e.g. of a parent's place of work or of the person you wish us to contact in an emergency, please **immediately** inform the school.

### **Arrangements for dealing with a pupil requiring essential or emergency medication**

Should your child have a medical condition that may require essential treatment or emergency administration of medication, the following arrangements exist:

1. School staff are under no obligation to administer medication to any child. School staff who administer medication are required to complete appropriate training.
2. Schools will hold medication, under secure conditions and clearly marked, for use by/for your child.
3. You are responsible for supplying this medication to a responsible member of staff. **YOU SHOULD NOT SEND IT WITH YOUR CHILD.** You are also responsible for maintaining up-to-date medication.
4. All medication should be accompanied by a letter from a doctor dealing with your child's condition, describing symptoms and treatment. A medical form must be completed by a child's parent before medication can be administered.
5. If your child requires to receive emergency treatment, e.g. Injections using an Epipen, the School Nurse or Community Paediatrician will brief staff at the school on its use. Training will be given in respect of other medication which staff volunteer to administer.
6. An individual healthcare plan (Form MED3) will be filled out by the Senior Leadership Team. This plan contains details of your child's

medical condition, medical treatment, emergency contacts and staff volunteers. It also contains a clause that indemnifies staff who agree to administer medication.

7. You will be asked to sign the form, which will also be signed by the Head Teacher. Copies will be sent to the Education, Communities and Economy Division and the Community Paediatrician. This will ensure that all parties are aware of the way your child's condition will be managed.

If you have any queries about the management of your child's medical condition within school, you should contact the Head Teacher or Senior Leadership Team.

### **ADMINISTRATION OF MEDICAL PROCEDURES**

All members of staff who have agreed to be trained in the administration of specific drugs to pupils suffering from epileptic seizures or a severe allergic reaction and who are required to apply specific drugs to those pupils, will be covered by Midlothian's Public Liability Policy.

### **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 or her from time to time to make sure that he or she benefits as much as possible from all that school has to offer, and to help prepare him or her for life after leaving school. The School Health Service is part of the Community Child Health Service and has direct links with those who carry out health checks on children before they start school.

Many different services are provided. The staff involved makes every effort to work closely with parents and with others who are caring for your child, both at school and in other branches of the Health Service. Some of the services, e.g. testing for vision, hearing or speech, are provided to all children on a routine basis to discover which children may need further tests or treatment. Parents are not necessarily notified of these screening tests and any parent who does not want a child to be included should notify the school at the beginning of the session. Naturally, if treatment is thought to be required, the child's parents will be informed and consent requested.

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

The school nurse is the lead professional in mainstream schools in Midlothian. School nurses are involved with health promotion and education, prevention of ill-health immunisation, health surveillance and screening. The school nurse may be helped by a health assistant and have close working links with Community Paediatricians. The school nurse carries out regular inspections of groups of children, gives advice on health and hygiene, tests eyesight from time to time and works with Community Paediatricians. The attention of the Community Paediatricians is drawn to any possible problems, and parents and the family doctor are informed if any further action is considered necessary. The health visitor and school nurse also act as an important link between home and school.

Separate referrals to Child and Adult Mental Health Services, Occupational Therapy, Community Child Health and Speech and Language Therapy also needs parental permission. The school nurse can also link with other members of the health team, in the community or in hospital, concerned with a child's health. The health team works closely with colleagues from other children's services.

The school nurse reviews the notes of all children in Primary 1 as well as those of all new entrants. A member of the school health team measures their growth and tests vision. The school nurse will assess these measurements and results. In addition, she may review children who are referred either by parents, teachers or other health professionals at any stage in their school life. Every opportunity is taken to provide pupils with access to confidential support and advice from the school health team throughout their school career.

Parents are also asked to complete a health questionnaire about their child at Primary 1 and Primary 7. Any specific conditions can be raised at that point.

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

- Age 4-5 immunisations against diphtheria, tetanus, polio and MMR (Measles, Mumps, Rubella), if these have not been given before starting school
- Age 12-14 testing for resistance to tuberculosis and immunisations (BCG) where required.
- Age 14-15 booster immunisation against tetanus and polio

If you prefer, you may ask your family doctor to immunise your child. Flu immunisations are administered annually in school. You will be asked to give permission for this vaccination prior to the immunisations taking place.

The audiometric team checks children's hearing on a number of occasions before the age of 13/14 years. The school doctor will be told if your child seems to have a hearing problem. The doctor will then examine the child and let your own doctor know the result.

The Speech Therapist can provide assessment and, if necessary, treatment if you or a teacher feels that your child may have a speech, language or processing problem.

The Occupational Therapist can provide assessment, and if necessary, treatment if you or a teacher feels that your child may have difficulties with his/her fine and/or gross motor skills.

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, School Nurse or the Health Visitor if you want any information.

### **HEADLICE**

Most families with ELC and school-aged children will suffer from head lice at some time, and many find they become victims of a running battle with head lice. Clean hair is no protection against lice.

There are two treatment options. One is to use insecticide lotion, and the other is removal by Bug Busting. Both are available on prescription from your doctor and from nurse prescribers or over the counter at your local pharmacy. Further information can be obtained at [www.chc.org/bugbusting](http://www.chc.org/bugbusting).

## **OCCASIONAL AND EMERGENCY CLOSURES**

Parents are informed by letter or newsletter in advance of planned closures for in service or holiday.

In the event of unplanned closure of the school, that is, in an emergency situation, parents will be informed by the most appropriate method. In the case of closure due to severe weather conditions, parents will be informed on arrival at the school and local radio will regularly broadcast information to parents. Our school app and social media channels will also share this.

It is against school policy for children to be allowed out of school unaccompanied. In an emergency situation, under no circumstances will children be sent home without an adult to accompany them.

## **CHILD PROTECTION GUIDELINES**

Edinburgh and Lothians, including Midlothian Council, issued new 'Inter-Agency Child Protection Procedures'. These 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 Midlothian 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 develop and encourage the partnership that exists between Social Work, Education, Health and the Police in Midlothian and will help towards building a partnership with parents in carrying out our duties and responsibilities to Midlothian children and young people.

In circumstances where a school has significant concern that a child or young person was, or is, at risk of being harmed or abused, the school is required to pass information to the Police, Social Work and Health colleagues who have a legal duty to investigate further.

While we always endeavour to work in an open manner with parents and guardians, there are circumstances where it may be appropriate to inform parents that a child protection referral has been made. The decision to inform parents would be the responsibility of the external agencies.

## 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'.

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

Schools will therefore request the names and addresses of both parents at the time of enrolment and at the annual update of data. The parent(s) with whom the pupil resides will automatically receive all communication from the school. If a parent lives away from the family home, we will check if they wish to receive information about their child. If they do wish to be kept informed they will receive 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/Guardians should note that children can only be collected from school by the parent. If someone else is to collect the pupil the school should be informed in advance.

## **LASSWADE PRIMARY SCHOOL PARENT COUNCIL**

The Scottish Schools (Parental Involvement) Act 2006 requires the Education Authority to support the establishment of a Parent Council for every primary, secondary and special school.

The Act aims to help all parents to be:

- involved in their child's education and learning;
- welcomed as active participants in the life of the school; and
- encouraged to express their views on school education generally and work partnership with the school.

We currently have a Parent Council set up in our school which takes the place of the School Board and the Parent Teacher Association.

Parent Councils can have a number of functions including communication with parents, fund raising, taking part in appointments of senior staff and arranging the use of school premises out with school hours.

Our Parent Council communicate with families in varying ways. More information about this can be sought by speaking to one of the office bearers or by contacting the school office.

## **LASSWADE PRIMARY SCHOOL PARENT COUNCIL**

### **OFFICE BEARERS**

Chair - Donna Munn  
Vice Chair - Gill Richardson  
Secretary - Lorimer Mackenzie  
Treasurer - Perri Harris

### **STAFF REPRESENTATIVES**

Miss Y Gemmell  
Mrs J Watson  
Mrs N Mack  
Miss G O'Hara

## CONTACT WITH PARENTS

We make regular contact with parents throughout the year. We are always happy to have parents in school. This may be to help on a regular basis or accompany us on outings. If a concern arises at any time, staff will make time to see parents at the beginning or end of the school day. We are also happy to have e-mail contact at [lasswade.ps@midlothian.gov.uk](mailto:lasswade.ps@midlothian.gov.uk)

The following are a summary of contacts:

- App News
- Homework Information
- Nursery Meet the Team
- P1 Parents Curriculum
- Meet the Teacher
- Parental Consultations
- P1 Personal Safety
- P6 Relationships & Sexual Health
- Shared starts/finishes
- Join the learning sessions
- Showcase events
- Curriculum and Homework booklets
- Information booklets about each class
- Camp Meetings
- Written reports
- Twitter updates
- School app updates
- Assemblies

We use our School App as our main form of communication. This can be downloaded from your App Store:

- Search for and download 'Scot Ed'.
- Once downloaded, search for Lasswade Primary in the search box.

An app information leaflet can be requested from our school office for more information on how to effectively use our app.

## TRANSFER FROM PRIMARY SCHOOL TO SECONDARY SCHOOL

Secondary School	Lasswade High School Centre Eskdale Drive BONNYRIGG Midlothian EH19 2LA
Telephone	0131 271 4530
Head Teacher	Mr Campbell Hornell

Children at the end of their Primary 7 stage (ages 11.5 years to 12.5 years) normally transfer to Lasswade High School Centre.

Parents of Primary 7 children are informed of the transfer arrangements by October/November of their child's last year in primary school and they are invited to parents' meetings at the secondary school.

Visits to the secondary school for the pupils take place during the summer term. At this time there is a very close interchange of information between the Primary 7 teachers and the secondary staff and everything is done to ensure that the transfer is an easy and happy process.

Parents whose children wish to attend a non-district secondary school, i.e. other than Lasswade High School Centre, can obtain an application form from the school office in November/December.

## HOW TO MAKE A COMPLAINT

### COMPLAINTS PROCEDURE

The Education Committee has approved the following statement of principles and procedures:

#### **PARENTS AND THE SCHOOL**

Parents and schools separately can do a great deal to assist children's educational development; together, they can achieve even more.

We will keep you informed of your child's progress and we will deal confidentially with any information which will help us in planning her/his education.

We will keep you informed of our policies and procedures and will consult you whenever a significant change is contemplated.

We rely on your support and we welcome your comments on the school.

#### **1. *If you are concerned about ...***

.. a particular aspect of our work, please arrange an appointment to discuss the matter with the Head Teacher in the first instance. Where appropriate, the Head Teacher may nominate another senior member of staff to act on her behalf.

The Head or Depute Head Teacher will listen carefully to what you have to say, establishing clearly the issue(s) of concern and, if appropriate, providing you with any relevant information.

In some cases, your concerns can be dealt with immediately; other matters may require more extended investigation.

In any event, the Head or Depute Head Teacher will notify you, normally within five working days, of the school's response.

It is anticipated that, in most cases, the above steps will result in a satisfactory solution for all concerned.

**2. *If you are dissatisfied with the school's response ...***

... please notify the Head Teacher that you wish to pursue the matter further.

She will either review the proposed action or notify you of the appropriate officer\* of the Education Authority whom you should contact (**\*see Useful Addresses**).

Contact the named officer by telephone or by letter at Education Division headquarters.

The officer will investigate the matter and endeavour to resolve any difficulties. He/she will report the outcome to you, normally within five working days of being contacted.

- 3.** Nearly all matters of concern are resolved through the above procedures. If you remain dissatisfied, please contact again the officer involved at stage 2; he/she will review the situation and/or indicate what other avenues are open to you.
- 4.** In all cases, final appeal can be sought through the Chief Executive's office.



PRIMARY TEACHING STAFF	
CLASS	NAME/TEACHER
P1M	MISS AMY MCMICHAN & MISS ALISON ADAMS
P1R	MRS AMANDA RUFFELL
P2FG	MRS REBECCA FRASER & MRS LEANE GALBRAITH
P2T	MRS ELIZABETH THOMSON
P3FD	MRS VERONICA FOLEY & MRS SARAH DRYDEN
P3T	MISS KATY THOMSON
P4C	MISS LYNDSEY CAUFIELD
P4TR	MRS EILIDH TODD & MRS NICOLA ROY
P5B	MRS HELEN BEASLEY
P5JD	MRS CATRIONA JONES & MRS SARAH DRYDEN
P6J	MISS SHARMEEN JALIL
P6SC	MISS KIRSTIE SPIERS & MISS AMY CLEMENTS
P7M	MISS EILIDH LYALL
P7GF	MRS LEANE GALBRAITH & MRS KATY FINLAYSON
NCCT	MISS ALISON ADAMS
NCCT	MR JONATHAN HENDERSON
PEF	MRS KIRSTY FOWLER
SFL	MRS GILLIAN RAMSAY
SFL	MS DANI DROUGHT
PT	MISS GILLIAN O'HARA
DHT	MRS NATALIE MACK
DHT	MRS JOHANNE WATSON
HT	MISS YVONNE GEMMELL

SUPPORT STAFF	
POSITON	NAME
LA - P1	MRS JAN HOWIE
LA - P2	MISS GILLIAN FRASER
LA - P2	MRS KELLIE WOOD (CURRENTLY ON MATERNITY LEAVE)
LA - P2 & P4	MISS CARLY FERGUSON
LA - P3	MRS JEANIE HAY
LA - P5	MRS ROMA GRAY
LA - P6	MRS SABINE COLLIE
LA - P7	MRS ELIZABETH SAWYER

OFFICE STAFF	
POSITION	NAME
ADMINISTRATION ASSISTANT	MRS TRACEY QUINN
ADMINISTRATION SUPPORT	MRS SHARON CONNELLY

NURSERY STAFF - 14	
POSITION	NAME
SEYP	MRS DONNA ARTHUR
SEYP	MRS SAMANTHA SNEDDON
EYP	MRS HAZEL CORNWALL
EYP	MS EMMA PHILP
EYP	MRS LOUISA KIRKWOOD
EYP	MRS GILL LYALL
EYP	MRS LEANNE O'HARA
EYP	MISS AMY SCOUGALL
EYP	MISS MEGAN SMITH
EYP	MISS LUCY O'HARA
EYP	MISS FAITH GARGARO
LA	MS NICOLA GORDON

VISITNG MUSIC SPECIALISTS	
POSITION	NAME
MUSIC - CELLO	MRS TRACEY DANCE
MUSIC - VIOLIN	MRS CAROL TIMMINS
MUSIC - WOODWIND	MRS EMILY GREENWOOD

JANITORIAL & CLEANING STAFF	
POSITION	NAME
CARETAKER	MR DEAN PURVES
FLOATING CARETAKER	KENNY DURAJ
CLEANER	MRS JANE MACFEATE
CLEANER	MRS SUSAN MCOWEN
CLEANER	MISS SARAH MURRIE
CLEANER	MRS KAYLEIGH MILLER

CATERING STAFF	
POSITION	NAME
SCHOOL COOK	MRS GAIL JAMIESON

KITCHEN STAFF	MRS SHEENA CONNER
KITCHEN STAFF	MRS JANE MULLIGAN
KITCHEN STAFF	MRS JOANNE PRINGLE
KITCHEN STAFF	MRS MAUREEN THOMSON
KITCHEN STAFF	MRS TRICIA CAIRNIE
KITCHEN STAFF	MS STEPH FERGUS

SCHOOL CROSSING GUIDES	
POSITION	NAME
LOLLIPOP PERSON	MR JIMMY VEITCH
LOLLIPOP PERSON	MR ROBERT GEMMELL

## School Term Dates and Holidays 2023/24

Term end / midterm break up dates are last day in school before holiday starts.

### Autumn

- Term starts: Wednesday 16 August 2023
- Autumn holiday: Friday 15 September to Monday 18 September 2023 inclusive
- Midterm: All break: Friday 13 October 2023
- Pupils resume: Tuesday 24 October 2023
- Term ends: Friday 22 December 2023

### Spring

- Term starts: Thursday 9 January 2024
- Midterm: All break: Friday 9 February 2024
- All resume: Monday 19 February 2024
- Term ends: Thursday 28 March 2024

### Summer

- Term starts: Tuesday 16 April 2024
- May Day: Monday 6 May 2024
- Victoria Day: Monday 20 May 2024
- Term ends: Friday 28 June 2024

### Staff development/non-pupil days

- Monday 14, Tuesday 15 August 2023
- Monday 23 October 2023
- Monday 8 January 2024
- Monday 20 May 2024