

Ayton Primary School

School Handbook

2023/2024



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Welcome to our school from the Head Teacher

Dear Parent and Carers,

We are delighted to welcome you and your child to our school. Ayton Primary School is a rural non-denominational school situated in the Scottish Borders. This handbook is written as a source of reference for all parents and carers, children and anyone connected with the school. The handbook provides information which we hope you will find helpful, including our aims, our curriculum and details of the day-to-day running of the school.

It is only by visiting us that you will get a true impression of our school and its facilities. Please feel free to arrange a visit. We will be pleased to show you around and answer any questions you may have.

Ayton Primary School is a happy school, very much at the heart of the community, providing education from Primary 1 to Primary 7. The school has been awarded Gold status as a UNICEF Rights Respecting School, and respectful and responsible behaviour underpins everything we do. We have an inclusive ethos, and will do everything possible to make your child's time here an enjoyable and rewarding experience. We hope your association with the school will be a positive one, where we work together for the good of your child. If there are any matters which you would like to discuss further, please do not hesitate to get in touch.

Kind regards

Jill Horsburgh
Acting Head Teacher

School Details

Acting Head Teacher Mrs J Horsburgh

Principal Teacher Mrs D MacLeod

Teaching Staff

P1/2/3 Mrs I Pearson

P4/5 Mrs P Lannagan

P6/7 Mrs D MacLeod

P.E/ Health and Wellbeing Teacher Miss K Bridgewater

Support for Learning Teacher Miss R Morton

Educational Psychologist Miss G Gibson

Support Staff

School Administrator Mrs L McAskill

ANA Miss R Davidson

Miss D Sword

Mrs K Virtue

Janitor Miss M Todd

School Cook Miss K Holden

Cleaner Mr D Cruickshank

School Nurse Mrs K Fairbairn

Home School Link Worker Miss L Simm

Active Schools Coordinator Miss N Westwood (maternity cover)

Music Instructors

Woodwind Miss L Ewan

Attendance

If your child is unable to attend school, please contact the School Office between 8.30 - 9.00am on the first day and subsequent days of the child's absence. You can also text the groupcall number to inform us **07860049547**

Parents/Carers are responsible for ensuring that their child attends school regularly and punctually. You will receive a 'Groupcall' from the school by approximately 9.30am if we have not heard why your child is absent, this enables us to keep records of absences and also let our canteen staff know the correct number of school dinners per day to reduce waste and cancel your child's lunch to refund you the money.

In cases of persistently poor attendance, Mrs Horsburgh will contact parents/carers to discuss and offer help if needed. Outside agencies could intervene in cases of poor attendance.

The Scottish Education Department requires schools to report all absences. Any unexplained absences are recorded as truancy and official action will be taken.

Please notify the school of any hospital or dental appointment that your child must attend during school hours.

Appointments to see Teachers

As you will appreciate, it is not suitable for a teacher to see a parent while in charge of his/her class. Please try to give prior notice and he/she will then arrange a time to see you when full attention can be given to your queries or requests.

Appointments with the Senior Leadership Team

We always welcome parents/carers into our school. A prior appointment is often best so that proper attention can be given to any issue.

In the unlikely event that you should need to contact the school with a concern, please talk to a member of staff, who will seek to resolve the problem. If further action is required, please visit

http://www.scotborders.gov.uk/info/672/complaints_procedure/359/resolving_complaints_about_schools

Visiting the school

We welcome prospective parents into our school. Should you wish to meet with us and visit the school, please contact the school office who will be happy to arrange a mutually convenient appointment.

Parental Involvement

We always welcome parents/carers into our school. Parental interest and involvement is extremely important to us as it enables us to work in partnership with you to help your child reach their full potential.

Termly newsletters provide information about school matters and share information about upcoming events and what is happening in school.

Curriculum overviews share the learning and teaching your child will be involved in over the term. They are sent home prior to a block of teaching being started and share the learning that will take place.

There are opportunities from P1-P7 to attend open assemblies or afternoons/evenings when you can see and find out more about what and how your child has been learning.

Parent Council

In Ayton Primary School, we wholeheartedly support and encourage the involvement of parents/carers in their child's education. In August 2007 the Parental Involvement Act became effective, giving parents new rights and Education Authorities new responsibilities to ensure that parents can become involved in their child's education. All evidence shows that when parents are involved in supporting their child's education, children do better. The Act builds on the good work that has already been done by parents, Schools, School Boards, PTAs and other groups.

The Act has three key themes:

Learning at home, home/school partnership, parental representation - the new Parent Councils.

All parents are welcomed to be part of the School Parent Forum at their child's school. As a member of the Parent Council you will be encouraged to support events and activities at the school, get involved in your child's learning and to support our school's Parent Council and our fundraising group.

The Parent Council (PFA) of Ayton Primary School have generously supported the school over many years by raising funds. The financial support is of enormous benefit to all our pupils.

The PFA of Ayton Primary School AGM is held in September each year and parents will be guaranteed a rewarding experience by getting involved in any way.

School Vision, Values & Aims

At Ayton Primary School we strive to...

- work together to **develop** as a fully inclusive learning community
- work as a team to **progress** and aim for the highest standards of achievement in work, life and play
- **Succeed** in becoming responsible citizens, successful learners, confident individuals and effective contributors to society and work.

At Ayton Primary School we live by the following values:

Safe

Respectful

Kind

Our aims are for our children to:

- Be involved in all aspects of planning for learning and improvement.
- Be able to recognise and demonstrate supportive and respectful behaviours and actions.
- Be resilient and persevere when faced with challenge.
- Recognise the importance of effort and to always do their best.

Denominational links

Whilst Ayton Primary is a non-denominational school, we do welcome visitors from denominational organisations who host festive services for us. Similarly, Berwickshire Christian Youth Trust visit the school regularly to help deliver aspects of our Religious and Moral Education curriculum.

Inter-Agency Working

Inter-Agency Working is embedded in our practice of providing integrated support to all our pupils as appropriate. The school works collaboratively with the Integrated Children's Team - Behaviour Support Teacher, Learning Support Teacher, Social Work, Integrated Police Officer and with the Educational Psychologist to meet the needs of pupils. We also work closely with SBC Community Development.

School Nurse

We are a Health Promoting School. Katrina Fairbairn, school nurse works within the Ayton Area and offers support with delivering the health curriculum to teachers. She also provides advice and support to our pupils and their families.

Active Schools

The Active Schools team, run by LIVE Borders, are responsible for putting in place and driving forward a wide range of sports and activities in local schools and supporting the local communities, to provide children and young people the opportunities to participate in physical activity and sport.

Other organisations

As a school, we value the expertise of other organisations and understand the importance of adding richness to our curriculum. We provide varied learning opportunities by working alongside local groups.

The Curriculum

Our aim is that our curriculum provides young people with high levels of literacy, numeracy and supports the development of their health and wellbeing.

We intend it to enable every child to develop his or her full potential through a broad range of challenging, well-planned experiences which help them develop qualities of citizenship, enterprise and creativity.

We also aim to offer rich opportunities for development, progression and achievement for children who need additional support for their learning, using individualised educational programmes, co-ordinated support plans and any other plans to support them.

At all stages the curriculum will include learning through:

- the ethos and life of the school as a community
- curriculum areas and subjects
- interdisciplinary projects and studies
- opportunities for personal achievement

The Curriculum for Excellence core values encompass the development of four key attributes:



The four contexts in which we will base our curricular developments on are as follows:

1. The Ethos and Life of the school as a community

Teachers and staff know that positive relationships and the climate for learning in a school -its values, its ethos and its life as a community - are essential starting points for successful learning. The wider life of the school - activities such as assemblies, community events and school projects - make an important contribution to the development of the four capacities, helping to enable all young people to become successful learners, confident individuals, responsible citizens and effective contributors. We encourage pupils to take responsibility within the school. This allows them to have a say in aspects of what happens in school and allows them to see that they can make a difference. Some of the ways that we do this are: buddying, membership of pupil council and sub-committees, undertaking responsibilities and playing a part in decision making. An ethos of open, positive, supportive relationships promote a climate where pupils feel safe and secure. Good behaviour and positive attitudes are fostered through praise and recognition.



2. Curriculum areas and subjects

Curriculum areas and subjects provide familiar and important vehicles for learning. We recognise their key role within the curriculum. We are constantly reviewing curriculum areas and subjects, ensuring we take full account of the contributions they can make to developing

the four capacities and preparing learners for the challenges of the future. Curriculum for Excellence identifies seven **principles** for curriculum design that are considered and used to evaluate the effectiveness of our planned learner experiences, programmes and resources.

We collaboratively work with our cluster schools to create a cluster progression to follow - this is to allow a consistency of coverage across our cluster.

3. Interdisciplinary Learning

We acknowledge that the curriculum needs to include space for learning beyond subject boundaries, so that learners can make connections between different areas of learning. Through interdisciplinary activities of this kind, young people can develop their organisational skills, creativity, teamwork and the ability to apply their learning in new and challenging contexts. To be successful, these activities need to be well planned with a clear purpose and outcomes in mind. We are continuing to develop interdisciplinary learning. At Ayton Primary we take advantage of those naturally occurring 'big questions' (Who, What, Where Why When?) which children will often ask to engage in Interdisciplinary learning. Interdisciplinary Learning adds **depth** and **challenge and enjoyment** to children's learning by allowing them to apply the skills and knowledge they have learned in a child led and stimulating context. IDL, which is planned with the children, takes account of children's needs and interests adding **personalisation and choice** to our curriculum.

4. Opportunities for personal achievement

Opportunities for personal achievement, planned through the school, enrich the life experience of learners. Taking part in activities such as performances, community or enterprise activities and trips plays an important part in widening our pupils' horizons and developing confidence. We also respond to the personal interests and aptitudes of learners through clubs, community, charitable and fund-raising activities. Some of these activities are voluntary for learners and are organised as 'extra-curricular' opportunities. However, they play a major part in creating opportunities for individual growth, progress and achievement. We have therefore developed ways of making these experiences available for all learners through free LIVE borders activities for families who are struggling financially. Recognition of rewards is made publicly, during assembly for personal achievements and successes. At assembly we will have the opportunity to share our Class Awards. This highlights to the children that we value the contributions that they make both in and out of school and that we recognise them as individuals with different skills, talents and interests. Our house competition allows us to recognise many achievements. Achievements are shared with our parents through our Facebook page and of course termly newsletters.

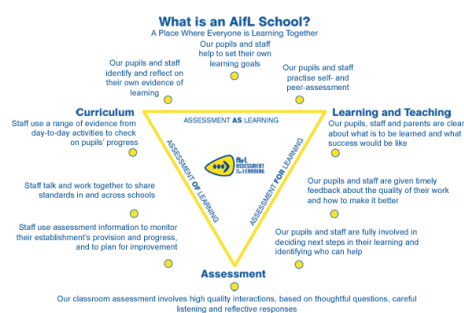


Learning and Teaching

The success of our curriculum is through the delivery of high-quality learning and teaching. This is at the heart of our work and the use of a variety of teaching methodologies is an essential feature of our curriculum. A wide range of **teaching strategies** are implemented by all staff, where approaches to learning and assessment are varied and pupil-centred. To this end we adopt a variety of pedagogical approaches to ensure our curriculum is interesting, engaging and child centred. For instance, children are involved in individual tasks, group tasks, practical tasks, games based activities or activities which make use of ICT. We also engage in outdoor learning, educational visits where appropriate and take opportunities to have visiting speakers in our school to further excite and enthuse our learners. All children are expected to achieve their very best, set high yet realistic targets for themselves and they are supported to work at a level that challenges them. At Ayton Primary School we aim to create a powerful learning environment. We aim to cultivate an environment in which a perceived failure is turned into a positive learning experience. We proactively plan opportunities through Health & Wellbeing lessons for children to explore and reflect upon their attitudes and values.

Assessment

We use a range of assessment approaches both summative and formative to monitor our progress across the curriculum. Formative assessment is ongoing and informal and assesses those small steps which children take in their learning every day. Sources of formative assessment evidence may include observations of children carrying out a practical task, a piece of written work or a photo showing



learning taking place. Assessment for Learning Strategies are promoted and we encourage children to self or peer assess their work as a way of having children engage in reflective discussions. These discussions enable pupils to reflect on whether the intended learning has been achieved, what their strengths are and

how these can be improved. The pupils often discuss their next steps.

Summative assessment is a more formal approach which may be used to at the end of a block of work or for diagnostic purposes. The data is analysed termly by staff with high quality Professional dialogues and a robust tracking system is used to ensure effective use of resources, support and raise attainment within the school.

Continued Professional Development (CPD) processes and collegiate working support staff in the field of learning and teaching. Colleagues share practice, within both the school and the Cluster, which has led to further reflection of practice, incorporating new ways of engaging and supporting our learners. Our collegiate approach to school improvement and moderation results in high standards of consistency and is key to raising attainment levels.

Homework

At Ayton we consider that a little homework on a regular basis is of benefit to pupils as it reinforces or extends work done in class. Your child should be encouraged to build on the work learned through the day. We expect such items as spelling, tables, projects, reading preparation etc. to be attempted by all children - not all at once of course! Such homework also gives parents/carers an indication of what their child is doing in school. Parental co-operation and interest is an important element in ensuring that homework is effective.

If you feel that your child is over-loaded in any way, please do not hesitate to contact the school. No teacher would wish to cause unnecessary strain to a pupil in his/her class.

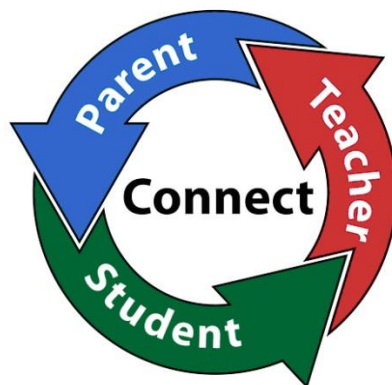
Reporting to Parents/Carers

We will be using our new reporting format this session to complete our formal reports.

Your child will receive a report card in March which will detail their progress made and the next steps in their learning.

Parent Consultations

There is a "Meet the Teacher" open event in September. In October and May parents/carers have the opportunity for a private ten minute discussion with the class teacher and any other staff that work with your child. There will also be Family Learning Opportunities when you can visit your child's class as well as the rest of the school.



Transitions

Across Scotland Primary and Secondary Schools work together to make sure the transition from one familiar environment to somewhere new is not only seamless, but fun and filled with opportunity. Here at Ayton Primary, we pride ourselves on the quality of our transitions.

Pupils with additional support needs and other pupils that have been highlighted by staff or parents that may require extra support with transition to High School will be discussed at early transition reviews in January as to how best to support them.

All pupils will take part in visits to Eyemouth High School where Primary and Secondary staff support the children in a variety of skill based activities. These are then followed in June by a two day visit to the High School where children will follow a timetable for these two days, meeting staff and becoming more familiar with the High School building.

Parents will receive a letter from Eyemouth High School via the Primary School inviting them to a parent information session held at the High School.

Support for Pupils

To ensure we meet the needs of individual pupils, it is sometimes necessary to put additional support in place. This can either provide challenge for those working above expectations or appropriate support for those working below expectations. We will contact parents and carers about any such support and you will be invited to discuss the situation in more detail.

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. 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.

Other educational services are available to the school as required in the form of Speech and Language Therapy, Children & Young People's Services, Behavioural Support Teacher, English as an Additional Language Auxiliary and Educational Psychological Service. Any of these may work with classes or groups. If they become involved with individual children (e.g. the Educational Psychologist), it is only after consultation with parents. The Support for Learning Teacher can work with any of the pupils in the school, but if involved in a particular programme of work with a child the parents will be contacted directly.

Some pupils have an Individual Education Programme (IEP) to meet their particular needs. Others who have involvement with Social Work, Health services or other agencies may have a Coordinated Support Plan (CSP) to ensure continuity of provision.

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.
- 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 Mrs Horsburgh or Mrs MacLeod.

School Improvement Report

Our School Improvement Report contains a full and detailed account of how we are improving standards in our school. A copy of this is available from the school office or on the school website.

Practical Information

School Meals

The process for selecting your child's school meals is done on-line through ParentPay. When your child enrolls in our school you will receive an activation

letter, which will give you a username and password to activate your account and order meals for your child. Please be aware that if you have insufficient funds in your account, ParentPay will cancel your child's lunches automatically.

School meals are £2.40 per day from August 2020 and the table below gives you costs throughout the week.

One dinner £2.40

Two dinners £4.80

Three dinners £7.20

Four dinners £9.60

Five dinners £12.00



All children from Primary 1 to Primary 5 are entitled to Free School Meals.

If you think you may be entitled to free school meals, application forms are online. It is important to fill in the forms as soon as possible, as they normally do not back-date applications and you may be liable to pay any money due. Pupils who received free meals granted by another authority **do not** automatically qualify and a new application should be made.

Parents/carers should note that it is necessary to submit an application form for free meals before the start of every session.

We hope this clarifies the procedure for school meals. If you need any help or have any questions please contact Mrs McAskill in the school office.

We expect pupils to stay in school at lunchtimes unless they are going home to have lunch with parents, family or carers. A letter must be sent to gain permission for this (one per term if a child goes home every day, is sufficient). This is to

ensure the safety of pupils at all times and the school is aware of pupils' whereabouts.

School Uniform

We positively encourage the wearing of school uniform and believe it encourages a whole school identity, promotes a positive ethos and gives a good impression of our school and pupils to visitors and members of the local community. I would appreciate your support in ensuring our pupils wear appropriate school uniform - Maroon coloured school sweatshirts, hoodies or cardigans, sky blue or white polo shirts, navy, grey or black trousers, school shorts or skirts and sensible black footwear.

Primary 7 pupils voted to choose a different colour of sweatshirt to wear. It allows them to be identified easily as the senior pupils in school and they enjoy this privilege.

Uniform is ordered direct from the suppliers

<https://www.fpuniformz.com/schools/primary-school/ayton-primary-school.html>

In accordance with Scottish Borders Council's School Dress Code Booklet, clothing that is unacceptable is outlined below:

- *clothing which could cause health and safety problems for the wearer (e.g. clothes that are flammable, certain types of earrings)*
- *footwear which could cause damage to flooring or carpets*
- *clothes which could lead to discipline (e.g. scarves or tops representing sports teams other than the school's)*
- *clothing with words or pictures on them which could give offence to others*
- *clothing which is so tight, short or revealing that it could give offence to others*
- *clothing which advertises the use of alcohol, tobacco or other drugs*

"Parents of pupils who wear any of the above items in school will be asked to arrange for the pupil to wear suitable clothing."

We value your support in ensuring your child wears school uniform as it helps to make the school a more cohesive unit.

PE Kit should be plain t-shirts, plain dark shorts or joggers and trainers or gym shoes (not black soled as these mark the gym hall floor). On PE days, children can wear their PE clothes to school and change into indoor shoes before PE starts.

If a child forgets their PE kit, they will be asked to borrow from a PE bank within school. Football strips are not permitted. Pupils with long hair should tie it back out of the way for safety reasons. Jewellery, including earrings should not be worn, please ensure your child's earrings are taken out on PE days.

All garments should be clearly marked with the owner's name. This makes the return of lost property infinitely easier and more efficient. This includes coats, gym shoes and P.E. Kit.

Medical considerations

Accidents-First Aid

Minor accidents and First Aid are dealt with at school by trained First Aiders. In the event of a more serious accident the child will be taken to the Health Centre or a doctor called. Parents/carers or their emergency contact would be contacted immediately.

It is essential that we have on record an emergency contact number for each child. It is important that this contact is obtainable during school hours. Please update us of any changes to this throughout the year.

Medicines

Please inform the school if your child is on any medication. If prescribed medication requires to be administered during the school day the parent must bring the medication into the School Office and complete a consent form. Alternatively parents/carers are welcome to come into school and give medicine themselves if they prefer. Non-prescribed medication i.e. **cough bottles and Calpol should not be brought into school** and cannot be administered at any time.

If your child needs to use an inhaler it will be kept in their classroom, but please let the school know your child has an inhaler.

Inclement weather

In the event of severe weather we will make every effort to keep the school open and continue as normal. In "emergency conditions", we will keep you informed by GroupCall so it is imperative that we have your current contact details.

Further information can be found at:

<http://www.scotborders.gov.uk/info878/schools>.

Extra curricular activities

Children have the opportunity to participate in a wide variety of activities both in school hours and at After School Clubs run by Active Schools and Curriculum Support staff.

Primary 7 pupils have the opportunity to go on a residential for a few days to experience a wide range of outdoor pursuits and have a lot of fun!

Pupil Voice

We are committed to ensuring children have a real voice in important areas within their school experience whether it be their learning or improving their school. We recognise the value of giving pupils responsibilities in the life and decision making within the school. Children have worked with their teachers to develop the vision and will continue to be engaged in school improvement using the self-evaluation document 'How Good is Our School?'

JRSOs

Junior Road Safety Officers are elected from Primary 7. This is normally two pupils who have responsibility of promoting safe travel to and from school. They organise competitions and assemblies to help promote road safety in particular in October and May for "Walk to School Week". The JRSOs also have a notice board in the school which they update regularly.

The school day

Monday-Thursday	8.45am - 3.10pm
Morning break	10:45am - 11:00am
Lunch time	12:15pm - 12:55pm
Home time	3.10pm
Friday	8.45am - 12.30pm
Morning break	10.15am - 10.30am

Brunch 11.30am - 12.00

Home time 12:30pm

Ayton Primary is part of East Berwickshire Learning Community which is made up of the five High School feeder primary schools (Ayton, Cockburnspath, Coldingham, Eyemouth, Reston) and Eyemouth High School itself.

School term dates and holidays

Newsletters at the start of the school session contain full details of school dates and holidays. You can also find the information on Scottish Borders Council website.

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?
	Helps concentration Healthy Teeth Helps digestion Helps body grow and develop Healthy skin Energy

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



Additional information

Keeping our children and young people safe in the Scottish Borders

CHILD PROTECTION

- 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](#) 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-ordinators for the setting are Mrs Horsburgh and Mrs MacLeod](#)

- [What to do if you have a child protection concern?](#)

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](#) 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>

Young Carers

Are you a young carer?

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 brothers 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.

Within Ayton 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 meeting deadlines with work, arriving on time or any other issues which affect a young person.

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.

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

The Scottish Executive

Transferring Educational Data About Pupils

Education authorities and Scottish Government have collected data about pupils on paper forms for many years. We now work together with schools to transfer data electronically through the ScotXed programme. Thus Scottish Government has two functions: acting as a "hub" for supporting data exchange within the education system in Scotland and the analysis of data for statistical purposes within Scottish Government itself.

Why do we need your data?

In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as the SQA and Careers Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:

- plan and deliver better policies for the benefit of all pupils,
- plan and deliver better policies for the benefit of specific groups of pupils,
- better understand some of the factors which influence pupil attainment and achievement,
- share good practice,
- target resources better.

Data policy

The ScotXed programme aims to support schools and Local Authorities by supporting the collection, processing and dissemination of statistical information required for planning, management and monitoring of Scottish education services. A subset of this information is passed to Scottish Government for research and National Statistics publications. Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. Data is held securely and no information on individual pupils can or would be published by Scottish Government. The individual data collected by Scottish Government is used for statistical and research purposes only. We hope that the explanations contained on the ScotXed website will help you understand the importance of providing the information.

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](#) 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](#) 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.

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.

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

Disclaimer

Whilst information provided is considered to be correct at the time of printing, it is possible that there may be some inaccuracy by the time the document is read and referred to.