

Useful links

www.scotborders.gov.uk

www.education.gov.scot

www.parentpay.com

www.liveborders.org.uk

www.unicef.org.uk/rights-respecting-schools

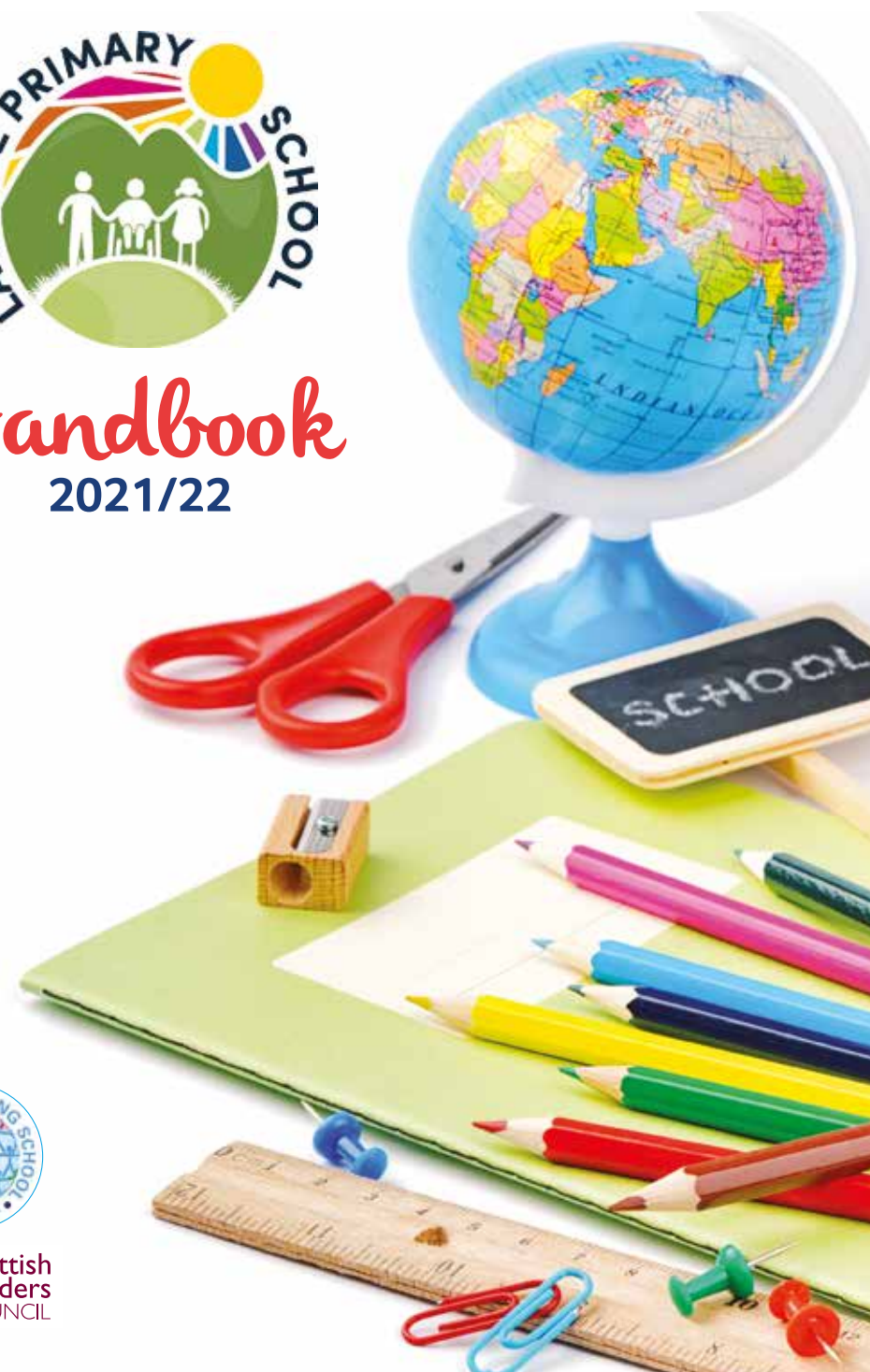
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Handbook 2021/22



Scottish
Borders
COUNCIL



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Welcome



Dear Parents, Carers and Families,

I'd like to offer you and your child a very warm welcome to Langlee Primary School. We look forward to getting to know you so we can build positive relationships between home and school to enhance your child's learning experience throughout their educational journey with us.

We encourage open communication to ensure we can provide support when children or families are experiencing challenges. We strive to provide a caring, nurturing and inclusive environment where children feel valued and listened to. We encourage children to be safe, respectful and ready to learn.

We hope this handbook will give you useful information which helps you to understand the day to day routines of the school as well as information about the curriculum and the varied learning activities the children will engage in. We continue to have a strong focus on Health and Wellbeing along with Literacy and Numeracy.

If you would like further details about our school or have any questions, please do not hesitate to contact us.

Yours sincerely

Jenny Grant
Head Teacher



Letter from the Chief Education Officer



**Dear Parent
/ Carer,**
At Scottish
Borders Council
we recognise
that every child

is unique and has individual dreams, abilities, talents and needs. The Children & Young People's Service supports schools to ensure children's needs are met, ambitions are realised, and that every child reaches their full potential. Schools are committed to providing the very best start by providing a high quality and nurturing experience for your child to thrive in. We are keen to work in partnership with you as research tells us that when parents/carers are involved in their child's education the child will do better. We hope this school handbook informs parents, not just about how the school works, but also about how you can help us help your children to succeed in school and life.

Yours sincerely
Michelle Strong

School Information

Langlee Primary School
Langlee Drive
Galashiels, TD1 2EB



T: 01896 664174
E: langleeps@scotborders.gov.uk
FB: @langleepprimary
W: www.langleepprimary.com

Please Note: In the first instance, Parents wishing to contact the School should do so either in person or by telephone.

HEAD TEACHER: Miss Jenny Grant
SCHOOL ROLL: 230
ELCC ROLL: Capacity for 100

NURSERY & SCHOOL DAY TIMES

Nursery sessions: 08.50 – 12.00
12.30 – 15.30

Whole day sessions are available and the school can provide a lunch for your child.

School sessions: 08.45 – 10.15
(Mon – Thurs) MORNING INTERVAL
10.45 – 12.15
LUNCH
13.00 – 15.15

School sessions: 08.45 – 10.45
(Fri) MORNING INTERVAL
11.15 – 12.15

Staff

Head teacher

Ms Jenny Grant

Depute Headteachers

Mr Keith Guthrie

Mrs Laura Richardson

Class Teachers

Miss Katrina Swinton P1

Miss Kirsty Moffat P1/2

Ms Sarah Notman P2/3

Mrs Shelley Hamilton P3/4

Mr Stuart Mitchell P4

Miss Angela Thorpe P4

(Thursday)

Miss Heather Dewar P4/5

Mrs Katie Thomson P5/6

(Principal Teacher)

Mrs Judith Angus P5/6

Mrs Lauren Dagg P6/7

Mrs Catriona Goddard P7

Support For Learning

Mrs Laura Esmer

Mrs Sandra Russell

Intervention

Mrs Deborah Ivalo

Flexibility **Mr Rhuairidh Taylor**

RICCT **Mr Alasdair Edmond**

PE **Mr Lubo Georgiev**

School Support Assistants

Miss Emily Capaldi

Miss Chloe Scott

Additional Needs Assistants

Mrs Heather Anderson

Mrs Lana Antul

Miss Anne Bain

Mrs Elaine Brown

Mrs Nicola Corbett

Mrs Louise Corry

Mrs Lyndsay Dalglish

Miss Lynne Dodds

Miss Angel Gourlay

Mrs Sam Middleton

Miss Lyndsay Paterek

Miss Lynette Sneddon

Ms Tracey Sweeney

Mrs Megan Syme

Mrs Tracey Tait

Mrs Sophie Tame

Miss Jodie Wilson

Early Years Centre Manager

Mrs Charlene Barrie

Early Years Officers

Mrs Annie Bell

Mrs Linda Gillie -

Senior Early Years Officer

Ms Val Makepeace

Early Years Practitioners – ELC

Mrs Pauline Allison

Mrs Eunice Capaldi

Mrs Leonie Ellis

Miss Becky Frankland

Miss Becca Grieve

Miss Melanie Hodgkinson

Miss Jill Lawson

Mrs Joan Martin

Miss Clare McMurdo

Mrs Donna Rawlings

Miss Shirley Third

Early Years Practitioners – P1 & 2

Miss Nicola Douglas

Mrs Emma Gray

Miss Becca Grieve

Mrs Sarah Snedden

Mrs Lynnette Whitehead

Modern Apprentice in ELC

Miss Jenni Bishop

Home School Link Worker

Mrs Fiona Gentleman

Administration Assistants

Mrs Karen Laurie

Sarah Glen

Kitchen Unit Supervisor

Mrs Anne Purves

Assistant Cook

Mrs Lynn Frizzell

General Assistants

Miss Carol Hogg

Mrs Crystal Lindores

Mrs Susan Tomlinson

Janitor

Mr James Hogg

Cleaning Team

Mr Steve Collier am

Miss Lynne Dodds pm

Miss Carol Hogg am

Mr Ross Gillan pm

Miss Maria Gray pm

CONTACTING THE SCHOOL

We communicate with parents in a number of ways:

- Class blogs www.langleeprimary.com
- School website www.langleeprimary.com
- Homework diaries
- Telephone Calls
- Newsletters
- Facebook Page
- Email



- **Xpressions App** <https://parents.groupcall.com/setup/accountregistration>
- **Reports and parental meetings**

In our efforts to be more eco-friendly we are trying to send information home electronically where possible. Parents are asked to provide an email address when enrolling their child and sign up for the Xpressions App from the Apple Store or Google Play.

Believe we can achieve

AIMS

As a Rights Respecting School our aims are:

- To provide a high quality education for all our learners;
- To provide a safe, secure, nurturing and healthy environment;
- To provide an inclusive environment where everyone is valued and has the right to be heard;

- To enable all children and staff to develop and use their talents and abilities to their full potential;
- To work with all stakeholders to encourage and enable all our learners to develop as successful learners, effective contributors, responsible citizens and confident individuals.



ETHOS

We aim to create a stimulating, safe and secure environment where pupils, parents and staff can work to their full potential, feel valued and respected regardless of race, colour, creed, disability or gender.

VALUES & CITIZENSHIP

We aim to prepare pupils for responsible citizenship by developing values and attitudes compatible with living in a democratic and multi- cultural society. We are a Rights Respecting School.

PARTNERSHIPS

We aim to foster partnership between home, school and the wider community and to actively encourage parental involvement in your child's education.

MANAGEMENT, LEADERSHIP & QUALITY ASSURANCE

We aim to encourage a culture of supportive management that promotes a team approach and to recognise that all staff have a leadership role within the school.



Learning & Teaching

At Langlee PS, we foster an environment where our pupils become active participants in their learning. Education should not be passive but an exciting, fun and challenging time in a child's life. We aim to give children a breadth of experiences and a hunger for knowledge, equipping our young people with skills they will take to the world of work and life. A Curriculum for Excellence, published in 2004 following the National Debate on Education in Scotland, sets out values, purposes and principles to enable children and young people to reach their full potential. At Langlee PS we have fully embraced the guidance in these documents to improve the quality of learning and teaching as well as increasing attainment and achievement for all children, including those who need additional support in their learning.

Entitlements

- All learners are entitled to experience the highest possible quality of learning and teaching that prepares them



- effectively for learning, work and life.
- All learners are entitled to experience learning and teaching that supports them in becoming literate, numerate and healthy.
- All learners are entitled to experience learning and teaching that promotes equal opportunity and non-discrimination based on social circumstances, gender, race, religion, cultural beliefs, disability or sexual orientation.
- All learners are entitled to opportunities and encouragement to participate to their maximum potential and to be consulted and involved in

- decisions affecting their learning.
- All children are entitled to become successful learners, confident individuals, effective contributors and responsible citizens through the values and principles of Curriculum for Excellence.

The Curriculum

Curriculum for Excellence (CfE) is bringing learning to life in the way education is delivered for all 3-18 year olds – in ELCC, primary, secondary, at college, workplace or community learning. It takes a fresh approach to what, how and where young people learn. It aims to raise standards,



improve knowledge and develop skills, closing the gap between the lowest and highest performers. Ultimately it aims to nurture young people as successful learners, confident individuals, effective contributors and responsible citizens.

At Langlee PS we aim to:

- Establish a safe, secure and stimulating learning environment where everyone is respected and valued.
- Ensure that pupils are active participants in their own learning and can confidently identify their strengths and what they need to do to improve.
- Use a variety of informed, differentiated teaching approaches which take account of prior learning and are matched closely to individual needs.
- Develop learners' curiosity, creativity and ability to think critically through well planned tasks which involve solving problems, working collaboratively and independently.
- Enable pupils to understand the purpose of their learning, make connections and apply their skills and knowledge to real life situations.
- Provide opportunities for children to develop confidence and resilience through personal success and achievement in our wider learning environment.
- Reflect upon and share our good practice to ensure inspiring learning and teaching continues to thrive.



How does Curriculum for Excellence work?

The 'learner journey' will be joined up from 3-18 to avoid gaps and overlaps in learning and to make the most of achievements outside school.

- Learners will work at a pace that suits, with enough challenge and support to stretch them.
- Lessons will be more engaging, inspiring and relevant to everyday life.

- Teachers will make connections between subjects, helping children make sense of the world.
- Children will develop an understanding of how to learn and how to use their learning, not just memorise information to pass tests. This will help them adapt in an uncertain future with the ability to think for themselves, make sound

judgements, challenge, enquire and find solutions.

- There is more focus on knowledge and skills – including vital skills: literacy and numeracy, which underpin all learning and are critical in life.
- There are changes to assessment and how progress is reported to give learners, parents and employers better information on potential and achievement.

Physical Education

- At Langlee PS a PE specialist visits the school weekly to teach all pupils. Class teachers ensure that a further hour of PE is taught so every child has the expected 2 hours of PE a week.
- Children are expected to wear appropriate clothing (See uniform)



Assemblies and Gatherings

Weekly assemblies are held on a Friday to celebrate success across the school. If your child has achieved something outside of school we would love to share this at our

assemblies. During these assemblies we also teach the children about Building Resilience. More information about this can be found later in the handbook.

End-of-term services at Christmas and Easter are traditionally held at St John's Church, weather permitting. Parents who wish to exercise their right to withdraw their child from religious instruction and/or religious observance should contact the school to arrange a meeting to discuss alternative arrangements for their child.

Home Learning

Homework is set regularly to help raise attainment, to consolidate class work or give practice in spelling, maths, times tables etc. Homework tasks may be communicated to parents through the use of a Homework Diary and/or a Reading Record and the class curricular overview. It is important to find time to read with your child especially at the early stages. Further up the school it is equally important that the children read at home too.

Please check schoolbags daily!

The wider curriculum

Extra curricular activities

From time-to-time, extra-curricular activities are available and information about these is provided to parents of relevant pupils.

The school attempts to involve older children in contacts with pupils from other schools as much as possible, thereby helping to ease the settling-in process at Galashiels Academy. Inter-school sport is therefore encouraged, with school pupils usually taking part in hockey, netball, rugby and chess events at different times of the year.

The school believes in the importance of broadening and enriching the child's learning experience and with this in mind, arranges outings whenever suitable opportunities arise. **See School Trips, p28**

We have an annual P7 residential, most recently at Robinwood Outdoor Centre.

Learning & Teaching

Assessment

Assessment is a vital part of learning and teaching. It should be an ongoing process and involve the learner making decisions about their next steps. This takes two forms, assessment that happens at the end of a block of learning that checks how much a child has understood (summative) and assessment that is continuous (formative).

Summative Assessment

This is used to check how successful the learner has been at the end of a piece of work. It is one way of gathering evidence for reporting to parents or measuring attainment. It is only valid when used alongside evidence gathered from formative assessment. Standardised assessments are also used when appropriate to gather evidence on a child's progress in a curricular area. This reflects on their progress in comparison to a cross section of children of a similar age.



Formative Assessment

Pupils know what they are learning, how they will recognise if the learning has taken place and what steps they can take to bridge the gap between what they know and need to learn by this process. It is evident in many guises in the classroom and is an integral part of learning and teaching.

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ACTIVE SCHOOLS

Active Schools aims to provide more and higher quality opportunities to take part in sport and physical activity before school, during lunchtime and after school, and to develop effective pathways between schools and sports clubs in the local community. For more information on Active Schools in your area visit www.liveborders.org.uk/active_schools

Creating healthy childhood experiences is a shared responsibility for all. Working together we can ensure all children and young people have a sense of belonging, self-worth and self-confidence to achieve their unique potential.

Healthy Beginnings

Safe • Active • Included • Responsible • Respected • Achieving • Healthy • Nurturing

Top Tips

- Start your day with a healthy breakfast
- Eat more fruit & vegetables
- Keep food and drinks containing sugar to a minimum
- Enjoy family meal times
- Brush teeth at least twice a day - 'Spit, don't rinse!'
- Register with a local dentist
- Ask your dentist about fluoride varnish
- Be active, move more
- Explore different kinds of play and physical activity everyday
- Increase outdoor learning
- Reduce screen time - Phones, Tablets, PCs & TV
- Think of the 4 Bs- Bath, Brush Book & Bed

What?



Why?



Healthy eating and physical activity are essential for positive growth and development. Healthy snacks are provided during your child's ELCC journey, continue to give these types of snacks for your child to have at break times throughout primary school.



Bottles used in class should be filled with plain water only. Good hydration makes a difference to how children think, feel & function!

Contacts

Joint Health Improvement Team: health.improvement@borders.scot.nhs.uk

Food & Nutrition Coordinator: Hazel.Scott@scotborders.gov.uk

NHS Borders Oral Health Promotion: Helen.brand@borders.scot.nhs.uk



Some examples are outlined below:

- **Learning Intentions and Success Criteria**
- **Wait Time**
- **Traffic Lights**
- **Thumbs Up**
- **Think, Pair, Share**
- **Share an Answer with the Group/ Class**
- **Two Stars and a Wish**
- **Self and peer assessment**

Assessment evidence allows teaching staff to track the progress children are making and to adapt their practice appropriately. Staff can then identify if a child is struggling for whatever reason and needs extra support. By the same token staff identify children making considerable progress and can consider ways to challenge the child and ensure progress is maintained. It is important that evidence gathered through assessment be used to improve learning and teaching in our school.

We are committed to involving learners and their parents in learning and to regularly report on progress they are making.

Reporting

Reporting takes many forms. It is used to both give feedback on achievements and next steps and to create an agenda for discussion. Discussions take place between children and their peers, their teacher and their parents. Listed below are examples of reporting procedures in place.

Parental Consultations

Parents are invited once a year to discuss their child's learning with the class

teacher. This is normally a 10 minute appointment where the teacher will share progress and next steps and can answer questions. It may be necessary to arrange a further appointment if the discussion requires more time. Pupils who receive additional support will also be offered an appointment with the Support for Learning Teacher. We would encourage

parents with concerns or questions to request an appointment at any time in the year. We are always happy to meet.



Learning Journeys / Reports

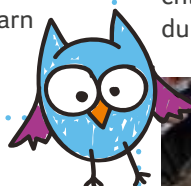
All children in ELCC have a learning journey book - this is a record of their learning and experiences throughout the year.

All children from ELCC3 - P7 receive an end of session report which highlights the child's strengths and progress to date as well as identifying next steps. These are sent out to parents in the Summer term.

Feedback

Pupils will receive feedback from their teachers in a number of ways. Teachers and pupils will engage in learning conversations on a daily basis as they discuss experiences and achievements. Pupils may also receive feedback in the form of written comment in their jotters from their teacher and/or from peers. Feedback will be constructive, telling the pupil what they have done well and what they should do next to continue improvement. We encourage pupils to take note of feedback and to act on it.

Langlee Early Years Centre is situated on the Ground Floor of Langlee Primary School. Although we work closely with the school team, we welcome and support all families within the local community with children age Pre-Birth to 5 Years. We aim to provide a safe comforting environment for Parents and Children to play, learn and grow together, we achieve this through a range of groups.



Meet and Play

An opportunity for parents and children to play together and socialise with others, we have various resources within our play room and outdoor area including blocks, role play area, cosy corner, bokes, and messy play (we love messy play!) We often incorporate Bookbug into our Meet and Play sessions as EYCM Charlene is a Bookbug Leader.



Sole Mates Walking

Walking group for parents, we meet at Langlee Primary School main entrance and go as far and fast as our walkers are comfortable with. Children are welcome to come along, we ask that young children are kept in buggies for the duration of the walk.



Cook Along

Online cooking session where we make healthy delicious meals. You are provided with the ingredients and recipe then encouraged to join us on Microsoft Teams to Cook Along together. This session is extremely popular as its lots of fun, we cook many different things from soups to cheesecake.

Langlee Larder

Langlee Larder is our food share service open to all families who attend Langlee Primary School, ELC or EYC. We maintain a stock of ambient foodstuff which is topped up with fresh food on Mondays and Thursdays. Our fresh food comes from Neighbourly and Fareshare therefore we cannot predict what will be available, however we do try to offer a range. We will never ask any intrusive questions, and arrangements can be made for people to attend the Larder at a more quiet time if they wish, please come and see us if you need a top up of food.



Courses and Programmes

Throughout the year we offer various courses and programmes including but not exclusively- Baby Massage, All About Me, Stronger September, Weaning, Promoting Positive Parenting, Incredible Years, The Summer Holiday Programme, and Christmas for Less. All of our courses and programmes have a limited number of places therefore pre booking is essential.

We advertise all of upcoming courses and programmes, and our regular session schedule on our Facebook page "Langlee early Years Centre".



Support for learning

At any point in their lives children or young people may need extra help with their education. This may be for any reason and at any time. This is often referred to as additional support for learning or having additional support needs.

Some examples of why a child/young person may require extra help with their education are:

- **Bereavement or family illness**
- **Problems at home**
- **Bullying**
- **Being particularly gifted or able**
- **An illness, disability or sensory impairment**
- **Having English as an Additional Language**

A child/young person's needs may last for a short time, and the problem may be resolved easily or their needs might be very complex, and they may require additional support for a number of years.

If you feel that your child needs additional support for learning, the first person to speak to is your child's teacher. You have the right to request an assessment of your child. Within our school we operate a model of staged intervention where support is provided in varied ways to meet individual needs. Our approach to assessment ensures that the needs of children and young people are recognised and appropriate support can be provided.



Parents/carers are always involved in making decisions about their child's education and we will always ask your permission before any specific referrals are made. While your child is receiving support we will regularly review your child's progress.

At times, parents/carers and schools may come into dispute. While we would always hope that difficulties could be resolved at the school level we recognise

that parents or young people may wish to formalise their concerns. To assist with this we have a complaints procedure and also offer independent mediation and adjudication. It is also possible under certain circumstances to refer the case to the Additional Support Needs Tribunal for Scotland.

The statutory framework for Additional Support for Learning is the Education [Additional Support For Learning] [Scotland] Acts 2004 and 2009.



For more information, you can contact:

(a) Enquire, the Scottish advice service for Additional Support for Learning. They have a wealth of information, including practical guides and fact sheets for both parents/carers and young people. You can find the website at www.enquire.org.uk, or call them on **0345 123 2303**.

(b) Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576; www.siaa.org.uk

(c) Scottish Child Law Centre, a charitable body registered in Scotland under registration number SC01274. www.sclc.org.uk

www.scotborders.gov.uk/info/886/additional_support_needs

The Educational Psychology Service

The Educational Psychology Service (EPS) works with all SBC schools to support children's learning and wellbeing.

We provide advice and training to school staff on how children learn, and advise on ways to help children who require support.

If requested by the school, we can arrange follow-up for individual children and young people, together with their families and teachers, to help support their learning, or with social or emotional issues. This is generally achieved by meeting the children, their families and school staff, to review the support they have already received and agree ways in which we can all help your child in school. In some cases, we may agree that a psychologist will work on a one-to-one basis with your child to obtain a clearer picture of how they can best be supported.

If you have any worries about your child, please contact their school, in the first instance, to arrange a meeting to discuss your concerns. All schools have access to a range of support Services and your child's Head Teacher will be able to advise you about when the EPS may be able to help.

Further information about the EPS is available on the Scottish Borders Council website. Here you can access a downloadable leaflet for parents and carers, which explains in more detail how we may be able to work with you to support your child in school.

Please see www.scotborders.gov.uk/EPS

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Building Resilience – Promoting mental, emotional, social and physical wellbeing



Building Resilience is a primary school resource which explores ten tools that promote mental health and wellbeing. It engages pupils, families and staff in order to raise awareness and understanding of these tools. The tools allow children to explore strategies they can use to help them develop skills which will help them to develop a positive mindset and overcome barriers they face in their lives. We hold assemblies that introduce the tools, one at a time, to the pupils and they follow up on this work in their classrooms. It is designed to allow children to build relationships with others and keep going when they are finding things tough. There are a number of resources online which you can use to find out more about this topic. While there is no building resilience website, you can search on Youtube for **bbc teach growth mindset** or **class dojo growth mindset**.



Emotion Works



Emotion Works is an educational programme for emotional learning and literacy. Based around a visually supportive framework for learning and talking about emotions, the goal is to build emotional language and understanding in children and young people to help develop emotional competence and resilience.

The Emotion Works model provides children with a way of recognising and naming emotions and feelings. The 'Cog Model' framework identifies categories of emotional knowledge and competences that link together to help show how 'emotions work'. The links between the different 'cog' categories demonstrate the causal connections between concepts such as:

1. **Emotion Words**- naming the emotion.
2. **Body Sensations** - where / how the emotion is felt.
3. **Emotion Triggers**- causes / events.
4. **Behaviours**- expressions / reactions.
5. **Regulation strategies**.
6. **Intensity**.

The first 4 of these 'cogs' form the '4-part model' which all classes (Primaries 1-5) now use. 'Cogs' 5 and 6 are used in senior classes. Classes have 'cogs' and resources to remind and bring the pupils back to as they support them with expressing their emotions and feeling either in a whole class lesson, in small group work or one-to-one work. www.emotionworks.org.uk/about/



Getting it right for every child (GIRFEC)

Getting It Right For Every Child (GIRFEC) is the national approach in Scotland to improving outcomes and supporting the wellbeing of our children and young people by offering the right help at the right time from the right people.

The GIRFEC approach aims to make it easier for parents, children, young people and the services that support them – such as early years services, schools and the NHS – to work together to get it right.

Practitioners work together to support you and your child, working across organisational boundaries and putting your child and you at the heart of decision making, ensuring we give all our children and young people the best possible start in life.

GIRFEC means that everyone working with Scottish Borders children, young people and their families are encouraged to:

- Ensure children, young people, and their families get the help they need when they need it and are central to the process of finding solutions.

getting
it right
for every child

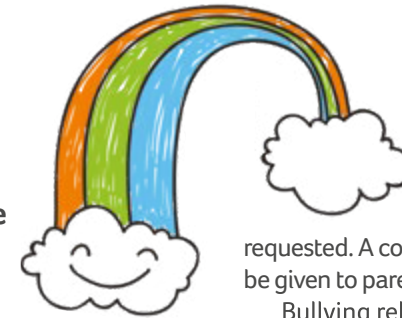
- Use one consistent and equitable approach, actively share information to agreed protocols and work more effectively together to improve outcomes for children and young people.
- Be clear about personal responsibility to do the right thing for each child/ young person.
- Work with children, young people and their families, using a collaborative approach with fewer meetings. This should ensure children, young people and their families give information only once, and enables the development of one plan to meet all their needs.
- Respond to children and young people and take appropriate, proportionate and timely action with the minimum of paperwork, bureaucracy and duplication.

GIRFEC is part of the Children and Young People (Scotland) Act 2014 and the GIRFEC provisions are planned to be fully implemented by August 2017. If you would like any further information please ask your child's Headteacher.

Support for learning

Promoting Positive Behaviour

We have a duty to provide each pupil with the best possible education suited to their needs and abilities. Teachers have the right to expect and insist upon reasonable standards of behaviour from each pupil so that they can provide the secure and friendly environment which is conducive to learning. We expect all pupils to:



Be safe
Be respectful
Be ready to learn

The school has a policy based on the principles of promoting positive behaviour. Expectations of staff, pupils and parents are detailed. We advocate respect towards each other at all times, respect for school property, that is, the building itself and the materials used within the building. The class teacher will deal appropriately with minor discipline problems in accordance with School Policy, but if a child's behaviour causes repeated disruption within the class then the Deputy Headteacher / Headteacher will become involved. If the problem continues, the parents will be invited to school to discuss the problem. It is vital that children see that home and school work together and we would hope that parents would support the school in any consequence given. If there is no improvement in the child's behaviour, then the help of outside agencies will be

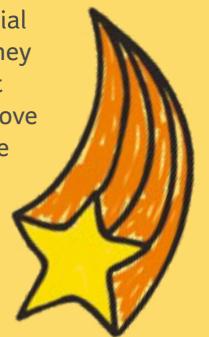
requested. A copy of the discipline policy will be given to parents on request.

Bullying relies on secrecy to flourish. We ask that you let us know immediately of any concerns you or your child have so that the school can work with you to resolve the problem.

The School follows Scottish Borders Council Respectful Relationships Policy – further information on this can be found at www.scotborders.gov.uk/antibullying

Closing the Attainment Gap

As part of our work central to the National Priorities for Scottish Education, we aim to ensure that there is 'equity' of provision so that all children may achieve their potential. This means that we 'poverty proof' school events, outings and After School activities to support families. Should any parent or carer feel they require financial support, or think they have an idea about how we could improve accessibility, please do not hesitate to contact the school to speak to any of the Senior Leadership Team.



SBC INCLUDES: INCLUSION FRAMEWORK

In our sight, in our minds, in our actions and being heard

Inclusive Practices / Equity / Health & Wellbeing

SBC INCLUDES: NURTURING APPROACHES

A nurturing approach is at the heart of our core values, vision and ethos in the Scottish Borders as this is crucial for learning, wellbeing and ensuring positive relationships are a hallmark of our communities. Nurture recognises:

- The importance of early relationships and their link to children and young people's social and emotional development.
- It is the responsibility of all to understand and develop nurturing approaches to support and connect with all children, young people and families.
- Our relationships reflect our beliefs that everyone should be valued, respected and heard.
- We model and promote positive relationships through providing a balance of care and challenge, with a focus on achievement and attainment.

A nurturing approach in a school or setting recognises that positive relationships are central to both learning and wellbeing. A key aspect of a nurturing approach is an understanding of attachment theory and how early experiences can have

significant impact on a child or young person's development. It recognises that all staff in a school or early years setting have a role to play in establishing the positive relationships that are required to promote healthy social and emotional development and that these relationships should be reliable, predictable and consistent where possible. A nurturing approach has a key focus on the school environment and emphasises the balance between care and challenge which incorporates attunement, warmth and connection alongside structure, high expectations and a focus on achievement and attainment.

It is based on the understanding of six Nurturing Principles:

1. Children and young people's learning is understood developmentally
2. The classroom/playroom offers a safe base
3. The importance of nurture for the development of wellbeing
4. Language is a vital means of communication
5. All behaviour is communication
6. The Importance of transition in children and young people's lives.

Opportunities for personal achievement

Interdisciplinary learning

The Curriculum
'the totality of all that is planned for children and young people throughout their education'

Ethos and life of the school as a community

Curriculum areas and subjects

These principles are individual principles, but are all also interlinked. How we manage one impacts on the others. They are essentially about how we do things as an individual, a school or setting, a community and as a local authority. We need everyone to exude nurture, to be nurturing and to develop a nurturing environment in everything they do. A nurturing approach can be applied at both a universal level – across a whole school community and setting and also a targeted level – targeting groups of children and young people, where a more intensive nurture programme is required to meet needs. Nurture builds on all the evidence about the effectiveness of relationships, wellbeing approaches, health improving schools, but is it

distinct and the biggest danger is we give it a cursory look and say "we are doing that already", because unless we have looked specifically at it, we almost definitely are not. For example, nurture is an attachment based intervention, and thorough understanding of attachment principles is an essential feature. We need to take a whole child perspective. Nurture is not, as some would think, about providing just the care and empathy, without any structure of boundaries. There is no evidence base for this and nurture is placed firmly in the authoritative quadrant of the "social discipline window", which offers strong emotional support but also challenge and high expectations.

Partnership with parents

At Langlee we strive to be an 'open' school in that we endeavour to be as responsive to calls and requests as is realistic and possible. We use tools for continuous engagement e.g. homework diaries.

The school is always keen to have parents and volunteers who are willing to help out at school, whether it is by working with groups on art projects, assisting with class trips, in the school library or at special school events. If you can help please pass your name to the school office or tell a member of staff.

Parent Council

This association was formed in August 2007 and is known as 'Langlee Primary School Parent Council (find them on Facebook or get in touch with the school for more details).

It exists to bring together parents and teachers for the mutual welfare of the children. It has raised considerable sums of money for the school and has provided many things which the school would not otherwise have been able to purchase. All parents are automatically members of the parent forum and new committee members are welcome. Each year the AGM is held in September. Please pass on any issues you would like to be discussed to the Parent Council contact.

Our role as a Parent Council is to:

- **Act as a voice for all the families of Langlee Primary School**
- **Work in partnership with the school and community to give our children the best possible education.**
- **Organise social and fundraising events.**



Further information on Parental Involvement can be found :-
www.scotborders.gov.uk/info/859/parentalinvolvement/671/parentalinvolvementpolicy
www.educationscotland.gov.uk/parentzone

Links with Parents

Regular communication with parents is encouraged.

- A 'Meet the Teacher' evening is held in September.
- Formal Parents' Night interviews are held in November
- An Open Event in May where Parents are invited into school to celebrate their child's work.
- Curriculum Overviews are sent home to Parents four times per year.
- Each child receives an annual written report on their learning.
- If you wish to discuss an urgent issue out with these times, please contact the school and an appointment will be made.

Information for parents

Newsletters are sent out monthly to parents. These are issued one per family and are normally given to the eldest child to deliver home.



Partners in the community

In our Langlee community we work closely with the following agencies and partners;

AGENCIES

- Langlee Residents Association
- St John's Church
- Community Learning and Development
- Healthy Living Network
- Active Schools
- Children & Young Peoples Services
- NHS Borders
- Early Years Centre
- The Mens Shed

PARTNERS

- School nurse team
- Health visitor team
- Locality Integration Officer
- Community Learning and Development Staff
- Home School Link Worker: Fiona Gentleman
- Active Schools Coordinator: Ewan Lindores

- Early Years Centre Coordinator: Charlene Barrie

Community Involvement

The school is seen as an integral part of the Community of Langlee. Everyone is welcome to attend end-of-term assemblies, concerts, church services, fund-raising events and sports' days which occur throughout the school year.

The Community Learning Worker links parents to community activities and adult learning including literacy and numeracy at Langlee as well as providing support for parents and Family Learning within the school.

Contact Community Learning and Development for information at Langlee Community Centre on 01896 664160.

How our school works



Enrolment

Enrolment for Primary 1 takes place in November and in January for ELCC. Further information and enrolment forms are available from the School Office.



PLEASE NOTE: Parents living outwith the Langlee PS catchment area should contact the Head

Teacher if they wish their child to attend this school to make a placement request. This will then be forwarded to Education and Lifelong Learning for a decision. An admission form should also be completed for the catchment school.

Arriving & departing

There is playground supervision from 8.30 – 8.45, 10.30–10.45 and 12.15–1pm. At lunch and break times, Additional Needs Assistants may also be in the playground thus raising the number of adults. **Please inform the school if it is necessary to change your arrangements to collect your child.**

Arrival

We ask that pupils are in their lines in the playground at 8.45 when the bell rings and their teachers will bring them in to the building.



Eco schools

Langlee Primary School has an ECO committee called 'Green Thumbs' made up of 2 pupil reps from each class. Together, the Green Thumbs raise ECO awareness and organise events and feedback at assemblies to encourage everyone to be as environmentally aware as possible. Since the first green flag in 2012, we have gone onto achieve level 2 flag then, in Dec 2016, level 3 flag was achieved. Our current focus, across the school is on:

- Litter
- Biodiversity
- Energy and waste reduction

We are also a Fairtrade - FairAware and cycle friendly school

Collection

At the end of the school day pupils will be let out from their classrooms with their teachers. Classes on the top floor will exit out the back door onto the playing field. Classes on the middle floor will be brought out to the playground by their teachers. We ask that parents wait in the playground area to allow the staff to bring the pupils out to meet them. P1 to P3 children must be collected by an adult (someone over 16 years of age).

Children Arriving/Collected Late

If your child is running late for school please get in touch to let us know. Before 8.50am they should enter school from their usual entrance (top floor classes by the staff car park, middle floor classes through the MUGA pitch) and after 8.50am through the main door. It is important that your child arrives on time as being late can lead to missing out on opportunities for building relationships with other children and staff and not being present for essential learning and teaching. If your child is not in their line when the bell rings (8.45) they will be marked as late. At the end of the day, if you are not going to be able to collect your child at 3.15, please contact us to let us know.

Visitors

In the interests of security for all of the children only pupils are permitted to enter the school through the pupil entrances. **All parents/visitors should enter the school through the main entrance.**

School uniform

A school uniform creates a sense of belonging, a pride in the school that is felt not only by the pupils but also by the staff and the wider community, while contributing to a sense of discipline and good order. It further serves to eliminate the divisiveness created by dress competition. Langlee School encourages the pupils to wear a simple, cost effective uniform. Items with the school logo are available from the Border Embroideries Website www.border-embroideries.co.uk



P1 –7

- White shirt, blouse or polo shirt
- Maroon sweatshirt/ cardigan or jumper
- Grey or black skirt/ trousers/ dress
- Black school shoes (suitable for all weathers)

Primary 7 pupils have a special sweatshirt which was designed in consultation with the children. It is black with the school logo.

PE KIT

- White t-shirt, dark shorts, socks, gym shoes or trainers. Please note, gym shoes are required every day. In the interests of health and hygiene, footwear which has been worn outside the gym should not be worn for PE
- Please arrange for your child to bring their PE kit home for regular washing.
- We have sports tops which were designed in consultation with the Pupil Council. They are for upper stages pupils who participate with their classes in sporting events in the community. These tops are maroon and have the school logo on the front.

ART AND CRAFT

A painting apron or old shirt will be provided to protect clothes during painting and craft lessons.

CLOTHES FOR THE WEATHER

- In warm weather please make sure your child has a hat and suncream with them each day. In cold or wet weather, a coat, hat, gloves etc. and wellies or boots should be worn.

PLEASE NOTE

The following should not be worn to or in school:

1. Hoodies
2. Football scarves, tops which display emblems or badges likely to cause offence or rivalry.
3. Fashion" garments or footwear.
4. Jewellery other than simple ear studs (for safety reasons).
5. Jeans or denims
6. Brightly coloured jumpers or T-Shirts

Parents can play a significant part in contributing to the ethos of the school by ensuring that your child comes to school correctly dressed and suitably equipped. Please make sure they are dressed appropriately for wet/ cold weather. Please remember to write your child's name on **ALL ITEMS OF CLOTHING**, lunchboxes, water bottles etc. Your child should bring a bag each day to carry items they will need.



For details on applying for a school clothing and footwear grant visit: www.scotborders.gov.uk/freeschoolmeals

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School transport



Where possible we actively **encourage children to walk to school**. In addition to the obvious health and environmental benefits of walking, reducing vehicle numbers in the vicinity of the school improves safety for pedestrians.



Car parking

Congestion is a major problem outside the school gates. Taxis and minibuses are arriving and leaving throughout the day. The gate must be kept clear at all times and parents are asked to park sensibly and consider local residents. The car park in front of the school is for **SUPPORT CENTRE TRANSPORT ONLY** and the staff car park should not be used for dropping off or collecting children. There should be **NO PARKING/ STOPPING ON THE YELLOW LINES OUTSIDE THE SCHOOL**. Our JRSOs- Junior Road Safety Officers, keep the classes informed of road safety issues.



PLEASE NOTE:

- There is no smoking permitted on the school grounds.
- We do not allow dogs within the school grounds.



School meals

School meals are prepared in our kitchen. The cost of a meal is £2.30 per day. You should receive a ParentPay activation letter when your child starts at Langlee. Meals must be booked using ParentPay and menus are available on the ParentPay website: www.parentpay.com

ALL CHILDREN IN P1 TO 5 automatically receive free school meals. As of August 2022, all children in P1 to 7 will receive free school meals.

To help reduce food waste, we encourage you to ask your child what they would like for their lunch rather than choosing for them.

At Langlee Primary school we have a FREE breakfast club for P1 to P7 pupils. It opens at 8am and finishes at 8.30. At this time, pupils are escorted out to the playground where they have time to play before lining up with their class. During breakfast club, pupils are given a choice of cereals and toast and something to drink. There is no charge for breakfast club and it's a great way of ensuring your child receives a nutritionally filling start to their day, meaning their body and brain is ready to start learning.

School trips

Throughout the school year the children participate in a number of school trips which aim to enhance their knowledge and understanding of the world and bring their learning to life.

These outings are subsidised as much as possible by our school fund or parent council but the pupils may be asked to pay part of the cost. We ask parents to support us in this as all outings are carefully planned and highly relevant to the children's educational experience.

Parental permission will be sought for trips requiring transport and a letter giving details of the trip will be sent to parents prior to the event. Permission

forms must be returned, fully-completed, by the stipulated deadline, or we are not permitted to take the child on that trip. Scottish Borders Council ensure insurances are in place. In line with Scottish Borders Council procedures, Risk Assessments are completed for all excursions.



Parent Council Fund

We recognise that to take part fully in all opportunities offered can be costly to families.

For this reason the Parent Council kindly make a donation towards all class trips in order to reduce the cost for individuals.

How our school works

You can apply for your child's Free School Meals/ Clothing Grant online Visit our website at:

www.scotborders.gov.uk/freeschoolmeals



Transitions

Teachers share information about your child in order to help their progression from:-

- Home to nursery(ELCC- Early Learning Childcare Centre)
- ELCC to primary one
- Class to class within the school
- Primary to secondary

The aim is to ensure your child continues to work at a pace they can cope with and with challenge they can thrive on.

ELCC-Primary 1

Across the ELCC to Primary 1 stage (Early Level) the ELCC staff meet with the P1 staff to discuss how to progress the pupils across the early level of Curriculum for Excellence. There are also opportunities for ELCC pupils to visit the P1 class.

Primary 7-Secondary 1

To help the transition from Primary to Secondary Langlee works closely with Galashiels Academy. Primary 7 children are invited to the Academy on numerous occasions to take part in Literacy, Numeracy and Health and Well-Being activities, as well as many more scheduled events.

A detailed transition programme for P7 pupils transferring to the Academy is available from Miss Davidson.

Inspire Learning

Inspire Learning is transforming teaching and learning across the Borders for the benefit of all teachers, children and young people. This initiative ensures that all P4-S6 pupils will have their own iPad to be used for learning in school and at home while children in P1-3 will have sets of iPads to be used in the classroom.

This programme is aimed at raising attainment and supporting equality and inclusion for all children and young people. It is about investing in the learning of our young people and putting them at the heart of education, improving outcomes and success for all. The effective deployment of digital technology in schools will ensure our children and young people develop a level of general and specialist digital skills that are vital for learning, life and work in an increasingly digital world.

The programme can unlock the potential of our young people, benefiting individuals, families, the Borders' economy and society as a whole.

Why do pupils need iPads for school?

In 2016 the Scottish Government outlined the importance of technology at the heart of learning in a national strategy document for education. This sets out the expectation of local authorities and schools and the vision for digital



technology, which is a core skill across learning. Where our educators in the Scottish Borders are supported through professional development, resources and leadership, digital technology can enrich learning and teaching, help to raise levels of attainment and close the attainment

gap across our authority. It would also allow us to meet the specific educational needs of our schools in the Borders and overcome barriers.

What content will be on the iPad?

There will be core educational Apps

available on each iPad. In addition to this, there will be a fully managed dedicated app store specific to us for teachers and pupils to download pre-approved apps as and when required. These apps will be kept current, and updated regularly.



Terms & Attendance

Terms and Holidays 2021/2022

Autumn term

Monday 16 Aug 2021
Staff resume (in service day)

Tuesday 17 Aug 2021
In service day

Wednesday 18 Aug 2021
Pupils resume

Friday 08 Oct 2021
Last day for pupils and staff - mid term holiday

Monday 18 Oct 2021
Staff resume (in service day)

Tuesday 19 Oct 2021
Pupils resume

Monday 29 Nov 2021
St Andrew's Day holiday, school closed

Tuesday 30 Nov 2021
All resume

Thursday 23 Dec 2021
Last day of term for pupils and staff

Winter term
Monday 10 Jan 2022
All resume

Friday 11 Feb 2022
Last day for pupils - February holiday

Monday 14 Feb 2022
Last day for staff, in service day - February holiday

Monday 21 Feb 2022
All resume

Friday 01 Apr 2022
Last day of term for pupils and staff



Summer term

Monday 18 Apr 2022
All resume

Monday 02 May 2022
May Day holiday, school closed

Tuesday 03 May 2022
Staff resume (in service day)

Wednesday 04 May 2022
Pupils resume

Thursday 30 Jun 2022
Last day of term for pupils and staff

Casual holidays
Eildon West (Galashiels)
Monday 13 Sep 2021
Monday 06 Jun 2022

Attendance

Good attendance is vital to the success of our young people's education. Statistical evidence suggests that there are links between attendance levels and pupils' attainment. Society in general, and parents and schools in particular, have central roles to play in encouraging positive attitudes to education in young people.

Absence or Other Change in Circumstance

If your child is absent or there is any change in your personal circumstances (e.g. change of address) please inform the Primary School Administrator. It is important to let us know why a child is absent so that school records can be kept up to date. Children arriving late are recorded as such. A phone call or Group call message will be sent to parents if a child does not arrive in school and there is no explanation.



Holiday Absences

When a child is to be absent from school a letter should be sent to the Head Teacher to explain the reason for absence. It is also acceptable for a parent to telephone the school to say why the child is absent.

Only in exceptional circumstances where it is "important to the well-being and cohesion of the family following serious or terminal

illness, bereavement or other traumatic events" or where a parent's employment is of the nature where school holiday-leave cannot be accommodated (for example emergency or armed services) may holidays in term time be authorised.

Family holidays where the school does not agree that there is a satisfactory reason for absence will be classified

as unauthorised.

The school will generally not provide work in advance of teaching, children will be required to catch up on work missed (where appropriate) on their return to school.

The Scottish Office has informed schools that any unexplained absence should be treated as an unauthorised absence that is truancy.

Medical Care

Minor injuries are treated by school staff with basic first aid training. Where professional medical treatment is considered necessary, parents will be informed by telephone and offered the opportunity to accompany their child to the doctor or hospital. If neither parent nor emergency contact can be reached, the Head Teacher/Principal Teacher will see that the child is taken for medical help; parents will be advised as soon as possible. When a child becomes unwell at school and is unable to complete his/her studies, parents will be informed and asked to collect the child from school.

Medical Examinations

Each school has a named School Nurse. The roles and responsibilities of the service revolve around the health needs of school age children and their families.

The school nursing service is involved in areas of health promotion and improvement for individuals, groups and their school communities. This may include class room activities and lessons, small group work, presentations and 1:1 work as well as working with education staff and families. Topics delivered include, drugs and alcohol, sexual health, nutrition, promoting good mental health, hygiene and infection control.

AN EMERGENCY TELEPHONE NUMBER MUST BE LODGED WITHIN THE SCHOOL AND THE SCHOOL MUST BE INFORMED OF ANY CHANGE OF NUMBER.

Children and young people are seen as part of the National Child Health Surveillance programme which currently involves

growth and selective vision screening for School Entrants and health promotion work with Primary 7 children to facilitate transition to secondary school.

Working with medical colleagues in Child Health, the nursing service takes referrals and reviews school aged children for differing health problems from mental health issues to obesity.

The Education staff use the service for training for the administration of complex medicines and help and advice on general health issues.

Medicines

Occasionally children may need to take medicine during the school day. The only medicine that can be administered by school staff must be prescribed by a doctor and can only be administered on completion of the 'Parental Request for Medicine to be Administered' by a parent/carer. This is to safeguard the interests of both staff and pupils. It is the parent/carer's responsibility to hand in and collect the medication to and from the school office.

The Primary School Administrator will keep any medicine in the office.

In some cases, where children have complex medical needs, an Individual

Health Care plan will be devised in collaboration with relevant health professionals, staff and parents.

Inhalers are often used and instructions regarding usage must be made clear to us and to your child. Staff are not responsible for the administration of these but will help and support when needed.

In summer time we strongly advise that you send your child to school with a hat and sun cream already applied. Please note school staff are not permitted to put sunscreen onto children.

Head lice: Please ensure that children are checked routinely for this and treat using appropriate chemical and mechanical (nit comb) preparation.

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Communicable diseases

Recommended minimum periods of exclusion from school of children who are cases or contacts of infectious diseases:



DISEASES	PERIODS OF EXCLUSION
Whooping Cough	21 days from outset
Influenza	Exclusion until clinically well
Measles	Until at least 5 days after the rash appears or clinically well, whichever is longer.
Chickenpox / Scarlet Fever	5 days from onset of rash or until spots become dry – whichever is longer.
German Measles (Rubella)	5 days from onset of rash.
Mumps	Until swelling subsides
Polio/diphtheria/typhoid/dysentery/food poisoning/salmonella	Until certified as fit to return by Community Medicine Specialist (minimum 48 hours)
Salmonellosis	Minimum of 48 hours after clinically well.
Erysipelas/scabies/ringworm	Until treatment is initiated by a GP/Nurse.
Viral Hepatitis	7 days from onset of jaundice.
Hand, Foot and Mouth	Exclusion whilst clinically unwell and until spots are healing.
Impetigo	Exclusion until the sores are healed (not weeping) or given effective antibiotics for a minimum of 48 hours.
Roseola Infantum (exanthema subitum) – viral infection	Exclusion until clinically well.
Scarlet Fever	Exclusion until clinically recovered or 48 hours after appropriate antibiotics have started.
Conjunctivitis	Exclusion until symptoms are resolved or as directed by GP.
Herpes (Zoster)	No exclusion if blisters can be covered; otherwise, for 5 days after onset.
'Slap Cheek' (Fifth disease)	Exclusion until clinically well
Vomiting, Diarrhoea and Fever	May return to school after 48 hours free from last bout of vomiting and diarrhoea.

Please could parents ensure that children do not return to school after a period of illness until they are fully recovered

Policies & Procedures

School Improvement Plan and Priorities

Every year, the school publishes a School Improvement Report providing all stakeholders with a comprehensive summary of the school's work and learners' achievements over the last year. The first part of this report provides an overview of the school's progress in addressing its key priorities, while the second part gives information about, for example, how well pupils are learning and achieving; how well the school is supporting children/young people to develop and learn. We also publish a School Improvement Plan which outlines the key priorities for the school during the year ahead, following due consultation with staff, pupils and parents. The plan indicates the expected impact of priorities on pupil learning, as well as providing brief information about the key tasks to be taken forward. Both the report and the plan are available in hard copy, on request.



Health and Safety

Emergency Procedures. If your child feels ill during the school day and we feel that he/she would be better at home, we will telephone you or your emergency contact. Minor accidents, e.g. cuts, bruises, are dealt with by the school staff. Serious accidents are few, but should one occur your child will be immediately taken either to your doctor or to hospital, if necessary, and you or your emergency contact will be notified. We cannot stress enough the importance of supplying the school with the relevant information we require in such a situation, i.e. your own home and work number and a telephone number of an emergency contact.

We will request such information at the beginning of each new school year.

Emergency closure of the school/ adverse weather

In the event of an emergency arising whereby it is necessary to close the school, you will be contacted by 'Group Call' which is a text message to your mobile phone. It is the parents' responsibility to inform

the school of any changes to your contact details. If you know that your mobile phone does not have a signal, or you do not have a mobile phone, please inform the Primary School Administrator so that she can record an alternative landline number to contact you on.

Pupils will not be allowed to leave the school unaccompanied unless school staff are satisfied that there is someone at home to receive them.

Severe Weather

In the event of severe weather we will make every effort to keep the school open and continue as normal. However, there may be situations where this is not possible and it is therefore important that you follow the points below in terms of transport arrangements.

During adverse weather, school transport may be subject to cancelled services, amended routes, longer journey times or alternative bus stops used. In extreme cases there may be the need to cancel all school services.

Morning Journeys

1. School bus drivers and operators have complete discretion to cancel or vary school transport given any local weather conditions.
2. In the case of morning journeys to the school, the driver may decide that he/she either cannot undertake the journey or complete the trip to school. The driver would then return the children home. In the event of adverse weather conditions, parents should ensure that some arrangement has been made at home to cover this possibility.
3. Should the school transport for your child not operate in the morning because of adverse weather conditions but you decide to take your child to



school yourself then you are expected to collect your child either at the end of the school day or at the time of early closure. Do not bring your child to school when buses do not run unless you are certain of being able to collect them at the end of the school day – even if the weather worsens.

4. School transportation may well be delayed due to adverse weather so pupils will have to wait longer and be exposed to the cold.
5. Parents must ensure that their children are warmly dressed just in case the journey to school is very slow or even halted in bad weather. In normal circumstances, pupils should not wait more than 15 minutes if the bus is late. In severely cold weather, this 15 minute rule need not apply.
6. If your child travels to school on connecting services, drivers will be told to wait for each other and not to leave any children standing in adverse weather conditions. Should the second bus not arrive children will be returned home. If the second bus does arrive but cannot complete the journey to school that driver will return children to their homes.

What will happen if pupils are sent home early due to bad weather or other emergency?

7. The Head Teacher with knowledge of local weather conditions will work with the Education Department to make decisions regarding a school closure or to send children home early should

severe weather conditions threaten.

8. Where pupils use school transportation a set of emergency instructions are used to contact transport operators and other schools using the same transport, and parents whose children have a long way to walk home from the drop-off points. Parents must ensure that some arrangement has been made to cover the possibility of pupils being sent home early.
9. Schools routinely communicate with parents or groups of parents using Groupcall text messaging service. Once the decision has been made then Group call will be used to send updated information regarding sending pupils home early.
10. Parents are asked to ensure that the school that their child attends has an up to date and accurate mobile telephone number on record for these purposes. It is further suggested that parents who may find it difficult or not possible to have their mobile telephone switched on throughout the day ensure that they check their phone on a regular basis for any Groupcall messages from the school when bad weather has been forecast or where they see deterioration in the weather.
11. If school transport is in operation and you collect your own child from school during severe weather then the school office must be informed so that transport is not delayed while staff look for a missing child.

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Additional information to ensure the safe travel of pupils to/from school

12. The ultimate responsibility for the safety of children walking to and from bus pick-up/drop-off points rests with the parents. Parents must decide whether or not children can make their way to meet transport in low temperatures.
13. If you feel that your child should not walk home alone in bad weather from the drop-off point it will be your responsibility to meet him/her. Drivers will not normally set children down at any point significantly different from the usual one. The driver will use his/her judgment in deciding whether to leave the child or to keep him/her on the bus. In the latter case, your child would be taken to a nearby school or place of safety. Children must follow any instructions given to them by the driver in any emergency and should not leave the bus to make their own way home.
14. Where transport is unable to operate to take children home as a result of extreme weather conditions The Emergency Planning Team will work alongside our partners to provide alternative and safe transport home.

Arrangements have been made with Radio Borders to relay information about the cancellation of school transportation and group call and Scottish Borders Website will be used to inform parents of any important information.

Photographs/videos

Photographs and videos may be taken by staff in the school, media and other parents for a variety of reasons for example Sports Day, celebrations of achievement, charity events, excursions etc. The school your child attends may wish to display or show photographs or videos taken by themselves, in print, in various locations or by electronic means such as a website. Likewise the media or other parents may wish to use the images of pupils in various ways. We ask you at the time your child enrolls at one of our schools if you are happy



for images of your child to be used in this way and we try to ensure you are aware of, and understand, such possible use of your child's image and that you have consented. Any permission given will remain in force during your child's primary and secondary schooling until you indicate that you wish to withdraw your consent. You can do this by contacting the head teacher of your school as soon as possible.

Use of the Internet

As part of the process of learning we allow our children supervised access to the Internet and email. The authority runs its own filter system to ensure that young people are not at risk from exposure to inappropriate material.

This filtering system is regularly being upgraded. We have a policy for use of the Internet and a contract for responsible use, which we ask parents and young people to sign up to.



Security

In the interests of school security external doors are kept locked while pupils are in class. Parents requiring access to the school should press the entry button at the Main School Entrance or Nursery Entrance. All visitors must report to the office to sign in the visitors book and collect a visitors badge, which should be returned at the end of the visit.



Policies

There are a number of National, Education Services and school policies which will provide information on a range of issues. Further details of all of these are available from your school or on the Scottish Borders Council website www.scotborders.gov.uk

Council's implementation of British Sign Language Plan

The Council's BSL Plan 2018-24 has seven holistic actions. These actions are consistent with the ten long term goals of the National BSL Plan in Scotland, which are, early years and education; training and work; health, mental health and wellbeing; transport; culture and the arts; justice and democracy.

These goals represent the Scottish Government's aim "to make Scotland the best place in the world for BSL users to live, work and visit."

The Council will implement measures to promote awareness of BSL and the use of BSL, with the long term goal being that across Scotland information and services will be accessible to all BSL users*.

Contact Scotland –BSL is an online British Sign Language interpreting service that allows deaf people across Scotland to access services free and available 24 hours a day throughout the year: <https://contactscotland-bsl.org/>

If a BSL user requests a face to face meeting then the School is required to provide a face to face interpreter.

**Whenever we refer to 'BSL users' we mean D/ deaf and /or Deafblind people (those who receive the language in a tactile form due to sight loss) whose first of preferred language is British Sign Language*

Child Protection

Keeping our children and young people safe in the Scottish Borders

- Our settings in the Scottish Borders work hard to keep our children and young people safe – all children and young people have a right to feel safe within the setting, home and community.
- Within our setting we strive to provide a safe, secure and nurturing environment for our children and young people, which promote inclusion and achievement.
- All staff in Education have a statutory and professional responsibility to take action if we have reason to believe a child is suffering, or is at risk of abuse.
- Our Scottish Borders Child Protection procedures (<http://onlineborders.org.uk/community/cpc>) set out what we will do if we have reason to believe a child is being abused or is at risk of abuse, either within the home or the community. These procedures are designed to ensure that children and young people get the help they need when they need it.
- All staff are aware of their child protection responsibilities and every year all staff in our setting attend a child protection update.
- Many of our staff undertake additional multi-agency child protection training.
- Every setting has a Child Protection co-ordinator who has the responsibility for overseeing child protection concerns as well as those young people who are care experienced within the setting.
- The Child Protection co-ordinator for the setting is: **Eileen Jessamine (Head teacher)** and **Keith Guthrie (Deputy Head teacher)**.

What to do if you have a child protection concern? (www.scotborders.gov.uk/childprotection)
It's everyone's responsibility to protect children.

If you have any concerns that a child is being harmed or is at risk of harm, please call without delay

- 01896 662787 (Duty Children and Families Social Work Team)
- 01896 752111 (Out of office hours that covers all areas)

Emergency contact

If you consider a child or young person is in immediate danger, call the Police on 999 immediately

Need more information about keeping our children and young people safe?

This link (www.onlineborders.org.uk/community/cpc) takes you to the Scottish Borders Child Protection Committee online website where you can find some suggested links to websites to better inform you about safety issues such as Internet safety and Child Sexual Exploitation as well as letting you know about opportunities for training in Child Protection. You can also find the Scottish Borders Child Protection Procedures on this website.



<http://onlineborders.org.uk/community/cpc>

NOV 2018

Young Carers



A young carer is someone who is under 18 years of age or who has reached 18 and still a pupil at school and provides or intends to provide care for another individual. A number of young carers do not always identify themselves or wish to be identified.

Young carers undertake a number of tasks for the people they live with and look after. They are often left alone to do things like washing, cooking, shopping, paying bills, collecting medication or helping to look after younger brother or sister.

This means they might not have as much time to complete work at home which has an ongoing effect on progress and learning or attend clubs and after schools activities therefore missing out on the social aspects of school or their local community.

Within Langlee Primary School we want our young carers to enjoy school and that it is a positive place to come and they feel included.

Please let us know if there are difficulties for your child in meeting homework deadlines, arriving on time or any other issues which may affect their well being at school. It is the intention of Langlee Primary School staff to offer all support they can to your child.

- Detailed information about the Carers Act 1.4.18 is available on the Scottish Government website (<https://www2.gov.scot/Topics/Health/Support-Social-Care/Unpaid-Carers/Implementation/Carers-scotland-act-2016>)
- More information about the Scottish Borders Young Carers Service is available from the Action for Children website (www.actionforchildren.org.uk/what-we-do/our-work-in-scotland)
- The Partnership's Locality Plans are available at: www.scotborders.gov.uk/HSCPLocalityPlans



For more information, contact the Communications and Marketing team on 01835 826632 or communications@scotborders.gov.uk

Data Protection

Scottish Borders Council is a local authority established under the Local Government etc. (Scotland) Act 1994 and its headquarters is based at Newtown St Boswells, Melrose TD6 0SA. You can contact our data protection officer by post at this address, or by email at: dataprotection@scotborders.gov.uk, or by telephone **0300 100 1800**.

Why we need your information

Every child of school age has the right to be educated. A child is of school age if he/she has attained the age of 5 but has not attained the age of 16 years. The term “young person” applies to a pupil over school age, but who has not attained 18 years. The education authority has a duty to provide education to any young person who is still a school pupil.

We need to collect, use and store personal information about you and your child/ren to enable us to provide your child/ren with an appropriate education. We provide these services to you as part of our statutory function as your local authority under:

- The Education (Scotland) Act 1980, Education (Scotland) Act 1980
- The Education (Placing in Schools etc. Deemed Decisions) (Scotland) Regulations 1982
- The Standard in Scotland’s Schools Act 2000
- Education (Scotland) Act 2016

We also use your information to verify your identity where required, contact you by post, email or telephone to maintain our records.

Who we will share information with

We will share information with health and wellbeing services and may share information with other external

agencies and organisations who provide or assist with educational provision and with online payment solution providers.

- The Scottish Government (<https://www2.gov.scot/Topics/Statistics/ScotXed/SchoolEducation/ESPrivacyNotices>) for examination, career guidance and monitoring purposes.
- ParentPay, ESP Systems and CRB to allow the school to offer cashless catering and to receive payment for school trips and events;
- Groupcall to allow the school to communicate with you;
- The NHS for health monitoring;
- Netmedia to enable the online arrangement of parents evenings;
- Internal Scottish Borders Council departments to allow the provision of catering and transport.

On each occasion, the recipients are bound to the terms of a Data Sharing Agreement and accordingly will only use your child’s data for the specified purpose. This data sharing is in accordance with our Information Use and Privacy Policy and covered in our full privacy statement

(https://www.scotborders.gov.uk/info/20060/access_to_information/877/privacy_statement/9) on our website.

We are also legally obliged to share certain data with other public and regulatory bodies



such as Education Scotland, Police and NHS will do so where the law requires this. Your information may also be shared and analysed internally in order to provide management information, inform service delivery reform and similar purposes to meet our duty to achieve best value and continuous service improvement.

We are legally obliged to safeguard public funds so we are required to verify and check your details internally for fraud prevention. We may share this information with other public bodies (and also receive information from these other bodies) for fraud checking purposes.

How long do we keep your information for?

We only keep your personal information for the minimum period amount of time necessary. Sometimes this time period is set out in the law, but in most cases it is based on the business need. We will retain a copy

of your child/ren’s educational record up until they reach the age of 25.

Your Rights

You have the right to request access to any personal data held about you by the Council. You can also request that we restrict the use of your information or even object to any further processing. You can do this by contacting the Data Protection Officer using the contact details provided above. We will respond to your request within thirty calendar days.

For more information on your rights please visit our website <http://www.scotborders.gov.uk/DPYourRights> or if you would like a hard copy of this information, please contact us using the contact details provided above.

Complaints

We aim to directly resolve all complaints about how we handle personal information. If your complaint is about how we have handled your personal information, you can contact our Data Protection Officer by email at dataprotection@scotborders.gov.uk or by telephone on **0300 100 1800**.

However, you also have the right to lodge a complaint about data protection matters with the Information Commissioner’s Office, who can be contacted by post at: **Information Commissioner’s Office, Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF.**

You can visit their website for more information <https://ico.org.uk/make-a-complaint>

If your complaint is not about a data protection matter you can find details on how to make a complaint on our website: https://www.scotborders.gov.uk/info/20016/have_your_say/155/make_a_complaint/1