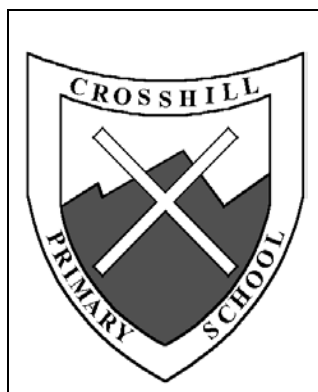




Crosshill Primary



H A N D B O O K

2008/2009

Carrick Drive
Crosshill
Maybole
KA19 7RH
01655 740291

Contents

	Page No.
SECTION A	General School Information 1
1.	Introduction by Head Teacher 1
2.	Statement of School Aims and Values 1
3.	School Information..... 3
	• Name
	• Address
	• Telephone number
	• Email address
	• Denominational status
	• Accommodation and capacity
	• House structure
	• Nursery provision
	• Catchment map and area
4.	School Staff 5
5.	Management Team 6
6.	The School Year and School Hours 7
7.	Enrolment 8
SECTION B	Teaching and Learning 10
1.	The Core Curriculum 10
2.	Extra Curricular Activities 14
3.	Homework Policy 15
4.	Assessment and Reporting 15
5.	Determined to Succeed 16
6.	Additional Support Needs/Accessibility Strategy 16
7.	Composite Classes..... 17
8.	Religious and Moral Education..... 18
9.	Equal Opportunities and Inclusion..... 18
10.	Personal, Social and Health Education/Citizenship 19
	(including the school discipline policy)
SECTION C	Home / School / Community 20
1.	Attendance 21
2.	Statistical Information 22
3.	School Uniform Policy 26
4.	Home School Links..... 27
5.	Choosing a school 27
6.	Transfer to Secondary School..... 28
7.	School Board and Parent Teacher Association 28
8.	Pupil Council..... 29
9.	Parental Complaints Procedure 29
SECTION D	Care and Welfare 30
1.	Child Protection 30
2.	Playground Supervision..... 30
3.	School Meals and Free School Meal Information 31
4.	Footwear and Clothing Grant Information 31
5.	Transport Guide to Parents 32
6.	Insurance 33
7.	Valuable Items..... 33
8.	Use of Mobile Phones 33
9.	Health and Medical Information..... 34
10.	Data Protection Act..... 34
11.	Freedom of Information (Scotland) Act 2002 34
12.	Helpful addresses and websites..... 35

SECTION A – General School Information

1. *Introduction by Head Teacher*

Crosshill School

Crosshill Primary School is located within the village of Crosshill, which lies 3 miles east of Maybole. It serves the community of Crosshill and the surrounding rural areas. The small number of pupils makes personal contact with family much easier. All events organised by the school are very well attended by family and friends.

Although numbers are small, the school maintains a full range of educational provision and offers many opportunities for taking part in a variety of activities outside school hours.

2. *Statement of School Vision, Aims and Values*

Vision

Staff in Crosshill Primary share the national ambition of continually striving to improve the quality of the education we provide. In our efforts to achieve this we will endeavour to do everything we can to support all of our pupils to achieve their full potential. The school and everyone associated with it is committed to working hard to provide education of the highest quality and to ensuring that the learning experience provided meets the needs and aspirations of pupils, parents, staff and the wider community. Essential to achieving this vision is the ambition of our school to work towards raising standards by creating a culture and ethos of achievement.

Aims

We aim to create a school of which pupils, parents, staff and the community can be proud.

We aim to achieve:

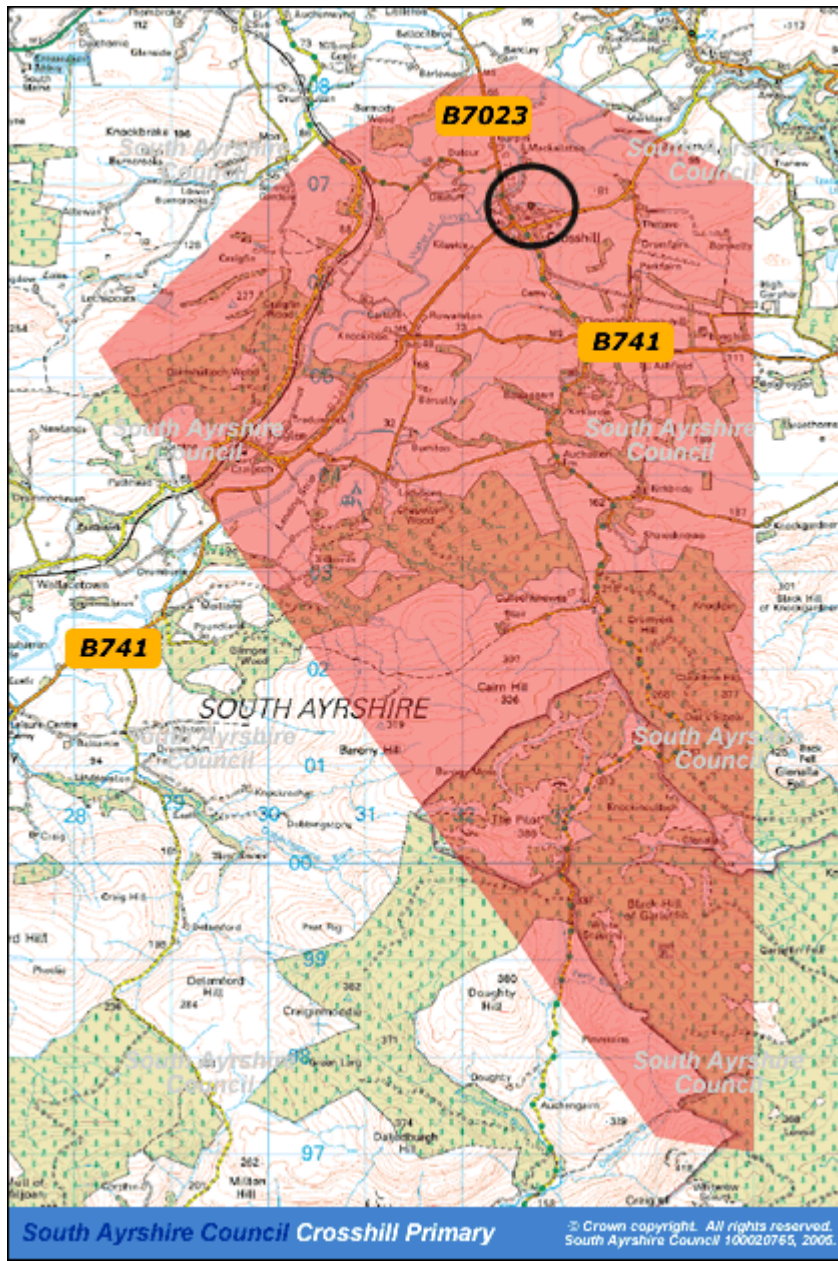
1. A positive School Ethos by:

- Creating a safe secure, accessible and friendly teaching environment where pupils are supported according to their own strengths and needs
- Valuing contributions of staff, pupils and parents
- Promoting collaboration between all who have an interest in our children's education

- Welcoming visitors
2. **A Stimulating and Appropriate Curriculum which will be:**
- Well-planned, effectively resourced and evaluated
 - Delivered using a variety of learning and teaching approaches including Information and Communications Technology
 - Broad and balanced with links across each area and one which builds on previous experience and attainment
 - Inclusive and will promote equality of opportunity for all while setting challenging but attainable goals
3. **A Commitment to Excellence through:**
- Promoting an ethos of achievement
 - Setting targets in literacy and numeracy in line with National Policy
 - Monitoring pupil attainment closely
4. **An Awareness of Citizenship and Positive Values by:**
- Fostering an awareness of the importance of physical and mental health and fitness
 - Encouraging study skills, independent working and a pride in personal performance
 - Developing controlled, responsible behaviour and tolerant attitudes
 - Promoting a respect for others and their property as well as the environment in general
 - Building self-esteem
5. **An Effective Partnership which Links Home, School and the Community by:**
- Effective communications with parents
 - Supporting the School Board and the P.T.A.
 - Actively involving parents in their children's education
 - Making the best possible use of outside agencies
6. **An Efficient School Team by:**
- Fostering a climate that encourages co-operation
 - Monitoring classroom practice and by praising and sharing good practice
 - Providing appropriate training through Staff Development and Review
 - Careful development planning and evaluation
 - All members together providing a high quality service

3. School Information

Name	Crosshill Primary
Address	Carrick Drive Crosshill Maybole KA19 7RH
Telephone Number	01655 740291
Email address	crosshill.mail@south-ayrshire.gov.uk
Denominational status	Non Denominational
Accommodation and capacity	<p>The main building is thirty years old and provides three bright, modern classrooms in a semi-open plan design. All classrooms have fitted carpeting and in addition, there is a Library/computer area, a multi-purpose hall and the usual offices. A modern kitchen with servery completes the accommodation.</p> <p>Capacity 96. Parents (parents meaning anyone with parental responsibility i.e. natural parents, guardians and carers) should note that the working capacity of the school may vary dependent upon the number of pupils at each stage and the way in which the classes are organised.</p>
House structure	Two Houses; Kilkerran and Kirkbride
Nursery provision	Nursery Class is situated in the annex to the Community Centre in Kirkmichael Road. The Nursery has a capacity for 20 children during mornings only.
Catchment map and area	Details of the school's catchment area and street names are available for inspection at the school and parents can also access them on the Council's web site at www.south-ayrshire.gov.uk Catchment map and area (available from Resources Section, Education, Culture and Lifelong Learning, County Buildings, Wellington Square, Ayr, KA7 1DR))



4. School Staff

Name	Designation
Mrs Kathleen Baty	Head Teacher
Mrs Sandra Hearton	Class Teacher Primary 1 and 2
Mrs Averil Connelly	0.5 Class Teacher Primary 3 and 4
Mrs Pamela Dunlop	0.5 Class Teacher Primary 3 and 4
Mrs Jodie Thomson	Class Teacher Primary 5, 6 and 7
Mrs Lesley Mitchell	Nursery Teacher 0.5
Mrs Helen Craigie	Pupil Support Teacher 0.2
Mr Kieran McPate	Bagpipe Tuition
Mrs Andrea Henderson	Guitar Tuition
Mrs Lynn Louise Mitchell	Nursery Nurse 0.5
Mrs Marion Dobbie	Clerical Assistant
Mrs Caroline Dempsey	Classroom Assistant
Mrs Pamela McIllwraith	Janitor
Mrs Carolann Cluckie	ASN Auxiliary

5. Management Team

Name	Designation
Mrs Kathleen Baty	Head Teacher

6. The School Year and School Hours

School Day

School opens	9.00 a.m.
Morning interval	10.30 a.m. - 10.45 a.m.
Lunch Time	12.15 p.m. - 1.00 p.m.
School closes	3.00 p.m.

Primary 1 pupils attend school for the morning only until the first Monday in September. Thereafter, the day ends at 3.00 p.m. for all pupils.

After School Clubs

After School Clubs are arranged throughout the year for blocks of time and vary with the interests of the children; staff or volunteers willing to help and the level of funding available for them e.g. this year we have an Eco-club, Badminton, Scottish Country Dancing and Football after school.

7. Enrolment

Children are registered for P1 during January of the year in which they are due to start School. This registration is carried out by the Head Teacher. At a later date, new starts are invited to the school to spend time in the infant class to meet their teacher and classmates.

Parents of new starts will be invited to the school to hear about life in Crosshill Primary School and will be able to have questions answered during this informal meeting.

Information as to date and time of enrolment of children starting school for the first time is advertised in the local press. Parents wishing to enrol pupils during the session or who need any further information are most welcome to telephone the school, and a visit can be arranged.

SECTION B – Teaching and Learning

1. The Core Curriculum

Curriculum 5 – 14

The Scottish Government has recently published draft outcomes for Language, Literacy, Social Subjects, Modern Languages, Health and Wellbeing, Expressive Arts, Technology, RME, Science, Mathematics and Numeracy. These outcomes complement National 5-14 Guidelines previously issued on all subjects taught in school. Also covered are Guidelines on Assessment, Reporting, and National Testing.

Staff at Crosshill Primary are fully aware of these developments and are working with other cluster schools to examine the new outcomes and how our present programmes fit in with them. The three areas being targeted are Language and Literacy; Social Subjects and Modern Languages.

To ensure continuous improvement the school has a planned programme of development projects. This is detailed in our School Improvement Plan. Over the next year we will focus on:

- Attainment
- Learning and Teaching
- Management, Leadership and Quality Assurance
- Curriculum for Excellence
- Ethos

Crosshill School aims to offer a broad and balanced curriculum where pupils are taught according to age, aptitude and ability. A variety of teaching methods is used whereby pupils may be taught as a class, individually or in a group. Individual Educational Programmes will be compiled for children who experience difficulties.

Language

20% of our curriculum is devoted to Language. The four areas of Language are:

Listening, Talking, Reading and Writing

Listening and Talking

Listening and talking are given an important place in the language programme. These skills are encouraged through all curricular areas using tapes, T.V., listening post, class discussion, debate, whole school assemblies and performances.

Reading

Our Reading Scheme is by Heinemann; i.e. Storyworld and Discovery World for P1 – 3 and Literacy World for P4 – 7. The scheme comprises core reading books at appropriate levels, supplemented by a wide, varied selection of language exercises

as well as whole class teaching using Big Books and anthologies. Phonic building at the early stages makes use of the "Think About It?" programme. Supplementary materials to support less able and more able pupils have been built up so that all children are catered for. Full use is made of teaching materials for children with special needs. This is supplied on request from Carrick Cluster Pupil Support staff. Reading for enjoyment is being encouraged by the continued resourcing of our central library. Reference and interest books are also being updated so that pupils and staff have a wide variety of resources to choose from when dealing with topics and themes.

Writing

All teachers follow guidelines initially developed by North Lanarkshire Council and enhanced with a variety of stimulating teaching resources. Opportunities for writing are also included in the Heinemann Storyworld and Literacy World reading schemes and other areas of the curriculum also give much opportunity for writing.

Computer and language

All stages in school use laptop computers in class to enhance the language curriculum. Many language opportunities and experiences arise within work being done in other areas of the curriculum, centres of interest or topics.

French

As we appreciate the importance of learning modern languages, Primary 6 and 7 receive lessons in French from Mrs Roselyne Carey, a visiting specialist. At present they receive a one hour-long lesson in French per week from a two-year rolling programme devised to suit our composite structure. "Metro" is the main teaching resource used with the emphasis on talking and listening but some words and phrases may be copied to develop pupils' awareness of patterns in spelling and structure. A little reading may also be introduced to fix and develop the relationship between the sounds of the language and its written form. Reading activities are often part of games, puzzles or instructions.

Mathematics

This takes up approximately 15% of curriculum time. Our core material is that devised by the Scottish Primary Maths Group (SPMG), which is in effect, a development through activity. This scheme covers all areas of mathematics and gives opportunities for reinforcement for those children who need it and for extension work for the more able child. We also supplement this scheme with support materials from TeeJay Mathematics for all stages, with Maths in Action materials for P6 and P7 pupils and with a good many active maths materials.

The development of knowledge, understanding and skill in computation, both written and mental, have high priority and is planned to provide pupils with the knowledge and procedures for working with patterns and relationships in number and shape. Practical work is emphasised to ensure that before any written work or recording is introduced, concepts are understood by pupils. Over the past few years a greater emphasis has been placed on developing children's ability to calculate mentally.

Skills in information handling and problem solving are supported and extended by computer programmes.

Environmental Studies

This takes up approximately 15% of the School Curriculum. The three components of Environmental Studies are:

Science living things and the process of life; energy and forces; earth and space.

Society people in the past; people and place; people in Society

Technology designing and making; developing technological capability

The studies should stimulate children's awareness and understanding of their environment, their place in it and the social, physical and cultural factors, which have shaped it. Pupils come to make sense of their world, develop investigative and practical skills, and to acquire positive attitudes and values.

Health

We aim to encourage our pupils to increase their knowledge and understanding; to develop personal and interpersonal skills; and to explore and clarify their beliefs, attitudes and values in a range of health issues.

Religious and Moral Education

Our three-year rolling R.M.E. programme includes a choice of three world religions, from the main six. This choice includes two Monotheisms and one Non-monotheism, i.e. Christianity, Judaism and Hinduism providing a structured R.M.E. education in sufficient depth in 10% of our curriculum time.

Expressive Arts

This takes up approximately 15% of curriculum time. Through Expressive Arts our children are encouraged to express personal experiences and develop communication skills, to explore values and foster imagination and creativity. This should lead to a good self-image, which in turn builds confidence helping all other areas of education.

The four subject areas are:

art & design, drama, music, physical education

Art & Design

Children express ideas visually, develop a capacity to invent, create and interpret images and objects. They learn to design, make, evaluate and gain insight into technological processes.

Drama

Imaginative play at early stages for children leads to the exploration of ideas, and the making sense of themselves and the world about them. Drama extends and builds on this.

Music

This plays an important part in our curriculum. It enriches the lives of individual pupils and progression in this area allows pupils to become more confident and active in

musical activities. Pupils in P7 receive percussion instruction as part of the music curriculum and pupils in P6/7 have the opportunity of guitar or bagpipe tuition.

Physical Education

P.E. offers opportunities for the development of physical competencies, social skills, fitness and a healthy lifestyle.

ICT

In accordance with 5 –14 guidelines, Information and Communications Technology will be taught as a discrete subject and South Ayrshire planners will be followed to ensure children have a structured and progressive ICT programme of study. All computers are linked to the Internet and all children regularly access the internet in class lessons. Teachers

continue to update their computer skills through training on specific areas of the ICT curriculum.

All children work on laptops or PCs for the development of basic skills using Microsoft Word and Excel; Granada Toolkit and Stanley Thornes material but we have many other computer programmes to link to topic work or for reinforcing mathematical skills, research skills, spelling or helping with writing.

2. Extra Curricular Activities

Where possible and appropriate the school is involved in local activities such as charity appeals and participating in local competitions.

This year Crosshill is offering some after-school clubs: Eco Club, Badminton and Netball in the summer months.

Cycling proficiency takes place every alternate year. Throughout the year pupils from Crosshill represent the school at a variety of events e.g. Football tournament; Athletics; singing and playing guitars at many local events.

Every two years, children from P6 and 7 enjoy a residential stay at the Dolphin House, in Culzean Country Park, taking part in a variety of sporting activities, environmental studies projects and social evenings.

This year P5/6/7 are taking part in Outdoor Education organised by the Adventure Centre for Education – enjoying the challenge of abseiling, gorge walking, hill walking etc.

3. Homework Policy

With pupils of a wide range of abilities in various subject areas, it is very difficult to make definitive statements concerning the amount of homework to be done and the time taken to complete it. However, homework will be given regularly where appropriate and teachers will insist that it is done reasonably well. It is expected that in the early stages of the school, children might spend a maximum of 15 minutes per night on homework. In the later stages this will increase until, at Primary 7, pupils might be expected to spend a maximum of 35 - 40 minutes per night.

It is important that pupils cultivate the habit of regular home study and we hope that we have your support in this area. If you feel that your child is given too much or too little homework, please contact the Head Teacher for advice.

4. Assessment and Reporting

Assessment of pupils is essential as part of the process of planning, teaching, recording progress and reporting to parents. This is a continuous process, which includes teacher observation of day-to-day work and informal class tests as well as the 5 – 14 National Assessments for use with classes throughout the school. National Assessments in Reading, Writing, and Mathematics provide an important source of evidence of pupil attainment in key skills and processes in English Language and Maths. They are administered at all stages when pupils are deemed to be ready to sit an appropriate level. Parents who have children with a Record of Needs or Co-ordinated Support Plan may choose whether or not their child should be tested.

Each pupil's progress is carefully monitored so that the individual achievements can be described in a profile, which is passed on from teacher to teacher as the child progresses through school. Similar Pupil Profiles are normally sent home during the school session and National Assessments results are shown on these. When a child successfully passes an assessment, a form is sent home to the parent giving the level of assessment achieved.

Currently the Scottish Government is reviewing assessment procedures in Scottish Education through the Assessment is for Learning Development Programme. One of the projects being developed is Formative Assessment. For mative assessment happens in every lesson with the teacher providing feedback to children on how to progress. Through the programme our staff are developing and enhancing learning and teaching in the classroom.

Children, who have additional support needs, may have an Individual Education Programme. These programmes are monitored by the Learning Support Co-ordinator and new targets agreed with the pupil each term.

A written report (or pupil profile) is sent home before the second meeting of the session. Parents may also wish to speak to the class teacher or headteacher at other times and this should be arranged through the school office.

5. Determined to Succeed

Everyone involved in a young person's development should be aiming to realise their full potential so that they can become the best they can be in work and life. Determined to Succeed puts young people at the centre, ensuring that they have the chance to experience and participate in enterprise, not just as a one off activity but as part of the way they learn.

Determined to Succeed is about being:

- Creative
- Innovative
- Enterprising

Thus ensuring that our young people are better prepared to face the challenges ahead in a rapidly changing world.

Some of our enterprise activities were: P5/6/7 organised a Fun Maths Evening; organising stalls for Carol Concert e.g. Cake and Candy Stall; Singing to Maybole Heart, Stroke and Chest Group and serving them refreshments; Village Fete; Songs from the Movies Summer Show.

6. Additional Support Needs/Accessibility Strategy

Additional Support Needs

All children and young people need support to help them benefit from education. The main sources of support are school staff who, through good practice, are able to meet a diverse range of needs. With good teaching, and the provision of an appropriately differentiated curriculum, most children and young people are able to benefit from education without the provision of any additional support.

However, any child or young person could, at some time in their school career, need something additional to, or different from, the support given generally to most other children of the same age in order to help them overcome a barrier to their learning and benefit from school education. These children and young people have additional support needs and they are entitled to additional support for learning to help them learn and achieve their potential.

The school works within South Ayrshire Council's staged intervention framework to identify and meet the needs of pupils with additional support needs.

A differentiated curriculum will be made available for children with additional support needs.

Staff in Crosshill Primary are committed to teaching all pupils and all staff are fully briefed on a wide range of issues, e.g. documentation relating to inclusion and disability awareness raising for specific children is available. Staff have attended courses on Dyslexia, ADHD, Aspergers, Speech and Language Therapy and are kept up-to-date by reading about inclusion issues affecting pupils in school.

Physical Intervention

In line with South Ayrshire's Physical Intervention Policy, Crosshill Primary does not advocate the routine use of physical intervention. In exceptional

circumstances it may be necessary to use physical intervention and in such circumstances it will be an act of care and not a punishment. Guidelines for the use of physical intervention are contained within the school's Physical Intervention Policy.

Accessibility Strategy

The school has a duty to ensure that all our pupils have equal access to the curriculum, supported as appropriate to their individual needs. This covers not only the content of lessons and teaching strategies but also minor adaptations to the physical environment of our building to address the needs of pupils with physical and sensory impairment, including the relocation of classes to the ground floor where feasible. We also need to ensure that parents who have a disability have equal access to information about their children. This will involve, for example, relocating the venue for parents' meetings to facilitate physical access; provision of an interpreter for deaf people; agreeing a phone contact system to provide feedback for parents.

Our school and nursery have wheelchair access and both have an accessible toilet.

Parents' meetings are held in private with the class teacher and provision will be made for any parent or carer who has a communication disability.

7. Composite Classes

Primary schools have pupils at seven broad year stages, primary 1 to primary 7. A year stage is defined as a group of pupils entering primary education at a common date. Composite classes are those where children of more than one year stage are grouped together to form a class.

Schools are staffed to agreed standards based on the total number of pupils within the school regardless of the numbers of pupils at each year stage. This means that the head teachers are required to take management decisions to organise classes to make best use of available staff, resources and space. Balancing up the various factors involves both educational and organisational considerations.

Selection of pupils to classes including composite classes:

In the formation of new classes full account must be taken of existing successful groupings of pupils. Schools should use language and/or mathematics groups as the baseline for decisions as to which class children are allocated. Within this broad guideline a language and/or mathematics working group could be defined as:

"A number of pupils of broadly the same attainment who have shown the capacity of working well as a learning group".

Normally such classes will be formed before the start of a new school year so that all involved know that class structures exist for the new school session. In certain circumstances class restructuring may have to take place during the summer break or after a school session has started. However such cases will be very exceptional. Parents will be informed at the earliest opportunity of likely re-

classification of classes to allow appropriate discussions to take place. Further information is available at the school.

8. Religious and Moral Education

Religious and Moral Education is provided for all pupils from P1 - P7. The lessons are taught by the class teacher and are supplemented by the visits of the School Chaplain and by other invited speakers where appropriate. It is the policy of South Ayrshire Council that pupils be made aware of the differences present between (i) people of the same religion and (ii) various religions.

The aim of the school in following this policy is to promote understanding and tolerance of differing religious and moral outlooks, personal growth and allow the individual to explore questions concerning the meaning of life.

School services are held periodically with the School Chaplain in attendance and the material is provided by the children appropriate to their current topic of study. End of term services are normally held in Church with the Chaplain officiating and parents and friends are invited.

It may be that, as parents, you have no desire for your children to be exposed to religious education and should this be the case, special arrangements can be readily made. Such requests for withdrawal should be made in writing to the Head Teacher.

These authority policies have regard to national advice set out in SOED Circular 6/91, the Education (Scotland) Act 1980 and SEED Circular 1/2005.

Parents from religions other than Christianity may request that their children be permitted to be absent from schools in order to celebrate recognised religious events. Only written requests detailing the proposed arrangements will be considered. Appropriate requests will be granted on not more than three occasions (days) in any one school session and the pupil noted as an authorised absentee in the register.

9. Equal Opportunities and Inclusion

Crosshill Primary School believes in the provision of equal opportunities for all pupils in the School. In relation to this our aims are: -

- To ensure all pupils are given the opportunity to sample all aspects of games provided in the school.
- To provide access for all pupils to the new technology such as educational computing and construction techniques.
- To ensure no discrimination by providing all pupils with the opportunity to pursue their studies across the curriculum.

The Head Teacher in partnership with all members of staff is responsible for encouraging a positive atmosphere in school, which embodies caring, tolerance and respect for others. Any parent wishing information and advice is most welcome to contact the school.

**10. Personal, Social and Health Education /Citizenship
(including the school discipline policy)**

A programme of lessons in Personal, Social and Health Education has been developed incorporating lessons in Citizenship. The programme for health covers emotional, physical and Social health and lessons by the teacher may be enhanced by visits from other agencies. Through these lessons and by the example of staff, Crosshill Primary fosters an ethos of care, tolerance and self-discipline.

School Discipline

Any institution requires a certain degree of order to enable it to pursue its aims effectively. Schools are no exception. Good discipline is based on a clear understanding and acceptance by all concerned of standards of behaviour and rules. Such rules and standards are designed for the wellbeing and safety of all who use the building.

To ensure a consistent approach all staff have been trained in Assertive Discipline techniques, a system which allows us to maintain good order without destroying the friendly atmosphere of the school. An effective discipline system is based on respect, consistent application and most of all, support and co-operation from parents. The discipline system is enhanced by Personal and Social Development lessons, i.e. Circle Time, when children explore feelings and emotions, share and reflect on experiences and learn about appropriate behaviour.

Parents should encourage their children to take note of the school rules, which follow. They are designed to avoid unnecessary disciplining of pupils and to enable the school to function smoothly.

School Rules

We only have four School Rules

1. Be kind and show respect to others
2. Always do your best
3. Keep each other safe
4. Be proud of Crosshill Primary – Look after it

The school rules are explained in detail at special assemblies and by class teachers.

The rules are broken down into Discipline Plans in each classroom and for various activities, i.e. assembly, playground, classroom and lunchtime. The plans contain clear and observable rules written in a positive way and are backed up with rewards and consequences.

Rewards

Praise is widely used throughout the school and takes many forms:

Non-verbal - e.g. smile, nod, wink etc

Verbal - child named and specific appropriate behaviour mentioned

Material/Individual – free time, stickers, notes home to parents etc

Classwide – points for whole class, special treat

Star Award Scheme – when sufficient points are gained children receive a star award at assembly with a small gift; e.g. pencil, pen, badge etc.

Consequences

When children choose not to behave they are taking responsibility for their actions and the result will be a consequence. These consequences are organised in a hierarchy that clearly spells out what will happen from the first time a student breaks a rule to the fifth time the

same student breaks a rule on the same day. The first consequence will be a warning from the teacher. Other consequences may be to complete work at a separate desk, to stay in at break, to speak to the teacher or any other appropriate consequence the pupils do not like but are not physically or psychologically harmful.

Contact with the Headteacher and/or parents will appear towards the end of the hierarchy. However, where the behaviour is seen as severe, the pupil will be sent directly to the Head Teacher who may contact the parents.

Occasionally extra support is required and advice from a Behaviour Support Specialist may be requested with individual or group activities being organised. Should this be necessary the school will contact parents to discuss appropriate strategies.

SECTION C – Home / School / Community

1. Attendance

Section 30 of the 1980 Education Act lays a duty on every parent of a child of 'school age' to ensure that their child attends school regularly. Attendance must be recorded twice a day, morning and afternoon.

Regulation 7 of The Education (Scotland and Placing Information) (Scotland) Amendment etc Regulations 1993 requires each child's absence from school to be recorded in the school register as authorised: e.g. approved by the authority, or unauthorised; e.g. unexplained by the parent (truancy) or excluded from school.

FAMILY HOLIDAY NOT AUTHORISED BY THE SCHOOL

The majority of family holidays taken during term time will be categorised as unauthorised absence. However, it is acceptable under exceptional circumstances for schools to authorise a family holiday during term time. Such circumstances may include:

- A family holiday judged to be important to the well-being and cohesion of the family following serious or terminal illness, bereavement or other traumatic events

A family holiday classified under the 'authorised absence' category should not include such reasons as:

- The availability of cheap holidays
- The availability of desired accommodation
- Poor weather experienced during school holidays
- Holidays which overlap the beginning or end of term
- Parental difficulty obtaining leave (with local judgement applied in cases where evidence is provided by the employer that it cannot accommodate leave during school holidays without serious consequences)

EXTENDED LEAVE WITH PARENTAL CONSENT

Where most family holidays will be recorded as unauthorised absence (see below), extended leave with parental consent will not be considered the same as a family holiday. Extended leave with parental consent will be recorded separately outside the figures for attendance and absence, and include circumstances such as:

- Extended overseas educational trips not organised by the school
- Short-term parental placement abroad
- Family returning to its country of origin (to care for a relative, or for cultural reasons)
- Leave in relation to the children of travelling families

ADVICE TO PARENTS

The school will now follow-up all instances of pupil non-attendance in order to accurately record the reason for absence using the above coding system. **It would be extremely helpful in this regard, if parents contact school at the beginning and end of the absence period** – indicating their awareness of the absence and reason for absence at the beginning of the period and expectation of return to school at the end of the absence period. Where no information is provided absences will be considered to be unexplained and therefore recorded as unauthorised.

2. Statistical Information

Transferring Educational Data About Pupils

Education authorities and the 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 the 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 the 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 the Scottish Government for research and National Statistics publications. Education data within the 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, the Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by the 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 the Scottish Government.

The individual data collected by the 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.

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This message can give only a brief description of how we use

data. Fuller details of the uses of pupil data can be found on the ScotXed website (www.scotxed.net).

The Scottish Government works with a range of partners including HM Inspectorate of Education and the SQA. On occasion, we will make individual data available to partners and also academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing of data will be done under the strict control of the Scottish Government, which will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with colleagues and individuals within and outwith the Scottish Government.

Concerns

If you have any concerns about the ScotXed data collections you can email the Senior Statistician, Peter Whitehouse, at Peter.Whitehouse@scotland.gsi.gov.uk or write to The ScotXed Support Office, Area 1B, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, braille and large print.

Want more information?

Further details about ScotXed are available on the ScotXed website, www.scotxed.net, which contains a section on 'frequently asked questions' at <https://www.scotxed.net/jahia/Jahia/lang/en/pid/220>.

5 – 14 Attainment Data for Crosshill Primary School

	Crosshill PS	South Ayrshire - Primary
Reading 2002/03	86.1	83
Reading 2003/04	65.7	82.4
Reading 2004/05	59.1	83.7
Reading 2005/06	88.0	85
Reading 2006/07	79.3	83.8
Reading 2007/08	82.6	84.6
Writing 2002/03	58.3	75.4
Writing 2003/04	65.7	73.4
Writing 2004/05	54.5	77.3
Writing 2005/06	64.0	77.8
Writing 2006/07	62.1	78.1
Writing 2007/08	78.3	80.1
Mathematics 2002/03	88.9	83.8
Mathematics 2003/04	85.7	85.2
Mathematics 2004/05	81.8	87.7
Mathematics 2005/06	84.0	88.1
Mathematics 2006/07	79.3	87.3

Mathematics 2007/08	87	88.1
---------------------	----	------

It is difficult to compare our result to those of South Ayrshire as a whole as the number of children being represented is usually around 25 and therefore one child can represent approximately 4% percentage.

3. School Uniform Policy

Given that there is substantial parental and public approval of uniform, schools in South Ayrshire are free to encourage the wearing of school uniform. In encouraging the wearing of uniform, account must be taken in any proposals to prevent any direct or indirect discrimination on the grounds of race or gender. Any proposals will be the subject of widespread consultation with parents and pupils. Against this background it should be noted that it is the policy of the Lifelong Learning Committee not to insist on pupils wearing uniform or having specialist items of clothing as a prerequisite to their attending and engaging in all of the activities of the curriculum.

There are forms of dress, which are unacceptable in school, such as items of clothing which:-

- potentially, encourage faction (such as football colours);
- could cause offence (such as anti-religious symbolism or political slogans);
- could cause health and safety difficulties, such as loose fitting clothing, dangling earrings, are made from flammable material for example shell suits, in practical classes;
- could cause damage to flooring;
- carry advertising, particularly for alcohol or tobacco; and could be used to inflict damage on other pupils or be used by others to do so.

Crosshill School Dress Code

Our school dress code consists of:

For Girls

Grey/black skirts, pinafores or smart trousers
 Blue/white blouse or polo shirt
 Maroon sweatshirt, pullover or cardigan
 Light blue checked summer Dress

For Boys

Grey/black smart trousers
 Blue/white shirt or polo shirt
 Maroon sweatshirt, pullover or cardigan

All items of schoolwear are available from the National Schoolwear Centre, 75 Dalblair Road, Ayr.

4. Home School Links

The school is fortunate to receive the help and support of many parents. A list of parent helpers is kept and should you wish to help either in school time or outside school time your name will be added to the list. A School Council was set up in June

2007. Crosshill Primary Council has a fundraising committee which organises events and the overall Council ensures that the school is run effectively

Information about school life is regularly sent home in the pupils' school bags. Parents are requested to check school bags regularly for information. You may also phone or visit the school at any time should you have a problem or wish information.

Times are also set aside twice in the year for parents to meet with their child's teacher to discuss pupils' progress. Parents may make an appointment to meet their child's teacher at other times by phoning the school office. Sometimes a teacher may wish to speak to the child's parents and such an appointment would be made by telephone.

Social events are very well attended by parents and friends of the school, making the efforts of all involved very worthwhile.

5. Choosing a school

Under the placing request arrangements parents have the right to choose a school other than the catchment school for their area. This is known as a placing request and application forms can be obtained from the school office or Education Culture and Lifelong Learning, County Buildings, Wellington Square, Ayr, KA7 1DR telephone 01292 612268. Unfortunately it is not possible to guarantee that a placing request will be successful but parents will have the right of appeal should it be unsuccessful. Full details of the placing request arrangements are contained in the application form.

You should be aware that if you decide to make a placing request your child would no longer be automatically considered for a place in their catchment school.

6. Transfer to Secondary School

Pupils are normally transferred between the ages of 11 ½ and 12 ½ so that they will have the opportunity to complete at least four years of secondary education. Parents will be informed of the school arrangements no later than December of the year preceding the date of transfer at the start of the new session.

7. Parent Council and Parent Forum

The Scottish Schools (Parental Involvement) Act 2006 has brought into being a new way of working with parents by modernising and strengthening the framework for supporting parental involvement in school. The new law is concerned with improving parents' involvement in their child's education and in the life of the school and has led to the establishment of Parent Forums and Parent Councils in primary, secondary, special and nursery school. Every parent with a child at school is automatically a member of the school Parent Forum. The Parent Council is a representative group composed of parents, head teacher, and co-opted members. The Parent Council has a range of functions which fall broadly within the following areas:

- supporting the school in its work with pupils
- representing the view of parents
- promoting contact between the school, parents, pupils, providers of nursery education and the community
- reporting to the Parent Forum

Chairperson: Vacant

Members of Council

Mrs Alison Andrew	Mrs Serena Sykes	Mrs Margaret Rowney
Mrs A Jackson	Mrs N Young	

Staff Member: Rotates round teaching staff, c/o Crosshill Primary School

Co-opted Members: Mr Les Jones
Crosshill

Clerk to the School Board: Mrs Lynn Maxwell

The local Councillors and Head Teacher may attend all meetings of the Parent Council.

8. Pupil Council

Consultation with pupils about their views on their school environment and their learning is increasingly accepted in our school. Giving young people a “voice” as partners in the process of school improvement, leads to more effective learning organisations.

Pupil Councils is one means of ensuring that young people develop positive attitudes and an opportunity to take part in “real life” decision-making within their own school setting.

At Crosshill the Pupil Council meets regularly and organises activities and fundraising events. Recently the Pupil Council successfully organised a Fun Maths evening for parents; they also take P1/2 for paired reading with P1/2 parents. Next they intend to put in a bid to the secondary council for playground games.

9. Parental Complaints Procedures

We are always anxious to maintain and improve our service. If you have any suggestions to make about the service, please contact the head of establishment in the first instance. If you feel your complaint has not been satisfactorily resolved with the Head Teacher, please contact Director of Education, Culture and Lifelong Learning, County Buildings, Wellington Square, AYR, KA7 1DR

If you have a concern and wish to complain to the Care Commission directly, please write to:

Care Commission Office, Sovereign Road, Suite 3, Academy Road, Irvine, Ayrshire
KA12 8RL

SECTION D – Care and Welfare

1. Child Protection

School staff provide support to children and young people in their daily work and have a vital role to help protect them from harm. School staff help keep children and young people safe and well by:

- Helping them learn about their personal safety
- Being a trusted adult who children and young people may turn to for help, and who will take them seriously
- Identifying when children and young people may need help
- Understanding the steps that must be taken when there are concerns for children's and young people's safety and well-being.

The school has a Child Protection Co-ordinator who will co-ordinate the school's response to concerns for children and young people's safety and wellbeing. The Authority has a designated officer for Child Protection who will ensure schools work effectively to keep children safe and well. If you have any concerns about the safety and wellbeing of a child or young person, including a 'gut feeling', talk about this to the school's Child Protection Co-ordinator or another member of staff.

2. Playground Supervision

An adult presence is provided in playgrounds at break times in terms of the Schools (Safety and Supervision of Pupils) (Scotland) Regulations 1990. This duty is undertaken by the school janitor, Classroom Assistant and/or Clerical Assistant. All staff have been trained in Assertive Discipline techniques which help to maintain a consistent approach throughout the school. The playground staff are supplemented by P7 buddies who help P1 children with tuck and encourage them to play well with each other.

3. School Meals and Free School Meal Information

School Meals provision in Crosshill Primary School is provided by Cairn Primary kitchen staff and transported into the school. Children may choose from a menu which includes main meal dishes and snack items. Healthy options are provided and pupils requiring special diets are catered for. A cafeteria system is operated in the Dining Hall and meals are paid on a daily basis at lunchtime. However, pupils who wish to bring packed lunches are allocated areas in which to eat and are supervised at all times.

Only those children whose parents are receiving Income Support will be entitled to free milk. Milk may however be available for purchase in the school during the lunch period.

Children of parents receiving Income Support, Job Seekers Allowance (Income Based) and Child Tax Credit only (where income is less than £15,575*) are entitled to, a free midday meal. Information and application forms for free school meals may be obtained from schools and from the Education Culture and Lifelong Learning, County Buildings, Wellington Square, Ayr KA7 1DR, telephone 01292 612268.

4. Footwear and Clothing Grant Information

Pupils whose parents or guardians are in receipt of either Income Support/Income Based Pension Credit, Income based Jobseekers Allowance, Child Tax Credit only or Support under part VI of the immigration and asylum Act 1999 may be entitled to a Footwear and Clothing Grant and a Free School Meal.

Pupils whose parents or guardians are in receipt of Housing Benefit and/or Council Tax Benefit and/or Child Tax Credit and Working Tax Credit may be entitled to the Clothing Grant only.

Information and application forms may be obtained from schools, Area Offices and from Education Culture and Lifelong Learning, County Buildings, Wellington Square, Ayr KA7 aDR

5. Transport Guide to Parents

In law it is the parents' responsibility to ensure that the children attend school and make suitable travel arrangements for them. However where children attend and live more than a specified walking distance from their catchment school the Council will assist with school travel by making available free school transport for all or part of the journey.

South Ayrshire Council has a policy of providing free transport to all primary pupils who live more than two miles from their local school by the recognised shortest walking route. This policy is more generous than the law requires. This means that the provision of transport could be reviewed at any time. Parents who consider they are eligible should obtain an application form from the school or Education, Culture and Lifelong Learning, County Buildings, Wellington Square, Ayr KA7 1DR. These

forms should be completed and returned before the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made.

Applications may be submitted at any time throughout the year but may be subject to delay whilst arrangements are made. The appropriate officer has discretion in special circumstances to grant permission for pupils to travel in transport provided by the authority, where spare places are available and no additional costs are incurred.

The authority has an Exceptional Circumstance policy relating to eg. Homelessness, parental disability etc. Details are available from the school. There is also a procedure to request transport on medical grounds. The school can advise on procedures.

Where free transport is provided it may be necessary for pupils to walk a certain distance to the vehicle pick up point. Walking distance in total including the distance from home to the pick-up point and from the drop-off point to the school in any one direction will not exceed the authority's limit (see above paragraph). It is the parent's responsibility to ensure that their child arrives at the pick-up point in time. It is also the parent's responsibility to ensure the child behaves in a safe and acceptable manner while boarding, travelling in and alighting from the vehicles. Misbehaviour could result in your child losing the right to free transport.

The education authority does not provide transport for those pupils in receipt of a placing request other than in individual exceptional circumstances where appropriate legislation applies.

Privileged Seats

Pupils who are not entitled to free school transport may on occasion apply for a privileged seat. A privileged seat is where there is a vacant seat on a dedicated school contract. Parents can make an application for a privileged seat by submitting a letter to South Ayrshire Council, Department of Education, Culture and Lifelong Learning, County Buildings, Ayr KA7 1DR at any time during the year. Parents should note that privileged seats are not available on local service contracts and are allocated during October. Privileged seats can be withdrawn if an entitled pupil requires transport and cease at the end of each session.

The main contract for the school transport is held at present by:

E & S Travel
7 MacAdam Way
Maybole
KA19 8BY

Tel: 01655 884329

6. Insurance

South Ayrshire Council hold Public Liability, Employer Liability and Officials Indemnity Insurance. In addition, South Ayrshire Council has an on-site and off-site activities insurance policy. Further information regarding insurance and an appropriate claim form can be obtained from the school or Children & Community, County Buildings, Wellington Square, Ayr KA7 1DR, telephone 01292 612264.

7. Valuable Items

The Council is concerned at the level of claims being received regarding the loss of pupils' clothing and/or personal belongings. Parents are asked to assist in this area by ensuring that valuable items and unnecessary expensive items of clothing are not brought to school. Parents should note that the Council does not carry insurance to cover loss of such items and any claims submitted are likely to be met only where the Council can be shown to have been negligent.

8. Use of Mobile Phones

In line with South Ayrshire's guidelines on the use of mobile phones in schools, we would encourage parents/guardians to ask their children to leave mobile phones at home.

If pupils do bring mobile phones to school with the approval of their parent/guardian, then the mobile phones are the responsibility of the owner at all times in terms of security and safekeeping.

As a basic premise, mobile phones should be switched off at all times within the school buildings and the existing school systems should be used. Where an individual repeatedly breaches the school guidelines, their mobile phone will be removed and held in a secure location until a parent/guardian has been contacted to come to collect the phone.

9. Health and Medical Information

Medical and dental care are provided throughout the pupil's career with regular inspections taking place. Parents are notified of the time of these routine inspections and are welcome to attend.

Parents are expected to be present at the medical inspection of a child, which takes place during his/her first year in school. Should some particular medical problem be a source of worry to parents, they should inform the school of any medical requirements.

Minor ailments are attended to by the school staff, but where a serious emergency does arise we are able to obtain medical assistance from the family doctors. In the

event of it being necessary to send a pupil to hospital the parents will be notified immediately. Should they be unavailable, a member of staff will travel to and from hospital with the pupil.

Where a pupil becomes unwell in school the parent or guardian or "emergency contact" person will be contacted with a view to having the child taken home.

Health Promotion and Nutrition

In March 2007, the Schools (Health Promotion and Nutrition) (Scotland) Act 2007 was passed by the Scottish Government. There are two main components to the Act. Firstly, it requires local authorities and schools to ensure that any food and drink provided within the school setting complies with the nutritional requirements specified by Scottish ministers in regulations; and Secondly, the Act places health promotion at the centre of a school's activities, thus supporting the ethos of Curriculum for Excellence.

It is important that the nutritional guidance set out in the Regulations is read as a whole. Individual nutrient or food and drink standards should not be taken out of the context of the whole package or of the duty under the Act for all schools to be health promoting schools.

The nutritional guidance considers food that is provided as part of the school lunch (or any other meal that is provided by the school) and also food and drinks that are provided outwith the school lunch.

Further guidance can be found at:

<http://www.scotland.gov.uk/Resource/Coc/222395/0059811.pdf>

In March 2008 Crosshill Primary was awarded Health Promoting School accreditation at commitment level.

NHS Ayrshire & Arran

Oral Health Promotion Initiatives in Nursery and Primary Schools

NHS Ayrshire & Arran is implementing two oral health programmes - *Childsmile* and the *National Dental Inspection Programme* (NDIP) in local schools.

Childsmile:

The Childsmile programme's aim is to improve the dental health of children in Scotland and it is funded by the Scottish Government. It will be rolled out to all schools in Scotland during the next few years. *Childsmile* has 3 main elements:

1. A core toothbrushing programme – free oral health packs containing a toothbrush and fluoride toothpaste are given out to children at nursery school and in primary 1 on entry to primary school. In Ayrshire & Arran, daily supervised toothbrushing takes place in all nursery schools and many primary schools. During their first year of life, all babies are given an oral health pack and a drinking cup to encourage healthy weaning by swapping bottle for cup as soon as baby is able to drink from a cup. Water and milk are recommended as safe drinks for teeth for all children.
2. *An infant programme* - this promotes oral health from birth. Parents of newborn children may be referred to the programme by their Health Visitor.

Dental Health Support Workers visit parents in their home to give information, oral health advice and to arrange regular visits to the local *Childsmile* Dental Practice.

3. *A nursery and school programme* - this provides preventive oral health programmes for children aged 3 years and upwards. This programme started in 2007 and initially only involved a small number of schools. Each year more schools are being included in the programme. It targets children in nursery and primary schools, who will benefit from additional preventive care. This care will involve the application of fluoride varnish to children's teeth by *Childsmile* Clinical Teams in the nursery and primary schools. The *Childsmile* Teams will also deliver oral health promotion messages and be supported by Dental Health Support Workers who will be attached to nursery and primary schools and be the main contact point for parents, teachers, other school staff and School Nurses.

The National Dental Inspection Programme:

Each year at school, all primary 1 and all primary 7 pupils will be offered a dental inspection in school, by a dentist. It is important that each child's dental health is assessed so that the child and their parents can maintain dental health and take the necessary steps to remedy any problems that may have arisen. There is also a need to monitor children's dental health at national and regional or local levels so that reliable dental health information is available for planning and evaluating initiatives directed towards improvements. The *National Dental Inspection Programme* fulfils both these functions by providing an essential source of information for keeping track of any changes in the dental health of Scottish children.

10. Data Protection Act

Information on pupils and parents may be used for teaching, registration and assessment and other administrative duties. This information may be shared with the Health Board for statistical, operational and analysis purposes. The information is protected by the Data Protection Act 1998 (as amended) and may only be disclosed in accordance with the Code of Practice. For further information, please contact the school.

11. Freedom of Information (Scotland) Act 2002

The Freedom of Information (Scotland) Act 2002 enables any person to obtain information from Scottish public authorities. The Act applies to all Scottish public authorities; Scottish Government and its agencies; Scottish Parliament; Local Authorities; NHS Scotland; Universities and further education colleges; and the Police

Public Authorities have to allow access to the following information:

- The provision, cost and standard of its service;
- Factual information or decision-making;
- The reason for decisions made by it.

The legal right to access includes all types of 'records' information of any data held by the Scottish public authorities. From 1st January 2005, any person who makes a request for information must be provided with it, subject to certain conditions.

12. Helpful Addresses and websites

Children & Community
South Ayrshire Council
County Buildings

Wellington Square AYR KA 7 1DR

Telephone: 01292 612000

Mr Harry M Garland
Executive Director
Children & Community
County Buildings
Wellington Square
Ayr KA7 1DR

Telephone: 01292 612000

Mrs Janette Robertson
Area Education Office
South Ayrshire Council
22 Dalrymple Street
Girvan Telephone: 01465 712894

Mr Ronnie Sinclair
Community Education
Carnegie Building
High Street
Maybole Tel: 01655 882105

South Ayrshire Councillor (South Carrick)

Mr Brian Connelly, Mrs Mairi Low, Mrs Ann Galbraith and Mrs Sandra Goldie are the only elected representatives directly responsible for the education service in the area. They can be contacted at Children & Community, County Buildings, Wellington Square, Ayr, KA7 1DR. Telephone: 01292 612166

Although this information is correct at time of printing, there could be changes affecting any of the matters dealt with in the document:-

- a) before the commencement or during the course of the school year in question:
- b) in relation to subsequent school years.